



**Executive
14 January 2013**

**Report from Director of Regeneration and Major
Projects and Director of Children and Families**

School Expansion (Secondary) Programme 2012-16

1.0 Summary

- 1.1 In August 2012 the Executive approved the strategy for a primary school expansion programme 2012-16. This report sets out the strategy for meeting the projected shortfall of secondary school places in Brent from September 2014. It also includes an update on meeting the demand for SEN provision.
- 1.2 As detailed in the August 2012 report, a shortfall in funding of £82m for providing new school places has been identified. This report reviews the options available to Brent to meet the budget deficit.
- 1.3 According to the current roll projections, by 2020-21 Brent would require 21FE additional primary places, up to 19FE secondary places and 192 new SEN places. A portfolio review of Brent's secondary estate has been completed, which underpins the Council's strategy for developing new secondary provision. A report on SEN regarding the development of new SEN provision will follow in February 2013.

2.0 Recommendations

The Executive is requested to:

- 2.1 Note the current and future demand for secondary school places as set out in paragraphs 5.8 to 5.13 of this report.
- 2.2 Agree the strategy for the delivery of secondary school places as set out in paragraphs 5.15 to 5.29 of this report, subject to availability of funds.

3.0 Background and purpose

- 3.1 In August 2012, the Executive agreed the expansion strategy to meet the need for primary schools places in Brent. The report also highlighted a need for up to 19 FE secondary provision commencing September 2014/15 academic year.
- 3.2 As stated in the primary report, the Council has developed a four year strategy under the School Expansion Programme 2012-16 taking into account the supply and demand mismatch, and the limited resource envelope available to the Council. This includes:
- delivering the permanent expansion schemes currently underway through the rebuild of the Crest Boys' Academy and Crest Girls' Academy
 - initiating a programme of temporary provision to increase secondary capacity from September 2014
 - as is the case with the primary programme, adopting a 'rolling programme' approach to secondary school expansion based on corresponding demand underpinned by innovation, streamlining construction cost and improved project management
 - continuing to lobby government for the additional resources required to meet our statutory obligations.

4.0 Capital Allocation

- 4.1 In August 2012, we reported that the Council had received three allocations totalling £79.7m. The total uncommitted main capital allocation, including that which will be available to spend by the end of 2015-16 on new school places, is £85.16m, (including new and balance of prior year grant allocations.) In addition, the Section 106 contribution by end of 2014/15 will equal £7.14m. The total combined capital available for school places is expected to be £92.3m, which has in principal been allocated to the primary school expansion programme. The funding position as stated in the August 2012 Executive report is listed in Appendix 1.
- 4.2 The above allocations are insufficient to meet the entire need for school places. In total, the Council would require £174.31m based on the current cost of school expansion projects if it is to meet in full the current demand until 2020-21. With a forecast budget of £92.3m, this would indicate a net capital deficit of £82.0m. The Education Funding Agency is expected to make the announcement on the grant allocation for the financial year 2013-14 in January 2013.
- 4.3 The Council has maintained an on-going lobbying campaign, in conjunction with London Councils, to highlight the school places pressure across London and those particular to Brent; although it is highly unlikely that the next round of allocations will meet the Council's forecast shortfall in funding. We have also noted that there is a lag between the availability of new funding and the building of new school provision.

Alternative Routes of Funding

- 4.4 In the event that government's grant application for 2013-14 and following years is inadequate to meet the Council's entire demand for funding new provision, we are considering the following options:
- a. **Free Schools:** The Executive noted that the demand for new school places cannot be met only through the expansion of existing schools due to the limited availability of funding; the Council is required to promote additional ways of creating school places by pursuing the

current government agenda on free schools and academies. The latest round of free school applications is being considered by the Department for Education (DfE) in the new year with an opening date of September 2014. Given that the Council is not looking to open a new secondary school at this date, it has not collaborated with any potential providers at this point. There are likely applications submitted for Brent, however. These include:

- an independent school group looking to open an 11 to 18 school in Wembley – of approximately 4 forms of entry, planning to provide Year 10 places immediately as well as Year 7.
- a parent led school in Cricklewood to address perceived lack of choice for parents in that area (6FE).

4.5 In addition an already approved free school has been looking to acquire a site in Brent and open a 6FE secondary school in September 2013.

4.6 All three of the above have said in discussion that they would aim to meet the Partnership Criteria agreed by the Executive in August 2012 but it is clear that two of them would be likely to use the freedoms available to free schools in respect of staffing and the curriculum.

4.7 Successful providers may be able to address part of the forecast demand for secondary school places required from September 2014. However, the Council cannot account for the potential provision until such time as the plans have been approved by the DfE and the provision commences on schedule. This unplanned route for delivering new places carries an amount of risk for the Council to meet its statutory duty.

b. **Prudential Borrowing:** Borrowing for mainstream places indicated is unaffordable and the impact of debt repayment charges would be likely to compromise other services through reductions in available General Fund Revenue account provisions. Reforms to the calculation of the Dedicated Schools Grant (DSG) funding to schools to be introduced by the DfE from 2013/14 will preclude the Schools Forum from agreeing to meet further debt charges on unsupported borrowing from this revenue source in the future. The revenue cost arising from borrowing the total sum of £82.0m would be £5.76m per annum over the period of 40 years post scheme completion.

c. **Section 106/CIL:** Developer led funding may be available to the Council, currently forecast at £7.1m. However, this route alone will not be sufficient to meet the full need and it also carries the uncertainty of future allocations. Sites being secured as part of S106 agreements are earmarked for primary provision due to the size limitation to develop a secondary provision. The forecast adoption of the Community Infrastructure Levy in 2013/14 will provide a new source of funding for the Council. Officers will be developing a Strategic Implementation Plan for the utilisation of resources arising from this source, which could include funding for secondary schools expansions.

While these three alternative options to grant funding may be a possibility; none offers certainty to enable Brent to meet the capital funding needs of the secondary school expansion programme in line with the forecast shortage of school places.

5.0 Demographics & Demand

5.1 The secondary forecast is based on the Greater London Authority (GLA) roll projections based on the January 2012 pupil census data. While the data is based on up to date historical school rolls, housing, birth and migration data, it does not model the impact of governmental policy shift on housing benefits, nor does it take into account the 2011 National Census information. The

first batch of 2011 census figures released earlier this week, shows that Brent's population has now risen to 311,200 making us the fifth largest London borough. These factors could significantly impact on roll projections.

Brent Secondary School

5.2 The existing secondary schools in Brent are listed below. Out of 15 secondary schools, two are Foundation, three are Voluntary Aided and ten schools have academy status.

School	Forms of Entry (FE)*	Admission Capacity**	Status
Alperton School	7.3	1100	Academy
Ark Academy	6	900	Academy
Capital City Academy	6.5	980	Academy
Claremont High School	8.4	1260	Academy
Convent of Jesus & Mary RC High School	6	900	VA Academy
Copland School	8	1200	Foundation
JFS	10	1500	Voluntary Aided
Kingsbury High School	10.5	1575	Academy
Newman Catholic College	5	750	VA Trust
Preston Manor School	8.4	1260	Foundation Trust
Queens Park School	6.7	1000	Academy
St. Gregory's RC High School	5.9	880	Voluntary Aided
The Crest Boy's Academy	4	600	Academy
The Crest Girl's Academy	5	750	Academy
Wembley High School	7	1050	Academy
Total Admission Capacity		15705	

*FE based on 30 pupils per class. **total capacity Y7-11 based on planned admission number

5.3 The table below provides the potential current demand including children not in school:

Table 1. Secondary places as at 13 December 2012

	Year 7	Year 8	Year 9	Year 10	Year 11
Places	3141	3141	3141	2966	2966
Vacancies (-)	306	145	139	14	54
OOS* (+)	12	23	26	22	15
Total	2847	3019	3028	2974	2927

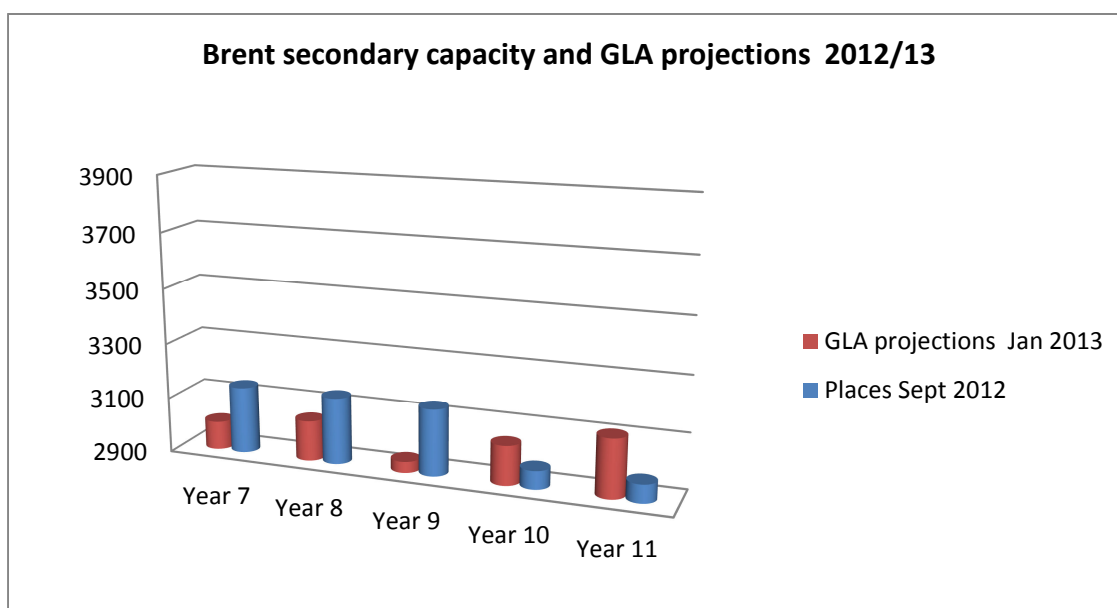
*OOS – children out of school due to recent arrival within borough

- 5.4 Currently, there are vacancies – in uneven distribution- across Brent secondary schools in all years 7 to 11. Of the 658 total vacancies across Y7-11, the great majority of vacancies exist in Copland Community College, Newman Catholic College and Crest Boys. Each of the three schools has experienced a drop in popularity with parents especially at the point of selecting a secondary school for their Year 6 children. The reasons are longstanding and include issues related to perceptions of poor reputation, the very poor state of buildings (in the case of Copland and Crest Boys) and low examination results. Two of the three schools are currently judged ‘Satisfactory’ by Ofsted whereas the majority of the other Brent secondary schools are judged either ‘Good’ or ‘Outstanding’.
- 5.5 Crest Boys Academy has a new Executive Principal. Since his appointment in April 2012 he has already begun to make changes to processes and practices that will lead to a positive impact on examination success and reputation. A brand new building is underway and due to be completed in 2014. This will enhance the school improvement work undertaken by the Principal. When prospective Year 6 parents, local primary school children and staff are given opportunities to visit the new building, we expect there to be a massive increase in first choice applications for the school.
- 5.6 Newman Catholic College has experienced a small increase in popularity since it became a Trust school in partnership with St Charles 6th Form College and St Mary’s University Twickenham. However the school is well under capacity and with attainment below the floor target. The local authority and the diocese are working together to improve standards and recruitment, including considering more radical approaches. The local authority is also providing support to the school to help accelerate improvements in examination success.
- 5.7 The reputation of Copland Community School suffered dramatically as a consequence of the mismanagement by the former head teacher and other staff. In addition, an Ofsted inspection which followed soon after put the school into a category of Notice to Improve. Although the school was later judged ‘Satisfactory’, examination results have dipped and, along with its very poor building, it is proving difficult for the school to recruit at Year 7 when it is close to several secondary schools which are judged as ‘Outstanding’. The local authority and others are providing significant support to try to accelerate improvements in examination success. The school has been designated part of the government’s Priority Schools Building Programme. However, it is unlikely that any new build will be ready before 2017.

Secondary Requirement

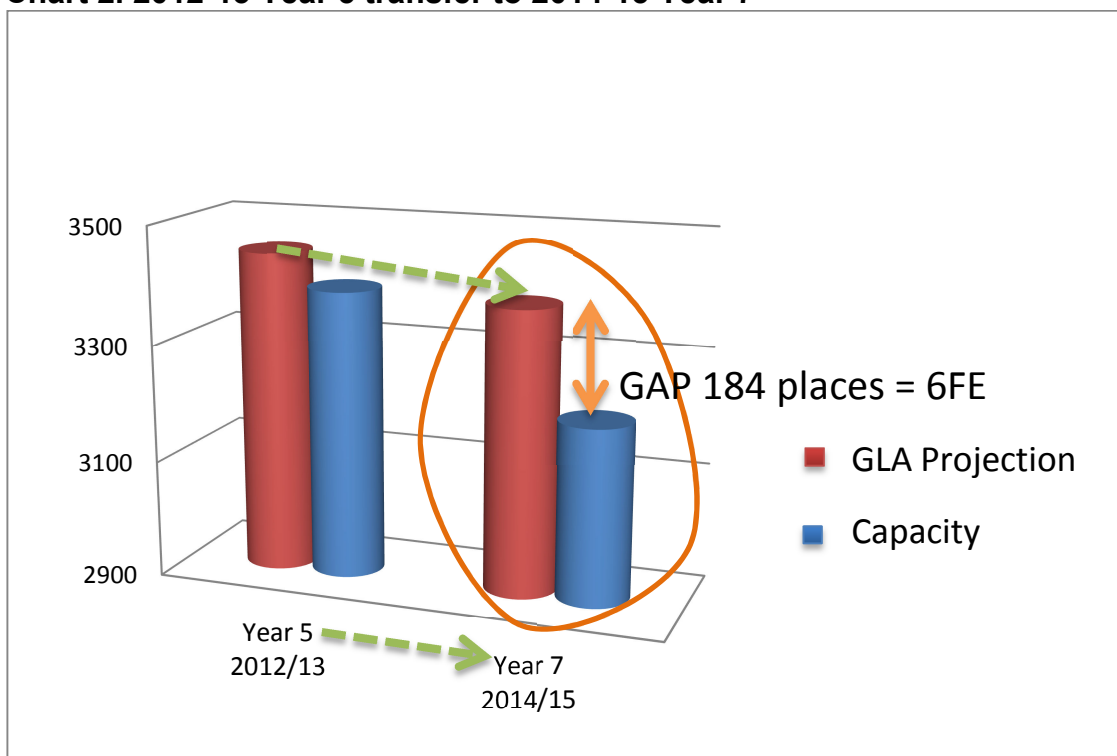
5.8 2012-13: Currently, there are sufficient school places in the borough in year groups 7 to 9 but there is pressure on places in Years 10 and 11.

Chart 1. Secondary Projections 2012-13



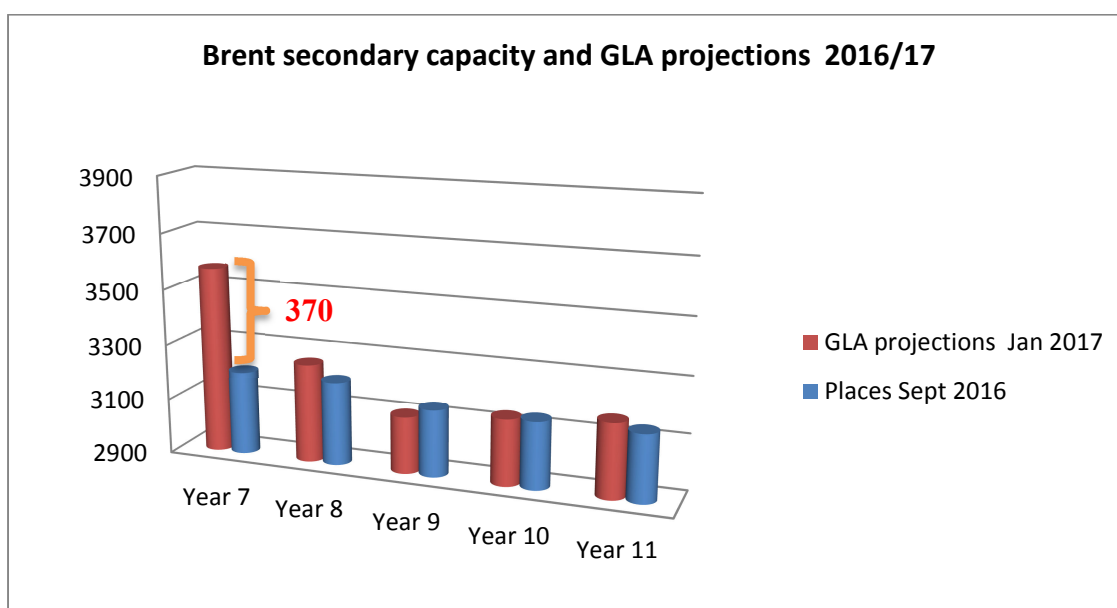
5.9 2014-15 Primary led demand: As shown in the chart below, the GLA roll projection data for 2012-13 Year 5, mapped against the Year 7 roll projection for the academic year 2014-15, demonstrates that the primary demand will progress through to the secondary system.

Chart 2. 2012-13 Year 5 transfer to 2014-15 Year 7



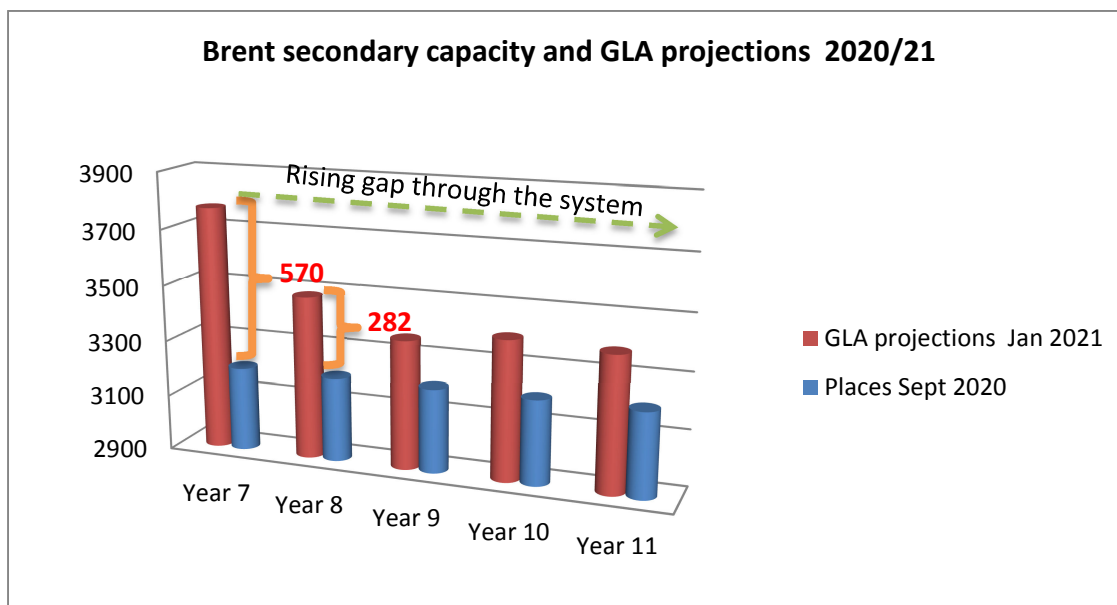
- 5.10 The Council has been working with various partners to create new secondary school places. This includes opening of the Ark Academy, which created a 6FE provision in 2010. The Crest Boys' and Girls' Academies are currently being rebuilt, which will add 1FE secondary places at each school by September 2014.
- 5.11 Despite the previous and on-going school expansion schemes, the secondary provision will be under pressure from September 2014 onwards. Assuming that existing Year 7 schools places in all secondary schools in Brent will be full by September 2014, a further 184 new Year 7 places will be required. Clearly the first priority must be to bring the existing schools to a standard where all Year 7 places are chosen by parents.
- 5.12 **2016-17:** The demand for secondary school places will outstrip the supply year on year unless new places are created. By 2016 370 (12.3FE) new places will be required. A large proportion of the requirement will be driven by the existing primary demand in the system which is making its way through the rising year groups.

Chart 3. Secondary Projections 2016-17



- 5.13 **2020-21:** Over the next eight years the demand for secondary school places will mirror the current shortages in the primary sector. An additional 570 new places (19FE) will be required after taking into account the new capacity being created at the Crest Academies.

Chart 4. Secondary Projections 2020-21



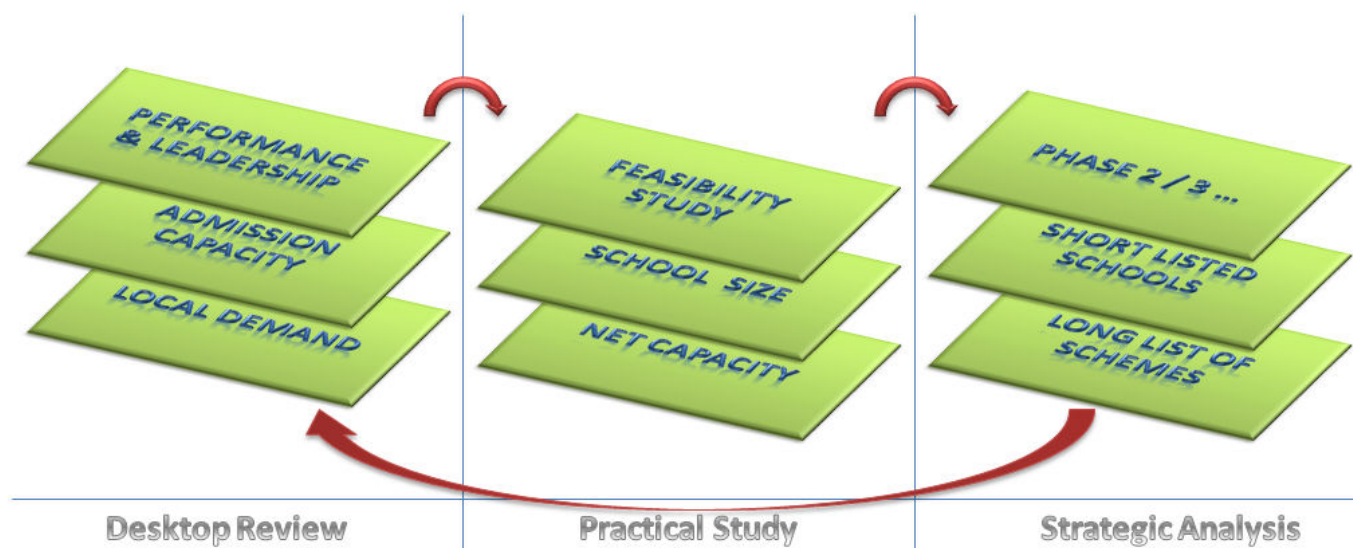
School Expansion Programme 2012-2016

5.14 The Council has developed a four year rolling programme of school expansion based on improved demand forecast, smarter procurement, construction and project management arrangements than those employed to date. The programme will consider the immediate need for primary places, SEN requirements, creation of secondary schools places and explore financial models that may help to deliver these. The Council will need to explore all avenues of possible funding to avoid a future significant supply and demand mismatch at secondary school level.

Secondary Portfolio Review

5.15 A full portfolio review has been completed, which takes into account various factors in considering where school places are most needed and which schools could be expanded. A strategic analysis has been completed based on the following model:

OUR APPROACH:



5.16 The process involved a review of data to analyse the demand, capacity and performance in Brent schools. A long list of schools and non-school sites was drawn up, on the basis of which architectural feasibility studies were commissioned to undertake a technical review. We reviewed properties such as the Stonebridge Day Care Centre, mixed use at Bridge Park Community Leisure Centre and reviewed the opportunity cost of selling the Gwenneth Rickus Building in order to fund school expansion elsewhere. The Council now has high level, viable design options and an estimate of costs. This was further analysed to produce a short list of schools, from which a phased list of schemes has been drawn. Wembley High Technology College was discounted because it is being proposed for a primary provision, which would make it an all-through school like the Ark Academy and Preston Manor.

5.17 **Net Capacity:** The net capacity of a school is the number of pupil places it can physically accommodate. By comparison with the number on roll, it can indicate the number of places that are surplus or additional places that are needed in a school. If it is divided by the number of year groups, it can indicate the admission number that can generally be accommodated. The assessment of the net capacity is determined using the Department for Education methodology based on the number, size and type of teaching spaces and the age range of the school. The Council has appointed Cad-Capture consultancy to assess the latest capacity and is currently in the process of validating the information with individual schools. Generally, Brent schools do not have surplus capacity, however, where the net capacity is significantly different from the planned admission number (the number of pupils admitted to each year group in a school), we will evaluate the reason for the surplus/deficit with the respective school and make adjustments to our deficit of school places data. We plan to complete the validation of net capacity at all secondary schools by March 2013. As an example, we may be able to create 'bulge'/permanent places at St. Gregory's Catholic Science College with agreement with the school and the Westminster Diocese.

Priority School Building Programme

5.18 The Council had submitted bids for resources to rebuild both Alperton and Copland Schools under the government's £2bn Priority School Building Programme (PSBP). In May 2012, the government announced that 261 of the 587 schools nationally have been successful in the application, which includes both schools in Brent. The Education Funding Agency (EFA) has informed that it aims to deliver schools in 'batches' and that both Brent schools are planned to

be initiated in the third quarter of 2014. It is likely that the two Brent schools have been selected for a complete rebuild with a possibility of expansion at each school by 1 form of entry. We have estimated that the total 2FE increase in admission capacity from the rebuild of these schools will be available from September 2017.

Phasing of Schemes

- 5.19 The demand for secondary school places is spread across the borough. Unlike the primary sector, the GLA's forecast methodology lists the borough under a single planning area (virtual boundaries used as a method to project local demand). The forecast takes into account the net export and import of pupils to other boroughs.
- 5.20 This report is focusing on the basic need and not issues related to building condition. This means that the schemes in this report have been prioritised on the basis of the Council's need to provide additional places in order to meet the forecast shortfall of secondary school places up to 2020-21.
- 5.21 A phased approach to providing school places has been considered. Phasing will provide some obvious advantages, such that the provision of school places will match the gap in capacity for the forthcoming years, ensuring the appropriate level of funding is available for the schemes; while those which have inherent property issues are allocated suitable resolution timescale.
- 5.22 Phasing of proposed schemes is suggested below based on the approach listed under paragraph 5.16. However, the Council will need to validate the viability of each scheme listed in this report prior to commencing the expansion proposal under each phase. There are several risks which may delay or even stop the implementation of a scheme, such as lack of funding or a school's governing body may oppose an expansion and/or planning constraints may render a scheme unviable. It may be necessary to substitute a scheme with another if any of the proposed schemes is not feasible, subject to due diligence completed by the Council and agreement with the school.
- 5.23 Officers will provide a bi-monthly update to members on the progress of the phases and individual schemes. Statutory consultation and procurement reports will be submitted for Executive approval as per the Council's standing orders.
- 5.24 We will continue to issue quarterly newsletter to schools and governing bodies to ensure they are well informed of the proposals across the borough. This will be over and above the specific correspondence with the schools which are being proposed for expansion.
- 5.25 As stated under section 4, the Council does not have sufficient funding to meet the demand for secondary school places. This means that schemes will be confirmed once additional funding has been secured. It must be noted that some schemes which may be delivered under phases 2 & 3 may need to be commenced alongside phase 1 schemes. Hence, it will be necessary to ensure that prior to the commencement of each scheme, associated funding costs are committed for the successful completion of the projects across the expansion programme.
- 5.26 **Phase 1:** schemes which are likely to provide full new capacity in academic year 2014/15, subject to funding. The schemes in this phase will be relatively straightforward to deliver.

Table 2. Phase 1 Proposed Schemes

Sr. No.	School Name	No. of New FE*	Total Proposed FE*	Estimated Cost	Cost/FE	Risk of Delivery
1.	Queens Park Community School	2	8.7	£4.5m	£2.2m	M - school GB view pending.
2.	Contingency^			£0.4m		
	TOTAL	2		£4.9m	£2.4m/FE	

^10% contingency has been allowed for design and construction risk, which exist at this stage because the schemes will evolve through stakeholder consultation and statutory requirements. *Form of Entry (FE) based on class size of 30.

5.27 Phase 2: schemes which are likely to provide new capacity between academic year 2015/16 and 2016/17. The complexity of these schemes will be greater and will take longer to develop and deliver. Funding will need to be validated before commencement of any scheme.

Table 3. Phase 2 Proposed Schemes

Sr. No.	School Name	No. of New FE*	Total Proposed FE*	Estimated Cost	Cost/FE	Risk of Delivery
3.	Kingsbury High School	4	14.5	£15.6m	£3.9m	M - school GB view pending; Potential planning issues.
4.	Gwenneth Rickus Building	6	6	£14m	£2.3m	H – very confined site, may be suitable for satellite of an existing Brent secondary school. Potential planning issues.
5.	Contingency^			£2.9m		
	TOTAL	10		£32.5m	£3.2m/FE	

^10% contingency has been allowed for design and construction risk, which exist at this stage because the schemes will evolve through stakeholder consultation and statutory requirements. *Form of Entry (FE) based on class size of 30.

5.28 Phase 3: schemes which are likely to provide new capacity between the academic years 2017/18 and 2019/20. These schemes will form part of the Priority School Building Programme via the private finance initiative route. The Education Funding Agency will contact the schools in autumn 2014 to discuss the scheme details.

Table 4. Phase 3 Proposed Schemes

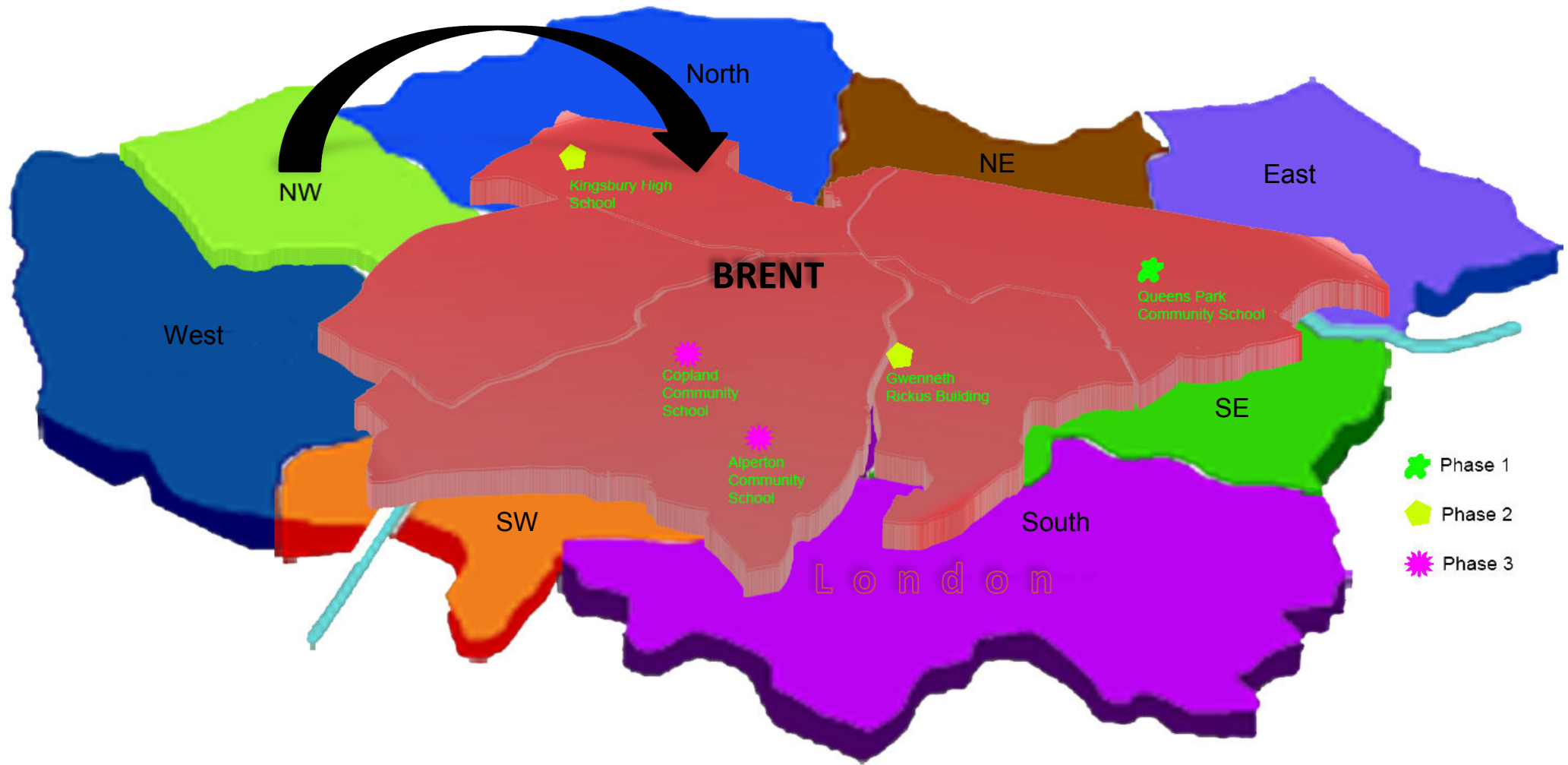
Sr. No.	School Name	No. of New FE*	Total Proposed FE*	Estimated Cost**	Cost/FE	Risk of Delivery
6.	Copland Community School	1	9	n/a	n/a	M – Currently undersubscribed; steep learning curve of PFI may lead to delays.
7.	Alperton Community School	1	8.3	n/a	n/a	M – Steep learning curve of PFI may lead to delays.

8.	Contingency^			n/a		
	TOTAL	2		n/a	n/a	

^10% contingency has been allowed for design and construction risk, which exist at this stage because the schemes will evolve through stakeholder consultation and statutory requirements. *Form of Entry (FE) based on class size of 30. **Cost to be funded via PFI set up by the EFA, hence, minimal impact to the Council.

5.29 Further analysis on all the above schemes is necessary. If all the schemes in phases 1 to 3 were implemented, the Council would be able to provide by 2019-20 14FE of the forecast 19FE shortfall by 2020-21. The remaining shortfall in provision (5FE) will be reviewed further through annual monitoring of the roll projections to ensure that any large fluctuation in demand is taken into consideration in order to not over provide. Sudden shifts in Brent's pupil population may occur due to several factors, e.g. the current national policy driven changes to housing benefits. We will also review the plans of neighbouring boroughs in order to maximise opportunities for partnership in providing new school places.

***Map: Brent Proposed Secondary Expansion



***Not to scale

6.0 Financial Implications

- 6.1 The figures included within Section 4.0 of this report refer to the approved capital programme as part of the 2012/13 Budget Setting process. It should also be noted that the DCLG Settlement only related to the 2012/13 financial year and, as such allocations for future years are forecasts only, will be subject to change following future settlement announcements.
- 6.2 As schools expand there are additional revenue costs that the expanding schools face. These are primarily additional teaching and teaching support staff costs, but can include other start-up costs such as small items of equipment. For expansions that occur part way through a financial year, a central element of the Schools Budget is used to provide funding to such schools on an agreed and standard basis. The schools' annual budget share is also adjusted for the following financial year to reflect the additional pupil numbers. The Schools Budget is funded by a specific grant called the Dedicated Schools Grant that the Council receives each year. The DSG the Council receives each year is also for additional pupil number growth so as new pupils enter education in Brent's schools the funding the Council receives is adjusted to reflect this, thus allowing the increased revenue costs to be met.
- 6.3 Significant changes to school funding, relating to the national funding formula and the funding of academies, are planned by the DfE and announcements are expected shortly. Reforms have already been consulted on regarding the calculation of the Dedicated Schools Grant (DSG) which will preclude debt charges on new unsupported borrowing being met from this revenue source in the future.
- 6.4 The funding requirement in this report is based on the current pupil projections up to 2020-21. However, it must be noted that if the projections were to change significantly, this would have an impact on the funding requirement.
- 6.5 Currently, per the August 2012 Executive report titled 'School Expansion Programme 2012-16', the forecast capital of £92.3 is allocated to be invested entirely in the delivery of the primary expansion programme. However, this approach would leave the Council with a significant shortage of secondary places from September 2014. Hence, it would be necessary to spend capital on all types of provision (primary, secondary and SEN) at this stage if the Council is to resolve its long term problems. This would impact on the delivery of the primary expansion programme, particularly Phase 3. We will provide the members an update in spring 2013 which will provide a consolidated view of the primary, secondary and SEN expansion into a single programme. This will help to rationalise the use of funds across the three sectors.
- 6.6 Accordingly, the cash flow would be affected and the forecast budget would fall short before meeting the full demand for 2020-21. The current budget allocations would be spent prior to considering any future prudential borrowings, which is not an affordable option for the Council. Due to a long gestation period in such capital schemes, it is most likely that the cash flow will be higher in the later parts of the expansion projects, which has been reflected in the requirement. The only internal option for bridging this gap would be for the Council to incur increased levels of unsupported borrowing.
- 6.7 In order to meet demands of expenditure profiles, it may be necessary to commit grant funding to schemes before it is received by the Council. This would incur increased levels of unsupported borrowing in the earlier years of the programme of works on a short term basis, which would result in increased levels of debt charges (£1.16m based on 40 years repayment) on the General Fund Revenue Account. However, upon receipt of corresponding grant monies

in subsequent years the forward funded sums could be repaid and the debt charges arising negated.

7.0 Legal Implications

- 7.1 Under sections 13 and 14 of the Education Act 1996 (as amended by the Education Acts 2006 and 2011), a local education authority has a general statutory duty to ensure that there are sufficient school places available to meet the needs of the population in its area. The local authority must promote high educational standards, ensure fair access to educational opportunity and promote the fulfilment of every child's educational potential. It must also ensure that there are sufficient schools in their area and promote diversity and increase parental choice. To discharge this duty the local authority has to undertake a planning function to ensure that the supply of school places balances the demand for them.
- 7.2 DFE has published further non-statutory advice in November 2012 regarding Fair Access Protocols: Principles and Process following recommendations from Schools Adjudicator. The advice sets out a clear expectation from the Secretary of State that all schools (including academies) and local authorities should work together to identify a school place for those children who have had difficulty finding one. All schools are expected to respond to requests by local authorities to admit a child under fair access protocols within seven calendar days.
- 7.3 This report does not include detailed plans about starting procurements for specific schemes. Where Executive reports are required to initiate such procurements and award contracts, and to approve the acquisition of land, these will be presented to the Executive at the appropriate time.

8.0 Diversity Implications

- 8.1 Particularly at secondary transfer, parents are looking for a school which meets their cultural and religious/non-religious aspirations. This is complex in Brent where so many different ethnic and cultural groups converge and where the population changes so rapidly. There is already a good supply of girls and boys only secondary places in the borough as well as Catholic and Jewish schools and overall the first preference applications indicate that parents are looking for high achieving schools as an opportunity to improve their child's life chances.
- 8.2 The Impact Needs/Requirement Assessment (INRA) has been updated as part of the four year rolling programme, please see Appendix 2.

9.0 Staffing/Accommodation Implications

- 9.1 As approved by the Executive in August 2012, a business case for a new Capital Team for Delivering School Expansion Projects has been completed and the team is in the process of being established. This team will be responsible for delivering primary, secondary and SEN expansion projects as part of the rolling programme 2012-16.

Background Papers

- Executive Report August 2011 and supporting documents
- March 2012 Executive Report
- GLA Forecast for Brent 2012
- Feasibility Studies (2012)
- Executive Report August 2012 'School Expansion Programme 2012-16'

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Table 1. Capital Programme Allocation

	2012/13 Forecast £'000	2013/14 Forecast £'000	2014/15 Forecast £'000	2015/16 Forecast £'000	Total Forecast £'000
**Phase 1 School Expansion Allocated (Fryent, Mitchell Brook, Barham, St. Robert Southwell)	13,576	5,640			19,216
Unallocated Capital	48,000	3,184	9,896		61,080
Projected Grant*	0	7,861	7,861	8,361	24,083
Sub-Total	48,000	11,045	17,757	8,361	85,163
Potential S106 allocation (future)	915	3,115	3,115		7,145
Total Available Capital (including potential sources)	48,915	14,160	20,872	8,361	92,308
SEN Invest to Save	<p>Prudential borrowing may be available to the Council subject to not breaching prudential borrowing limits and advice will be taken from the Director of Finance and Corporate Services on this issue.</p> <p>Should the Council be minded to investigate the use of Prudential Borrowing, it is proposed that its use would only be on the basis of 'Invest to Save' where it could be demonstrated that any additional borrowing costs at least match revenue savings to the Schools Budget.</p> <p>Approvals would need to be obtained on the basis of individual schemes underpinned by a fully validated business case.</p>				

*Forecast allocation. **For information only; not included in the sub-total/total cost.

Impact Needs/Requirement Assessment

Department: Regeneration & Major Projects	Person Responsible: Richard Barrett
Service Area: Property & Assets Management	Timescale for Equality Impact Assessment :
Date: 20.07.2012 updated on 17.12.2012	Completion date: 07.08.2012 updated on 17.12.2012
Name of service/policy/procedure/project etc: School Expansion Programme 2012-2016	Is the service/policy/procedure/project etc: New <input checked="" type="checkbox"/> Old <input type="checkbox"/>
Predictive <input checked="" type="checkbox"/> Retrospective <input type="checkbox"/>	Adverse impact <input type="checkbox"/> Not found <input checked="" type="checkbox"/> Found <input type="checkbox"/> Service/policy/procedure/project etc, amended to stop or reduce adverse impact Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Is there likely to be a differential impact on any group? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	Please state below:
1. Grounds of race: Ethnicity, nationality or national origin e.g. people of different ethnic backgrounds including Gypsies and Travellers and Refugees/ Asylum Seekers Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	2. Grounds of gender: Sex, marital status, transgendered people and people with caring responsibilities Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
3. Grounds of disability: Physical or sensory impairment, mental disability or learning disability Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	4. Grounds of faith or belief: Religion/faith including people who do not have a religion

	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
5. Grounds of sexual orientation: Lesbian, Gay and bisexual	6. Grounds of age: Older people, children and young People
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Consultation conducted	
Yes <input checked="" type="checkbox"/> (Initial consultation completed in 2011. Statutory Consultation will be completed once individual schemes are developed and agreed) No <input type="checkbox"/>	
Person responsible for arranging the review: Richard Barrett	Person responsible for publishing results of Equality Impact Assessment: Richard Barrett
Person responsible for monitoring: Rajesh Sinha	Date results due to be published and where: Summary of results from the initial school consultation were published in August 2011 Executive report; Summary of consultation was issued to all schools.
Signed:	Date: 07 August 2012 (updated) 17 December 2012 (updated)

Please note that you must complete this form if you are undertaking a formal Impact Needs/Requirement Assessment. You may also wish to use this form for guidance to undertake an initial assessment, please indicate.

1. What is the service/policy/procedure/project etc to be assessed?

According to the current roll projections, by 2020-21 Brent would require 21FE additional primary places, up to 19FE secondary places and 192 new SEN places. The demand is uniformly spread across the borough with hot spots in planning areas 3 & 5.

A portfolio review of Brent schools has been completed based on the analytical model included in the report. This informs the Council's strategy for creating new school places in existing primary and secondary schools as well as explores the options for creating new schools. This includes opportunity for acquiring new land under S106 agreement and creating Free Schools.

Subject to the availability of funding, it is proposed to create 19.5FE primary places by 2015 and 19FE secondary places by 2021 through existing school expansion. 77 new SEN places are proposed to be created by 2015.

2. Briefly describe the aim of the service/policy etc? What needs or duties are it designed to meet? How does it differ from any existing services/ policies etc in this area

To provide much needed primary and secondary school places in the borough.

The growth in Brent's population is reflected in the increasing demand for school places. Numbers of 4 year olds and 11

year olds on school rolls are expected to rise strongly over the next three to four years.

Under sections 13 and 14 of the Education Act 1996 (as amended by the Education Acts 2006 and 2011), a local education authority has a general statutory duty to ensure that there are sufficient school places available to meet the needs of the population in its area. Local Authority must promote high educational standards, ensure fair access to educational opportunity and promote the fulfilment of every child's educational potential. They must also ensure that there are sufficient schools in their area and promote diversity and increase parental choice. To discharge this duty the Local Authority has to undertake a planning function to ensure that the supply of school places balances the demand for them.

Primary: By 2020-21, if no action were to be taken, the deficit in primary school places will continue increasing year on year and will reach untenable proportions i.e. 21 forms of entry based on the requirement for Reception places. The shortage of 21FE excludes the on-going Phase 1 schemes.

Secondary: Over the next eight years the demand for secondary school places will mirror the current shortages in the primary sector. An additional 570 new places (19FE) will be required after taking into account the new capacity being created at the Crest Academies

SEN: The Council's Special Educational Needs (SEN) and Disability services have faced pressures arising from increased demand for specialist education placements for a number of years. This increase in demand is in line with a national trend and is due to a combination of factors including: advances in medical technology and higher survival rates of children with complex needs and increases in medical diagnoses for conditions such as autism. It has also been exacerbated in Brent by increased in-migration and population growth.

By 2020, it is projected that 192 new SEN places will be required; of which 86 will be for primary aged children and 106 for secondary school pupils. The SEN requirement is over and above the mainstream places needed in Brent.

3. Are the aims consistent with the council's Comprehensive Equality Policy?

Yes, the project is consistent with the following areas:

Disability
Belief/Faith
Sexual Orientation
Age
Gender
Race

In 2008, the Council consulted widely on schools strategy in Brent, receiving over 800 responses. Brent residents were in favour of the Council's strategy for school places and believed that the LA should play a major role in managing and running schools (89% agree). Parent groups were the next most frequently identified (73% agree). Only around four in ten participants felt that charities (38%), faith groups (37%) or private sponsors (36%) should have such involvement in Brent schools.

Ensuring equal access to school places in Brent - over two thirds of participants did not feel they were disadvantaged in obtaining a school place for their children due to any of the main diversity strands. Over, 90% did not feel they were disadvantaged due to their gender. This was also true for 85% of participants in relation to disability; 77% in relation to ethnicity; and 66% in relation to their faith.

The schools proposed for expansion would enable the Council to provide additional new places required for Brent's growing pupil population.

2011 - Consultation Outcomes

In making decisions about the delivery of additional school places, the Council has established a set of planning principles. The Council received the responses from the schools for the consultation on these planning principles for which the closing date was 1 July 2011.

Principle 1 – Sufficiency of demand

There must be clear evidence of demand for additional school places in the local area based on projections of medium

term and longer term need.

Principle 2 – Improving learning environment & outcomes, including expanding popular schools

Schools which are identified for expansion must be able to demonstrate that they will be able to provide a good quality of education. The Council will consider the progress and achievements of children currently at the school and the school's capacity for further improvement taking into account an improvement in the learning environment.

Principle 3 – Efficient use of resources

There is a limited capital budget and a large projected shortfall in the number of school places. It is therefore essential that scarce resources are used most effectively in order to secure the maximum number of additional high quality school places within the available budget.

Principle 4 – Improving local SEN provision

The demand for SEN placements is continuing to rise and there is a projected shortfall in specialist SEN provision in Brent, both in special schools and additionally resourced mainstream provision. In expanding primary provision, consideration also needs to be given to improving the range and quality of local SEN provision available in Brent.

Principle 5 – Diversity of type of provision

The Council will consider different types of provision that will contribute to the overall objectives of providing high quality school places, cost effectively in areas of greatest need. These options will include:

- a) Expansion of existing primary schools
This will involve providing additional forms of entry on existing primary school sites and is dependent on the potential of the site for expansion.
- b) Establishment of all through schools
An all through school would be one school covering the primary and secondary phases, funded as a single institution. It would normally occupy a single site/campus at an existing secondary school.
- c) Establishment of 5 FE primary schools
A 5 FE primary school would be a large school catering for approximately 1050 children. There is an increase in the number of 5 FE schools opening across the country, in response to pressure on school places.
- d) Amalgamating schools
Amalgamating two or more schools can assist in providing additional school places by increasing capacity at single or multiple sites. Amalgamation would require the agreement of the school concerned.
- e) 'Bulge' Classes
A 'bulge' class would be one extra class of children in a year group, over and above the school's Admission Number, who progress up the school to the end of Year 6.
- f) Developing New Schools
This criteria has been added post- consultation to allow creation of new capacity where existing schools are difficult to expand or if an opportunity to create a new school in an area of need arises e.g. a S106 opportunity

The expansions will improve choice and diversity by providing fair access and improved parental preference to schools places in Brent. The impact on Equalities will be kept under review and reported to the members periodically.

4. Is there any evidence to suggest that this could affect some groups of people? Is there an adverse impact around race/gender/disability/faith/sexual orientation/health etc? What are the reasons for this adverse impact?

None. The expansion of the proposed schools is unlikely to adversely impact on a person with any of the 9 protected characteristic. However, further statutory consultation will be undertaken once individual schemes are fully proposed and developed.

Each expansion of a school will improve choice and diversity in the local area by providing fair access and improved parental preference to schools places in Brent.

5. Please describe the evidence you have used to make your judgement. What existing data for example (qualitative or

quantitative) have you used to form your judgement? Please supply us with the evidence you used to make your judgement separately (by race, gender and disability etc).

Previous consultation results have been reviewed. Latest consultation in 2011 has been considered:

Overall, 29 responses were received on the consultation, of which five were from head teachers, nineteen from individual school governors and the remaining five responses were from others.

A majority of the respondents agreed with the principle of sufficiency of demand, improving outcomes and efficient use of resources.

Fourteen (48%) respondents selected the option to expand existing primary schools and four (13%) expressed a preference for all-through schools as their first choice. Seven (24%) respondents opted for creating 'bulge' provision and five (17%) respondents selected amalgamation as their second choice. Four respondents suggested that building a brand new school should have been an option and six suggested that the Gwenneth Rickus Building should be used as a primary school (if the building were to be available for alternative use).

There were five expressions of interest for providing a 'bulge' class and an equal number opted for permanent expansion. One school expressed an interest to become an all-through provision. It must be noted that the majority of respondents are individual school governors and may not necessarily represent the voice of the entire school.

Particularly at secondary transfer, parents are looking for a school which meets their cultural and religious/non-religious aspirations. This is complex in Brent where so many different ethnic and cultural groups converge and where the population changes so rapidly. There is already a good supply of girls and boys only secondary places in the borough as well as Catholic and Jewish schools and overall the first preference applications indicate that parents are looking for high achieving schools as an opportunity to improve their child's life chances.

6. Are there any unmet needs/requirements that can be identified that affect specific groups? (Please refer to provisions of the Disability Discrimination Act and the regulations on sexual orientation and faith, Age regulations/legislation if applicable)

None identified. School expansion will fully meet the requirements of the SEN Code of Practice and the accessibility standards. A range of special education needs is expected within the primary and secondary regular intake including students with language and communication needs, behavioural emotional and social needs and children on the autistic spectrum. A borough wide SEN 'unit' or additionally resourced provision is also proposed under the programme. The aim is to provide a maximum of 192 new SEN places across Brent. Further analysis will take place to complete the due diligence in order to validate the savings over a period of time by limiting the demand for out borough provision.

7. Have you consulted externally as part of your assessment? Who have you consulted with? What methods did you use? What have you done with the results i.e. how do you intend to use the information gathered as part of the consultation?

In 2011, the Council consulted with all schools and received responses from head teacher, governors and others. This informed us the level of interest in the five principles developed by the authority (please refer to no. 3 above). The results have been reviewed and form one of the factors of the school expansion programme Executive report for August 2012.

We will undertake further statutory consultation for individual schools/schemes once they have been suitably developed for a proposed expansion.

8. Have you published the results of the consultation, if so where?

Following the close of consultation, a summary report was issued by the Council to all Brent schools. A brief update was also included in the August 2011 Executive Report.

9. Is there a public concern (in the media etc) that this function or policy is being operated in a discriminatory manner?

None is identified.

Please refer to no. 5 above.

10. If in your judgement, the proposed service/policy etc does have an adverse impact, can that impact be justified? You

need to think about whether the proposed service/policy etc will have a positive or negative effect on the promotion of equality of opportunity, if it will help eliminate discrimination in any way, or encourage or hinder community relations.

n/a, see above.

11. If the impact cannot be justified, how do you intend to deal with it?

n/a

12. What can be done to improve access to/take up of services?

n/a

13. What is the justification for taking these measures?

n/a

14. Please provide us with separate evidence of how you intend to monitor in the future. Please give the name of the person who will be responsible for this on the front page.

Schools are subject to performance monitoring in order to comply with DFE requirements. This includes data on disability, ethnicity and gender of children.

The impact on Equalities will be kept under review and reported to the members periodically.

15. What are your recommendations based on the conclusions and comments of this assessment?

Proceed to seek permission from Brent Executive to approve the programme. Thereafter, develop individual projects which will undergo a statutory consultation process.

Should you:

1. Take any immediate action? N/A.
2. Develop equality objectives and targets based on the conclusions? N/A
3. Carry out further research? N/A

16. If equality objectives and targets need to be developed, please list them here.

N/A.

17. What will your resource allocation for action comprise of?

There has been an on-going lobbying campaign in conjunction with London Councils, to highlight the school places pressure across London and those particular to Brent. The campaign has been highly successful and Brent received £24.8m allocation of Basic Need Safety Valve money in October 2011. In addition due to the severe shortage of Primary School places nationally the government allocated further Basic Need funds in December 2011 and Brent received a further £24.09m; the third highest allocation in the country. An additional £30.8m Basic Need allocation was received in April 2012 which was the highest allocation in the country. The three allocations total £79.7m.

If you need more space for any of your answers please continue on a separate sheet

Signed by the manager undertaking the assessment:

Full name (in capitals please): Richard Barrett

Date: 07 August 2012 updated
17 December 2012

Service Area and position in the council:

Details of others involved in the assessment - auditing team/peer review:

Rajesh Sinha

Once you have completed this form, please take a copy and send it to: **The Corporate Diversity Team, Room 5 Brent Town Hall, Forty Lane, Wembley, Middlesex HA9 9HD**