



**LONDON BOROUGH OF BRENT  
SCHOOL PLACE PLANNING STRATEGY**

**2019 - 2023**

**Refresh - November 2022**

## **BRENT SCHOOL PLACE PLANNING STRATEGY 2019 – 23**

### **CONTENTS**

<b>1.</b>	<b>Introduction</b>	<b>Page 3</b>
<b>2.</b>	<b>Executive Summary</b>	<b>Page 4</b>
<b>3.</b>	<b>School Place Planning – Frequently Asked Questions</b>	<b>Page 7</b>
<b>4.</b>	<b>Brent’s Operating Principles for School Organisation</b>	<b>Page 11</b>
<b>5.</b>	<b>The Need for Secondary Places</b>	<b>Page 12</b>
<b>6.</b>	<b>The Need for Primary Places</b>	<b>Page 20</b>
<b>7.</b>	<b>The Need for SEND and Alternative Provision Places</b>	<b>Page 29</b>
<b>8.</b>	<b>Childcare and Early Years Education</b>	<b>Page 33</b>
<b>9.</b>	<b>Conclusion</b>	<b>Page 35</b>

## 1. Introduction

As the champion for all children and young people in the borough, Brent Council has statutory duties to promote the wellbeing, safety and achievement of Brent children and to promote high standards that help all children to fulfil their potential. Brent Council also holds the statutory duty to ensure sufficient school places for Brent children.

This strategy sets out how Brent will deliver sufficient school places in the context of the Council's statutory duties, ensuring school place delivery supports the achievement of the best outcomes for Brent children.

### 1.1 Brent Context

Brent is one of the most culturally diverse areas in England. The dynamic mix of communities continues to enrich and inform the social, economic and cultural make-up of the borough. The largest ethnic groups of statutory school in Brent age are: Asian Indian (18%), White British (9%), White Eastern European (7%), Black Somali (7%), Black Caribbean (5%), Asian Pakistani (4%) and Afghan (3%). In addition to new arrivals, socio-economic pressures placed on many of Brent's families combined with a housing stock which relies heavily on privately rented accommodation, contribute to relatively high levels of pupil turnover in many of our schools. The proportion of Brent pupils in primary and secondary schools who are disadvantaged is 21%, below the national figure of 25% and London average of 28% (based on pupil premium allocations).

### 1.2 School Effectiveness in Brent

Over the last five years, Brent's self-improving system has become firmly embedded in the borough, with a shared responsibility for school effectiveness and improvement between the Local Authority and schools.

As a result, the quality of education provision is high. At the end of the 2021-22 academic year, Ofsted had judged the overall effectiveness of 96.5% of Brent schools as good or outstanding. This put Brent 9.5% percentage points above the national average of 87% and 3.5% percentage points above the London average of 93%. All nursery and pupil referral units and secondary schools including all-through schools have been judged good or outstanding. 96.7% of Brent primary schools and 75% of special schools are judged good or outstanding.

In 2017, Brent's Strategic School Effectiveness Partnership Board approved a 'Strategic Framework for School Effectiveness in Brent 2017-20'. The Framework was updated and extended to 2022 in the context of the anticipated Education White Paper. The Framework sets the following priorities which will be supported by the delivery of this Place Planning Strategy:

- Sustaining Ofsted good and outstanding judgements for all schools
- Raising the standards and progress of pupils at the lowest performing schools
- Raising the attainment of priority groups
- Maintaining high quality education provision for all pupils

Within this context, the School Place Planning Strategy 2019-23 presents the objectives and operating principles that underpin the council's approach to school organisation to deliver the best quality of education provision to support the best outcomes for Brent children. The

strategy outlines the projected demand for school places in Brent based on the latest forecasts. These are updated annually to ensure any new factors that impact on pupil forecasts are taken into account and refine the council's understanding of future place need.

The original School Place Planning Strategy 2019-23 set the following expectations:

### **School Place Planning Strategy Measures of success**

- All Brent schools are good or outstanding, with an increased proportion of schools outstanding, over the duration of this strategy
- All Brent schools thrive in effective partnerships with other schools, promoting resilience and mutual support
- The Council and schools work together to meet the challenge of providing sufficient school places
- The delivery of sufficient school places enables the achievement of the aims and objectives of the Brent Strategic Framework for School Effectiveness 2017-2022
- All schools operate in good quality, safe premises
- Children are educated close to home
- Schools work with the local communities they serve
- The Council and schools work in partnership to effectively meet the needs of children with Special Educational Needs and Disabilities
- The Council and schools make efficient use of resources.

## **2. Executive Summary**

### **2.1 Demand for Mainstream Provision**

Much of the focus on demand for mainstream provision is on places in Reception for infant and primary schools and Year 7 for secondary schools. These year groups reflect key points when demand patterns can shift. However, planning for school places also takes into account in-year growth as a result of in-migration and new housing.

#### **2.1.1 Demand for Primary Places**

Following unprecedented growth in demand for primary school places in Brent from 2006-2015, demand for Reception places across the Borough plateaued in September 2016 and has reduced since September 2017. The latest Greater London Authority (GLA) projections (based on January 2022 school census) indicate demand will fall slightly over the next five years.

This means Brent will continue to have a high number of spare places across the system. While at a borough-level there is sufficient capacity to meet any unforeseen increase in demand for mainstream primary places, some schools are increasingly feeling the impact of low demand. The local authority will continue to support particular schools and groups of schools where necessary in managing the impacts of reduced pupil numbers with measures such as temporarily reducing admission numbers or repurposing accommodation. The School Place Planning Strategy 2019-23 identifies a number of Primary Planning Areas that will be reviewed over the next year due to their particularly high level of spare places to identify solutions that will ensure provision is sustainable over the next five years (see Section 6).

In other areas, where there are a number of new housing developments, growth in demand is anticipated that could change school place demand patterns. Brent's housing target as set by the London Plan has increased by over 50%, requiring the delivery of 23,250 new homes by 2028/29. To meet this target, new growth areas have been identified including at Northwick Park, Neasden Stations and Staples Corner. These areas, together with the existing growth areas (Alperton, South Kilburn, Wembley, Church End and Burnt Oak Colindale), will see the vast majority of housing and population growth. As such, these areas are being kept under close review, as well as Wembley Park where demand is expected to continue to grow as new housing becomes occupied. Additional demand is also likely to be generated from growth happening outside of Brent, notably at the London Plan Opportunity Areas including the Old Oak Park Royal Development Corporation (OPDC), Colindale, Kensal Canalside and Brent Cross.

The Council will continue to work closely with its neighbouring authorities to ensure any localised increased demand for school places can be met. Forecasts from previous years throughout the lifespan of this strategy projected demand overall increasing as a result of these growth areas. However this has now been offset somewhat by a reduction in the birth rate (which is common across London) as well as higher levels of out-migration due in part to Brexit and the Covid-19 pandemic.

### **2.1.2 Demand for Secondary Places**

Demand for places in Year 7 has been increasing steadily since 2017 and this was expected to continue as the significant growth in pupil numbers in the primary phase in Brent progressed into the secondary phase. However, the latest GLA forecasts indicate demand will fall over the next three years before returning to the current level. Previous updates of the School Place Planning Strategy 2019-23 identified the need for additional secondary school capacity beyond that being provided by the new North Brent School, which opened in September 2020 and will provide 900 secondary places when it moves to its permanent site (at Chancel House in Neasden) in 2023. The 2022 forecasts confirm the position that there will be sufficient secondary school places to meet forecast demand up to 2028/29 in all year groups, including a 5% operating margin to meet forecast growth in-year and any unforeseen demand.

A number of secondary schools previously expressed interest in expanding should the position as set out in the current forecasts change and additional places be required to meet demand. It is not anticipated, however, that any further expansion of secondary capacity will be required to meet future demand.

### **2.2 Special Provision**

Despite lower pupil forecasts for mainstream places, demand for places that meet the needs of children and young people with SEND is increasing due to increased diagnosis and the expansion of the age range to 25. The prevalence of Autism Spectrum Disorder (ASD) continues to rise (currently 43% of all children and young people with an EHCP) and, as more children survive premature birth or severe disabilities, the number of children of school age presenting with significant additional needs has been increasing year on year since 2017.

During the last two academic years a focus has been on developing the capacity of mainstream schools in Brent to identify pupils with SEN needs earlier. Through the Brent graduated approach framework and through the development of the capacity of school staff

to meet needs through the SEN Intervention Fund, earlier support is being provided to children. The impact of this is beginning to gain traction as the numbers of pupils on SEN support is beginning to increase and requests for EHCP rose by only 5% in 2021 compared to 15% in 2020. Furthermore, in February 2022 69% of pupils with SEND were in mainstream settings, compared to 48% in 2020. This work is being extended into early years settings, ensuring needs are identified earlier and enabling more effective specialist place planning.

There remains insufficient local places for Brent children with SEND for children of both primary and secondary age and the 16-25 age group. There is a need to meet this demand and reduce dependence on out-of-borough independent special schools, which are expensive and can mean stressful journeys for vulnerable children and limit the access of children and their families to support networks. In January 2022 Brent Council approved £44m of capital investment for 427 additional specialist places across mainstream and specialist provision, including a new secondary special school. The expectation is that these places will be made available over the next two academic years.

There is a need for the borough to develop post-16 SEND provision to meet demand for places for young people with SEND, in particular young people aged 16-25 with complex learning difficulties. Working with parents, young people and partners, including FE colleges, consideration is being given to developing a 16-25 Skills resource provision that would support young people locally to promote their independence and participation in community life (see section 8.5).

Alongside Brent River College and Ashley College, the Roundwood School and Community Centre that opened in January 2021 provides places for secondary aged children with social, emotional and mental health needs (SEMH) that cannot be met within mainstream schools. This provision offers access to mental well-being therapeutic support, and vocational options alongside a core academic curriculum. Brent commissions places for primary aged pupils with social, emotional and mental health difficulties (SEMHD) from an independent school, the Corner School, which opened in 2018 to cater for up to 35 primary aged children. The school provides access to mental well-being therapeutic support and helps reduce the number of primary aged children with SEMH needs being placed out of the borough.

### **2.3 Childcare and Early Education**

Alongside the statutory duty to provide school places the Council has an allied duty to secure sufficient childcare and early education. In addition to the existing entitlements of 15 hours of free early education for eligible two year olds and all 3 and 4 year olds, in September 2017, a statutory entitlement to 30 hours of free childcare and early education for all 3 and 4 year olds from working families was introduced. Monitoring and review of sufficiency of provision and take-up is key, not only to maintain the momentum of recovery following the pandemic, but also to monitor the impact on existing 15 hour places for two, three and four year olds as take-up of these has not followed the upward trajectory of the extended entitlement.

Since September 2017, the Council has administered the free entitlement for both schools and private, voluntary and independent (PVI) providers. This enables a full overview of early years provision, including take up across the Borough and at ward level and allows development of targeted actions to address gaps. While many PVI providers have shown signs of recovery following the pandemic, they are now reporting the impact of the cost of living crisis and this could affect overall sufficiency in the months to come as many settings are concerned

about their long-term financial viability. Implementation of the new entitlement in Brent has been successful and Section 9 of this strategy provides more detail.

## **2.4 Post-16 Provision**

The Education and Skills Act 2008 requires all young people in England to continue in education or training until at least their 18th birthday. The Council works in partnership with schools and the local Further Education college, the College of North West London (part of United Colleges), to ensure young people aged 16-18 and up to the age of 25 for those who have an Education, Health and Care Plan have access to a range of opportunities to continue their education or training at a wide range of post-16 providers or through apprenticeships.

## **3. School Place Planning - Frequently Asked Questions**

### **3.1 The Council's Role in School Place Planning**

#### **1. What is the Council's role in providing school places?**

In addition to the statutory duties set out in the introduction above, the Education and Inspections Act 2006 places a duty on local authorities to act as commissioners, rather than providers of schools places. The Council has a statutory responsibility to ensure there are sufficient school places available for all Brent children and young people who need one. The Council also has overarching responsibilities for school admissions, co-ordinating admissions at Reception, Year 3 (from infant to junior school) and at secondary transfer in Year 7, as well as in-year admissions and ensuring that a school place is offered for any child is not already on roll at a suitable school.

In addition to securing school places for pupils aged five to 16, the Council has related statutory responsibilities in relation to:

- **Children and young people with special educational needs and disabilities (SEND)** where the Council has to make suitable provision to meet their needs
- **Early years provision**, where the Council has responsibility for childcare sufficiency and for provision for disadvantaged two year olds and all three and four year olds
- **Post 16 education and training** where the Council leads the local 16 to 19 partnership and takes overall responsibility for the sufficiency and suitability of provision, so all young people can stay in education or training until at least their 18<sup>th</sup> birthday.

The Local Authority works with all schools and multi-academy trusts to deliver its statutory duties, as well as local trusts and Dioceses and the Regional Schools Commissioner where this involves academies and free schools.

#### **2. Can the Council open new schools?**

It is not possible for the Council to open new community schools, unless the school is formed by an amalgamation of existing infant and junior schools (Education Act 2011). All new schools are now academies or free schools approved by the Secretary of State. Once the Council identifies a need for a new school it may use one of the following two routes to establish it:

- The **academy presumption** route whereby the Council would put forward a school proposal which it would advertise and promote to potential academy sponsors. Under this route, the Council would supply the site and use its own capital to build the school.

- The Council could 'support' a **free school** promoter to apply to the DfE to build a school, which could be on a Council owned site, depending on whether the DfE has an open application round for specific types of school. The decision would be entirely at the discretion of the DfE.

### **3. Who decides if a school will close, expand or amalgamate?**

The Council has the power to instruct community schools to expand, but not academies, foundation or voluntary aided schools. The Council also has the power to close community schools or to require them to amalgamate. These are not powers Brent has exercised hitherto as the aim, wherever possible, is to work collaboratively with schools. In the case of Academies any expansion must be approved by the Regional Schools Commissioner.

### **3.2 Pupil Projections**

#### **1. Where do the projections come from?**

The projections Brent and most other London authorities use to inform place planning are provided by the Greater London Authority (GLA):

- The GLA projections are informed both by centrally held demographic data, such as census, fertility rate and birth rate data provided by the Office of National Statistics (ONS), together with locally held information on migration patterns and planned housing growth (ward level housing development data provided by the Borough).
- The projection model calculates the number of children resident in each ward who are expected to attend each school by each national curriculum year from Reception to Year 11. The number of children projected for each new intake is calculated as an average of the proportion of children in those wards that attended the school in the previous 3 years multiplied by the ward level age population data. This helps to smooth out any unusual variations that are unlikely to reoccur each year. For other year groups the model calculates the current proportion of children in the ward attending the school and applies this to the ward level population data. School level projections are then aggregated to planning area projections and Borough totals.
- The methodology also takes account of the percentage of children who historically move into the following academic year in an area. This is particularly important in Brent where there is a high level of pupil mobility and migration to schools in other boroughs.

#### **2. Are the projections accurate?**

The GLA projections are a good indicator of place need, but they remain a statistical model which should be seen as a valuable tool rather than a definitive position. There are a number of factors which can lead to the projections being revised up or down:

- Underlying data, such as birth rates and migration patterns and the impact of local regeneration projects can change significantly in a short period of time.
- Secondary projections are more secure as they largely take account of children already in the system. However, the percentage of children who historically move into the following academic year is a particularly important factor in Brent which is currently a net exporter of secondary pupils. This may change if pressures on secondary places in neighbouring boroughs lead to an increase in demand beyond those in the current projections.

- The Local Authority monitors both current and emerging local and national factors, such as Brexit and the COVID-19 pandemic that can impact on school place demand by changing migration patterns. It is difficult to predict the impact of these factors on demand for school places and in particular demand from families of Eastern European origin. Demand at schools that serve these communities are closely monitored.

### **3. What are primary planning areas and why do we have them?**

The Council has a duty to provide a “reasonable offer” of a school place to all children. In the primary phase a “reasonable offer” is one within 2 miles of home for children under 8 years old. By dividing the Borough into six primary planning areas officers can more easily ensure places are provided near to where children live. However, they are only a guide to help officers. In reality children can travel across planning areas to attend school, particularly when they live close to the borders.

### **4. What are secondary planning areas?**

Secondary aged children can be expected to travel longer distances to school. A reasonable offer for a secondary place is one within 3 miles of home, which given the size of Brent and the good transport links mean children can travel to any school. However, secondary planning areas allow the Council to understand localised pressures for schools and where additional places would help more children attend a school near to where they live.

### **5. What do the projections indicate in the secondary phase?**

The January 2022 projections indicate demand for Year 7 places, across the borough, will decrease over the next two years followed by a gradual return to the current demand level. Demand has effectively plateaued after a gradual rise over recent years.

### **6. How does the Council forecast demand for special provision?**

In order to understand demand for special school places, the Council analyses current and historical data to track trends in the number of children and young people aged 0-25 with EHCPs. This includes assessment of pupil numbers by year group and type of need, as well as the type of provision attended. Analysis of trends is used to predict likely future patterns of demand.

## **3.3 Providing Additional Places**

### **1. Is it better to provide temporary or permanent classes?**

Generally it is more cost effective to provide permanent places if they are needed for the longer term, but there are times where site and time constraints mean this is not possible. There are also occasions where the bulge in numbers only applies to one cohort of students. In these circumstances, it is better to provide a temporary bulge class.

Expansion in the secondary phase is more complex than primary, partly because specialist facilities (e.g. sport, science, technology) may need to be provided alongside standard classrooms. Students also need to access these facilities during the building process which makes decant more challenging and can impact on cost.

### **2. Is it better to expand existing schools or provide new schools?**

Where additional school places are needed, the Council seeks to provide places that provide high quality provision. This could be through expanding existing schools or through new schools. There are benefits to both:

- Expanding existing schools that are judged to be good or better by Ofsted gives the Council greater confidence that provision will be good and it will be popular. It also helps to maintain stability in the existing school system. However, it is important the challenges of expansion are well managed to avoid impacting on standards in good or outstanding schools and on any particular groups of children and young people who are under-achieving.
- New schools offer a chance to provide new learning environments and to attract high quality providers. However, the Council does not control the provision of free schools. The Regional Schools Commissioner, acting on behalf of the Secretary of State, decides if a school should open. In a borough such as Brent there are also considerable challenges in finding sites for new schools.
- Expansions of existing provision are funded by the Council from Basic Need grant funding or the Special Provision Capital Fund for Additionally Resourced Provision and SEND units for pupils with EHCPs. New free schools are largely funded by the Education and Skills Funding Agency.

### **3.4 Spare places**

#### **1. How does the Council manage spare places?**

When demand for school places falls significantly and the number of spare places increases, this can cause difficulties for individual schools in particular with regards to managing school budgets. Where this occurs, the Council analyses a range of local data, including recent intakes, parental preferences, availability of places within the local area and school standards, before recommending strategies that support schools within a local area to ensure the sustainability of provision. Strategies could include reducing admission numbers on a temporary basis, encouraging schools to work collaboratively to support the efficient use of budgets and repurposing spare capacity, for example to establish Additionally Resourced Provision to support children with SEND. From autumn 2022, a School Place Planning Working Group, comprising officers and headteacher representatives, will be leading reviews in Primary Planning Areas where the number of spare places are particularly high.

## 4. Brent's Operating Principles for School Organisation

The following operating principles underpin Brent's approach to school place planning.

***Principle 1: We will work with schools to put in place strategies to manage changing demand and support schools within a local area to ensure the sustainability of provision.***

***Principle 2: We will promote federations between schools, both to address any quality issues and to address the future viability of one form of entry primary schools, and will work towards the amalgamation of separate infant and junior schools.***

***Principle 3: We will build inclusive provision into expansion and new school proposals and into area reviews of capacity and work with neighbouring authorities on the planning of special school places.***

***Principle 4: We will only undertake expansions at high quality schools where leadership is secure.***

***Principle 5: We will seek to expand schools that have high levels of parental preferences for admission, in particular schools regularly oversubscribed.***

***Principle 6: We will seek to minimise disruption to schools during any changes to provision, paying particular attention to impacts on vulnerable groups, and will support school leaders to manage the challenges.***

***Principle 7: We will expect expanded and re-structured schools generally to meet government guidance on space standards but will be prepared to consider innovative design solutions to achieve this.***

***Principle 8: We will develop local capacity to sponsor or promote new schools, working with academies in all phases.***

***Principle 9: We will consider how community benefits from school facilities can be maximised when we expand or build new schools and when we review provision.***

***Principle 10: We will consult with local communities as part of the planning process to minimise/mitigate the impact of new school developments.***

***Principle 11: We will plan secondary school places by planning area, but also on a borough wide basis to make sure the offer meets community needs.***

***Principle 12: We will continue planning primary places using planning areas.***

***Principle 13: We will actively consider two-site schools and large schools where there is leadership and management capacity and where this is a genuine expansion and not a new school.***

***Principle 14: We will not currently seek to develop more all-through schools.***

***Principle 15: We will consider expanding voluntary aided schools only where there is local Brent demand, working with the relevant partners.***

***Principle 16: After assessing educational suitability, schemes for expansion or new schools will be judged in terms of value for money, deliverability and strategic fit with wider investment programmes.***

## 5. The Need for Secondary Places

### 5.1 Demand Overview

The significant growth seen in the primary phase since 2010 began to move through to the secondary phase in 2016. Table 1 shows secondary projections by year group against capacity. Year 7 intakes are forecast to decrease gradually over the next few years before returning to their current level. The forecasts continue to indicate individual cohorts will grow as they move through the school system. This has been a consistent pattern in Brent and therefore capacity in all year groups will continue to be monitored to ensure there are sufficient available places.

**Table 1: Secondary projections 2022 and capacity**

		Year 7	Year 8	Year 9	Year 10	Year 11
2022/2023	Capacity	3568	3568	3628	3508	3508
	Projection	3250	3249	3333	3243	3257
	Surplus/Deficit	318	319	295	265	251
2023/2024	Capacity	3688	3688	3688	3688	3688
	Projection	3283	3254	3253	3353	3265
	Surplus/Deficit	405	434	435	335	423
2024/2025	Capacity	3688	3688	3688	3688	3688
	Projection	3165	3285	3259	3277	3384
	Surplus/Deficit	523	403	429	411	304
2025/2026	Capacity	3,688	3,688	3,688	3,688	3,688
	Projection	3135	3171	3289	3288	3320
	Surplus/Deficit	553	517	399	400	368
2026/2027	Capacity	3688	3688	3688	3688	3688
	Projection	3151	3149	3184	3319	3336
	Surplus/Deficit	537	539	504	369	352
2027/2028	Capacity	3688	3688	3688	3688	3688
	Projection	3216	3162	3166	3219	3367
	Surplus/Deficit	472	526	522	469	321
2028/2029	Capacity	3688	3688	3688	3688	3688
	Projection	3221	3227	3178	3201	3271
	Surplus/Deficit	467	461	510	487	417
2029/2030	Capacity	3688	3688	3688	3688	3688
	Projection	3200	3232	3241	3212	3248
	Surplus/Deficit	488	456	447	476	440
2030/2031	Capacity	3688	3688	3688	3688	3688
	Projection	3195	3211	3243	3272	3263
	Surplus/Deficit	493	477	445	416	425

The local authority's school place planning assumptions include an operating margin of 5% spare places to ensure there is sufficiency to support in-year pupil movement and forecast growth in pupil cohorts as they move through the system, as well as any unforeseen increase in demand. The planning assumption that all schools will fill to their current Published

Admission Numbers (PAN) or build capacity underpins the assessment of any need for additional places across the borough.

Table 2 shows Year 7 forecasts against current capacity and capacity to be provided by the North Brent School (from 2023/24). The School Place Planning Strategy 2019-23 update in November 2019 identified the need for an additional 4 forms of entry beyond that being provided by the North Brent School. However, since 2021 forecasts suggest there is no need for any additional secondary school capacity and there will be sufficient secondary school places to meet forecast demand up to 2030/31 in all year groups, including a 5% operating margin.

**Table 2: Year 7 projections and planned capacity**

Year	Year 7 projected intake	Year 7 places available	Surplus	Surplus
2022/23	3250	3568	318	9%
2023/24	3283	3688	405	11%
2024/25	3165	3688	523	14%
2025/26	3135	3688	553	15%
2026/27	3151	3688	537	15%
2027/28	3216	3688	472	13%
2028/29	3221	3688	467	13%
2029/30	3200	3688	488	13%
2030/31	3195	3688	493	13%

## 5.2 Actions to increase capacity

The North Brent School, which was approved by DfE in 2016 to provide 180 places per year (6 Form Entry), opened in September 2020 offering 4 forms of entry on the Wembley High Technology College site. Due to the impact of the COVID-19 pandemic on the construction industry, completion of the school's new permanent building site has been delayed. This has necessitated a temporary reduction to the published admission number for 2021/22 and 2022/23 from 180 to 60 places. The school expects to relocate in 2023 to its permanent site, the Chancel House site, close to the North Circular, which was selected by the ESFA after an extensive site search.

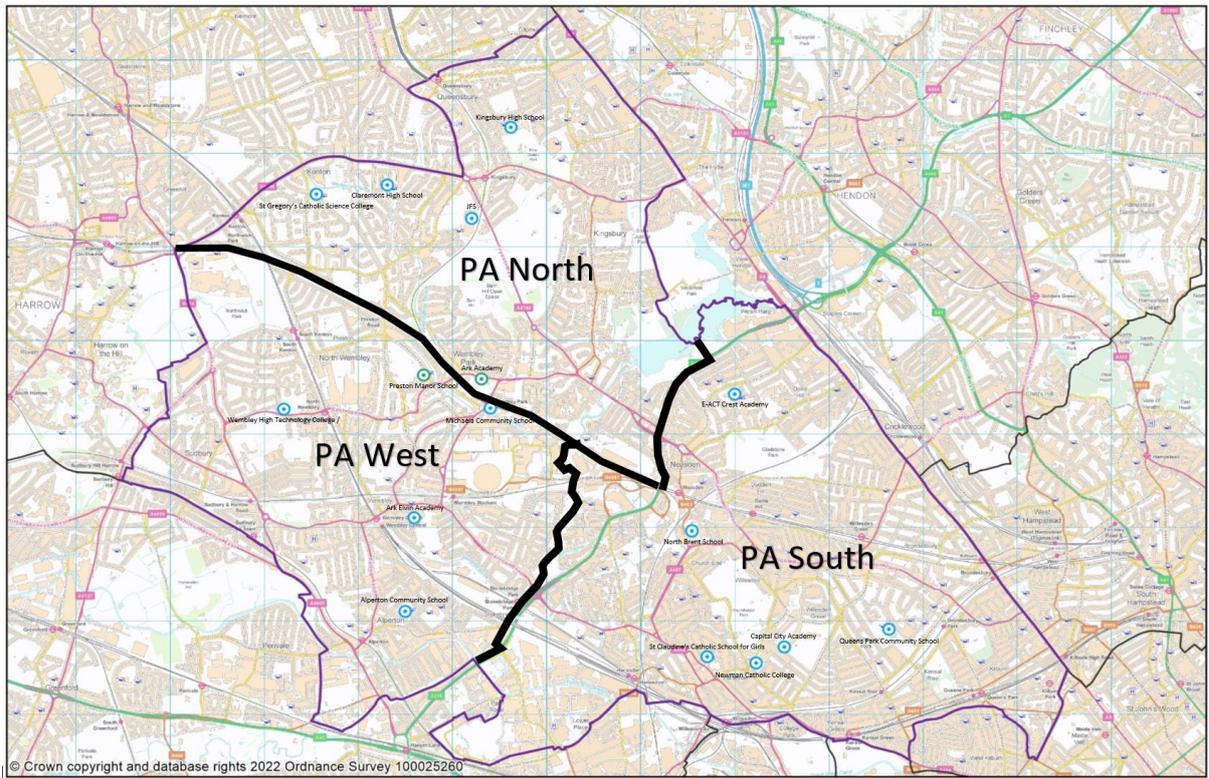
A number of secondary schools have previously expressed an interest in expanding should additional places be required to meet demand.

## 5.3 Secondary Planning Areas

Brent divides its secondary schools into 3 planning areas that reflect geographical groupings of schools – Secondary Planning Area North, Secondary Planning Area West and Secondary Planning Area South (Figure i).

The data by planning area suggest the greatest pressure on Year 7 places will be in the planning areas in the North and West, rather than in the South where the North Brent School will be located. However, this analysis reflects historical preference and school attendance patterns are expected to change in the future with the establishment of the North Brent School.

**Figure i: Secondary Planning Areas**



## Secondary Planning Area North

<b>Wards</b>	Barnhill, Kenton, Kingsbury, Queensbury and Welsh Harp
<b>Schools</b>	Ark Academy, Claremont High School, JFS, Kingsbury High School and St Gregory's Catholic Science College

**Demand:** Based on historical preference patterns, demand for Year 7 places is expected to be at or around the capacity for the area. While a small shortfall is forecast in some years in some year groups, in reality pupils will travel to other secondary schools across the borough which will mitigate this. Planning Area North includes the Burnt Oak Colindale and Northwick Park growth areas.

**Planned action:** Currently there are no plans to expand mainstream provision in this area.

**Table 3: Secondary Planning Area North 2022 projections and capacity**

		Year 7	Year 8	Year 9	Year 10	Year 11
2021/2022	Capacity	1098	1098	1098	1098	1098
	Projections	1113	1069	1092	1081	1079
	Surplus/Deficit	-15	29	6	17	19
2022/2023	Capacity	1098	1098	1098	1098	1098
	Projections	1115	1113	1068	1099	1083
	Surplus/Deficit	-17	-15	30	-1	15
2023/2024	Capacity	1098	1098	1098	1098	1098
	Projections	1066	1113	1111	1076	1102
	Surplus/Deficit	32	-15	-13	22	-4
2024/2025	Capacity	1098	1098	1098	1098	1098
	Projections	1073	1068	1111	1121	1077
	Surplus/Deficit	25	30	-13	-23	21
2025/2026	Capacity	1098	1098	1098	1098	1098
	Projections	1062	1072	1068	1124	1123
	Surplus/Deficit	36	26	30	-26	-25
2026/2027	Capacity	1098	1098	1098	1098	1098
	Projections	1084	1061	1073	1081	1126
	Surplus/Deficit	14	37	25	17	-28
2027/2028	Capacity	1098	1098	1098	1098	1098
	Projections	1084	1085	1063	1086	1084
	Surplus/Deficit	14	13	35	12	14
2028/2029	Capacity	1098	1098	1098	1098	1098
	Projections	1075	1084	1085	1076	1086
	Surplus/Deficit	23	14	13	22	12
2029/2030	Capacity	1098	1098	1098	1098	1098
	Projections	1078	1073	1084	1097	1078
	Surplus/Deficit	20	25	14	1	20

## **Secondary Planning Area West**

<b>Wards</b>	Alperton, Northwick Park, Preston, Sudbury, Tokyngton, Wembley Central, Wembley Hill and Wembley Park
<b>Schools</b>	Alperton Community School, Ark Elvin Academy, Michaela Community School, Preston Manor School and Wembley High Technology College

**Demand:** Secondary Planning Area West includes two major growth areas in Wembley Central and Alperton and demand for Year 7 places is expected to remain at or around capacity in this area. Wembley is set to drive the economic regeneration of Brent as a high quality, urban, connected and sustainable city quarter. Up to 15,000 new homes are planned around Wembley National Stadium and Wembley town centre up to 2041. Alperton is being promoted for mixed-use regeneration, which will include over 5000 new homes.

**Planned action:** Alperton Secondary School expanded by 2 forms of entry in 2018 using the school's Stanley Avenue site. Ark Elvin's school building provides accommodation for an admission number of 270. The school has recently reduced its PAN to 210, but has agreed to increase intake in response to demand. Surplus capacity in Secondary Planning Area South can be used where there is a small deficit in this planning area.

**Table 4: Secondary Planning Area West 2022 projections and capacity**

		<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>
2021/2022	Capacity	1356	1356	1356	1356	1356
	Projections	1333	1327	1309	1331	1312
	Surplus/Deficit	23	29	47	25	44
2022/2023	Capacity	1356	1356	1356	1356	1356
	Projections	1359	1340	1334	1320	1351
	Surplus/Deficit	-3	16	22	36	5
2023/2024	Capacity	1356	1356	1356	1356	1356
	Projections	1321	1366	1349	1352	1353
	Surplus/Deficit	35	-10	7	4	3
2024/2025	Capacity	1356	1356	1356	1356	1356
	Projections	1302	1331	1374	1369	1393
	Surplus/Deficit	54	25	-18	-13	-37
2025/2026	Capacity	1356	1356	1356	1356	1356
	Projections	1314	1317	1343	1395	1413
	Surplus/Deficit	42	39	13	-39	-57
2026/2027	Capacity	1356	1356	1356	1356	1356
	Projections	1347	1329	1331	1366	1440
	Surplus/Deficit	9	27	25	-10	-84
2027/2028	Capacity	1356	1356	1356	1356	1356
	Projections	1359	1362	1343	1354	1411
	Surplus/Deficit	-3	-6	13	2	-55
2028/2029	Capacity	1356	1356	1356	1356	1356
	Projections	1347	1373	1376	1364	1399
	Surplus/Deficit	9	-17	-20	-8	-43
2029/2030	Capacity	1356	1356	1356	1356	1356
	Projections	1355	1363	1386	1397	1410
	Surplus/Deficit	1	-7	-30	-41	-54

## Secondary Planning Area South

<b>Wards</b>	Brondesbury Park, Cricklewood & Mapesbury, Dollis Hill, Harlesden & Kensal Green, Kilburn, Roundwood, Queens Park, Stonebridge and Willesden Green
<b>Schools</b>	Capital City Academy, E-ACT Crest Academy, Newman Catholic College, North Brent School, Queens Park Community School and St Claudine's Catholic School for Girls

**Demand:** Planning Area South includes the Neasden Station, Staples Corner, Church End and South Kilburn growth areas. There are currently spare places in this planning area. Planning assumes all schools in this area with spare capacity will fill to their current Published Admission Numbers before any further additional capacity is required.

**Planned action:** The North Brent School opened in 2020 on a temporary site in Secondary Planning Area West offering 4 forms of entry. The school will provide 6 forms of entry when it moves to its permanent site in Secondary Planning Area South in 2023. The school is sponsored by the Wembley Multi-Academy Trust that includes Wembley High Technology College, an oversubscribed school. It is anticipated current preference patterns will change as pupils will travel from other areas to the school.

**Table 5: Secondary Planning Area South 2022 projections and capacity**

		Year 7	Year 8	Year 9	Year 10	Year 11
2021/2022	Capacity	1114	1114	1174	1054	1054
	Projections	804	852	933	830	864
	Surplus/Deficit	310	262	241	224	190
2022/2023	Capacity	1234	1234	1234	1234	1234
	Projections	809	801	851	934	831
	Surplus/Deficit	425	433	383	300	403
2023/2024	Capacity	1234	1234	1234	1234	1234
	Projections	777	804	800	849	930
	Surplus/Deficit	457	430	434	385	304
2024/2025	Capacity	1234	1234	1234	1234	1234
	Projections	762	772	802	797	849
	Surplus/Deficit	472	462	432	437	385
2025/2026	Capacity	1234	1234	1234	1234	1234
	Projections	776	759	774	800	799
	Surplus/Deficit	458	475	460	434	435
2026/2027	Capacity	1234	1234	1234	1234	1234
	Projections	784	771	761	773	802
	Surplus/Deficit	450	463	473	461	432
2027/2028	Capacity	1234	1234	1234	1234	1234
	Projections	777	780	772	761	775
	Surplus/Deficit	457	454	462	473	459
2028/2029	Capacity	1234	1234	1234	1234	1234
	Projections	778	774	781	771	763
	Surplus/Deficit	456	460	453	463	471
2029/2030	Capacity	1234	1234	1234	1234	1234
	Projections	763	773	773	779	773
	Surplus/Deficit	471	461	461	455	461

## 5.4 Cross-border movement

The GLA projections reflect the percentage of children who historically move from Year 6 to Year 7 in the following academic year. Brent has traditionally been a net exporter of pupils, in part due to Brent's proximity to other boroughs. In the south of the Borough 41.4% of Brent parents chose out-of-borough secondary schools for their children starting school in September 2022 (Table 6), which is similar to 2021 (41.6%). Some neighbouring boroughs have been facing increased demand for secondary school places and it is possible Brent parents will find it increasingly difficult to access places in out-of-borough secondary schools. Additionally, parental perception of Brent secondary schools is changing now that all secondary schools are judged as good or outstanding by Ofsted. The combination of these factors could mean the demand for places in Brent secondary schools may increase beyond that currently shown in Table 2.

**Table 6: Secondary offers by secondary planning area for Brent residents (Sept 2022)**

LA of Offered School 2022	Brent Resident School Planning Area			
	PA North	PA South	PA West	Total
Brent	703	930	943	<b>2576</b>
Brent %	81.2%	58.6%	89.1%	<b>73.3%</b>
Barnet	74	96	19	<b>189</b>
Camden		103	1	<b>104</b>
Ealing	1	51	27	<b>79</b>
Hammersmith and Fulham		49	2	<b>51</b>
Harrow	64	15	28	<b>107</b>
Hertfordshire	8	4	3	<b>15</b>
Hillingdon	3		1	<b>4</b>
Hounslow	2	4	3	<b>9</b>
Kensington and Chelsea	1	79	8	<b>88</b>
Lambeth	1	1		<b>2</b>
Slough	1	1	7	<b>9</b>
Sutton	2		4	<b>6</b>
Westminster	4	254	10	<b>268</b>
Other LAs	2	1	2	<b>5</b>
Non-Brent Total	163	658	115	<b>936</b>
Non-Brent %	18.8%	41.4%	10.9%	<b>26.7%</b>
<b>Grand Total</b>	<b>866</b>	<b>1588</b>	<b>1058</b>	<b>3512</b>

Figure ii below shows Year 7 allocation cross-border flows with directly neighbouring authorities (based on national offer day data 2022). The LA is engaging with neighbouring boroughs to understand their planning assumptions about cross-border movement, which could impact on demand for places in Brent. 936 out-of-borough offers were made to Brent residents in 2022, whereas 614 offers at Brent schools were made to out-of-borough residents (net -322). This compares to 1002 out-of-borough offers and 593 offers to out-of-borough residents in 2021 (net -409).

**Figure ii**



## 6. The Need for Primary Places

### 6.1 Overview

Between 2006 and 2017, Brent saw an unprecedented increase in the demand for primary school places. The primary pupil population (Reception to Year 6) increased from 20,822 in January 2006 to 26,823 in January 2017, an increase of 28.8% (Graph 1). This trend changed in 2017 when the number of children admitted to Reception reduced for the first time in 11 years, followed by lower intakes in subsequent years. Graph 1 shows the total primary population based on the latest projections is expected to reduce up to 2028. Projections beyond 2028 are not published as they become increasingly less reliable into the future by virtue of the children not having yet been born.

**Graph 1: Primary numbers on roll and projections as at January each year**



Table 7 shows borough-wide, there is sufficient capacity to meet anticipated demand across all year groups up to 2027/28 and to manage in-year pupil mobility. However, spare capacity is not evenly distributed across all planning areas (see pages 23 – 27).

**Table 7: Primary forecasts 2022 and capacity**

		Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2022/2023	Capacity	4247	4247	4247	4247	4247	4252	4247
	Projection	3538	3551	3568	3581	3542	3599	3693
	Surplus/Deficit	709	696	679	666	705	653	554
2023/2024	Capacity	4247	4247	4247	4247	4247	4247	4252
	Projection	3539	3493	3552	3579	3588	3548	3604
	Surplus/Deficit	708	754	695	668	659	699	648
2024/2025	Capacity	4247	4247	4247	4247	4247	4247	4247
	Projection	3563	3482	3491	3542	3578	3583	3546
	Surplus/Deficit	684	765	756	705	669	664	701
2025/2026	Capacity	4247	4247	4247	4247	4247	4247	4247
	Projection	3415	3490	3480	3489	3548	3576	3589
	Surplus/Deficit	832	757	767	758	699	671	658
2026/2027	Capacity	4247	4247	4247	4247	4247	4247	4247
	Projection	3305	3355	3488	3479	3500	3540	3585
	Surplus/Deficit	942	892	759	768	747	707	662
2027/2028	Capacity	4247	4247	4247	4247	4247	4247	4247
	Projection	3292	3260	3358	3483	3497	3504	3549
	Surplus/Deficit	955	987	889	764	750	743	698

Table 8 shows forecast Reception intakes against capacity. The latest pupil forecasts suggest over the next six years, Reception cohorts will remain steady in the short term before demand falls steadily as a result of a significant projected fall in birth rates as seen in Table 9.

Brent aims to have a minimum of 5% spare places to manage in-year migration and to ensure the authority can respond to any sudden increase in demand. This avoids the need to open temporary provision or bulge classes, which is neither educationally desirable nor cost effective. Based on current forecasts, there will be around 20% spare primary places at borough level, but rising as high as 29% in 2026/27 and 2027/28.

This level of spare capacity across the system will place significant budgetary strain on small schools. The LA has been supporting schools experiencing reduced intakes through measures such as temporarily reducing or placing an informal cap on admission numbers and repurposing spare capacity, for example to provide Additionally Resourced Provision for children with SEND. While the LA is working with schools to put in place strategies to manage changing demand and to support schools to ensure the sustainability of provision, the level of spare places means that reviews of provision are required in some areas (see below).

**Table 8: Reception forecasts against capacity**

Year	Reception projected intake	Reception capacity	Spare places	% spare places	Spare places as forms of entry
2022/23	3538	4247	709	20%	23
2023/24	3542	4247	705	20%	23
2024/25	3560	4247	687	19%	22
2025/26	3414	4247	833	24%	27
2026/27	3305	4247	942	29%	31
2027/28	3288	4247	959	29%	31

**Table 9: Births in Brent (by academic year)**

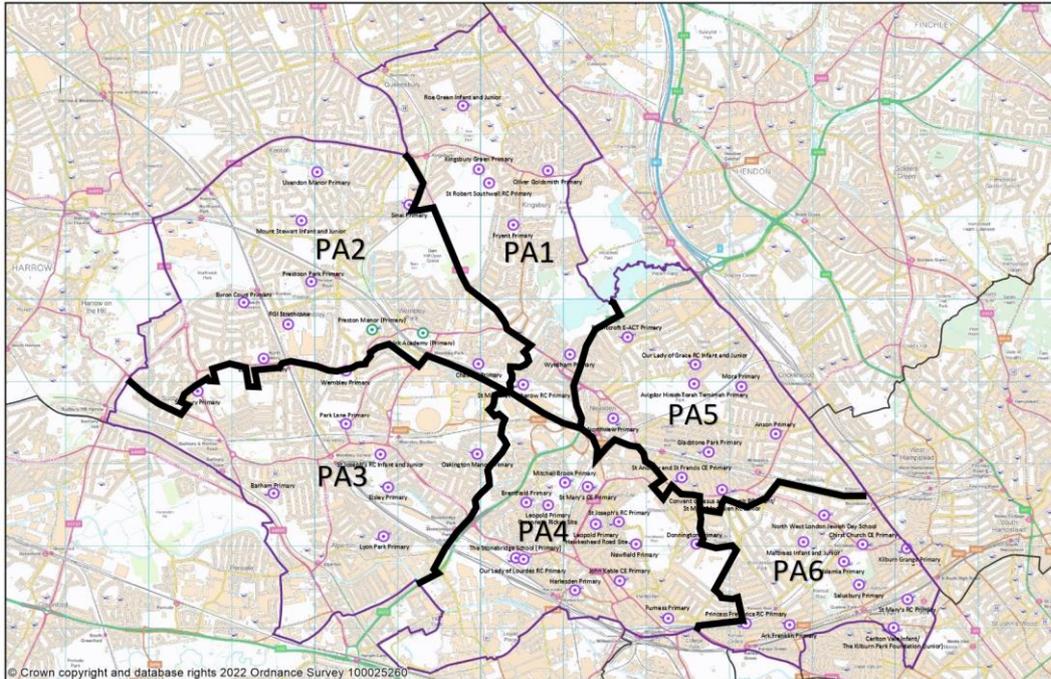
Academic Year	Number of births in Brent (Source ONS mid-year estimates)	Reception entry (September following 4 <sup>th</sup> birthday)
2014/15	5157	2020/21
2015/16	5236	2021/22
2016/17	5161	2022/23
2017/18	4894	2023/24
2018/19	4804	2024/25
2019/20	4867	2025/26
2020/21	4414*	2026/27
2021/22	4466*	2027/28

\* Projection

## 6.2 Primary Planning Areas

The Borough is divided into six Primary Planning Areas (see Figure iii). This supports the Council in providing a school place within a reasonable travelling distance for primary children (2 miles walking distance for children under 8 and 3 miles for older children). The match of demand to the supply of places varies across planning areas and year groups.

**Figure iii: Brent Primary Planning Areas**



## Primary Planning Area 1

<b>Wards</b>	Kingsbury, Queensbury and Welsh Harp
<b>Schools</b>	Fryent Primary School, Kingsbury Green Primary School, Oliver Goldsmith Primary School, Roe Green Infant School, Roe Green Junior School, St Margaret Clitherow RC Primary School, St Robert Southwell RC Primary School, Wykeham Primary School

**Demand:** The January 2022 forecasts show Reception intakes rising slightly before falling from 2025/2026 to below their current level. At times the number of surplus places in the planning area will be below the 5% target. However it is anticipated places in neighbouring planning areas will accommodate these pressures. Planning Area 1 includes the Burnt Oak Colindale growth area.

**Planned action:** There are no plans to change capacity in Planning Area 1. Intakes at Fryent Primary School have been lower than the school Published Admission Number over the past few years. An Additionally Resourced Provision for children with Autistic Spectrum Disorder (ASD) at Fryent has been developed in temporary spare accommodation. The local authority is working with other schools in the area that have seen falling demand.

**Table 10: Planning Area 1 2022 projections and capacity**

		Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2022/2023	Capacity	540	540	540	540	540	540	540
	Projection	500	505	506	475	484	477	488
	Surplus/Deficit	40	35	34	65	56	63	52
2023/2024	Capacity	540	540	540	540	540	540	540
	Projection	500	492	502	505	475	486	471
	Surplus/Deficit	40	48	38	35	65	54	69
2024/2025	Capacity	540	540	540	540	540	540	540
	Projection	517	493	489	505	502	475	473
	Surplus/Deficit	23	47	51	35	38	65	67
2025/2026	Capacity	540	540	540	540	540	540	540
	Projection	486	504	489	488	503	503	461
	Surplus/Deficit	54	36	51	52	37	37	79
2026/2027	Capacity	540	540	540	540	540	540	540
	Projection	460	476	499	488	486	503	486
	Surplus/Deficit	80	64	41	52	54	37	54
2027/2028	Capacity	540	540	540	540	540	540	540
	Projection	453	454	471	496	486	488	485
	Surplus/Deficit	87	86	69	44	54	52	55

## Primary Planning Area 2

<b>Wards</b>	Barnhill, Kenton, Northwick Park and Preston
<b>Schools</b>	Ark Academy, Byron Court Primary School, Chalkhill Primary School, East Lane Primary School, Mount Stewart Infant School, Mount Stewart Junior School, Preston Manor Lower School, Preston Park Primary School, Sinai Jewish Primary School, Uxendon Manor Primary School,

**Demand:** The January 2021 forecasts indicate Planning Area 2 will have a high number of spare places across all year groups over the next 5 years and between 4FE and 6FE spare places in Reception. Planning Area 2 includes the Northwick Park growth area and this may generate additional demand at some point in the future.

**Planned action:** This planning area is adjacent to Planning Areas 1 and 3 and spare capacity could absorb any increase in demand in these areas. This Planning Area will be reviewed in academic year 2022/23 to identify measures to ensure schools are sustainable. This could include additional temporary reductions to published admission numbers and considering how schools can come together to manage resources.

**Table 11: Planning Area 2 2022 projections and capacity**

		Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2022/2023	Capacity	870	870	870	870	870	870	870
	Projection	688	720	716	690	710	662	717
	Surplus/Deficit	182	150	154	180	160	208	153
2023/2024	Capacity	870	870	870	870	870	870	870
	Projection	705	682	721	712	691	710	660
	Surplus/Deficit	165	188	149	158	179	160	210
2024/2025	Capacity	870	870	870	870	870	870	870
	Projection	693	704	683	718	712	689	700
	Surplus/Deficit	177	166	187	152	158	181	170
2025/2026	Capacity	870	870	870	870	870	870	870
	Projection	671	690	702	686	719	709	680
	Surplus/Deficit	199	180	168	184	151	161	190
2026/2027	Capacity	870	870	870	870	870	870	870
	Projection	651	674	693	704	689	717	702
	Surplus/Deficit	219	196	177	166	181	153	168
2027/2028	Capacity	870	870	870	870	870	870	870
	Projection	651	656	673	693	705	690	711
	Surplus/Deficit	219	214	197	177	165	180	159

### **Primary Planning Area 3**

<b>Wards</b>	Alperton, Barnhill, Sudbury, Tokyngton, Wembley Central, Wembley Hill and Wembley Park
<b>Schools</b>	Barham Primary School, Elsley Primary School, Lyon Park Primary School, Oakington Manor Primary School, Park Lane Primary School, St Joseph's RC Infant School, St Joseph's RC Junior School, Sudbury Primary School, Wembley Primary School

**Demand:** Planning Area 3 includes two major growth areas in Wembley Central and Alperton. Wembley is set to drive the economic regeneration of Brent as a high quality, urban, connected and sustainable city quarter and up to 15,000 new homes around the Wembley National Stadium and Wembley town centre area up to 2041. Alperton is being set to provide up to 6,000 new homes. As a result of new housing, Reception intakes are expected to increase over the next 5 years. As the new housing comes on-stream, demand for places may exceed supply.

**Planned action:** The January 2022 GLA projections indicate a small increase in demand for Reception places in Planning Area 3. Spare places in other adjacent planning areas will be able to absorb any short-term pressures in demand. As this is an area of major growth, the local authority is carefully monitoring projection changes and census population figures to ensure there continues to be sufficient places to meet demand.

**Table 12: Planning Area 3 2022 projections and capacity**

		Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2022/2023	Capacity	820	820	820	820	820	820	820
	Projection	758	784	779	808	788	826	830
	Surplus/Deficit	62	36	41	12	32	-6	-10
2023/2024	Capacity	820	820	820	820	820	820	820
	Projection	779	765	789	784	813	792	834
	Surplus/Deficit	41	55	31	36	7	28	-14
2024/2025	Capacity	820	820	820	820	820	820	820
	Projection	811	788	771	791	789	816	808
	Surplus/Deficit	9	32	49	29	31	4	12
2025/2026	Capacity	820	820	820	820	820	820	820
	Projection	796	820	792	772	795	791	835
	Surplus/Deficit	24	0	28	48	25	29	-15
2026/2027	Capacity	820	820	820	820	820	820	820
	Projection	778	806	824	793	780	797	809
	Surplus/Deficit	42	14	-4	27	40	23	11
2027/2028	Capacity	820	820	820	820	820	820	820
	Projection	788	789	811	823	802	787	817
	Surplus/Deficit	32	31	9	-3	18	33	3

## Primary Planning Area 4

<b>Wards</b>	Harlesden & Kensal Green, Roundwood and Stonebridge
<b>Schools</b>	Brentfield Primary School, Donnington Primary School, Furness Primary School, Harlesden Primary School, John Keble CE Primary School, Leopold Primary School, Mitchell Brook Primary School, Newfield Primary School, Our Lady of Lourdes RC Primary School, St Joseph's RC Primary School, St Mary's CE Primary School, The Stonebridge School

**Demand:** The January 2022 projections forecast Planning Area 4 to have high levels of spare places over the next five years. In the longer term, demand may increase in this area as new housing comes on stream as Planning Area 4 includes the Neasden Station and Church End growth areas and the area is close to the Old Oak redevelopment scheme. While current plans are for 1399 additional units between 2021 and 2027, the Old Oak and Park Royal Development Corporation (OPDC) has indicated numbers and timescales are subject to revision as new sites are added to the masterplan. The LA is in dialogue with the Old Oak and Park Royal Development Corporation OPDC to understand the likely impact on provision in Brent.

**Planned action:** This are will be reviewed in 2022/23 to identify measures to ensure schools are sustainable. This could include additional temporary reductions to published admission numbers and considering how schools can come together to manage resources.

**Table 13: Planning Area 4 2022 projections and capacity**

		Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2022/2023	Capacity	855	855	855	855	855	855	855
	Projection	855	855	855	855	855	855	855
	Surplus/Deficit	291	306	297	247	281	236	207
2023/2024	Capacity	855	855	855	855	855	855	855
	Projection	855	855	855	855	855	855	855
	Surplus/Deficit	311	302	306	294	244	278	227
2024/2025	Capacity	855	855	855	855	855	855	855
	Projection	855	855	855	855	855	855	855
	Surplus/Deficit	298	329	303	305	291	244	267
2025/2026	Capacity	855	855	855	855	855	855	855
	Projection	855	855	855	855	855	855	855
	Surplus/Deficit	332	322	328	301	300	290	227
2026/2027	Capacity	855	855	855	855	855	855	855
	Projection	855	855	855	855	855	855	855
	Surplus/Deficit	341	351	322	324	293	301	272
2027/2028	Capacity	855	855	855	855	855	855	855
	Projection	855	855	855	855	855	855	855
	Surplus/Deficit	344	359	348	317	312	294	284

## Planning Areas 5

<b>PA5 Wards</b>	Cricklewood & Mapesbury, Dollis Hill and Willesden Green
<b>PA5 Schools</b>	Anson Primary School, Avigdor Hirsch Torah Temimah Primary School, Braintcroft E-ACT Primary Academy, Convent of Jesus and Mary Infant School, Gladstone Park Primary School, Mora Primary School, Northview Primary School, Our Lady of Grace Infant and Nursery School, Our Lady of Grace RC Junior School, St Andrew & St Francis CE Primary School, St Mary Magdalen's RC Junior School,

**Demand:** Even though the January 2022 forecasts show Reception intakes reducing over the next few years, at times the number of surplus places in the planning area will be below the 5% target. However there are spare places in neighbouring Planning Areas.

**Planned action:** Provision in this area will be kept under review.

**Table 14: Planning Area 5 2022 projections and capacity**

		Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2022/2023	Capacity	557	557	557	557	557	562	557
	Projection	532	524	531	532	508	523	542
	Surplus/Deficit	25	33	26	25	49	39	15
2023/2024	Capacity	557	557	557	557	557	557	562
	Projection	528	522	523	535	531	506	523
	Surplus/Deficit	29	35	34	22	26	51	39
2024/2025	Capacity	557	557	557	557	557	557	557
	Projection	517	515	521	517	532	527	503
	Surplus/Deficit	40	42	36	40	25	30	54
2025/2026	Capacity	557	557	557	557	557	557	557
	Projection	498	507	517	523	515	532	525
	Surplus/Deficit	59	50	40	34	42	25	32
2026/2027	Capacity	557	557	557	557	557	557	557
	Projection	478	485	505	516	518	512	530
	Surplus/Deficit	79	72	52	41	39	45	27
2027/2028	Capacity	557	557	557	557	557	557	557
	Projection	474	472	486	504	514	517	512
	Surplus/Deficit	83	85	71	53	43	40	45

## Planning Area 6

<b>PA6 Wards</b>	Brondesbury Park, Kilburn and Queens Park
<b>PA6 Schools</b>	Ark Franklin Academy, Carlton Vale Infant School, Christchurch CE Primary School, Islamia Primary School, Kilburn Grange Primary School, Malorees Infant School, Malorees Junior School, North West London Jewish Day School, Princess Frederica CE Primary School, Salusbury Primary School, St Mary's RC Primary School, The Kilburn Park Foundation School

**Demand:** The January 2022 projections show reducing Reception intakes and an increasing number of spare places in Planning Area 6 over the next 5 years. Many children living in this planning area attend schools in neighbouring authorities, such as Camden and Westminster. Planning Area 6 includes the Staples Corner growth area and South Kilburn and the South Kilburn regeneration region. It is anticipated the South Kilburn master plan will maximise housing developments, which will lead to an increase in pupil demand as new housing comes on stream.

**Planned action:** As part of the South Kilburn regeneration programme, school place demand in Planning Area 6 will be kept under review. Plans are progressing for Carlton Vale Infant School and Kilburn Park Junior School to come together in readiness to move into a new school building as part of the South Kilburn Regeneration Scheme in 2026.

The Governing Board of Islamia Primary School is consulting on a relocation of the school to the Strathcona site in Wembley. This would reduce capacity in Planning Area 6 and would be likely to impact on demand patterns and spare places.

**Table 15: Planning Area 6 2022 projections and capacity**

		Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2022/2023	Capacity	605	605	605	605	605	605	605
	Projection	497	469	480	468	478	491	465
	Surplus/Deficit	108	136	125	137	127	114	140
2023/2024	Capacity	605	605	605	605	605	605	605
	Projection	485	481	472	480	465	476	485
	Surplus/Deficit	120	124	133	125	140	129	120
2024/2025	Capacity	605	605	605	605	605	605	605
	Projection	465	459	475	456	480	467	473
	Surplus/Deficit	140	146	130	149	125	138	132
2025/2026	Capacity	605	605	605	605	605	605	605
	Projection	441	436	455	465	457	476	460
	Surplus/Deficit	164	169	150	140	148	129	145
2026/2027	Capacity	605	605	605	605	605	605	605
	Projection	424	414	433	449	464	462	470
	Surplus/Deficit	181	191	172	156	141	143	135
2027/2028	Capacity	605	605	605	605	605	605	605
	Projection	415	393	410	429	447	461	453
	Surplus/Deficit	190	212	195	176	158	144	152

## 7. The Need for SEND and Alternative Provision Places

### 7.1 Brent SEND Overview

Brent is a borough that has high aspirations for all children and young people with special, educational needs or disabilities (SEND). Services, schools and settings are needs-led and follow the ethos of early identification and early intervention. Brent recognises SEND is not a fixed or permanent characteristic. At a specific time a child might have additional learning needs that require tailored or additional support to fully participate in everything the school has to offer, or they may require more specialist support in school for the whole of their education. Therefore, wherever possible a child or young person should be educated in their local mainstream school. The majority of pupils' additional needs can be met within one of the following contexts with only those not able to access their education in a mainstream school being met through a special school.

A FULL RANGE OF PROVISION			
Fully inclusive mainstream provision (no support)	Mainstream with support	Additionally resourced mainstream provision	Brent special school provision

There is a rich range of high quality specialist provision in Brent encompassing 3 specialist nurseries, 1 primary special school, 2 special school academy trusts, that each operate 2 schools, and a number of Additionally Resourced Provisions (ARP) in both primary and secondary mainstream schools. Many young people with additional learning needs can make better and more sustained progress when they attend mainstream schools. An ARP is designed to provide specialist and targeted support for children with special educational needs and/or disabilities who can function well in a mainstream school and where the school has appropriate teaching and learning strategies and staff with the skills, knowledge, and expertise in a particular area of SEND. ARPs also provide specialist environments which support the learning needs of each pupil.

An ARP is an integral part of the school. Pupils spend time within the designated ARP classroom and time in their mainstream class. This approach enables each individual to receive the particular support they need, at the appropriate age-related level and in the most appropriate setting for them to succeed. For some pupils more time-limited EHCPs and/or temporary placements in ARPs without an EHCP are sometimes appropriate. This allows for pupils to experience more intensive short term targeted intervention that supports them to achieve their expected progress. Table 16 provides the details of current provision available in Brent.

**Table 16: Special School PAN and Additionally Resourced Provision places 2022/23**

School	Type of Provision	Type of School	Special Need	Specialist places 2022-23
*The Manor School	Special	Primary	Communication and Interaction	216
*The Avenue	Special	All-through	Communication and Interaction	28 (100 from
Phoenix Arch School	Special	Primary	Communication and Interaction	55
+The Village School and Hope Centre	Special	All-through	Communication and Interaction and additional learning difficulty	310
+Woodfield School	Special	Secondary	Communication and Interaction	188
Kingsbury Green Primary	ARP	Primary	Hearing Impairment	18
Oakington Manor Primary	ARP	Primary	Communication and Interaction	23
Fryent Primary School	ARP	Primary	Communication and Interaction	42
Preston Manor High School	ARP	Secondary	Communication and Interaction	12
Preston Manor High School	ARP	Secondary	Communication and Interaction	12
Kingsbury High School	ARP	Secondary	Hearing Impairment	7
Carlton Vale Infant School	ARP	Primary	Communication and Interaction	10
Kilburn Park Junior School	ARP	Primary	Communication and Interaction	14

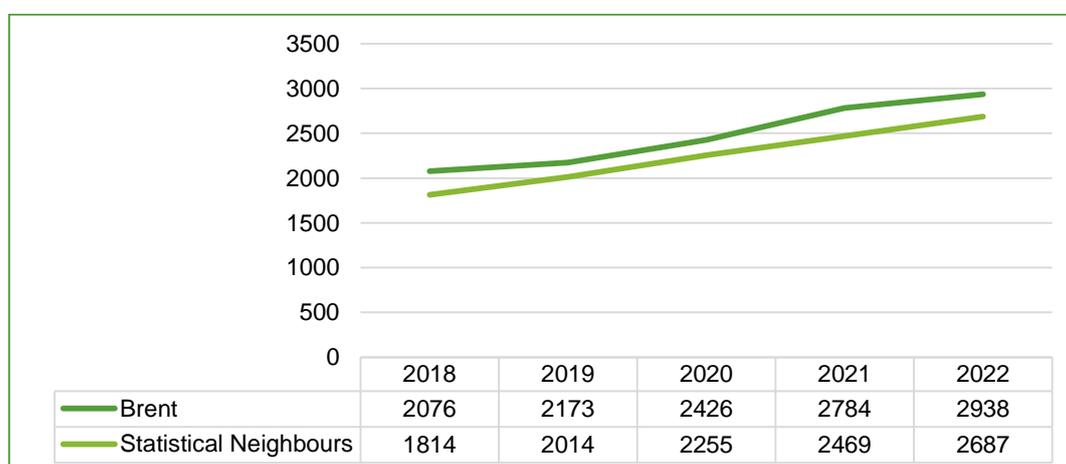
\*The Manor and The Avenue schools form the RISE Academy Trust.

+The Village and Woodfield schools form the Compass Learning Partnership Multi-Academy Trust.

## 7.2 Demand for special provision

Demand for special provision in Brent has been growing and this is forecast to continue (Graph 2 and Table 17). However, direct work with schools and settings to better meet the needs of children with SEND has seen a reduction in the trajectory of EHCP growth and an increase in the number of children remaining within mainstream education. Brent's maintained cohort has increased by 5.5% from 2021 and has seen an annual growth rate of 8.3% since 2018. Nationally the number of maintained EHC Plans is up 9.9%, from 430,697 in 2021 to 473,255 in 2022 while our statistical neighbours saw a similar rise of 8.8%. At January 2022 Brent had 2938 children and young people with an ECHP compared to 2784 at the same time the previous year.

**Graph 2: Number of EHC Plans (and former Statements) since 2018**



Changes in Brent population demographics for children and young people with an EHCP highlight future pressures on special provision. Between 2021 and 2022 Brent has seen a 4.5% reduction in the number of young people aged under 5 with an EHCP and a 0.2% decrease in those aged 16 to 19. All other age groups have seen increases. Children with an EHCP in the 5 - 10 age group increased by 4.3%, those in the 11 - 15 age group increased by 11.0% and those in the 20 - 25 age group increased by 10.7%. This means there is significant pressure in the secondary phase, and this will continue until at least 2027, and that additional special places in both primary and secondary are needed as EHCP numbers increase.

**Table 17: Actual and forecast number of EHCPs by age group**

Timeline	Total	Under 5s	05-Oct	11 - 15	16 – 19	20 - 25
2015	1653	61	675	710	207	0
2016	1804	105	754	703	238	4
2017	1960	100	836	681	285	58
2018	2076	114	907	696	306	53
2019	2173	99	926	704	377	67
2020	2426	137	1001	745	376	167
2021	2784	134	1124	839	490	197
2022	2938	128	1172	931	489	218
2023	3232	140	1289	1024	538	240
2024	3555	154	1418	1126	592	264
2025	3910	169	1560	1239	654	290
2026	4301	186	1716	1363	719	319
2027	4731	205	1889	1499	791	351

Source: SEN2 2022. Forecast based on 10% increase.

69% of children and young people issued an EHC Plan in 2021 are in mainstream settings compared to just 48% in 2020. This is comparable with England rates of 73%. Children and young people issued an EHC Plan and in special schools account for 18% of Brent’s newly issued EHC Plans compared to 14% of new plans issued in England. Statistical neighbours have reported similar, with 77% of new EHC Plans to children in mainstream schools and 12% in special schools.<sup>1</sup>

Table 18 shows the prevalence of identified need in children and young people’s Education, Health and Care Plans.

**Table 18: Number of children and young people with an EHCP by identified need**

	2021 Numbers	2021 %	2022 Numbers	2022 %
Total	2784		2938	
Autistic Spectrum Disorder	895	32.1%	1097	40.6%
Hearing Impairment	70	2.5%	68	2.3%
Moderate Learning Disability	479	17.2%	506	17.2%

<sup>1</sup> SEN2 February 2022

Multi-Sensory Impairment	8	0.3%	7	0.25%
Other difficulty	19	0.6%	13	0.4%
Physical Disability	108	3.9%	115	5.3%
Profound and Multiple Learning Difficulty	82	2.9%	89	3.2%
Social Emotional, and Mental Health	275	9.9%	294	12%
Speech Language and Communication Needs	565	20.3%	447	15.2%
Severe Learning Difficulties	204	7.4%	219	0.3%
Specific Learning Difficulty	42	1.5%	48	2.1%
Visual Impairment	37	1.4%	35	1.2%

### 7.3. Where Brent children with special needs and EHC Plans attend school

Special schools in the borough cater for a wide range of children and young people with complex SEND, but there are not enough local places to meet need. As a result 1066 Brent pupils with EHC Plans attend out of borough special school places, of whom 158 attend independent placements at a cost of over £7m. Notwithstanding the financial case, there is a strong educational and social rationale for the council to place students in schools closer to home and within the borough.

Once children are placed out-of-borough or in an independent non-maintained special school (INMSS) it is very difficult to bring them back to local provision. This has meant a long term reliance on out-of-borough and independent placements which continue often until children and young people are 19 years of age or older. While some children have such specific needs that cannot be met other than in very specialist provision, there is considerable scope to reduce expensive and distant out-of-borough placements.

### 7.4. Planned Action

In developing additional places for children and young people with EHCPs, Brent is engaging with parents and carers of children and young people with SEND to ensure services meet their needs and achieve the best outcomes. The LA is developing an Inclusion Plan that will capture all settings, including mainstream, specialist and independent schools, appropriate to meet children and young people's needs. The LA is currently undertaking a £44m capital expansion programme approved by Cabinet in January 2022 to develop a new special school, new ARPs in mainstream schools and expansions at Brent special schools. This will result in more places available within Brent. Tables 19 and 20 set out the schedule of projects.

**Table 19: Planned new ARP provision due to complete 2023**

School	Places
Elsley Primary School	10
Newfield Primary School	10
Mount Stewart Schools	21
Preston Park Primary School	21
St Margaret Clitherow RC Primary School	7
Newman Catholic College	25
St Gregory's Catholic Science College	28

**Table 20: Planned Special School Expansions due to complete 2025**

School	Places
Phoenix Arch	13
Manor School Key Stage 3	36
The Village School Key Stage 3 and 4	20
Woodfield School Key Stage 3 and 4	40
New Special Secondary Free School	150

### **7.5. Post 16-25 Provision**

To mitigate a shortfall in provision for young people aged 16-25, the Council is exploring the potential for a 16-25 Skills Resource Centre. The intention is that proposals will be considered during 2022/23. Working with FE colleges, Brent special schools, Brent adult learning, third sector organisations and in collaboration with local businesses, the focus will be on developing work related training pathways for young people aged 16-25.

### **7.6. Alternative provision**

The Council has a statutory duty to provide an appropriate full-time education for pupils who have been permanently excluded from school or who are otherwise without a mainstream school place.

The overall exclusion figures for all Brent pupils in July 2022 when compared to pre-pandemic exclusions have reduced for both fixed term and permanent exclusions. 21 Brent residents pupils were excluded in 2021/22 compared to 28 in 2018/9. The new Roundwood School and Community Centre opened in January 2021 and, along with Brent River College and Ashely College, provides respite for pupils to reduce the number of exclusions. Brent retains a significantly lower rate of permanent exclusions when compared to national rates, due to the focus on early identification and prevention strategies working alongside teams in mainstream school settings.

## **8. Childcare and Early Years Education**

### **8.1 Early Years provision**

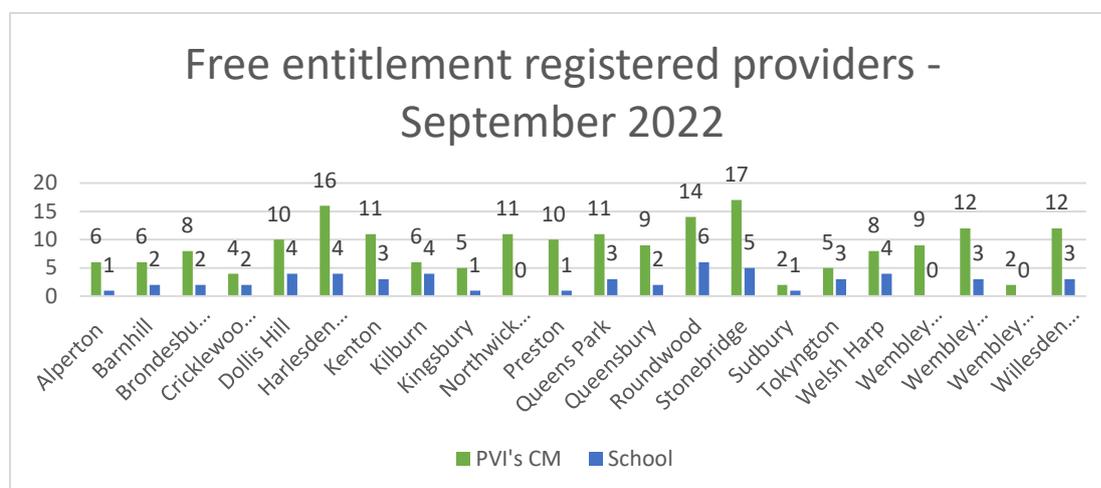
Under the Childcare Act 2006 local authorities have a statutory duty to secure sufficient childcare for the needs of most working parents/carers in their area. Brent has a mixed economy of 0-5 childcare provision in the borough that includes private, voluntary, independent (PVI) and maintained settings.

The Brent Childcare Sufficiency Assessment (CSA) 2021-2023 showed an overall increase in the number of PVI providers in the borough and a reduction in places in maintained and childminder provision. As of September 2022, there are 300 early years' providers in the borough. The overall quality of active provision judged as good or outstanding by Ofsted as of 1 September 2022 was 97.6% across the PVI and childminder sector.

248 providers are offering free entitlement places for under-fives across all wards. As at the second headcount in summer 2022, the proportion of 3 and 4 year old places being delivered in maintained settings increased to 43% with the remaining 57% of places being delivered in

the PVI sector. The local authority will continue to monitor the distribution of places across the sectors.

**Graph 3: Type of registered childcare provider by ward September 2022**



## 8.2 Demand for Early Years provision

Take-up of free entitlement places in 2022 for Brent was below both the London and national averages at 57% for the 2 year entitlement (compared with 49% in 2021), and at 77% for the 3 and 4 year entitlement (74% in 2021, against a national average of 92%).

Free childcare for 30 hours per week for 3 and 4 year olds with working parents became a statutory entitlement in September 2017 and implementation of this continues to be successful, with 92% take-up achieved in the summer term 2019 in Brent (most recent available data from the Department for Education).

There continues to be evidence of increased numbers of children with special education needs and/or disabilities accessing specialist early years provision. The 30 hour offer is also continuing to place additional pressure on existing specialist places for children with SEND. As of September 2022 the majority of places in the specialist nurseries are full for the 2022/23 academic year. There is an increase in Early SEND. Early Years Inclusion Support Team caseload was 534 children in 2021/22, a 31% increase on the previous year and 7% higher than pre-pandemic figure.

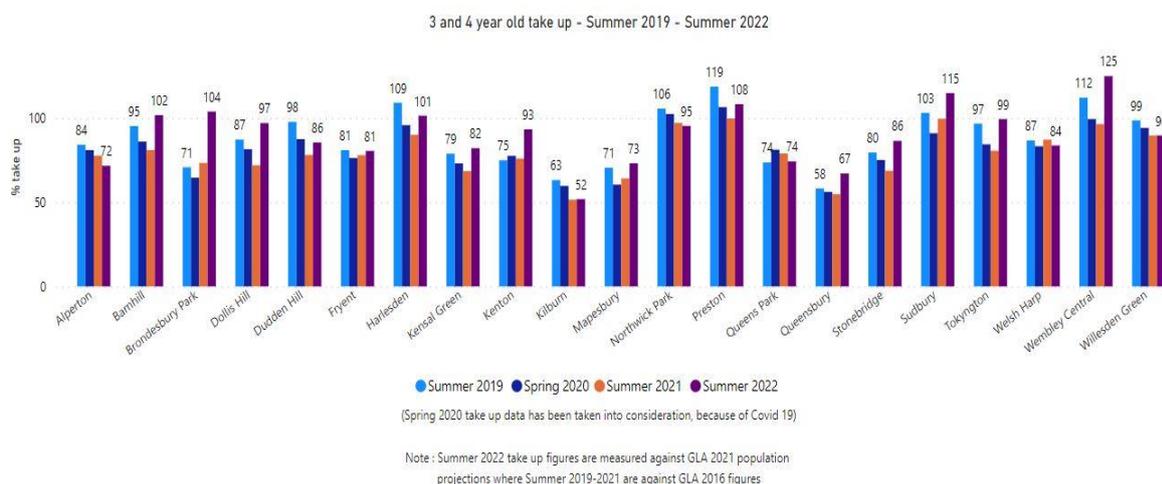
## 8.3 Early Years recovery following the pandemic

Settings have reported a reduced demand for private hours and while take-up of the free entitlements has increased this year compared with 2021, numbers have not yet returned to pre-pandemic levels. The maximum number of children aged 0-5 attending in July 2022 was 5236, compared to over 5669 free entitlement funded 2, 3 and 4 year olds alone attending at a similar point in 2019.

Sufficiency of places continues to be monitored on a monthly basis. Overall numbers of places with childminders are lower than pre-pandemic levels, which is reflective of a reduction in available childminders. Between September 2021 and September 2022, there have been 35 setting closures and 19 setting openings in Brent with a net loss of 156 places (a reduction of 623 places against a gain of 467).

Raising take-up levels for eligible 2 year olds and all 3 and 4 year olds of their entitlement to 15 hours free early education remains a key priority for the borough to ensure all children benefit from high quality early years education. This also supports providers to remain financially viable. Graph 4 shows the take up of early years provision over the past four years.

**Graph 4: Take-up of early years provision, summer 2019 - 2022**



## 8.4 Next steps

The significant loss of income from fee-paying parents during lockdown periods, particularly for PVI providers, left many in a precarious position with an uncertain future. The impact of the cost of living crisis is also likely to impact many Early Years providers, with the ramifications of this affecting not only those in the sector, but also other people dependent on local childcare for their own employment.

The following are key areas of focus to support financial viability to ensure the Council can meet its statutory sufficiency duty:

- Real time sufficiency and take up tracking
- Tailored, bespoke support for providers
- Persuading parents to take up places
- Encouraging innovative and agile approaches across teams.

## 9. Conclusion and Future Actions

This document represents the final refresh of the Brent 2019 – 2023 School Place Planning Strategy. It sets out the responsibilities the Council holds with regard to school place planning for mainstream, special and early years provision. A new strategy will be developed over the to cover the period from 2024 – 2028. Although it is too early to say with certainty what the focus of the new Strategy will be, the falling demand in mainstream, the rising demand in special and the ongoing recovery in the early years sector are likely to be key themes.