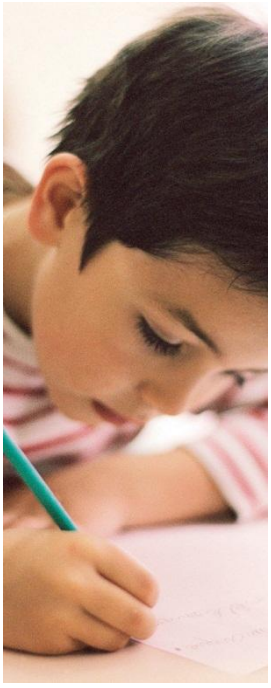

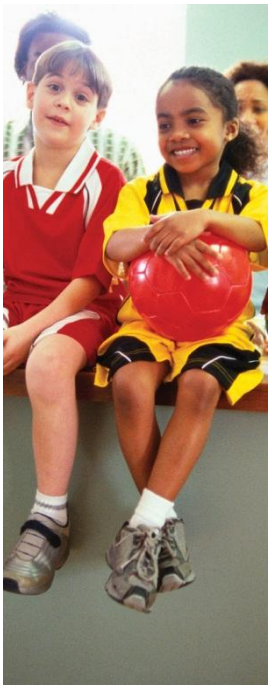

The Burton upon Trent School Planning Study Part 1

Managing demographic growth
and increasing education opportunities

October 2013

Staffordshire County & East Staffordshire
Borough Councils

Cambridge Education

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Issue and revision record

Revision	Date	Originator	Checker	Approver	Description	Standard
Part 1-D	26/10/13	PW/PK	TB/FG	TB		

Contents

Executive Summary

Cambridge Education is pleased to submit this report on school place planning in Burton upon Trent to East Staffordshire Borough Council and Staffordshire County Council

This interim and draft report summarises the data on school roll projections so far presented and methods used. It presents the education case for increased provision in Burton upon Trent and in the context of the East Staffordshire Local Plan, and reviews the school roll projections and forecasting methods used by Staffordshire County Council.

This study is presented in two Parts:

Part 1: Initial overview outlining planning provision, projected pupil numbers and potential shortfalls in places

Part 2: Recommendations on school place planning going forward and the associated delivery and financial implications

Additionally, separate Appendices A to D provide supporting information as follows:

Appendix A: Primary School Data

Appendix B: Secondary School Data

Appendix C: Births and Projected School Place Requirements

Appendix D: Housing Requirements

1 The Brief

1.1 Introduction

…education provision is "a difficult strategic issue, particularly in Burton upon Trent".

The brief for this review outlines the need for an evidence base to support East Staffordshire Borough Council's Local Plan on the need for school places to mitigate the impact of the housing options being developed by the Borough Council as part of its local planning process. A high level infrastructure assessment prepared for the Borough Council to support its preferred option Local Plan Consultation in 2012 noted that education provision is "*a difficult strategic issue, particularly in Burton upon Trent*", though this has so far not proved to be an "infrastructure showstopper". However, there are clearly challenges to be met and a clear and informed view of the implications of each development option and guidance on the way forward for both authorities involved and their communities – resident and school.

The brief asked for a review and a report that will add to the evidence base underpinning the Local Plan and the report produced by an external body gives another dimension to the evidence base. The outcome from our review will be a report that gives clear ways forward under the development options, which may be used in discussion with developers and those with an interest in schools and infrastructure development in the Borough, and which will stand up to scrutiny at the Local Plan examination.

1.2 Study Outputs

The essential requirements of the review, as set out in the brief, are as follows:

- Existing School Infrastructure Capacity – Part 1

  Test current infrastructure provision, identifying capacity of existing school sites to accommodate expansion to allow for a permanent increase in the Published Admissions Number (PAN[1]), as a desktop exercise, but one which requires a thorough understanding of the expansion of classrooms and of the knock on effect on the school and its site.

- Pupil Projections – Part 1

  Investigate and validate the current forecasting method of the way in

[1] PAN – Published Admissions Number – the number of children a school is able to admit each year (typically into YR and Y7), which is a reflection of its capacity.

which pupil projections are calculated by the County Council. This would require a thorough assessment that would also make reference to the findings of the Strategic Housing Market Assessment (SHMA):

- Recommend as appropriate any improvements to the current projection methodology. Apply the recommended methodology to project future pupil numbers for Burton upon Trent and provide to the County Council in tabular form showing projections by academic year and cohort and a breakdown of the supporting data. Projections should be broken down by area (as per the cluster areas provided by the County Council).
- Present and, through discussion, agree a finalised projection methodology with the County Council before moving to the next stage.

- Proposed New Infrastructure Requirements – Part 2

  - Having responded to the existing infrastructure capacity and pupil projections section of the brief, apply the information collected and agreed methodology to determine on a school by school basis what requirements are necessary to meet Burton upon Trent's education provision, across the Local Plan period of 2012-31.
  - Put forward recommendations for the expansion of existing schools, new schools and new school sites, to meet the local need for future education provision arising from population growth, including new housing.
  - A maximum of three alternative growth scenarios will be presented for assessment and an education provision plan will be required for each.

- Delivery of New Education Infrastructure – Part 2

  - Advise East Staffordshire Borough Council on how the local plan should respond to meeting education need both in terms of delivering housing allocations to secure education provision and a policy framework to ensure that existing and proposed new supply is protected or can deliver future flexibility.
  - For each growth scenario, prepare for East Staffordshire Borough Council an Infrastructure Delivery Plan in relation to education provision that will support the Local Plan at

examination. The infrastructure plan should as a minimum:

i. Identify where and when that infrastructure may be required;
ii. Identify land required for additional educational infrastructure;
iii. Identify the outline costs of such infrastructure;
iv. Provide a delivery plan that incorporates flexibility in the delivery of sites (should large infrastructure projects not be forthcoming or if there is uncertainty in delivery); and
v. Provide a funding strategy that takes into consideration the relevant legislation in relation to developer contributions, including the limitations of pooling contributions from Section 106 agreements.

1.3 Statutory responsibilities

The Local Authority not only needs to provide enough places for all the young people it is required to educate, but also to ensure a good match between the number of young people and school places to secure good value for money.

Ensuring there are sufficient school places has been a core duty of a Local Authority; one that has always been a challenge and one that is even more so in an increasingly complex and challenging school environment. The Local Authority – in this case the County Council, formerly known as the Local Education Authority – not only needs to provide enough places for all the young people it is required to educate, but also to ensure a good match between the number of young people and school places to secure good value for money. Getting the stock of schools and access to them 'right' creates the conditions for successful teaching and learning.

Sections 13 and 14 of the Education Act 1996 refer to the general responsibility for education:

> *"A local authority shall (so far as their powers enable them to do so) contribute towards the spiritual, moral, mental and physical development of the community by securing that efficient primary education, secondary education and, in the case of a local authority in England, further education, are available to meet the needs of the population of their area." (S13)*

Section 14 covers the sufficiency of schools, appropriate education and the local authority exercising these functions in order to secure diversity in the provision of schools and increasing opportunities for parental choice.

These duties, however, have been re-defined in the courts as '***target duties***':

> *"..which are therefore almost impossible to enforce by legal action …since local authorities now have little or no ability to do anything about them".*[2]

The reason for this is the growth in the number of academies and their variants, including free schools, as state funded independent schools, operating under a contract with the Secretary of State for Education rather than being 'maintained' by the local authority.

Where local authorities identify a need for a new school, it must seek proposals to establish an academy/free school.

The constraints on local authorities in school place planning were raised in a recent session of the House of Commons Committee of Public Accounts. They recognised that local authorities can direct maintained schools to expand or close, depending on fluctuations in demand, but do not have the power over academies and free schools. Where local authorities identify a need for a new school, it must seek proposals to establish an academy/free school.

Local authorities will or ought to have in place procedures for monitoring the number of children and young people within schools in the area of the authority and in forecasting the demand for places in the future. While forecasting school rolls may sometimes be more of an art than a science, most authorities will have a similar core method of forecasting or projecting school rolls.

There can be no certainty that what an authority produces will come to pass. There are many variables and uncertainties in any local area.

Authorities may differ in the degree of sophistication in their techniques, in access to and quality of information that supports the process (the number of births each year, for instance), the range of assumptions that underpin the projections (eg. housing yield – the numbers of children of schools age generated by new housing development) and the ways in which they engage with and inform schools of their analysis. In recent years, the Audit Commission has given guidance on the methods of school place planning and the standards of performance that might be expected (accuracy of forecasts, for instance).

There can be no certainty that what an authority produces will come to pass; they are after all either 'projections' – what the population will be if the trends assumed continue – or 'forecasts' of what might happen, based on a number of policy assumptions. Planning for school places is based on probabilities rather than certainties. There are many variables

[2] D Wolfe, Education Law Journal, May 2013

and uncertainties in any local area – parental choice, migration etc. – and we know of a number of authorities who, in recent years, have been 'caught out' by new in-migrants settling and bringing with them or having children of school age, so that plans to close schools have been reversed (see, again, the Commons Account Committee report). Local authorities have to do their best to monitor and review continuously supply of and demand for places in their areas, think about and challenge their own assumptions and adjust their forecasts in light of new information.

East Staffordshire Borough Council, as the local planning authority, is responsible for producing and maintaining a Local Plan, which provides the planning policy framework for delivering development and managing change within the Borough. "*It will contain a set of overarching strategic policies that set out broad principles for guiding development, supplemented and supported by detailed policies which will address specific development issues. In order to deliver the level of pupil growth in the Local Plan, strategic development sites are allocations are made in [the] Local Plan*.[3]

…what kind of place do we want to be and how do we respond to changing demands and circumstances?

The Plan is or can be a 'Vision' document as well. East Staffordshire's plan is very much about: *what kind of place do we want to be and how do we respond to changing demands and circumstances*? Constraints as well as opportunities are recognised. The Spatial Strategy provides the overall approach to development and growth. It sets out where, in broad terms, new housing and other land uses are to be delivered, taking account of these constraints and opportunities, Under the heading, "*Other Infrastructure*", (p47), it reads:

> "*There is little or no additional transport or education infrastructure capacity in Burton to accommodate additional growth. Whilst not an absolute constraint on additional growth, proposals located within the urban areas are likely to result in difficulties in terms of finding a site capable of accommodating additional educational establishments. Development proposals on greenfield sites will need to address education requirements as part of infrastructure delivery."*

[3] *ESBC Planning for Change Preferred Option July 2012, p3.*

1.4 Principles of School Planning

There are duties and principles that underpin any school planning exercise; however, as noted in the previous section, the role of the local authority is changing in this respect:

- Under 5s – there are duties to ensure that all parents of three and four year olds are able to access the minimum free entitlement for up to two years before their children reach statutory school age and that sufficient childcare is available under the Early Years free entitlement. As of September 2013 there is now a statutory duty to ensure provision for less advantaged two year olds as well as 3 and 4 year olds.

- 5-16 – there is the core duty to ensure provision for the education of children from the first term in which they attain the age of five to the end of the term in which they attain 16 years of age. These are now in maintained schools or in academies, including free schools. Nationally, around 7% of children are educated in the independent (fee paying sector) while a small proportion are home educated.

- Special needs – there are duties on schools and local authorities to meet the needs of children with special educational needs and some children may be educated in special schools or designated provision within mainstream schools.

- 14-19 provision – there is a strategic commissioning role played by local authorities in the provision of 14-19 education and training across an area, also ensuring access for young people with learning difficulties or disabilities, up to age 25. So far as changing provision or making new provision , local authorities may have:

  - policies on schools size – the number of forms of entry (hereafter referred to as FE) – typically at Reception Year and Year 7 entry to secondary schools – that are deemed to be appropriate for particular areas

  - the type and structure of schools– two tier (primary and secondary) or three tier (first, middle and high) and also whether separate infant and junior schools are maintained, as opposed to all through primary schools.

- PAN numbers – the usual admission number is in multiples of 30, ie. 1 form of entry, eg. a 2.0 FE primary school will admit up to 60

pupils each year into Reception Year. It will have a capacity of 420 (2x30x7 year groups = 420), covering the Reception class and Years 1-6). In some cases, in some authorities, multiples of a PAN of 15 are possible. Authorities typically aim for primary schools of between 1.0 and 5.0 FE; and between 5.0 and 12.0 FE in secondary, although, given the increase in demand for school places in many parts of the country, there are now primary schools with up to 1000 places.

- Range of providers – authorities now recognise that there is an increasing range of school types in an area, and recognise the need to work with all schools in their area – free schools, academies, voluntary aided or controlled, foundation and maintained schools.

Authorities generally assume at least a 5% surplus of places to give a degree of flexibility to the system balanced with the need to ensure efficiency in the use of resources.

- Assumptions over level of surplus places – there has been guidance from both the Audit Commission and the Department for Education (DfE) for some years about the need to get a degree of surplus places within the school system. In March 2013 the National Audit Office (NAO) published a document entitled "Capital Funding for New School Places" which also highlights the need for authorities to maintain "*a surplus of 5% as a bare minimum to allow authorities to meet their statutory duty with operational flexibility while enabling parents to have some choice of schools*". Authorities generally assume at least a 5% surplus of places to give a degree of flexibility to the system, balanced with the need to ensure efficiency in the use of resources. A high level of surplus places (25% or more) in a school is a poor use of resources and is likely to prompt an intervention.

- Initiating changes and consultation – good practice suggests the need to take a consultative approach to school changes and to develop options that are based on data that are as sound as possible. Consideration is also given to the possible effect on the quality of provision at a school from potential changes, while it is unlikely that schools that are in difficulty will be subject to expansion until those difficulties are addressed.

2 Staffordshire's projection methodology

2.1 Overview

Local authorities will or ought to have in place procedures for monitoring the number of children and young people within schools.

Local authorities will or ought to have in place procedures for monitoring the number of children and young people within schools in the area of the authority and in forecasting the demand for places in the future. While forecasting school rolls may sometimes be more of an art than a science, most authorities will have a similar core method of forecasting or projecting school rolls. Authorities may differ in the degree of sophistication in their techniques, in access to and quality of information that supports the process (the number of births each year, for instance), the range of assumptions that underpin the projections (eg. housing yield – the numbers of children of school age generated by new housing development) and the ways in which they engage with and inform schools of their analysis.

Planning for school places is based on probabilities rather than certainties, with a number of variables (parental choice, migration etc.) to be taken into account.

In recent years, the Audit Commission has given guidance on the '*how tos'* of school place planning and the standards of performance that might be expected (accuracy of forecasts, for instance). An authority produces either 'projections' – what the population will be if the trends assumed continue – or "forecasts" – what might happen, based on policy assumptions. Planning for school places is based on probabilities rather than certainties, with a number of variables (parental choice, migration etc.) to be taken into account.

2.2 Staffordshire County Council's general projections

An explanation has been provided on Staffordshire's projection methodology. Data sources include:

- Primary: Live births, current and historical.
- January school census, ie. Pupils on roll at each school, current and historical (except for projections produced in October for which the latest October data are used as January data are not yet available).
- Secondary: cohort data from January, current and historical, as per the primary projections and live births.

A link is made between the number of children born in an area and the total intake of each school in the Reception Year five years later.

The key features of Staffordshire's approach are:

Primary aged projections

- A child will start Reception at a primary phase school five academic years after they are born. For example, a child born in 2008/09

would enter Reception in 2013/14. A percentage is calculated by comparing the Reception intake to the relevant year's catchment births for each intake year, referred to as an uptake factor. An average of the uptake factor for each of the last four years is calculated. This is a weighted average using 50% of the uptake from the last year of actual data, 25% of the year before, 15% of the data three years previously and lastly 10% of the uptake from four years ago. This method is preferred over a straight 5-year average to better allow for more recent trends. For primary schools, Staffordshire can project for the following four years. This is because the birth data is not complete until the end of the academic year (31st August). Therefore only four years of new births are available at any one time. The weighted average is then applied to the births in order to project the next four years of reception intakes.

- To project beyond this four year period, the same methodology is used but instead of actual births, projected births are used.
- Projected births are the mean average of the last 4 years of births to ensure that any significant rises or falls do not have an adverse impact on future projections.
- There is recognition of the fluidity of pupil movement in urban areas.
- A percentage is also calculated as each year group moves through the schools. For example the reception intake in 2010/11 became Year 1 in 2011/12 and a percentage is calculated on the change in size of the year group. This is referred to as year-on-year cohort transfer rates. The weighted average is calculated for the last four year-on-year cohort transfer rates. Each individual weighted average is assessed and where the trend is expected to continue this is utilised on the projections for that year group. This allows the projections to reflect area specific trends, for example Year 2 to Year 3 transfers in areas that include infant and junior school(s).

Secondary aged projections

- The same weighted average methodology used for the primary-aged projections is applied to the secondary aged figures. Instead of using births to calculate the intake year, the total number of pupils attending or projected to be attending primary phase schools for the year prior to the intake is used. For example, the number of pupils in Year 6 in 2010/11 would be used to calculate the projected Year 7 pupils in 2011/12. As with the primary projections, a year-on-year transfer rate is calculated on each cohort and where a trend is identified and expected to continue this is utilised on the individual

year group projections. For example, if a college were operating in the area and attracting pupils out of school at Year 10, this would be reflected in the projections.

- As Burton operates a two-tier system, all of the pupils on roll at schools in each of the primary school clusters in Year 6 have been used to project the following years' Year 7 intake.

Sixth form aged projections

- The same methodology is used to calculate the sixth form pupils as for primary and secondary projections. The total number of children in Year 11 at each secondary school within the area is used to calculate the Year 12 intake. A year-on-year transfer rate is applied to calculate the number of Year 13 pupils, as this normally reduces from the Year 12 pupil numbers.
- No account is currently made in the projections for the recent legislative change that requires pupils to remain in education or training until at least Year 12 from 2013 onwards, and Year 13 from 2015 onwards. This will be picked up in future years' projections as historical data are used and will reflect any change in pupil trends.

2.3 School roll projections and forecasts

Births

Birth data are received monthly from Health Authorities, which for each child record consists of a birthdate and postcode. Birth data are imported into a database and matched to a primary phase school catchment area, based on the postcode.

Births are totalled for an academic year by cluster area and are compared to the actual reception year intake five years later; this generates an uptake factor for each comparison. The most recent four comparisons are used in weighted uptake factor (50%, 25%, 15% then 10%).

Thus, the projections rely on births/Reception intakes. To project beyond four years, projected births are the average of the last four years of births. Many local authorities, like Staffordshire, use that trend analysis between birth numbers and reception entry 4/5 years later. The Staffordshire model is refined using weighted averages. Such trend data are less reliable at individual school level than area level.

However, Staffordshire evidence that, for accuracy, earlier intake projections have been checked against what actually happened.

Projections for the whole of the population and, with births, will reflect both current or recent birth rates and the changes to the size of the child bearing population. It is correct to use a good average for birth projections; it is notoriously difficult to get this right: ONS, DfE and LAs have all been 'caught out' in recent years (See Parliamentary Accounts Committee report cited earlier). The number of births is the product of a) the number of women of child bearing age in the population and b) the rate at which they have children.

Transfers

Nationally, the percentage attending private schools is around 7%.

Within the Staffordshire model, account is taken or is deduced for SEN/ independent schooling/cross boundary flows at primary stage. Nationally, the percentage attending private schools is around 7%. Staffordshire have advised that projections can be produced for individual schools but they have found that in urban areas projections by cluster give a more accurate reflection of the number of places required.

Historically, and in the projections, there is an uplift from Y6 to Y7 in the secondary projections – up to +6%. The difference is anything between 30-60 pupils. We understand this reflects inward movement to Burton secondary schools from outside the area, part of which is because The John Taylor Academy and Blessed Robert Sutton Catholic School both cover a wider area than Burton, including areas outside the Staffordshire county boundary.

Housing and Housing Yield

In the Staffordshire model, any known housing is totalled and the pupil numbers that could be generated are calculated using the formula of 3 pupils per year group per 100 houses. The total of sixth form pupils tends to equate to a single form of entry and so the extra pupils from housing are divided between Year 12 and Year 13.

Staffordshire's forecasts are informed by East Staffordshire's advice of the expected start of strategic sites and some non-strategic sites across the area served by the borough. That is set out in ESBC's 'Note on 5 year land supply' (ESBC June 2013). The borough's approach applies national guidance (National Planning Policy Framework March 2012) in assessing the five year housing supply.

ESBC's approach is for complete review, twice a year, of housing data including site based visits to each of the extant planning permissions to ensure robustness and accuracy in the data.

The twice yearly review is based on the housing situation as at 31 March and 30 September. Any housing supply figure in the interim will have to make assumptions about completions in the absence of monitoring those through site visits. The most recent document sets out a 5 Year Housing Land Calculation:

- This calculation uses the new Housing requirement figure of 11,648 dwellings to be delivered between 2012 and 2031 or 613 dwellings per year across ESBC's area.
- The calculation reflects the historic under-delivery against RSS figures 2006 - 2012 so that 1 year (from April 2012 to March 2013) should be measured against the lower GVA housing requirement.
- Under delivery is spread over the remaining plan period.
- A buffer of 5% is used to increase housing choice.

The current housing model is shown as Appendix D of this report. The numbers of housing generated and the expected pupil yield are then built into the school roll forecasts. Where no expected commencement date is available, the additional pupils are added to the year group cohorts in the year corresponding to three years after the planning permission was approved and then rounded up to the next January.

Housing is phased into the projections across all year groups for the relevant year and then cumulatively at the Reception year group only for all following years. This is because the methodology carries any housing already added in previous years, through all year groups except the Reception year group (as births are assumed to remain constant and do not take account of any growth.) The assumptions underlying the 5 year land supply document on phasing and timing of development are applied, eg. 40 dwellings on site per year, per developer.

The 5 year supply document also refers to new housing from 'windfall' sites – a total of 1,710 units across the whole district – which are not factored into the school roll forecast. The expected number of new dwellings from each of the developments is included in the school roll projections, so far as they apply to the Burton area. These are principally the 6,473 units on brown field and green field sites in Burton and a share from the wider area, including existing or pending permissions, plus a further allocation of new housing to each of the primary clusters or planning areas.

The planned new housing at Drakelow, in neighbouring South Derbyshire, is also taken into account in the secondary age forecasts. It is expected that new housing there will produce an additional 2.0 FE of secondary pupils in the east of Burton. Primary school forecasts do not include the Drakelow development. This is because the Section 106 Agreement states the development must deliver a new primary school within the development site. However, depending on when the new school is delivered, the size of the school and the rate at which dwellings are occupied, Burton primary schools may see increased demand for places which has not been factored into the forecasts.

Pupil yield

Department for Education (DfE) guidance says that authorities need to take account of housing yield in planning provision, but the rates of pupil yield from new housing are best informed by local knowledge and intelligence.

In our experience, authorities often assume a yield factor of around 30 per 100 houses for primary age children (ie. YR-Y6). There may be a risk of double counting if new housing attracts existing residents and children are already in the system (however, new families may move into the existing housing) or, again, if children from completed housing are already counted, but it is largely down to local authorities to take a view locally on what is the most sensible set of assumptions.

One authority, Cambridgeshire, uses general multipliers for housing development. For 100 dwellings:

- 18-25 pre-school age children
- 25-35 primary aged children
- 18-25 secondary aged children

In Surrey, Council officers have advised that they use the Oxford model of housing yield (0.25 primary pupils and 0.18 secondary pupils per dwelling), though they, like a number of other authorities, are finding there are higher yields from new dwellings, including flats, compared with the past.

Hertfordshire use 0.251 for primary and 0.130 secondary pupils per dwelling (251 primary pupils per 1,000 dwellings; 130 secondary pupils per 1,000 dwellings where the number of bedrooms per dwelling is unknown, with a more refined set of yield factors where the number of bedrooms is known.

Of course timing is critical as well. The Staffordshire model makes clear its assumptions about the supply of new housing over the planning period, which are based on the information provided by East Staffordshire Borough Council. Clearly those sort of assumptions need to be kept under review. Staffordshire have obtained information on child yield from new housing in the county. It would be worth applying that information to the Burton upon Trent housing scenario and also refining the child yield model to Burton once there is better information on the types and mix of housing in the Local Plan.

Staffordshire's use of 0.3 pupils per dwelling is similar to that of other authorities.

Staffordshire's use of 0.3 pupils per dwelling is similar to that of other authorities. It is probably on the conservative side, particularly for forecasts of pupils of primary age generated from new housing. Nor does it take account, in the current exercise, of potential differences in housing type and the number of bedrooms. But, as we have shown in this report, the assumption is adequate for the practical purpose in hand.

Some authorities only take into account housing schemes that are completed, under construction or where planning permission has been given. Clearly, this does not apply to most of the proposed development in East Staffordshire. When there is better information on the likely housing mix in each of the proposed developments in East Staffordshire, then a more refined set of forecasts of pupil yield can be produced.

2.4 Review of Methodology

We have reviewed Staffordshire's approach to school place planning with them in this review. They have supplied us with information about their methods and the detailed forecasts for all primary and secondary schools in the county. While recognising the limits to any school roll forecasting exercise (for reasons given above), the approach in the county is as accurate as possible, based on the information available to them, for the following reasons:

- forecasts are produced for primary and secondary schools in local Education Planning areas. The forecasts for primary schools are for four years ahead; those for secondary schools are for 11 years ahead. To project beyond this, (as the children are not yet born) Staffordshire use an average of the four previous years' births in future projections (some LAs use a single previous year, which can lead to an overestimate if there is a 'spike' in the number of births);

One area for development in Staffordshire may be to explore the scope for obtaining and applying data on the numbers of children aged from 0 – 5.

- the forecasts are both reviewed and produced every 6 months (rather than just annually); this is at significant points in the academic year, ie. October and January when the school census is carried out;
- there is limited information on the number of children age 0-5 in local areas. Some local authorities get these from GP registrations and these are consequently quite accurate. One area for development in Staffordshire may be to explore the scope for obtaining and applying data on the numbers of children aged from 0 - 5, ie. pre-school age population;
- the core of the methodology is the number of children on roll taken from the schools' census (PLASC data), as it is in all authorities. Staffordshire take account of transfer rates and cohort survival using weighted four-year averages (again, good practice) in producing their forecasts. There is evidence of much detailed work on transfer rates from local primary to secondary schools that gives greater confidence in the resulting projections;
- the assumptions that are used by Staffordshire to determine the pupil yield from new housing are discussed above. The forecasting data factor in pupil yield from new housing and are central to the present review. Staffordshire use a straightforward 3 pupils per age group for each 100 dwellings which, particularly as a contribution to a Local Plan document, seems to be adequate for that purpose
- the projections rest in a number of spread sheet models that have been developed in-house by the School Organisation Team or their colleagues. There can be risks in maintaining these models in house. Sometimes, there may be only one or two individuals who know how they work and what assumptions are contained within them. The spread sheets can become complex and difficult to use and there may also be issues in the way that source data and projection outputs are stored. This is not an issue for Staffordshire as they have detailed procedure documents which fully outline how the spread sheet model works, how it should be updated annually and how to correct any problems. These have been written with the intention that anyone new to the team, with basic spread sheet skills, could follow the procedures;
- some local authorities are either investigating or have secured externally produced applications, which it is hoped will be more secure, reliable and easier to use than the in-house models that have previously been developed. However, this is very new technology and will require further testing and reviewing before any

firm conclusions can be drawn. There are a small number of external providers in this specialist area of demographic modelling.

The data that are used in this Education Case for Burton upon Trent and East Staffordshire are Staffordshire County Council's own forecast data, which we have carefully assessed. We agree with their methodology, although we caveat the forecasting of pupil yield based on housing that is predicted to be built far into the future. Across the country, housing programmes have been postponed for years or decades, so we need to be clear – as indeed the county are – of the difference between new housing that has been completed or for which approval has been given and what is a target figure for new housing within the Local Plan.

3 Planning school provision in Burton

3.1 East Staffordshire and Burton upon Trent: Context

The population of East Staffordshire grew by 9.5% – the highest growth rate in Staffordshire – in the 10 years since the 2001 Census.

East Staffordshire had a population of 113,600 on Census night, 2011. It is the third largest local authority in Staffordshire, with a total population of 848,500. The population of East Staffordshire grew by 9.5% – the highest growth rate in Staffordshire – in the 10 years since the 2001 Census, when its population was 103,770. The mid 2009 population estimate was 108,600. There was an increase in all age groups between 2001 and 2011, with the exceptions of those aged 5-14 (ie. including those of statutory school age) and those aged 30-39- typically the age group who are parents of young children.

The proportion of under-5s had increased since 2001, with 7,000 in 2011, an 11% increase on 2001.

A briefing report on the Census by the Borough Council[4] noted that the percentage of the population aged 65 and over was the highest seen in any census at 16.4% in England & Wales and that East Staffordshire was on a par with that at 16.8% of the population being over 65: "*across Staffordshire generally, the population is ageing*". The report also noted the increase of 15.9% in neighbouring South Derbyshire in the 10 years between the Censuses. While there may be a larger number of older people in the population, the proportion of under-5s had increased since 2001, with 7,000 in 2011, an 11% increase on 2001. So, an ageing population doesn't necessarily imply a decrease in the demand for school places.

The sub-national population projections for East Staffordshire (ONS Interim 2011 based, September 2012) for the period 2011 to 2021 show projections of what the population will be if the trends assumed continue (ie. without the effect of policy changes like new housing). These project an increase in the number of 0-4 year olds from 7,008 in 2011 to just under 8,000 (7,936) in 2021 – a 13% increase, although in one year (2016) it is projected to be over 8,200 (+17% on 2011).

3.2 Schools in East Staffordshire and Burton upon Trent

There are 56 state funded schools in the area served by East Staffordshire Borough Council. There are 32 schools in the Burton upon Trent area[5] providing for primary age children, 24 of which are all-through primaries for children aged 3 or 4 to 11; the other eight are Infants and Junior Schools (4 Infant and 4 Junior). Ten are denominational (Voluntary Aided or Voluntary Controlled), while four

[4] 2011 Census: Population and household estimates for East Staffordshire, prepared by East Staffordshire Borough Council.

[5] Please refer to Appendix A for a map detailing the specific areas

are academies. Within the Burton upon Trent area, there are six 11-18 secondary schools, one of which is denominational while two others are academies.

At January 2013 there were 13,997 pupils in the state funded schools in Burton upon Trent.

At January 2013 there were 13,997 pupils in the state funded schools in Burton upon Trent. In addition to pre-school provision, there are just over 7,600 pupils in primary age schools (Year Reception to Year 6); just under 5,300 in secondary schools (Years 7 to 11) with 1,100 in sixth forms in the town.

Within the Uttoxeter area of East Staffordshire, and in contrast to Burton upon Trent, there is a three tier system with 13 first schools, one denominational primary school, three middle schools and one high school. There is also a 14-19 Academy (JCB Academy), which draws students in part from the areas served by East Staffordshire Borough. There are other cross boundary flows with Lichfield/South Staffordshire and South Derbyshire and East Staffordshire Borough. These are taken into account in this review.

However, this report is specifically focused on planning school provision in Burton on Trent.

3.3 School Planning Areas in Burton on Trent

In this section, we look at current provision and recent school development in Burton on Trent.

3.3.1 Primary schools

As at January 2013, there were 7,608 pupils on roll against a capacity of what of 7,745 Reception Class to Year 6 places.

There are five primary clusters that are used as local planning areas in Burton on Trent[6]. Staffordshire County Council group schools into cluster areas based on geographical location and pupil mobility. These are referred to by the County Council as Basic Need Clusters. Within Clusters 1, 2 and 3, it is understood that there is some interaction between the schools in terms of pupil movement. Burton 4 is a cluster of schools in the area surrounding Burton, but where there is not necessarily the same degree of interaction as in the town. Richard Crosse CE (VA) Primary School is placed in its own 'cluster' as it is somewhat removed from Burton, being located in Kings Bromley.

As at January 2013, there were 7,608 pupils on roll in Burton primary schools against a capacity of 7,745 Reception Class (YR) to Year 6

[6] Refer to Appendix A for area location maps

places, giving an overall net surplus of only 137 places across Burton (or 1.8%).

New provision has been added from September 2013 in a new primary academy (Scientia Academy, phased in provision), enlargement and change of age range at Christchurch Primary School (formerly an Infant School) and enlargement and relocation of St Modwen's Catholic Primary School. This has increased the total primary net capacity to 8,570 places across Burton.

In addition, a further proposal to enlarge River View Primary School will increase provision further to a total capacity of 8,660 places by September 2014. The combined PAN (Published Admission Number) for Burton primary schools from September 2014 – the number of places available for Reception age children will be 1,246.

The total capacity figure of 8,660 is used as the base when we forecast the number of primary age pupils on roll over the planning period up to 2030/31 and the consequent demand for additional school places.

Early indications are that pupil numbers for academic year 2013/14 are in the region of 7,855, a net increase of 250 or 3% on the previous year, indicating a surplus of 715 places or 8% against the current capacity of 8,570 places.

The additional school places required to accommodate the larger cohorts seen in recent years have been provided by adding physical capacity across the whole school(s). This provides 8,570 (to increase to 8,660) total school places which will fill over time in line with the larger reception intakes moving through the school. In the short term, any projected surplus shown is due to junior aged year groups not being full to the increased capacity; however infant aged groups will be at capacity and as these larger infant aged year groups work through the school, any surplus will be exhausted by children already living in the area.

Furthermore, the total additional places currently being provided have been noted in Table 2.1 below; in all cases, the additional pupils on roll at the schools will grow year on year until the maximum capacity of 8,660 in the Burton area is reached.

Table 3.1: Burton Primary Schools Summary – Capacity available from 2014 onwards

Indicative NOR/Jan 14	2014/15 PAN Reception places	Net Capacity	Surplus/Deficit Nos %
7,855	1,246	8,570 (8,660)	715/8%

We now look at each Primary Basic Need area in turn, using the 2013 pupil numbers as the basis. Appendix A shows a map of each area and gives information for each school in the cluster. This uses the increased capacity figures (8,660 total) and the January 2013 School Census for the numbers on roll (7,608).

The published admission number (or PAN) is the number of pupils in each year group that the admission authority has agreed will be admitted and is determined annually. The PAN is retained for the relevant year's intake as it moves through the school. For example, River View Primary PAN for the 2010/11 Reception intake was 45. In 2014/15 this cohort will be in Year 4; although the PAN for the reception intake in 2014/15 will increase to 60, the PAN for Year 4 will still be 45. However there will be the physical capacity for the school to take up to 60 pupils in all year groups.

The net capacity is calculated using a national formula based on the size of classrooms and common areas that determines the maximum number of work places available in a school. The only exceptions to this are academies, which have a funding agreement with the Secretary of State, and their net capacity is the number of funded places, as stated in the agreement.

Area 1 – is in the north of the town of Burton and has 14 schools with a combined total of 3,409 pupils on roll at January 2013. With the additional places provided from September 2013 onwards, there is now a combined PAN of 574 (ie. the number of places available for Reception age children in September 2013), and a total capacity/funded places of 4,028. Based on indicative pupil numbers for January 2014 (3,554) and taking into account the additional capacity provided across the whole school stock, there is a notional surplus projected of 474 places or 11.7%. However, as stated above, the majority of this surplus is in the junior aged year groups. Without the additional places that have been recently provided, there would be an overall shortage in Area 1 of 156 places (6%).

The full potential capacity of Scientia Academy of 420 places is included in the table and the forecasts of demand. As of September 2013, the capacity is 120, as this is the total number of places on offer across Reception, Year 1 and Year 2, which will be increased year on year due to a new Reception intake and as the number of cohorts grow. Only one school in Area 1 (Belvedere Junior School) had surplus places to any significant degree, as at January 2013. However, indicative pupil numbers for January 2014 show this has reduced significantly. The projections indicate that the surplus will continue to reduce as smaller cohorts leave the school and larger Year 3 cohorts are admitted. All schools in this area are projected to be full for the foreseeable future.

Table 3.2: Area 1 Primary Schools
Scientia Academy
Grange Community School*
Horninglow Primary School
Shobnall Primary School
Lansdowne Infants School
Victoria Community School
The Mosley Academy
William Shrewsbury Primary School
John of Rolleston Primary School
Holy Trinity CE (C) Primary School
Outwoods Primary School
Belvedere Junior School
Eton Park Junior School
St. Modwen's Catholic Primary School

*Grange Community School is an infant school

Area 2 – primarily covers the Branston area, with three schools with a combined total of 1,220 pupils on roll at January 2013.

There is a combined PAN in Area 2 of 197. Christchurch Primary School was enlarged and had a change of age range from an infant school to a primary school in September 2013. The additional capacity provided in this area increased total net capacity/funded places to 1,323 from September 2013.

The indicative January 2014 pupil numbers on roll in Area 2 is 1,280. This is an increase of 60 pupils on January 2013 pupil numbers (almost 5%) so there is a projected notional surplus of 43 places (3%).

Recent advice from the Department for Education (DfE) is that the places that are funded as academies must be treated as the net capacity from now on. In this case, the capacity of Anglesey Primary Academy is 539, rather than the previous net capacity figure of 639 places (which included a temporary increase in capacity to accommodate higher pupil numbers in the short term whilst permanent additional provision was being provided at Christchurch Primary). The PAN indicates a total capacity of 595 places.

The pupil numbers on roll at Christchurch Primary school will increase year on year until the total capacity of the school has been reached, and has pupils in each year group.

Table 3.3 Area 2 Primary Schools
Christchurch Primary School
Rykneld Primary School
Anglesey Primary Academy

Area 3 – is to the south east of the town, east of the river, with three schools. As at January 2013 there was a combined PAN of 135, capacity/funded places of 960, and 890 pupils on roll.

Indicative pupil numbers of 907 for January 2014 indicate that there will be around 53 surplus places (5.5%).

Proposals are being implemented to enlarge River View Primary School from September 2014, to accommodate the significant rise in the number of children being born and living in this area. This will increase the net capacity in the area to 1,050 places (the capacity figure used in the forecasts of demand).

Table 3.4: Area 3 Primary Schools
The Violet Way Academy
River View Primary and Nursery School
Edge Hill Junior School

Area 4 – is the geographically large rural area to the west of the town, with eight schools and with a combined total of 1,264 pupils on roll as at

January 2013. The schools are generally dispersed with most being distinct village schools.

This is against a net capacity of 1,344 places, so, as at January 2013, there were 80 surplus places overall (6%) with a combined PAN of 190. Two schools can be classed as small schools (fewer than 100 on roll): Mary Howard CE Primary and Needwood CE (VA) Primary School.

Table 3.5: Area 4 Primary Schools
Thomas Russell Infants School
All Saints CE (C) Primary School, Rangemore
St Peter's CE (C) Primary School
Needwood CE (A) Primary School
All Saints CE (C) Primary School
Mary Howard CE (C) Primary School
Thomas Russell Junior School
Richard Wakefield CE (VC) Primary School

Area 5 – is the area to the east of the town centre and the river. There are three schools with a combined total of 709 pupils on roll as at January 2013. This is against a net capacity of 810, so there are 101 surplus places (12.5%), with a combined PAN of 120.

Indicative pupil numbers for January 2014 indicate that surplus will reduce to 76 places (9.4%) and is projected to continue to reduce as the smaller cohorts leaving the schools are replaced by larger reception cohorts.

Table 3.6: Area 5 Primary Schools
Tower View Primary
Winshill Village Primary
Holy Rosary Catholic Primary

There is also Richard Crosse CE VA Primary School, a rural school outside the local planning areas, with 116 on roll at January 2013, against a capacity of 105, so it is in excess of its net capacity (10%)[7].

A number of the maintained and academy schools are shown as having nurseries.

[7] Refer to Appendix A for primary school location maps

3.3.2 Secondary schools

Burton has six secondary schools with five high school catchment areas and a Catholic secondary, which serves a wider area across all the catchment areas as well as outside of the Staffordshire County Council boundary. There is some, but not complete, correspondence between the primary clusters and the secondary school catchment areas. There is detailed information on transfer rates between local primary and secondary schools, which suggests that the five non-denominational schools predominantly serve their local communities, drawing as they do largely from within their catchment areas.[8]

The secondary schools are profiled below. All six are mixed, with an age range of 11-18/19. In summary:

Table 3.7: Secondary Schools Summary

School Name	January 2013 NOR	2014/15 PAN	Net Capacity/ (Funded)
Paulet High School	710	130	749
Paget High School	914	169	1021
John Taylor Academy	1478	224	~1417
The de Ferrers Academy	1861	350	*2093
Abbot Beyne School	717	150	1169
Blessed Robert Sutton Catholic HS	706	124	710
Total	6386	1147	7159 (/7399)

Notes: ~ JTA funded places of 1800, of which 600 are post 16; * de Ferrers funded places of 1950

The profiles for each school are shown below:

Table 3.8: Abbot Beyne High School

Total NOR	**717**
Net capacity	1169
Y7 PAN	150
Forms of entry	5.0

Abbot Beyne High School is located east of the river. The school's catchment area is shown as serving the north east of the town. It

[8] Refer to Appendix B for secondary school catchment areas

currently has surplus places. However, its PAN was increased between 2013/14 and 2014/15 from 130 to 150 in anticipation of growing demand.

Table 3.9: Blessed Robert Sutton Catholic High School	
Total NOR	**706**
Net capacity	710
Y7 PAN	124
Forms of entry	4.1

Blessed Robert Sutton Catholic High School is located in the south east of the town and east of the river. As a Catholic High School, it serves pupils and students from a wider area than a locally determined catchment area, including areas outside of the Staffordshire County Council Boundary. Blessed Robert Sutton High School currently has less than 1% surplus.

Table 3.10: John Taylor Academy	
Total NOR	**1478**
Total funded places	1800
Y7 PAN	224
Forms of entry	7.5

John Taylor Academy is located to the south of Burton, in Barton under Needwood. It has a catchment area that covers the rural area to the west and south of Burton, and also covers an area which falls into the Derbyshire County Council boundary. As this school is an academy, it is directly funded by the Education Funding Agency for 1,800 places, of which 600 are funded for post 16. There are some differences in the physical capacity of the school calculated by the County Council using the net capacity process (1,417) and the number of places funded by the EFA (1800) and consequently differences in the assessment of the level of surplus places, if any. However, the school was full to, or over, the current PAN of 224 in every year group in January 2013.

Table 3.11: Paget High School	
Total NOR	**914**
Net capacity	1021
Y7 PAN	169
Forms of entry	5.6

Paget High School is located in Branston, to the west of the river. There is limited spare capacity.

Table 3.12: Paulet High School	
Total NOR	**710**
Net capacity	749
Y7 PAN	130
Forms of entry	4.3

Paulet High School is located in the south east of Burton to the east of the river. Stapenhill Post-16 Centre is located on the school's campus. There are currently limited surplus places.

Table 3.13: The de Ferrers Academy	
Total NOR	**1861**
Funded places	1950
Y7 PAN	350
Forms of entry	11.6

The de Ferrers Academy is situated in the north of Burton, operating on two sites, with a catchment area that serves the north of the town, Rolleston and Tutbury. As this school is an academy, it is directly funded by the Education Funding Agency for 1,950 places, of which 325 are funded for post 16. There are some differences in the physical capacity of the school calculated by the County Council using the net capacity process (2,093) and the number of places funded by the EFA (1,950) and consequently differences in the assessment of the level of surplus places, if any.

The PAN was increased by 25 between 2013/14 and 2014/15 from 325 to 350. Consequently, the net capacity has increased from that, based on a PAN of 325, which would be 2,017, to a net capacity based on the PAN of 350 which is 2,093. This has only recently been determined and therefore any apparent surplus will be exhausted as the smaller cohorts leaving the school are replaced with larger Year 7 cohorts.

In summary there is a combined total of 6,386 pupils on roll (as at January 2013) with a net capacity of 3,649 in maintained schools and a further 3,750 funded places in academies, totalling 7,399 places. However the physical capacity at the schools based on the net capacity formula and PAN is 7,159 places. There was a combined PAN for Year 7 of 1,102 for 2013 compared to 1,046 Year 7 pupils on roll, 5%

surplus. The PAN has increased to 1,147 for September 2014 onwards in anticipation of growing demand.

Five schools have defined catchment areas. The significance of catchment areas becomes clear if a school is oversubscribed, that is, if there are more applications for places than there are places in their Year 7 intake. In this event, some priority may be given to pupils who are resident in those areas. Parents can express a preference for a place at a school in another area and, if it is a maintained school or academy, the school is obliged to admit the child, in line with the school's admission criteria.

The County Council have analysed the residing address and destination of pupils attending secondary schools. This shows, not surprisingly, that the bulk of children attend the schools in whose catchment area they live in Burton.

Analyses indicate that the County have good quality data.

3.3.3 Burton and South Derbyshire College

Mention should also be made of the Burton & South Derbyshire College campus in the centre of Burton upon Trent as a provider of academic and vocational education post 16 ('16-99'). There are a reported 2,645 students aged 16-18 at the college, a much larger number than the total at the schools' sixth forms.

Pupils attending the college (now and future) are not included in Staffordshire's projection methodology as the forecasts only project the number of school places required.

3.3.4 Burton and South Derbyshire UTC

Approval has been granted to pre-opening stage for Burton and South Derbyshire UTC, which will be located in Burton on Trent. The UTC will offer places to 14 to 19 year olds and will specialise in Biomedical Science and Engineering. It is proposed that the UTC will open in 2015, initially offering 120 Year 10 places and 145 Year 12 places, with this increasing year on year to full capacity of 600 pupils by 2018.

It is expected that the UTC is likely to attract pupils from a wider area than just Burton, or East Staffordshire, as is the case for the JCB

Academy, which also offers 14 to 19 provision and is located in Uttoxeter.

3.3.5 Special Needs

Fountains Primary School and High School are co-located special schools catering for 2 – 19 year olds, with 90 places in the primary phase (with some nursery provision) and 130 in the High School[9]. An additional pressure for the school is its net importing from other counties, especially Derby, because of the proximity of the border. Additionally, a local Derby Special School has gone into a category and this has also increased demand on Fountains.

Both Fountains Primary and High School sites are constrained so that expansion would not be feasible on either site.

3.3.6 Pupil Referral Unit

There is also the Burton PRU with 17 pupils on roll aged 11-16. It is difficult to predict around exclusions and numbers of students who may attend a PRU for other reasons. It has been around 90 students per year for a number of years now, not all of whom have been excluded. The Council is able to increase capacity temporarily at a PRU as a number of offsite provisions can be utilised and in Burton there is more than one base.

3.4 Burton primary sector school place planning

3.4.1 Recent developments

In the previous section, we referred to the increase in capacity of primary schools in Burton. The County Council are pursuing a strategy to increase the number of primary school places in Burton by around 1,000 over a ten year period from 2011. This is explained in terms of the increase in the number of births locally in the past few years. The existing stock of schools coped up to the academic year 2012 by utilising existing accommodation to provide temporary increases in capacity. More permanent spaces were planned from September 2013 and have now been implemented. Three proposals have been

[9]Planned and actual numbers as of July 2013

implemented by the County Council and the most recent primary projections have updated PANs:

Table 3.14: Recent Primary School proposals

School	Revised PAN	Additional places provided
Scientia Academy (Area 1)	60	420
St Modwen's (Area 1)	60	210
Christchurch Primary School (Area 2)	45	195

The implemented proposals have relocated St Modwen's Catholic Primary school to a new, larger 420 place school off Tutbury Road; built a new 420 place primary academy at Belvedere Park (now Scientia Academy); and increased the age range and capacity at Christchurch Primary School (formerly an infants' school) providing an additional 195 places.

There is also a proposal to enlarge River View Primary and Nursery School by 105 permanent places from September 2014 (Area 3). The school has a current PAN of 45 and a net capacity of 330, which includes a temporary increase in capacity to accommodate higher pupil numbers over the last two years. The proposals will increase the PAN to 60 and the net capacity to 420.

3.4.2 Before 2013

A number of temporary actions were undertaken to accommodate the increased pupil numbers in Burton in the short term while additional permanent places were being provided. A number of schools provided temporary places in 2011/12 and 2012/13. For September 2011, 50 additional Reception places were offered (20 at Victoria Primary and 30 at Outwoods Primary School). Further, an additional 70 places were provided at Outwoods Primary School (30 places), St Modwen's Catholic Primary (30 places) and Victoria Community School (10 places), in excess of the PAN for Reception intakes in September 2012.

River View Primary School admitted up to 15 pupils in excess of its PAN for the Reception intake in September 2012 and an additional 15 places were also offered for the Reception intake in September 2013.

Consequently, a number of significant actions have been taken. However, it is recognised that there is no real further capacity in the

area to accommodate short term increases in capacity on current school sites. This report later discusses that there is also extremely limited potential to expand existing schools to accommodate further permanent growth in the demand for school places in the light of further, significant housing development.

3.4.3 Births data[10]

A table showing Burton births for Reception intakes 2007/08 to 2016/17 for each school in the five planning/cluster areas is summarised in Appendix C.

A child born in 2002/03 would be of Reception age in 2007/08. The tables below compare the number of children born in an area to the number of children in the Reception intake in schools in that area 5 years later (the 13/14 and 14/15 intakes shown in the table below are projections):

Area 1 is shown as an example:

Table 3.15: Area 1 Births & Projected Intake

Birth Yr	00/01	01/02	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10
Births	435	439	402	439	451	441	495	501	559	540
Intake Yr	05/06	06/07	07/08	08/09	09/10	10/11	11/12	12/13	13/14	14/15
Intakes	456	457	447	481	489	478	539	545	609	588

This shows an increase in the births of 105 or nearly 24% over the last 10 years, resulting in a projected increase in the reception intake of intake of 132 or nearly 30%.

We can also look at the increase in the intake across Burton upon Trent and the short – medium term projection:

Table 3.16: Total (inc. Richard Crosse VA Primary School)

Intake Year	07/08	08/09	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17
Number	991	1081	1034	1051	1166	1181	1228	1190	1179	1238

[10] Please refer to the note on Birth data and its purpose in planning school places in the section on Methods.

Thus, there is a projected increase in the number of Reception Year pupils in Burton over a 10 year period of nearly 25% (+247). That is without taking account of the significant increase in the housing stock that is forecast from the Local Plan.

3.5 Forecast of demand for school places – primary & secondary

A forecast of the demand for school places in primary and secondary sectors can be produced, based on what is known about the numbers on roll now and into the future, and also taking account of the planned increase in the housing stock in East Staffordshire, specifically in Burton upon Trent.

As things are, and as seen, there are pressures on school places in the primary sector as a consequence of the increase in the number of births and the number of under 5s in the area. Similar pressure is occurring on the secondary sector as the higher pupil numbers that have been seen at reception intake of the last few years, an earlier 'pupil wave', will be seen from 2015/16.

The County Council's methodology and spread sheet based model projects the numbers on roll in Burton schools and also forecasts the demand for school places. To project demand for places factoring in new housing developments, the number of new dwellings planned and the timing of their release in the Burton area is taken into account. The model uses the best and most up to date information on the number of children in the area and the latest information from the Borough Council on the numbers, trajectory and location of new dwellings over the planning period 2012-2030.

A summary of the output from the Staffordshire primary projection and forecast and the secondary projection and forecast is shown in Appendix C.

The model shows the current capacity of schools (it takes account of the recent and planned increases in primary schools in Burton too), and the projected and forecast numbers on roll up to 2030, with or without new housing included. The consequent supply or shortage of places is also expressed in terms of the number of forms of entry potentially needed for both sectors. The focus is on forms of entry of school places rather than 'new schools' needed, as growth may be achieved by

expanding existing schools, new schools or a combination of the two. This will be considered in Part 2 of this report.

The predicted need is expressed mainly in terms of forms of entry to schools (FE). 1 form of entry = 30 pupils per school year. It is a convenient way of expressing the demand for school places. A two forms of entry primary school will have 420 places (60 pupil places a year over 7 years, Reception to Year 6 = 420). An 8.0 FE secondary school for students aged 11-16 will have a capacity of 1,200 (8 x 30 x 5 years, Year 7 to 11 = 1,200) plus post-16 pupils.

The forms of entry are derived by dividing the total number of Year R (Reception) in primary schools and Y7 in secondary schools by 30 places. Reference may also be made to total capacity in schools, where appropriate, recognising that the increasing pupil numbers are in the intake years in both primary and secondary.

3.5.1 Primary sector pupil place planning

The County Council has implemented proposals that have provided an additional 930 primary school places from September 2013 onwards.

Across Burton as a whole, the demand for primary places is likely to continue to increase even without any new housing being built, in relation to the higher births over the last four years which has necessitated the additional 930 places provided.

It is necessary to consider the primary school projections for the urban areas of Burton (Areas 1, 2, 3 & 5) separately to Area 4, which covers the surrounding rural area to the north and the west. This is because the schools in Burton Area 4 primarily serve a rural area, such as a village or local community.

The National Audit Office recommends authorities to allow at least 5% surplus in the system for flexibility and to ensure a degree of parental choice.

Without housing:

The table in Appendix C shows where the most shortage of places in the primary sector is projected to occur. In Area 1, there is a shortage of 21 places for the Reception intake from 2017. This does not take into account the NAO recommended minimum 5% surplus, which would require a total of 51 additional places.

There is also pressure in Areas 2 and 5. The places available shown in the table below are based on the capacity and PANs as they will be from September 2014 onwards.

Burton Areas 1, 2, 3 and 5

As at January 2013 there were 6,228 pupils on roll but indicative pupil numbers for January 2014 indicate pupil numbers in the region of 6,475, an increase of 247 or 4% in a year.

Capacity in areas 1, 2, 3 & 5, as at January 2013, was 6,296 places. From September 2014 there will be total capacity of 7,211 places and a combined PAN of 1,041. The table below indicates the shortfall of places based on the reception capacity from September 2014 onwards.

Table 3.17: Primary sector shortages without housing – Burton Areas 1, 2, 3 & 5 total

No new housing	2015/16	2020/21	2025/26	2030/31
Total Pupil Nos	6841	7364	7366	7366
Reception Pupils Projected	1018	1052	1052	1052
Supply/shortage of Reception places	23	-11	-11	-11
FE equivalent (- if shortage)	0.8	-0.4	-0.4	-0.4

This shows the further increase in demand for places in Burton urban area before 2020 even with the recent increase in school capacity in the town and without any increase in the stock of housing.

In line with the NAO recommendation to allow at least 5% surplus in the system for flexibility and to ensure a degree of parental choice, this would equate to a total requirement for 64 additional Reception places, totalling 1,105 Reception places across these areas.

Consideration needs to be given to the fact that the town has many natural and man-made boundaries such as highways, rivers and railways which is why it is necessary to plan the places required for each individual cluster area separately.

Burton Area 4

As at January 2013 there were 1,264 pupils on roll but indicative pupil numbers for January 2014 indicate pupil numbers will remain the same.

Capacity in area 4, as at January 2013, was 1,344 places and no expansions are currently proposed. The schools have a combined PAN of 190. The table below indicates the supply/shortfall of places based on the reception capacity:

Table 3.18: Primary sector shortages without housing – Burton Area 4 total

No new housing	2015/16	2020/21	2025/26	2030/31
Total Pupil nos	1178	1034	1063	1063
Reception Pupils Projected	153	152	152	152
Supply/Shortage of Reception Places (-)	37	38	38	38
FE equivalent (- if shortage))	1.2	1.3	1.3	1.3

The table above indicates a limited amount of surplus across Area 4, which allows for the NAO recommendation of a minimum of 5% surplus.

Consideration needs to be given to the location of individual development sites and the impact on the local school(s), as each school serves a rural area or single village. For example, Thomas Russell Infant School and Thomas Russell Junior School are projected to be full for the foreseeable future.

Richard Crosse CE VA Primary School

The table below identifies the position relating to Richard Crosse Primary School, which has been placed in its own cluster as it does not have significant interaction with any other schools:

Table 3.19: Shortages without housing – Richard Crosse CE VA Primary School

No new housing	2015/16	2020/21	2025/26	2030/31
Total Pupil nos	116	113	147	140
Reception Pupils Projected	17	16	20	20
Supply/Shortage of Reception Places (-)	-2	-1	-5	-5

Table 3.19: Shortages without housing – Richard Crosse CE VA Primary School

No new housing	2015/16	2020/21	2025/26	2030/31
FE equivalent (- if shortage))	-0.1	0.0	-0.2	-0.2

With housing

The projections become forecasts when proposed new housing in Burton is taken into account. This was updated in September 2013 and is the Borough Council's view of the requirement for new dwellings on a number of sites across the whole of the East Staffordshire district over the planning period, 2012-31. The Council will have a development allowance of 10,284 units between 2012-31, comprising allocated sites and windfalls. Extant permissions and completions to date are additional to this figure. In total the council needs to accommodate a housing requirement of 11,648 over the plan period, which equates to 613 dwellings per annum.

A standard pupil yield factor of 3 pupils per school year per 100 dwellings is also applied.

The Housing Growth figures by site are shown in Appendix D and those that relate to Burton are included in the school roll forecasts. So there can be confidence in the figures for the next few years, as these are based in the main on known new housing. Beyond that, the forecasts include trajectories of proposed developments outlined in the Local Plan, and are therefore based on assumptions about the number of dwellings and their completion over a long period and as set out in the Local Plan prepared by the Borough Council. However, the overall requirements in relation to these developments should remain the same.

These new housing figures have been built into the school roll forecasting model for the Burton area, with sites allocated to the five individual primary school planning areas, as well as the secondary planning area that covers Burton as a whole. The housing model also makes clear the assumptions about the rate of development. A standard pupil yield factor of 3 pupils per school year per 100 dwellings is also applied.

We comment elsewhere – and indeed this view is supported by some research into yield factors from new developments in Staffordshire carried out by County staff – that this is on the cautious side. 21 pupils of primary age per 100 houses in the primary sector compares with 28-

30 used by other shire counties. Additionally, Staffordshire's own data is showing higher yields from recently completed housing elsewhere in the county. Nor is there any recognition of the different pupil yield from different housing types, size and tenure in the forecasting model at this stage. But we agree that, for the *purposes of this exercise* – a long term view of pupil yield from new development, the bulk of which has yet to be agreed – the 3 per school year assumption – is an adequate figure for these purposes.

The timing of growth in the demand for school places accompanying new development is hard to predict. Much will depend on the intensity of development – if a large number of the planned dwellings are provided in a very short time span of, say, less than five years, a peak will come sooner and may be more intense in the needs it creates. However, a steady stream of new housing is assumed each year for these planning purposes.

With potential new housing taken into account, the forecast for the primary schools across Burton is for a deficit of places to start from 2016.

By primary cluster area, the shortage is potentially greatest in Area 1 (north Burton) where a shortage of 7.6 FE is forecast by 2020, increasing to 8.6 FE by 2030. A forecast shortage of 1.6 FE is projected in Area 2 (south Burton) by 2020, increasing to 3.8 FE by 2030.

Burton 1, 2, 3 and 5

From September 2014 there will be total capacity of 7,211 places and a combined PAN of 1,041. The table below indicates the shortfall of places based on the reception capacity from September 2014 onwards.

Table 3.20: Primary sector shortages with new housing – Burton Areas 1, 2, 3 and 5 total

With new housing	2015/16	2020/21	2025/26	2030/31
Total Pupil nos.	7058	8533	8976	9221
Reception Pupils Projected	1049	1219	1282	1317
Supply/ shortage of places (-)	-8	-178	-241	-276
FE equivalent (- if shortage)	-0.3	-5.9	-8	-9

This also shows a further increase in demand for places in Burton urban area with a significant increase in housing and a rise in the number of primary age children of around 3,000 pupils or 48% over the planning period, compared to 2012/13 pupil numbers.

With the effects of new housing and in the longer term, there is a need for over 9.0 FE, which is the equivalent of 9 new 1.0 FE primary schools. This is without factoring in the NAO recommendation to allow at least 5% surplus in the system for flexibility and to ensure a degree of parental choice. Allowing for this surplus, this would equate to a total requirement for 342 additional Reception places (11.4 FE), totalling 1,383 Reception places required across these areas.

A strategic solution is necessary for the area to allow the additional primary school places to be delivered. This may result in larger schools being built as delivering multiple small schools may have higher total costs and land requirements.

Consideration also needs to be given to the fact that the town has many natural and man-made boundaries such as highways, rivers and railways which is why it is necessary to plan the places required for each individual cluster area separately.

The options by individual planning areas are discussed in Part 2 of this report.

Burton 4

Capacity in area 4, as at January 2013, was 1,344 places and no expansions are currently proposed. The schools have a combined PAN of 190. The table below indicates the supply/shortfall of places based on the reception capacity. There is a limited amount of new housing development.

Table 3.21: Primary sector shortages with housing – Burton Area 4 total

With new housing	2015/16	2020/21	2025/26	2030/31
Total Pupil nos.	1206	1153	1203	1203
Reception Pupils Projected	157	169	172	172
Supply/ shortage of places (-)	33	21	18	18
FE equivalent (- if shortage)	1.1	0.7	0.6	0.6

The table above indicates an extremely limited amount of surplus across Area 4, but also allows for the NAO recommendation of a minimum of 5% surplus. However, consideration needs to be given to the location of individual development sites and the impact on the local school(s), as each school serves a rural area or single village.

Richard Crosse CE (VA) Primary School

There are currently no strategic sites in the catchment area of Richard Cross CE Primary, however depending on the location of windfall developments there may be an impact on this school. Pupil roll projections for this school were shown in the previous section.

3.5.2 Secondary school pupil place planning

Without housing

For secondary schools in Burton (like many other parts of the country), and without any new housing, we begin to see a shortage of Year 7 places appearing from 2015. This is forecast to increase from 2018 to a shortage of 5.0 FE in 2020, falling slightly thereafter to around 4.0 FE. The period 2012 to 2030, however, shows an increase in the number of Year 7 pupils in Burton of 20% (from 1,049 to 1,263) 'naturally', ie. without any new housing.

Table 3.22: Secondary sector shortages – without housing

No new housing	2012/13	2015/16	2020/21	2025/26	2030/31
Year 7s	1049	1155	1297	1263	1263
PAN 2014/15	1147	1147	1147	1147	1147
Supply/ shortage of Y7 places (-)	98	-8	-150	-116	-116
FE equivalent (- if shortage)	3.3	-0.3	-5.0	-3.9	-3.9

The projections do not factor in the NAO recommendation to allow at least 5% surplus in the system for flexibility and to ensure a degree of parental choice. Allowing for this surplus, this would equate to a further requirement for 63 additional Year 7 places, totalling 1,326 Year 7 places required across these areas.

Consequently this could represent a further two forms of entry required in addition to the 5.0 FE shortage in 2020 and the 3.9 FE forecast for

2030.

With housing

Shortages begin to appear in 2015/16 (1.3 FE), rising to over 11.0 FE by 2020, and up to 14.2 FE shortage by 2030, and assuming all the houses are completed over the plan period. With new housing, the period 2012 to 2030 shows an increase in the number of Year 7 pupils in Burton of close to 50% (from 1,049 to 1,570).

Table 3.23: Secondary sector shortages – with housing

1147 Y7 places	2012/13	2015/16	2020/21	2025/26	2030/31
Year 7s	1049	1187	1477	1526	1573
PAN 2014/15	1147	1147	1147	1147	1147
Supply/ shortage of Y7 places (-)	98	-40	-330	-379	-426
FE equivalent (- if shortage)	3.3	-1.3	-11.0	-12.6	-14.2

The secondary projections take account of the Drakelow development (South Derbyshire), which will impact on schools in the east of Burton, and take up the current surplus capacity there. This is very limited, and will require additional secondary school places in the area.

The projections do not factor in the NAO recommendation to allow at least 5% surplus in the system for flexibility and to ensure a degree of parental choice. Allowing for this surplus, this would equate to a further requirement for 79 additional Year 7 places, totalling 1,652 Year 7 places required across these areas.

Consequently this could represent a further 2.5 FE required in addition to the 11.0 FE shortage in 2020 and the 14.2 FE forecast for 2030. This is predicated on the approval and completion of a significant number of dwellings over a 17-18 year period.

It is clear there will be significant pressure on the majority of secondary schools in Burton from 2015/16 and a growing challenge even without the effect of new housing.

With new housing, across the Burton area, there will be a need to find a further 11.0 to 14.2 FE in the secondary sector. This is equivalent to

one, possibly two, new 6/7 FE secondary schools. Building in a 5% surplus for flexibility would require an additional 2.5 FE.

The scope for expansion from within the existing stock of schools or from new developments or a mixture of the two is addressed in Part 2 of this report.

4 School Infrastructure Assessment

This section looks at the existing schools in Burton on Trent, and summarises the potential to expand these schools, informed by our understanding of both current EFA funding methodologies and recent outturn figures for newly completed schools in the Midlands and across England.

4.1 Primary Schools

Staffordshire policy seeks to secure the best possible educational outcomes for all children, and places primary schools at the heart of its local communities. It is therefore a key focus for the local authority to ensure that pupil place planning is paramount in growth areas when new communities are created and the consequential needs are met as efficiently as possible.

With many local authorities there is a presumption of a two forms of entry model (ie. 420 places) unless there are special circumstances that make this unavoidable. However, due to the rural nature of the county, this is not necessarily the case for Staffordshire, which, as a minimum, would not normally build a new primary school smaller than one form of entry. There is no explicit policy in Staffordshire, rather a preference not to build a new primary school any smaller than 1.0 FE. There is more of a sense of working jointly with schools to develop the best solution for each area and individual school, rather than trying to impose a top-down approach.

In reference to expanding existing primary schools, the authority notes that some schools prefer to grow to a full form of entry, rather than a 0.5 FE. For example, a school of 45 PAN may be happy to increase to 60 PAN as it allows for easier organisation of classes. Conversely, a school of 30 PAN may not want to increase to 45 PAN as it means a change to mixed aged teaching. However, this is not a general rule and it comes down to individual schools. Further, there are no explicit preferences in relation to secondary school provision, rather a general willingness to work with such schools.

For all growth areas where development will be integrated within existing communities, there are limits on the scope to expand existing schools. If at all possible, there is also a need to avoid the risk (and costs) of transporting young children some distance.

Within Burton, over the planning period and assuming the completion of new housing over that period, there is a forecast demand for additional

primary school places that is equivalent to 9.0 FE, especially in planning areas 1 & 2, with a further 2.5 FE being suggested to allow a modest surplus, in line with NAO recommendations, to permit flexibility in the system.

4.2 Secondary Schools

Within Burton, over the planning period and assuming the completion of new housing over that period, there is a forecast demand for additional secondary school places that is equivalent to 11.0 to 14.2 FE. This includes the impact of the Drakelow development in South Derbyshire, which will generate up to 2.0 FE of additional pupils as parents look to Burton schools for secondary education. Additionally another 2.5 FE are also suggested for the secondary sector to allow flexibility.

4.3 Assessment of Existing Stock

For each primary planning area and for the secondary sector, we have looked at the capacity of the existing stock of schools; we have also summarised the ability to increase capacity at individual sites, based on a desktop study.

In effect, it provides a risk assessment on the scope for expansion based on this information – though recognising the long term nature of the planning scenario on which this analysis is based.

This will be looked at further in Part 2 of this report.

4.3.1 Primary Area 1

There is capacity of 4,028 places and a combined PAN of 574, with 3,409 pupils on roll at January 2013. Indicative pupil numbers for January 2014 are around 3,554 pupils on roll. There are 14 schools, as listed in Appendix A.

Table 4.1 Primary Area 1 – forecast need	
With housing	There is a forecast need for up to an additional 1 FE by 2015/16. By 2020/21, this will increase up to 4.3 FE. This rises to 5.3 FE by the end of the period, and without any surplus built in.
Without housing	There is a projected need for an additional 0.5 -1.0 FE from 2017 onwards and without any surplus built in.

Desktop studies indicate that there may be potential to expand schools in this area by up to a maximum of 3.5 FE, although there are significant constraints that would need to be overcome, for example, Sport England requirements, and potential highways implications and associated costs.

This is against a forecast increase in demand of 5.3 FE by 2030/31. This would indicate a considerable difference and consequently new primary school provision will be required in this area.

4.3.2 Primary Area 2

There are currently 1,220 primary age pupils on roll as at January 2013. Additional places were provided from September 2013 onwards, providing a total capacity for this area of 1,323 places and a combined PAN of 197. Indicative pupil numbers for January 2014 are 1,280.

Table 4.2: Primary Area 2 – forecast need

With housing	Numbers are forecast to increase over the planning period with a shortage of 0.4 FE forecast from 2015/16 which increases to a shortage of over 1.6 FE by 2020/21, thereafter to a shortage of 3.8 FE by 2030/31, the end of the planning period and without any surplus built in.
Without housing	There is a forecast balance of supply and demand over the planning period, albeit with no allowance for any surplus.

Desktop studies indicate that there may be potential to expand schools in this area by up to a maximum of 0.5 FE, although there are significant constraints that would need to be overcome, for example, Sport England requirements, potential highways implications and associated costs.

This is against a forecast increase in demand of 3.8 FE by 2030/31. This would indicate a considerable difference and consequently new primary school provision will be required in this area.

4.3.3 Primary Area 3

As at January 2013, there were 890 primary age pupils on roll with 960 places (including EFA funded places).

Proposals are being implemented to enlarge River View Primary School from September 2014, to accommodate the significant rise in the number of children being born and living in this area. This will increase the net capacity in the area to 1,050 places, and the PAN to 150.

Table 4.3: Primary Area 3 – forecast need	
With housing	Numbers are forecast to increase over the planning period with a minimal shortage that appears by 2016/17, and remains until the end of the planning period, and without any surplus built in.
Without housing	There is a forecast balance of supply and demand over the planning period, albeit with no allowance for any surplus.

Desktop studies indicate that there is very limited or no potential to expand schools in this area.

4.3.4 Primary Area 4

There were 1,264 primary age pupils on roll at January 2013 with 1,344 places and a combined PAN of 190.

Table 4.4: Primary Area 4 – forecast need	
With housing	Numbers are forecast to remain stable over the planning period with reception intakes of around 170. There is sufficiency of forms of entry.
Without housing	There is a forecast surplus equivalent to 1.0 FE or more from 2017.

There are eight schools in Area 4, which is located in the rural area to the north and west of Burton.

Consideration needs to be given to the location of individual development sites and the impact on the local school(s), as each school serves a rural area or single village.

4.3.5 Primary Area 5

As at January 2013 there were 709 pupils on roll, with 810 places and a combined PAN of 120. January 2014 indicative pupil numbers are around 734.

Table 4.5: Primary Area 5 – forecast need	
With housing	Reception intakes are forecast to fluctuate around an average

Table 4.5: Primary Area 5 – forecast need	
	of 120 pupils over the planning period. There is a forecast balance of supply and demand over the planning period, albeit with no allowance for any surplus.
Without housing	There is a forecast balance of supply and demand over the planning period, albeit with no allowance for any surplus.

Whilst there is only projected to be a negligible deficit of places there is no surplus currently built in. It would therefore be prudent to make additional provision to allow some flexibility.

There are three schools in Area 5 as shown in the profiles.

4.3.6 Secondary schools

Burton has six secondary schools with five high school catchment areas and a Catholic secondary, which serves a wider area across all the catchment areas as well as outside the Staffordshire County Council boundary. There is some, but not complete, correspondence between the primary clusters and the secondary/high school catchment areas.

In summary there were 6,386 on roll (as at January 2013) with a capacity of 7,159/7,399. There is a combined PAN for Year 7 in 2014/15 of 1,147.

Table 4.6: Burton Secondary Schools – forecast need	
With housing	Forecasts indicate that there will be a shortage of places in the secondary sector, which will begin in 2015/16 (a need for 1.3 FE), rising gradually to 2019/20 (8.1 FE needed) but rising after that to 10.3 FE in 2022/23 and potentially to 14.2 FE by the end of the planning period
Without housing	There are limited places up to 2017/18 and a shortage thereafter – 1.6 FE in 2018/19, rising to 5.0 FE in 2020/21 and stabilising at 3.9 FE from 2024/25 onwards and without any surplus built in.

Desktop studies indicate that it may be possible to enlarge existing schools by around 7.0 FE, although there are likely to be considerable infrastructural and planning issues which could have significant financial implications and prevent/limit expansion.

Whilst there is some potential for enlargement of existing schools, and a willingness to expand from a number of schools in the area, desktop studies indicate that it is not possible to meet the full requirement of 14.2 additional FE on existing school sites, and therefore it is likely that

a new secondary school will be required to accommodate the level of housing growth proposed across Burton.

4.3.7 Special schools

It is difficult to forecast the demand for additional places in special schools. The authority may well have a policy of making provision in Special Resource Provision units in mainstream schools. However there remain young people for whom provision must be made in special schools within the authority or elsewhere when provision cannot be made by the authority in its own schools.

Our assumption is that – in line with national averages – some 1.0 – 2.0% of young people aged 4 to 15 will need provision in Special Schools, predicting that from the additional dwellings there will be 30-60 young people over and above existing numbers in Burton.

As described earlier, Fountains Primary School and High School are co-located special schools in Burton, which cater for 2 – 19 year olds, with 90 places in the primary phase (with some nursery provision) and 130 in the High School[11]. An additional pressure for the school is its net importing from other counties, especially Derbyshire, because of the proximity of the border. Additionally, a local Derbyshire Special School has gone into a category and this has also increased demand on Fountains.

We understand that both Fountains Primary and High School sites are constrained, so that expansion would not be feasible on either site.

4.4 Issues for consideration

4.4.1 Optimal school size and the impact on learning outcomes

There has been considerable debate on the issue of whether school size has a direct impact on the academic achievement of pupils. With regard to secondary schools, figures show the number of "titan" schools

[11] Planned and actual numbers as of July 2013

with more than 2,000 pupils has more than quadrupled in the last 15 years. At the same time, the number with 1,500 to 1,999 pupils has doubled.

Whilst studies have shown that dramatic changes in a school's size may change the characteristics of a school's learning environment, in respect of pupil attainment measured by exam results, and for attendance, larger schools appear to do better up to some optimal school size[12] but estimates of this point or range are insufficiently precise to be very useful.

The implications of different school sizes on student behaviours are also unclear. There is some evidence that teachers and pupils at smaller schools are more likely to have a positive perception of their 'school environment'. Additionally, it has also been found that, in a number of cases, larger schools make it easier for certain students to be somewhat 'anonymous' – behaviour is likely to be worse around people who don't know who they are – and hence is difficult to bring them to account. However, with regard to the financial implications, costs per pupil appear to decrease as school size increases.

Whilst there is little good quality research evidence to justify policies that aim to change or mandate particular school sizes, there do appear to be optimal sizes for some outcomes. Consequently school stakeholders (eg. parents and the local community) should be made aware that dramatic changes in a school's size may change the characteristics of its learning environment.

In the primary sector, the number of supersize primary schools – some of which have more than 1,000 pupils – has soared by 60% in three years, triggering a fierce debate among educationists about significant numbers of young children not getting the attention they need.

Department for Education statistics show that the number of primary schools with 700 or more pupils amounts to 130 today compared with 80 three years ago. For example, Barclay Primary School in Leyton, east London, already one of the largest with 1,200 pupils, is expanding to 1,600 from September 2014.

The super-sized primaries are clustered in the most deprived parts of the country, in particular east London and inner-city Birmingham, where poorer young families can find less expensive housing. The average

[12] Estimates of optimal secondary school size range from 600 to 2000 pupils

size of a primary school has crept up from 181 pupils in 1985 to 250 in 2013.

There are strong views on both sides of the argument, with those favouring smaller schools advocating no larger than 420 pupil primary schools (ie. 2.0 FE x 7 year groups), while those advocating larger schools point out that their size is not a barrier to delivering good education and care, and that class sizes are the same as in other smaller schools and issues such as playground management are effectively dealt with to ensure access enjoyment for all pupils.

It will therefore be important to consider the overall context of any school under consideration for expansion and whether there is willingness and/or the capacity (both physically and educationally) to support and manage what will undoubtedly be a stressful period during the planning and construction phase.

4.4.2 Multi storey primary schools

There has been a similar long running debate on the advantages and disadvantages of multi-storey primary schools. Staffordshire County Council has recently built a 3-storey primary school in Burton on the former Christchurch Infants School, which is now Christchurch Primary School.

A study undertaken by Cambridge University in 2010[13] did not conclude in favour of either multi or single-storey buildings but it provided an overview of the advantages and disadvantages of multi-storey schools, which are outlined below:

Access

Advantages:

- To external spaces on a compact site, building vertically can enable more ground floor outdoor space to be utilised for school members and for the local community.
- Additional outdoor spaces can be provided on balconies and verandas and by using roof space. Verandas can also provide shade and cover for outdoor areas underneath.
- Parental access can be facilitated through good use of large communal spaces/receptions at the 'heart of the school' an

[13] Investigation into the choice of single or multi-storey design solutions for new-build primary schools and the implications for the quality and delivery of education, Cambridge University , 2010

advantage being that parents enter the whole school rather than only one part and therefore can have a stronger sense of the connections between a diverse community.

Disadvantages:

- External access to outdoors from upper storeys may be compromised, although other solutions are possible. Lack of direct access to outdoors may have increased disadvantages for younger children (and the implications for implementing the Early Years Foundation Stage curriculum). However this can be resolved if younger children occupy the ground floor.
- If access is via several staircases, movement time between sessions can become significant. Exiting the school entirely during an emergency will require special consideration.
- Parental access may be hindered by reduced opportunities for contact whilst picking up children or collecting them. If poorly designed, internal access can encumber connectedness and visibility through a building. Provision of resources to provide access for all children – eg. lifts are expensive to install and maintain.

Visibility

Advantages:

- Several storeys, especially if designed to create an interior range of sight lines, can provide visual connections to the school community as a whole and to the outside neighbourhood.
- Children could be provided with views beyond the site as well as within by seeing different parts of the school from above and below.
- The multi-functional central spaces that are created, when the school is organised around a central open stairway, offer flexible space for additional performance or other social or professional gathering events.

Security

Advantage:

- A compact multi-storey school may provide more security than a single storey site due to the fewer entrances needed and external ground level area to control.

Cost

Advantage:

- Less surface area may result in a less expensive project. Roofs are costly to repair and less roof space reduces long term costs for roof maintenance.

Disadvantage:

- Foundations can be costly; access; maintenance eg. cleaning windows, repairing roofs due to the need to deploy more specialised equipment.

Sustainability

Advantage:

- More compact buildings may be more energy efficient and sustainable in terms of building resources

Disadvantage:

- Greater challenge to draw on natural light and ventilation in multi-storey buildings and extra movement through a school may raise noise levels.

Community

Advantage:

- Building high can enable the accommodation of offices and other spaces to support multi-agency/community activities.

Pedagogy

Disadvantages:

- Institutional feel or formality of the building can have an influence on pedagogical practice.
- Careful thought is required to give children and adults freedom of access to a variety of learning spaces and resources.

In considering the construction of new primary schools (and, in some cases, extending existing schools), it will therefore be important to take account of the impact on any/all of the above elements.

5 Conclusion

5.1 Overview

As a strategic commissioning authority Staffordshire County Council is working closely with East Staffordshire Borough Council, as the Local Planning Authority, to ensure that sufficient school places are available in the right locations, to meet changing demand; and that sufficient finance is available to secure school places in high quality environments.

The birth rate in Burton is increasing and to accommodate the increased pupil numbers the County Council has invested over £20 million to implement the following proposals:

- relocate and enlarge St. Modwen's Catholic Primary School to a new, larger 420 place school off Tutbury Road;
- build a new 420 place primary academy at Belvedere Park, known as Scientia Academy;
- increase the age range and capacity at Christchurch Community Infants School to become Christchurch Primary School providing an additional 195 places; and
- enlarge River View Primary and Nursery School by 105 places.

..the provision of an additional 930 places from September 2013 will not be sufficient to accommodate pupils generated from any future residential developments.

These proposals have provided a total of 930 additional places from September 2013 to alleviate the significant pressure on primary school places in Burton upon Trent, and will meet the projected demand for places from pupils already living in the area. The River View enlargement is on-going and will be fully implemented by September 2014.

However, this study, commissioned by East Staffordshire Borough Council and Staffordshire County Council, confirms that the investment will not be sufficient to accommodate pupils generated from any future residential developments.

The significant basic need pressure for additional school places currently being seen at primary school level will impact on the secondary schools in Burton from 2015/16 onwards from the pupils already living within the Burton area. Any residential development in the Burton upon Trent area will require additional school places in excess of those required for the basic need pressures. Projections show that by 2018/19 there will be insufficient secondary school places at existing schools to accommodate the children currently living in the area.

The proposed residential developments will increase pupil numbers further and necessitate additional secondary school places at an earlier date than if no further housing were built. Additional places will be provided through expansion to existing schools and by safeguarding a site for a future new secondary school.

The school age population of Burton upon Trent is projected to increase even without any additional new housing being built. There were 7,608 children in primary schools in January 2013 (age range from Reception to Year 6). This is projected to increase to 8,545 by 2020 and to 8,569 by 2030. There will be a total of 8,660 primary school places from September 2014.

Within secondary schools in Burton, there were 1,049 children admitted to Year 7 in 2012/13, the first year of their secondary education. The numbers are projected to increase to 1,297 by 2020 and then to 1,263 by 2030. There are currently 1,147 Year 7 places.

The Borough Council's Housing growth policy for 2012-2031 is for an additional 11,648 dwellings across the whole of the Borough or around 613 per year over the planning period, the bulk of which will be in Burton and takes account of recent completions and extant permissions (Appendix D).

When the effect of new housing is taken into account, the number of children in primary schools (Reception Year to Year 6) in Burton is forecast to increase from 7,608 in 2012 to 9,833 in 2020 and 10,564 in 2030. Even though the County Council has recently expanded the number of primary places in Burton, this was only sufficient to accommodate the children currently living in the area and not any further housing. With the effects of housing, there is a need to create an additional 5.9 FE to primary schools by 2020, rising to 9.1 FE by 2030, assuming the housing that is required is built and completed over that period.

Similarly, in secondary schools, the numbers of Year 7s are forecast to increase from 1,049 in January 2013 to 1,477 in 2020 and 1,573 by 2030 when new housing in both East Staffordshire and South Derbyshire is taken into account. Shortages begin to appear from 2015 onwards. That is equivalent to an additional 14.2 FE, or two additional secondary schools.

The scope to increase the size of existing schools to meet the increase in demand is extremely limited, as noted earlier in the report. There is

also only a limited number of surplus places in the system at present, particularly in the areas identified for housing growth.

There are five primary school planning areas or clusters in Burton.

In Area 1, the centre and north of the town, there is a forecast need for an additional 1.0 FE by 2015/16; for 4.3 FE by 2020/21; and for 5.3 FE by 2030/31. This is without allowing for the NAO recommended 5% surplus to be built in.

The appraisal of the current schools in the area suggests that it *may* be possible to expand schools up to a maximum total of 3.5 FE, although there are significant constraints that would need to be overcome, for example, Sport England requirements, potential highways implications, and associated costs.

There is a need for detailed feasibility work and discussion with heads and governors. Even if 3.5 FE can be added to existing schools in the area, it points to a need for the remaining provision to be delivered in new school(s) on a site(s) to be identified. This will be considered further in Part 2 of this report.

In Area 2, the Branston area of the town, there is a forecast need for an additional 0.4 FE by 2015/16, 1.6 FE by 2020/21 and 3.8 FE by 2030/31. This is without allowing for the NAO recommended 5% surplus to be built in.

The appraisal of the current schools in the area suggests that it *may* be possible to expand schools up to a maximum total of 0.5 FE, although there are significant constraints that would need to be overcome, for example, Sport England requirements, potential highways implications, and associated costs.

There is a need for detailed feasibility work and discussion with heads and governors. Even if 0.5 FE can be added to existing schools in the area, it points to a need for the remaining provision to be delivered in new school(s) on a site(s) to be identified. This will be considered further in Part 2 of this report.

In Area 3, the south east area of Burton numbers are forecast to increase over the planning period with a minimal shortage that appears by 2016/17, and remains until the end of the planning period. There is projected to be no surplus to allow for the NAO recommended 5% surplus to be built in.

Desktop studies indicate that there is very limited or no potential to expand schools in this area other than the proposals currently being implemented to address the current need at River View Primary School.

In Area 4, the rural area to the north and west of Burton, there are broadly sufficient places to meet the demand both with and without the effects of new housing in the primary sector, though there is little if any surplus.

However, consideration needs to be given to the location of individual development sites and the impact on the local school(s), as each school serves a rural area or single village, taking into consideration the NAO recommended 5% surplus to be built in.

In Area 5, the area to the East of Burton, by 2016/17 and through to the end of the planning period, supply matches demand with or without housing. However, there is projected to be no surplus to allow for the NAO recommended 5% surplus to be built in.

The table below summarises these projections:

Table 5.1 Primary FE Required	Area 1 FE required	Area 2 FE Required	Area 3 FE Required	Area 4 FE Required	Area 5 FE Required
2015/16	1	0.4			
2020/21	4.3	1.6			
2030/31	5.3	3.8			
Potential FE from existing schools	3.5	0.5	0	-	-
FE required from new builds	1.8	3.3	0	0	0
Plus 5% Surplus	1.2	0.5	0.3	0	0.2

In Secondary schools, as we have seen, the forecast demand for places with the effect of new housing is equivalent to an additional 14.2 FE, or the equivalent of two additional secondary schools.

There is limited surplus capacity at present in Burton's secondary schools and, where that is the case, it tends to be outside the area for housing growth. That said, schools in the east of the town can be expected to meet some of the demand for secondary school places as

a result of new housing in South Derbyshire and this is factored into the forecasts.

The analysis of the potential to expand existing secondary schools indicates that there are potentially some major constraints (planning and highways) at particular sites. We have also provided an analysis of the merits or otherwise of creating very large schools and point to the choices to be made in what is increasingly a 'market' for the supply of school places.

Assuming that constraints can be overcome, there appears to be some scope to expand secondary schools by around 7.0 FE, as noted earlier in the report. It is also recognised the two academies, one in the north of the Burton area, the other in the south, may aspire to increase their forms of entry.

One planning scenario would be for a modest growth from within the existing stock of secondary schools and a new secondary school of 7.0 FE

One planning scenario would be for a modest growth from within the existing stock of secondary schools and a new secondary school of 7.0 FE on a site to be identified, the balance of 7.2 FE being made up from the expansion of existing schools. The options will be considered further in Part 2 of this report.

5.2 New School Provision

Primary

The Borough Council has identified in the Local Plan that new primary school provision will be located in the following areas:

- Branston Locks, Burton upon Trent
- Branston Depot, Burton upon Trent
- Land at Upper Outwoods, Burton upon Trent
- Land West of Uttoxeter and/or Hazelwalls Farm, Uttoxeter

In addition, it is expected that new primary school provision will be provided by enlarging a local school or one located within land to the south of Branston, Burton upon Trent

Secondary

East Staffordshire Borough Council is working in partnership with the County Council to determine the location for a potential new secondary

school in Burton upon Trent. If necessary, land will be safeguarded in a Site Allocations DPD.

Staffordshire County Council will also work in partnership with local schools, the Borough Council and academies to bring forward extensions to existing primary and secondary schools.

5.3 Summary review of potential school expansion

Given the very detailed information we have received, together with the opportunity to meet with a number of Borough and County Council officers, we have reviewed the potential opportunities for extending schools in Burton on Trent.

The alternative option of building new schools in the Burton on Trent area should therefore be seriously considered if the projected pupil numbers are to be adequately provided for in both the primary and secondary sectors over the next decade and beyond.

Desktop studies of the current school stock in both primary and secondary sectors indicate that, whilst there is limited potential for some schools to expand, in general the site and infrastructural issues at many of the sites would make any expansion impossible/very difficult and/or costly. Additionally, the resulting accommodation at those sites would not necessarily reflect the needs and aspirations of individual schools or make a positive impact on the lives and attainment of their pupils. Indeed, at some sites, any further development would undoubtedly adversely impact either the internal or external learning environments the schools are able to provide.

New schools in the Burton on Trent area will be required if the projected pupil numbers are to be adequately provided for in both the primary and secondary sectors over the next decade and beyond.

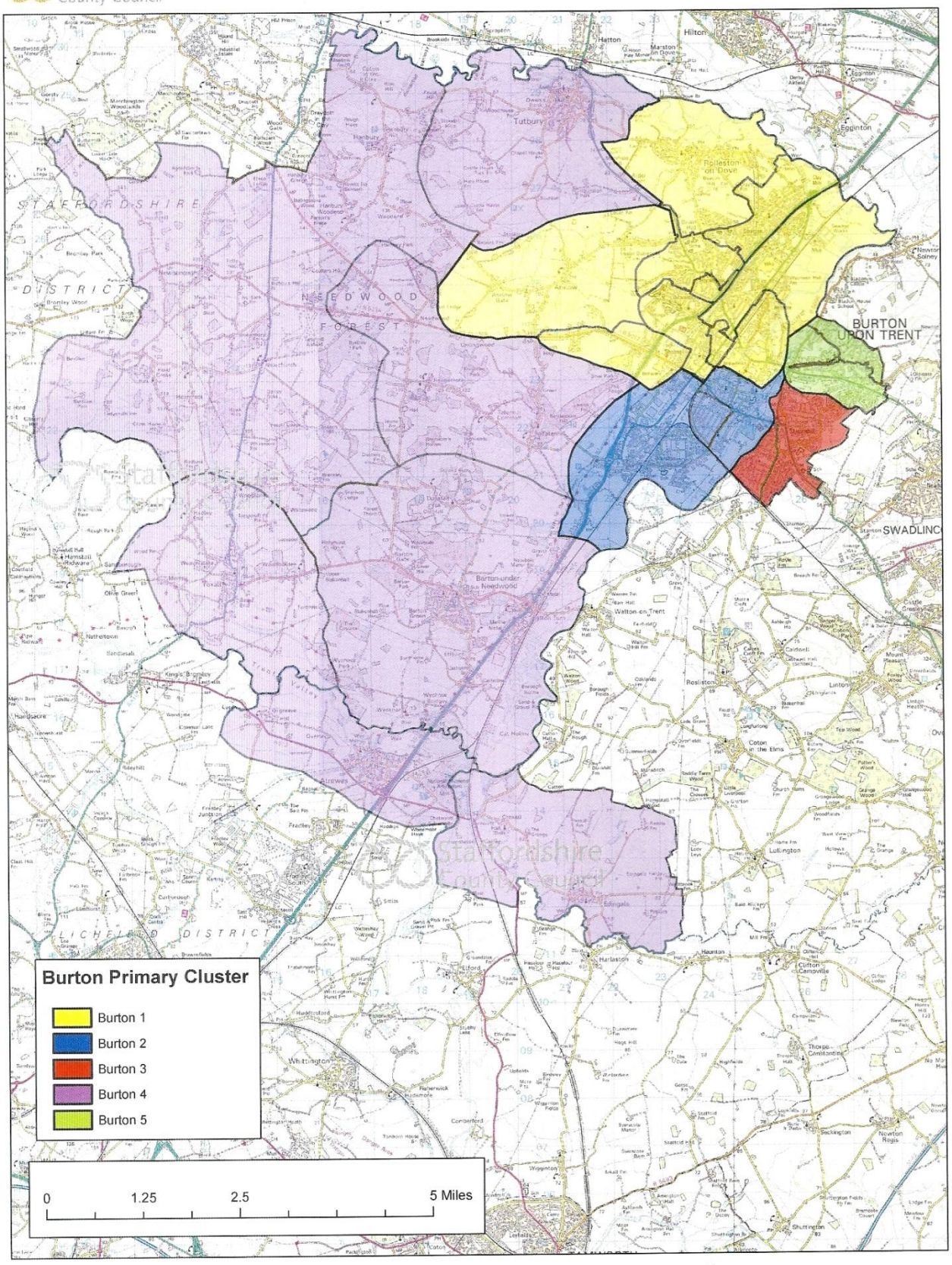
We understand that this is currently being discussed by both Staffordshire County Council and East Staffordshire Borough Council, although potential sites have not been specifically identified, other than the new primary schools to be delivered within the strategic sites referred to in Appendix D.

These issues are addressed in more detail in Part 2 of this report.

Appendix A: Burton Primary School Data

Staffordshire County Council

Burton Primary Clusters
Relative Position of Catchments



Primary School Cluster Information

DfE	School Name	BN Cluster	NOR Jan 13	Indicative NOR Jan 2014	2014/15 Reception PAN	Net Capacity before changes	Net Capacity after build
2002	Scientia Academy	Burton 1	0	72	60	0	420
2124	Grange Community School	Burton 1	179	174	60	180	180
2125	Horninglow Primary School	Burton 1	209	214	30	210	210
2126	Shobnall Primary School	Burton 1	233	235	30	210	210
2128	Lansdowne Infants School	Burton 1	175	173	60	177	177
2132	Victoria Community School	Burton 1	262	248	30	240	240
2144	Belvedere Junior School	Burton 1	189	202	N/A	240	240
2145	Eton Park Junior School	Burton 1	208	202	N/A	220	220
2152	The Mosley Academy	Burton 1	123	125	17	119	119
2296	William Shrewsbury Primary School	Burton 1	605	622	90	578	578
2422	John of Rolleston Primary School	Burton 1	377	398	57	399	399
3144	Holy Trinity CE (C) Primary School	Burton 1	144	148	20	136	136
3420	St Modwen's Catholic Primary School	Burton 1	231	258	60	210	420
3501	Outwoods Primary School	Burton 1	474	483	60	479	479
	Total – Area 1		**3,409**	**3,554**	**574**	**3,398**	**4,028**
2001	Anglesey Primary Academy	Burton 2	637	641	85	539	539
2123	Christchurch Primary School	Burton 2	120	174	45	120	315
2167	Rykneld Primary School	Burton 2	463	465	67	469	469
	Total – Area 2		**1,220**	**1,280**	**197**	**1,128**	**1,323**
2138	Edge Hill Junior School	Burton 3	339	331	N/A	360	360
2141	The Violet Way Academy	Burton 3	264	269	90	270	270
3500	Riverview Primary School	Burton 3	287	307	60	330	420
	Total – Area 3		**890**	**907**	**150**	**960**	**1,050**
2160	Thomas Russell Infants School	Burton 4	170	169	60	180	180
2326	Thomas Russell Junior School	Burton 4	241	242	N/A	243	243
3025	All Saints CE (VC) Primary School,	Burton 4	297	296	34	262	262
3051	Mary Howard CE (VC) Primary School	Burton 4	64	59	9	63	63
3100	All Saints' CE (C) Primary School	Burton 4	109	100	15	105	105
3119	Richard Wakefield CE (VC) Primary	Burton 4	184	183	40	267	267
3132	Yoxall St Peter's CE (VC) Primary	Burton 4	150	148	20	140	140
3486	Needwood CE (VA) Primary School	Burton 4	49	64	12	84	84
	Total – Area 4		**1,264**	**1,261**	**190**	**1,344**	**1,344**
2140	Tower View Primary School	Burton 5	289	309	60	390	390
3422	Holy Rosary Catholic Primary School	Burton 5	228	229	30	210	210
3495	Winshill Village Primary School	Burton 5	192	196	30	210	210
	Total – Area 5		**709**	**734**	**120**	**810**	**810**
3440	The Richard Crosse CE (VA) Primary	Kings Bromley	116	119	15	105	105
	Grand Total		**7,608**	**7,855**	**1,246**	**7,745**	**8,660**

Notes:

Burton 4 is a cluster of schools located in the rural area surrounding Burton. They have been grouped purely on the basis that they are outside the main town area but do not necessarily interact in terms of pupil movement.

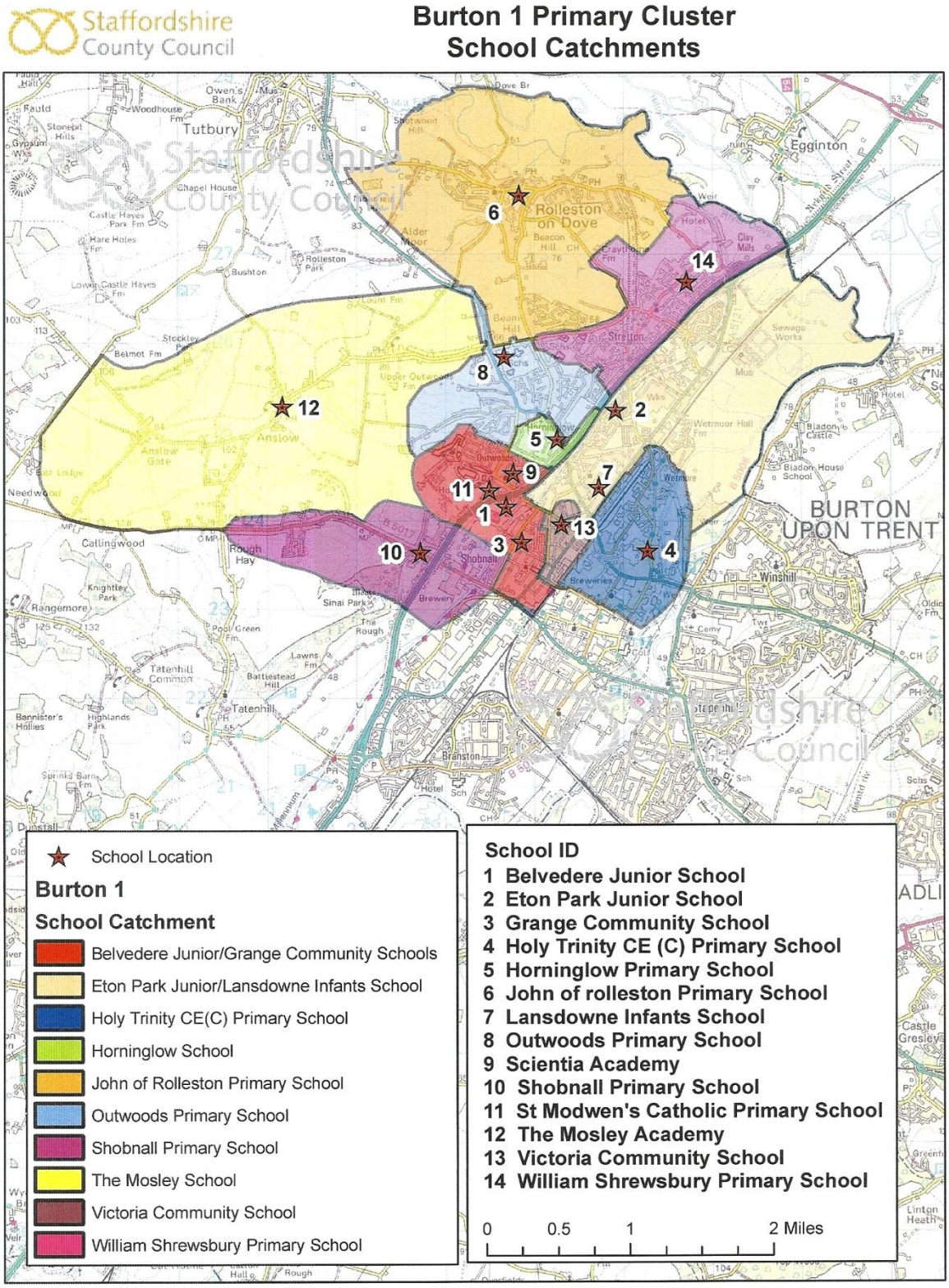
Richard Crosse has been placed in its own cluster as it does not have significant interaction with any other schools

Eton Park Junior School; Fountains Primary and High School; Horninglow Primary; John of Rolleston; Lansdowne Infants; Outwoods Primary; William Shrewsbury: Trust name to be 'Burton Co-operative Learning Trust.

Grange Community and Belvedere Junior Schools: Federation from 1st September 2013 - Governing Body will be known as the Federation for Grange and Belvedere Community Schools.

Indicative numbers on roll for January 2014 provided by Staffordshire County Council based on information available as at 16 October 2013.

Primary Cluster Group 1



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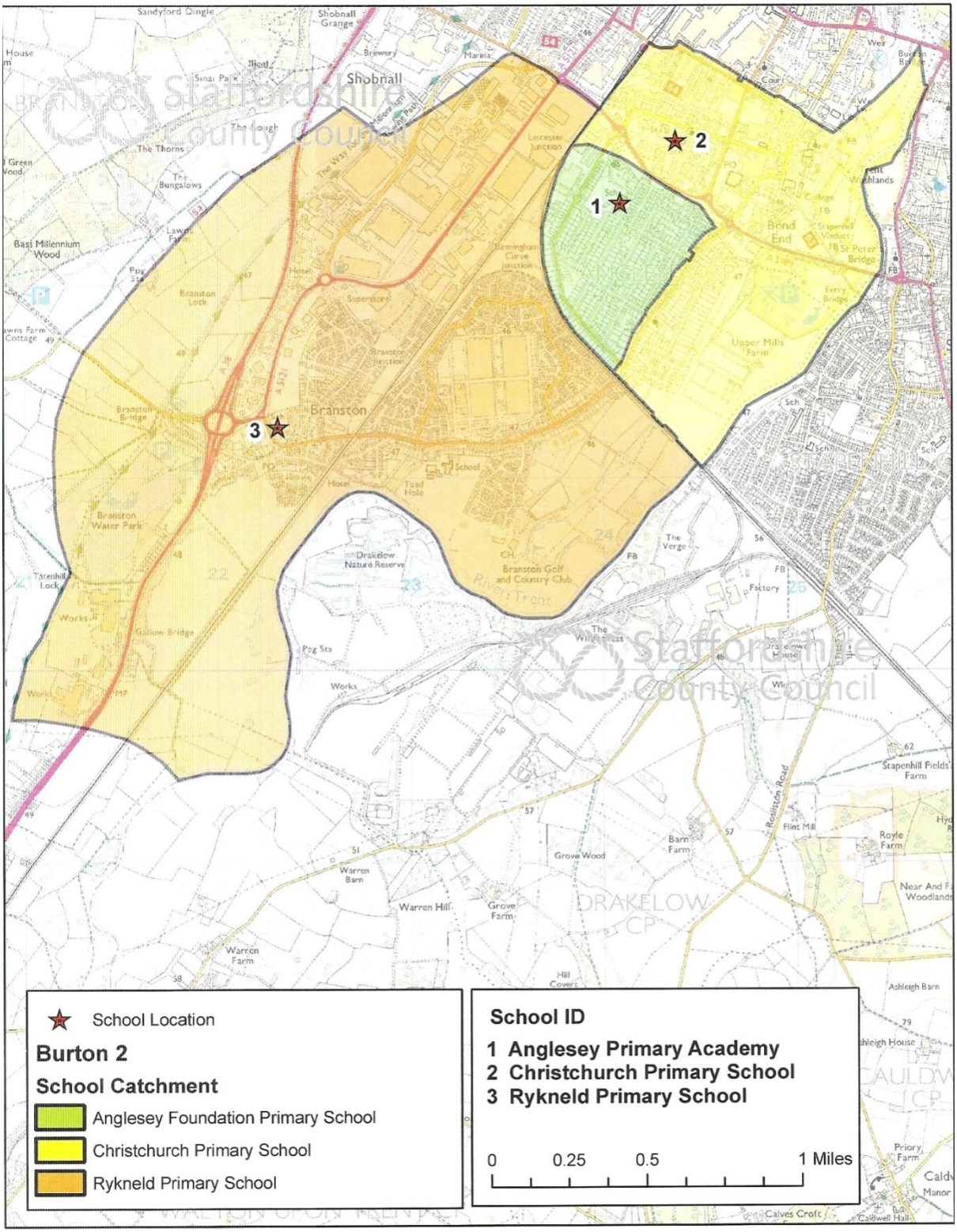
*The Mosley School is now The Mosley Academy

Primary Cluster Group 2

Staffordshire County Council

Burton 2 Primary Cluster School Catchments



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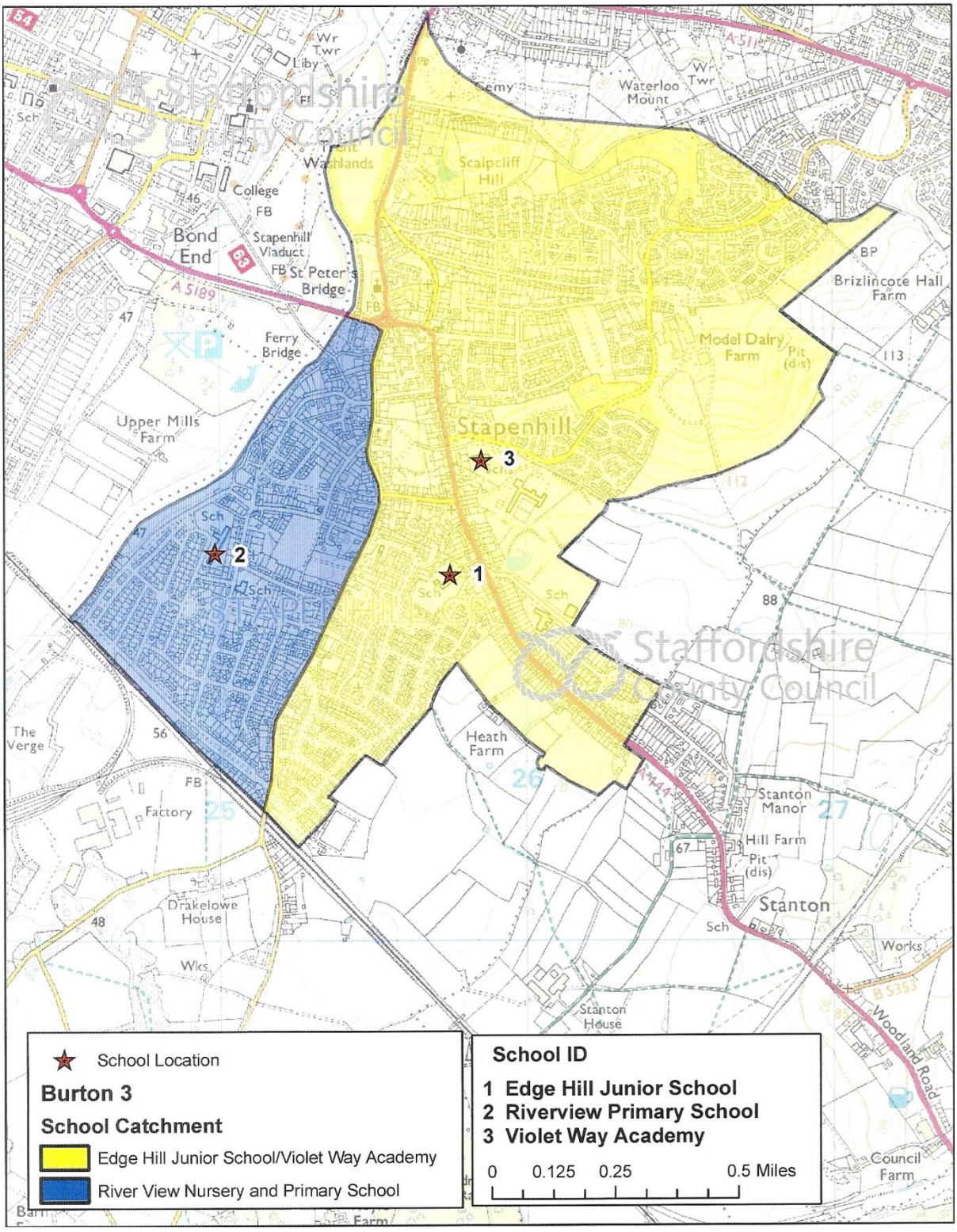
*Anglesey Foundation School is now Anglesey Primary Academy

Primary Cluster Group 3

Staffordshire County Council

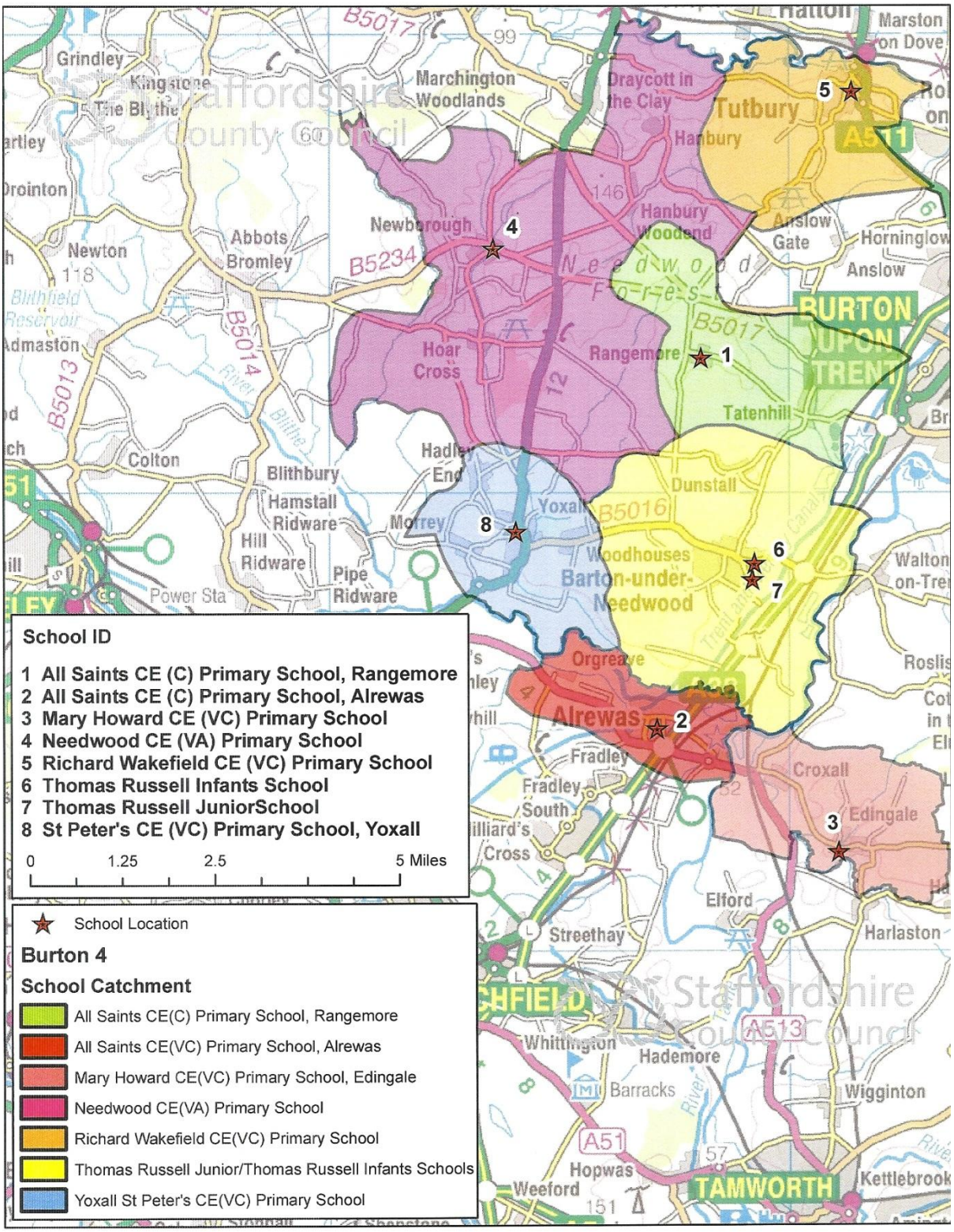
Burton 3 Primary Cluster School Catchments



Primary Group Cluster 4

Staffordshire County Council

Burton 4 Primary Cluster
School Catchments



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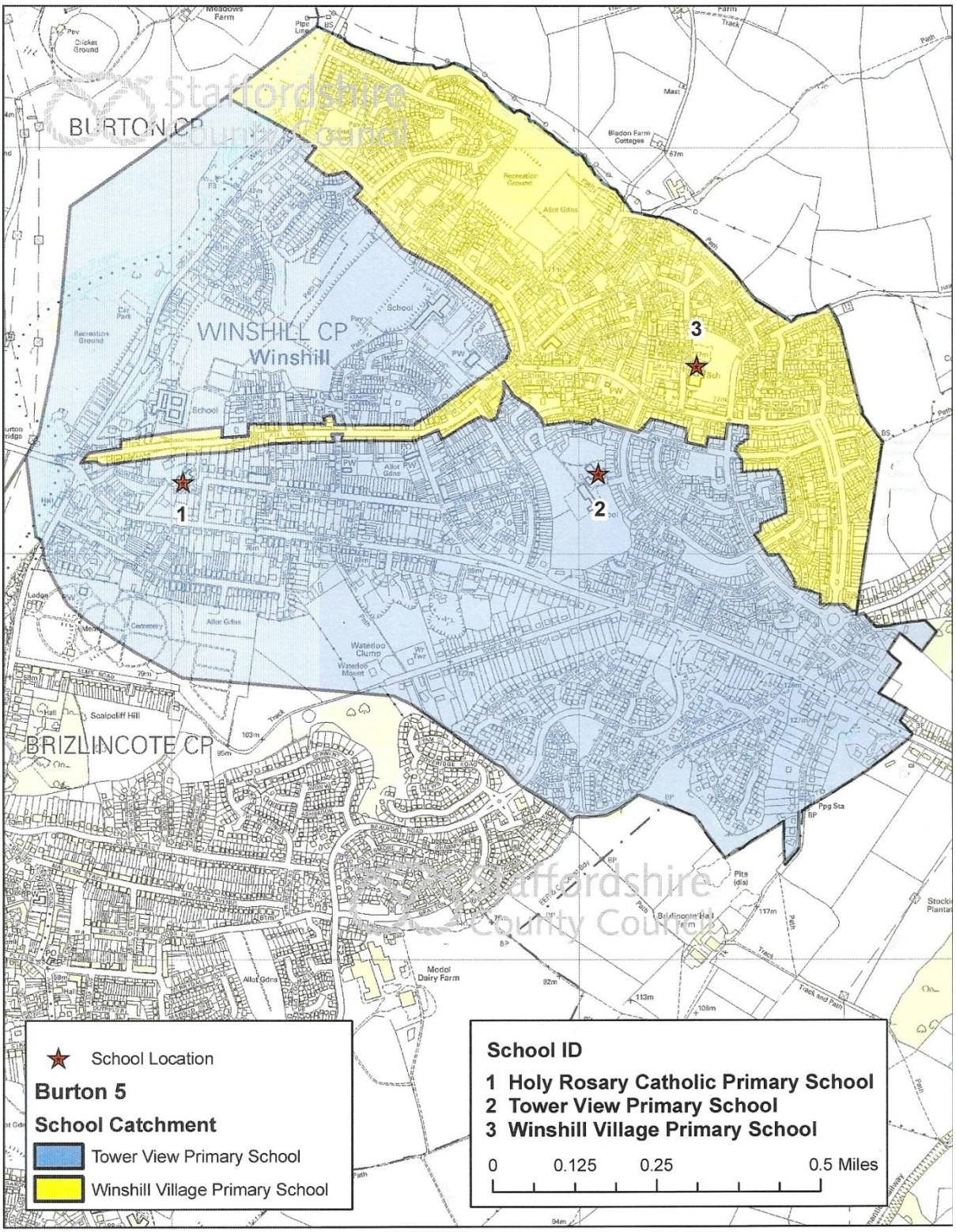
Primary Group Cluster 5

Staffordshire County Council

Burton 5 Primary Cluster
School Catchments



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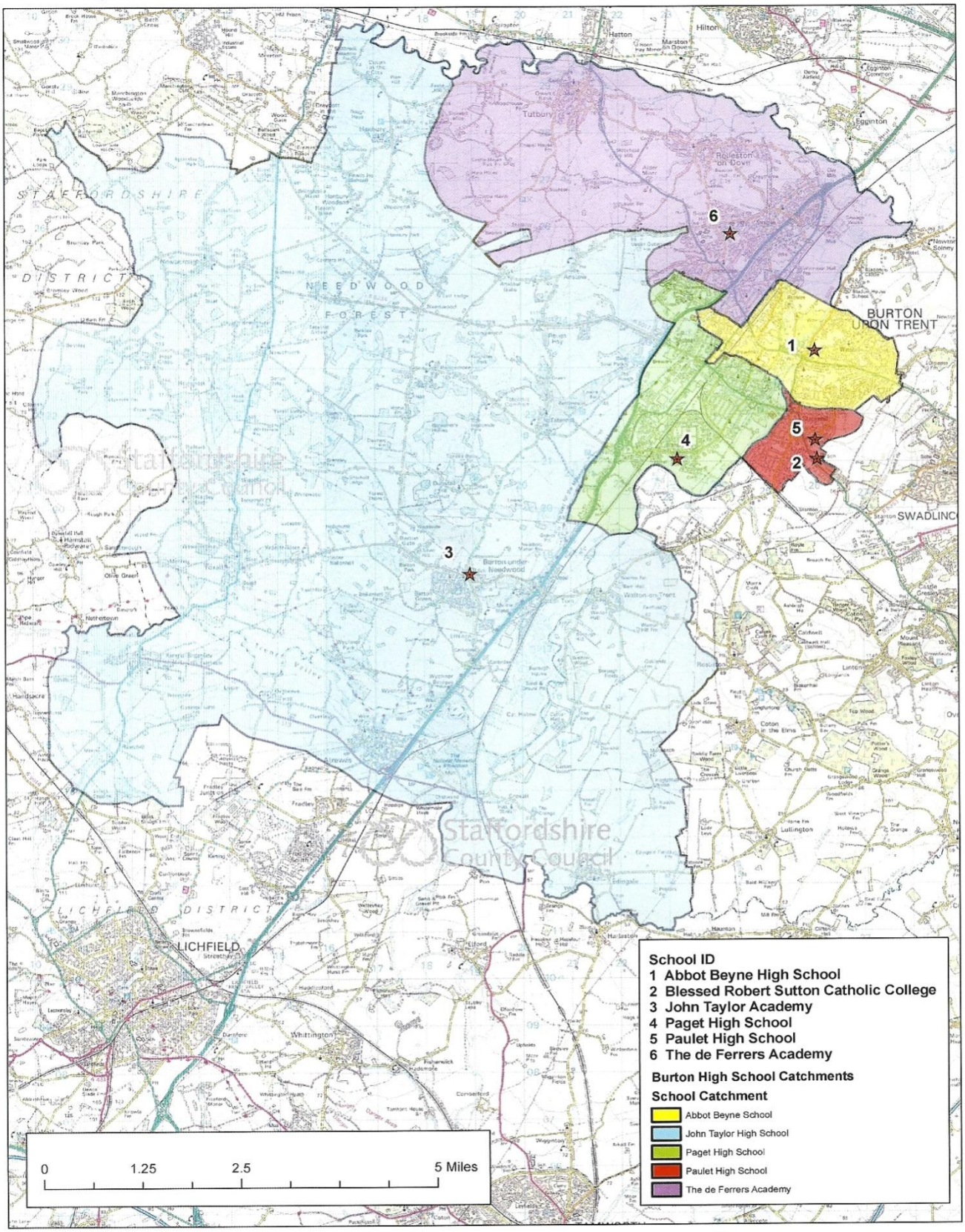
Appendix B: Burton Secondary School Data

Staffordshire County Council

Burton High Schools
Relative Position of Catchments



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Appendix C: Burton Births and Projected School Place Requirements

Births by Relative Reception Intake Year

										Area 1 Births
Intake Yr	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
Number	402	439	451	441	495	501	559	540	527	576

										Area 2 Births
Intake Yr	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
Number	230	242	227	249	278	284	261	263	287	277

										Area 3 Births
Intake Yr	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
Number	131	130	132	117	132	160	150	150	148	158

										Area 4 Births
Intake Yr	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
Number	127	145	130	130	138	130	134	102	113	101

										Area 5 Births
Intake Yr	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
Number	94	115	91	108	118	103	121	128	102	120

										Richard Crosse School Births
Intake Yr	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
Number	7	10	3	6	5	3	3	7	2	6

										Total (Incl. Richard Crosse School) Births
Intake Yr	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
Number	991	1081	1034	1051	1166	1181	1228	1190	1179	1238

Burton School Projections	2014/15		Year R only														
Primary: 23 October update v3	PANs	Places	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2030
Cluster 1 No housing	574	4028	541	604	583	569	622	595	595	595	595	595	595	595	595	595	595
Supply/shortage			33	-30	-9	5	-48	-21	-21	-21	-21	-21	-21	-21	-21	-21	-21
No of Forms of entry			1.1	-1.0	-0.3	0.2	-1.6	-0.7	-0.7	-0.7	-0.7	-0.7	-0.7	-0.7	-0.7	-0.7	-0.7
Cluster 1 With housing	574	4028	541	612	595	590	668	657	674	688	702	714	725	731	732	732	732
Supply/shortage			33	-38	-21	-16	-94	-83	-100	-114	-128	-140	-151	-157	-158	-158	-158
No of Forms of entry			1.1	-1.3	-0.7	-0.5	-3.1	-2.8	-3.3	-3.8	-4.3	-4.7	-5.0	-5.2	-5.3	-5.3	-5.3
Cluster 2 No housing	197	1323	195	183	184	201	194	190	190	190	190	190	190	190	190	190	190
Supply/shortage			2	14	13	-4	3	7	7	7	7	7	7	7	7	7	7
No of Forms of entry			0.1	0.5	0.4	-0.1	0.1	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Cluster 2 With housing	197	1323	195	187	189	209	210	216	225	235	244	254	262	268	273	277	320
Supply/shortage			2	10	8	-12	-13	-19	-28	-38	-47	-57	-65	-71	-76	-80	-123
No of Forms of entry			0.1	0.3	0.3	-0.4	-0.4	-0.6	-0.9	-1.3	-1.6	-1.9	-2.2	-2.4	-2.5	-2.7	-4.1
Cluster 3 No housing	150	1050	147	147	155	148	148	148	148	148	148	148	148	148	148	148	148
Supply/shortage			3	3	-5	2	2	2	2	2	2	2	2	2	2	2	2
No of Forms of entry			0.1	0.1	-0.2	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Cluster 3 With housing	150	1050	147	148	148	146	159	152	152	152	152	152	152	152	152	152	152
Supply/shortage			3	2	2	4	-9	-2	-2	-2	-2	-2	-2	-2	-2	-2	-2
No of Forms of entry			0.1	0.1	0.1	0.1	-0.3	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1
Cluster 4 No housing	190	1344	179	181	138	153	136	152	152	152	152	152	152	152	152	152	152
Supply/shortage			11	9	52	37	54	38	38	38	38	38	38	38	38	38	38
No of Forms of entry			0.4	0.3	1.7	1.2	1.8	1.3	1.3	1.3	1.3	1.3	1.3	1.3	1.3	1.3	1.3
Cluster 4 With housing	190	1344	179	182	140	157	143	162	165	167	169	170	172	172	172	172	172
Supply/shortage			11	8	50	33	47	28	25	23	21	20	18	18	18	18	18
No of Forms of entry			0.4	0.3	1.7	1.1	1.6	0.9	0.8	0.8	0.7	0.7	0.6	0.6	0.6	0.6	0.6
Cluster 5 No housing	120	810	112	122	129	103	121	119	119	119	119	119	119	119	119	119	119
Supply/shortage			8	-2	-9	17	-1	1	1	1	1	1	1	1	1	1	1
No of Forms of entry			0.3	-0.1	-0.3	0.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Cluster 5 With housing	120	810	112	123	130	104	123	121	121	121	121	121	121	121	121	121	121
Supply/shortage			8	-3	-10	16	-3	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1
No of Forms of entry			0.3	-0.1	-0.3	0.5	-0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Richard Crosse primary	15	105	17	16	18	16	18	19	19	20	21	19	19	19	19	19	19
			-2	-1	-3	-1	-3	-4	-4	-5	-6	-4	-4	-4	-4	-4	-4
			-0.1	0.0	-0.1	0.0	-0.1	-0.1	-0.1	-0.2	-0.2	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1
Burton total - no housing	1246	8660	1191	1253	1207	1190	1239	1223	1223	1224	1225	1223	1223	1223	1223	1223	1223
Supply/shortage			55	-7	39	56	7	23	23	22	21	23	23	23	23	23	23
No of Forms of entry			**1.8**	**-0.2**	**1.3**	**1.9**	**0.2**	**0.8**	**0.8**	**0.7**	**0.7**	**0.8**	**0.8**	**0.8**	**0.8**	**0.8**	**0.8**
Burton total - with housing	1246	8660	1191	1268	1220	1222	1321	1327	1356	1383	1409	1430	1451	1463	1469	1473	1516
Supply/shortage			55	-22	26	24	-75	-81	-110	-137	-163	-184	-205	-217	-223	-227	-270
No of Forms of entry			**1.8**	**-0.7**	**0.9**	**0.8**	**-2.5**	**-2.7**	**-3.7**	**-4.6**	**-5.4**	**-6.1**	**-6.8**	**-7.2**	**-7.4**	**-7.6**	**-9.0**

Source: Burton primary school projections, Staffs CC

Burton School Projections

Secondaries	2014/15		Year 7s														
	PANs	Y7 Places	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2030
Burton total - no housing	1147	1147	1049	1052	1032	1155	1093	1130	1194	1234	1297	1239	1226	1288	1263	1263	1263
Supply/shortage			98	95	115	-8	54	17	-47	-87	-150	-92	-79	-141	-116	-116	-116
No of Forms of entry			3.27	3.2	3.8	-0.3	1.8	0.6	-1.6	-2.9	-5.0	-3.1	-2.6	-4.7	-3.9	-3.9	-3.9
Burton total - with housing	1147	1147	1049	1064	1049	1187	1162	1228	1322	1389	1477	1444	1455	1534	1518	1526	1573
Supply/shortage			98	83	98	-40	-15	-81	-175	-242	-330	-297	-308	-387	-371	-379	-426
No of Forms of entry			3.27	2.8	3.3	-1.3	-0.5	-2.7	-5.8	-8.1	-11.0	-9.9	-10.3	-12.9	-12.4	-12.6	-14.2
Pupil yield from Drakelow development included in Secondary projections																	
Source: Burton secondary school projections, Staffs CC																	
October update v3																	

Appendix D: Housing Requirements

STRATEGIC POLICY 4

Distribution of Housing Growth 2012 – 2031

Land is allocated to meet to meet the housing provision of Strategic Policy 3 in accordance with the following distribution[1]:

New strategic allocations in the Local Plan

Main Towns:		***Units***
Burton upon Trent		
Greenfield	LSOB	660
	Branston Locks	2580
	Tutbury Road/Harehedge Lane	500
	Beamhill/Outwoods	950
	Guinevere Avenue	100
Brownfield	Branston Depot	483
	Bargates/Molson	350
	Molson Coors Middle Yard, Hawkins Lane	300
	Derby Road	250
	Pirelli	300
	Total	**6473**
Uttoxeter	Uttoxeter West	700
Greenfield	Stone Road	100
	Hazelwalls	350
Brownfield	Brookside Industrial Estate	150
	JCB, Pinfold Road	257
	Total	**1557**
Tier 1: Strategic Villages:		
Barton under Needwood	Efflinch Lane	130
Rolleston on Dove	College Fields Site	100
Rocester	XXXX	90
Tutbury	Burton Road	224
	Total	**544**

[1] This table is based upon the land supply situation at the start of the plan period: 1 April 2012. At that time none of the sites in Strategic Policy 4 had permission granted.

Windfall/Development allowance assigned to settlements in the Local Plan

Main Towns:	**1359 windfall allowance (minimum)**
Tier 1: Strategic Villages:	Development allowance (minimum)
Barton under Needwood	25
Rolleston on Dove	25
Rocester	25
Tutbury	26
Tier 2: Local Service Villages:	Development allowance (minimum)
Abbots Bromley	40
Yoxall	40
Marchington	20
Mayfield	20
Denstone	20
Draycott in the Clay	20
Tier 3: Small Villages and other settlements	Housing Exceptions allowance – see Strategic Policy 18
Bramshall, Stramshall, Church Leigh, Hanbury, Ellastone, Newborough, Kingstone, Anslow, Rangemore, Tatenhill, Stubwood, Stanton, Lower Leigh, Withington, Wootton.	90 (minimum)
Total	**1710**
Grand Total	**10284**

The Council will have a development allowance of 10,284 units 2012-31 comprising allocated sites and windfalls, as shown above. Extant permissions and completions to date are additional to this figure. In total the Council needs to accommodate a housing requirement of 11,648 over the plan period which is 613 dwellings per annum across the whole of the area served by the Borough Council.