



**LONDON BOROUGH OF BRENT
PLACE PLANNING STRATEGY - 2014-18**

Final Version

October 2014

1. Introduction

This strategy sets out our approach to providing school places in Brent. It builds on the work undertaken over the last eight years to expand school provision in the borough, in particular the plan set out for the expansion of primary provision in August 2012. This strategy however establishes a wider set of principles and objectives for the organisation of schools and has therefore been subject to wide consultation and discussion and across stakeholder groups.

The draft strategy was signed off in March 2014 for consultation with schools, including headteachers and governing bodies during the summer term. In particular it was the subject of a session at the governors' conference and individual governing bodies were invited to respond. The teacher trades unions also contributed their views. In response to the issues raised by consulted, the final version of the strategy has appropriate amendments incorporating those points or aims to address the issues raised.

2. Context

The context for this strategy is one of:

- **Rising demand for school places.** The projected numbers are set out in Section 6 of this report but the backdrop is an overall increase in population due to housing developments, in-migration and rising birth rates. In the Census, between 2001 and 2011 the number of under fives in the borough increased by 37.7 per cent. Brent therefore has one of the youngest populations in the country, with 28.8 per cent of the population being under 18. The local authority has managed to keep pace with demand for primary school places (where the main pressure has been) but only just, resulting in delays in accessing school for small numbers of new entrants to the borough and in some parents having to transport pupils to schools across the borough when local schools are full. This report demonstrates that the need for school places will continue to grow.
- **Changing composition of the population.** Brent has one of the most diverse populations in London, with over 140 home languages currently recorded among our school children. This diversity is not a fixed picture but rather there are rapid changes to the population. For example, schools in the north of the borough where as many as three quarters of the pupils were of Indian origin a few years ago would now see a much lower percentage, with increased proportions from eastern European groups. Since 2008 the number of Romanian pupils has increased from 96 to 1060 pupils. The population is mobile, with nearly 2400 school age children across primary and secondary arriving in-year during 2013.
- **Increasing population density and a limited supply of land.** In common with the rest of London, population density in Brent is increasing, land values are high and there are a number of competing pressures for such land as is

available. In 2011, over a quarter of households were recorded as being overcrowded. While there is still a 'north south divide', with the schools in the south of the borough generally being on much smaller sites, inner city phenomena such as congested streets and multiply occupied homes are moving northwards. The extent of planned and anticipated housing developments indicates that the density of the borough will only increase.

- **High aspirations, often in the context of deprivation.** While the proportion of pupils in our schools who qualify for the pupil premium is about average for London, using broader demographic data the borough is in the top 15 per cent of the most deprived areas of the country and using the current means of measurement, around a third of children live in poverty. While adult skills levels are low – 25 per cent have a NVQ level 4, compared to 38.6 per cent across London – both the more established and emerging communities in Brent place a high value on education and rightly see their children's education as a key part of the path to prosperity for their family. The highest performing Brent schools show that social disadvantage is no barrier to high achievement, but the context of high mobility and deprivation can be challenging for schools.

As at September 2014, Brent's schools are organised as follows:

All-through 3 to 18	Primary				Secondary	Special
	3-11	Nursery	Infants	Juniors		
2	44	4	8	8	13	4

In terms of their status, this breaks down as follows:

Status	Community	Voluntary aided	Foundation	Academy	Free
Primary	39	19	3	3	0
Secondary 11-18	0	3	0	9	1
All-through 3 to 18	0	0	0	2	0
Special	3	0	0	1	0
Total	42	22	3	15	1

This is a fast changing picture, with Wembley High Technology College due to become all through in September 2015. In addition there are up to three 'free schools' opening in the borough in September 2015.

3. What are the council's duties in relation to school place planning?

While schools themselves are increasingly autonomous and the government plays a direct role in the establishment and running of academies and free schools, the council retains the statutory responsibility to ensure that there are sufficient school places available for all Brent children and young people who need one. It retains too the duties set out in the Education Act 1996 to promote high standards and ensure equal access. The council has overarching responsibilities for school admissions, co-ordinating admissions at reception (age four) and at secondary transfer (11 plus), aiming to meet parental preference.

In addition to securing school places for pupils aged five to 16, the local authority 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 responsibility for childcare sufficiency and for provision for three and four year olds as well as children's centres overlaps with school provision
- **Post 16 education and training** where the council leads the local 16 to 19 partnership and takes overall responsibility for sufficiency and suitability of provision.

Under current legislation, while it is not possible for the council to build new community schools if the council were to identify a suitable site for a new school, it could use one of the following two routes to establish a new school:

- The **academy presumption** route whereby the council would put forward a school proposal which it could 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 on a council site. The decision would be entirely at the discretion of the DfE, but experience elsewhere indicates that council-backed schemes are more likely to succeed.

In respect of community schools only (so not for academies, foundation or voluntary aided schools), the local authority has the power to instruct schools to expand. This is not a power that this local authority has exercised hitherto and our aim is to work collaboratively with schools at all times.

4. What are our aspirations for our schools in Brent?

It is important to put the development of new school places into the context of a set of wider aspirations for schools in the borough. As background, Appendix 1 maps out the objectives set out in the council's existing plans:

- The Brent Borough Plan
- The Plan for Children and Families in Brent 2012-2015.
- Brent Strategy for Special Educational Needs and Disabilities (SEND) 2013-2016.
- Early Years and Childcare Strategy 2013-2016.
- Brent 14-19 Partnership Statement of Priorities 2014.

In establishing our plans for increasing the supply of school places, we will remain in line with these plans but have also established more specific aspirations as follows to inform our action and decision-making:

Our Aspirations

- All Brent schools should be good or outstanding
- All Brent schools should be part of a 'family of schools' which promotes resilience, mutual support and improvement
- The council and schools should work together to meet the challenge of providing sufficient school places
- Schools should operate in good quality, safe premises
- Children should be educated close to home
- Schools should work with their local communities
- Meeting the needs of children with special educational needs and disabilities should be central to our vision for education in Brent
- We should make efficient use of resources

Each of these aspirations is explored in detail in the next section, translating into both **principles** to inform our future decision-making and **actions** to improve and enhance our planning.

5. The principles of the strategy

All Brent schools should be good or outstanding

Currently the Ofsted ratings of our schools are as follows:

Ofsted Grade By Proportion	Outstanding (1)		Good (2)		Requires improvement (3)		Inadequate (4)	
	No.	%	No.	%	No.	%	No.	%
Nursery	1	25.0%	1	25.0%	2	50.0%	0	0.0%
Primary	12	19.7%	37	60.7%	8	13.1%	2	3.3%
Secondary	4	28.6%	6	42.9%	1	7.1%	2	14.3%
PRU	0	0.0%	2	66.7%	1	33.3%	0	0.0%
Special	1	25.0%	3	75.0%	0	0.0%	0	0.0%
ALL	18	21.4%	49	58.3%	12	14.3%	4	4.8%

In comparison to the rest of London and England:

Primary %	Outstanding	Good	Requires Improvement	Inadequate
England	18	60	19	2
London	20	65	14	0
Brent	20	60	13	3

Secondary %	Outstanding	Good	Requires Improvement	Inadequate
England	24	48	24	5
London	37	50	11	2
Brent	29	43	7	14

These tables show that 80 per cent of primary schools and 72 per cent of secondary schools are good or outstanding. While Brent schools are at or above the national rate, this overall picture does not compare well with other London boroughs including our statistical neighbours and those with higher levels of social deprivation.

We want all pupils to experience an education that is good or outstanding. While the approach to achieving this centres on school improvement, the way that schools are organised and planned is important in 'building in' success. The way that schools are organised has important implications for how they can provide education in terms of curriculum, staffing and care. There are significant benefits from larger schools in terms of recruitment and retention of staff, with larger primary schools able to afford a better career structure and the school may move up to higher 'group' for salary purposes. This is particularly important given the challenges currently experienced in recruiting primary headteachers. There is also evidence that London-wide school standards have improved during a period of rapid expansion and increasing average school size. It is the case however that both temporary and permanent expansions, with the building works and staffing changes that accompany them, are a challenge for any school to manage, particularly one which is implementing a demanding improvement plan. Even a school which is good may be vulnerable if it has a change of headteacher or, say, a deputy who has long term illness. These are all arguments in favour of only expanding good or outstanding schools. There does however need to be a degree of pragmatism as a major building scheme of which expansion is part may be an essential part of the school's improvement journey, as with ARK Elvin and Alperton.

Principle 1: We will only undertake expansions with good or outstanding schools where leadership is secure.

All Brent schools should be part of a 'family of schools' which promotes resilience, mutual support and improvement

The local authority has to be realistic about the limits on its powers and resources to support and improve schools as well as recognising that expertise and knowledge rests mainly in schools themselves. Across the country, school-led models of school improvement and support have been developed, informing the establishment in 2013 of the Brent Schools Partnership. Part of a more school-led approach can be to harness school organisation changes such as amalgamation and federation to both provide additional places and to provide a fast track to improvement, thus opening up the possibility for schools which are not good or outstanding to become part of wider expansion schemes.

Currently, Brent only has one hard federation between primary schools: The headteacher of the outstanding Oakington Manor School was appointed executive headteacher for a second, failing school Furness School. The federation has been successful and Furness has since been judged by Ofsted as no longer inadequate. There has also been a successful short term soft federation whereby Byron Court Primary School has supported Oliver Goldsmith Primary. This approach has been used much more extensively in other authorities and it recognises that the knowledge, skills and experience involved in taking a primary school to outstanding and in turning around a school with challenges are in short supply. This federated model is particularly valuable where there are small one form of entry schools which can struggle with financial viability on their own and which may face particular problems with recruitment and retention of senior staff.

Principle 2: We will promote federations between primary schools, both to address quality issues and to address the future viability of one form of entry schools

The federated model can also be extended to a school operating an off-site annexe either on a temporary or permanent basis. This allows an outstanding school's 'brand' to be extended, even where their site does not allow additional accommodation. This model also makes expansion of some schools to 4 and even 5FE seem less daunting, since the research shows for these schools that the quality of the leadership and management is far more significant for the success of the school than the size.

Principle 3: We will actively consider two-site schools and 5FE schools where there is leadership and management capacity

Where a large and successful primary school is also an academy, it can apply to be a sponsor for another existing school or for a new school. This could provide a local solution for schools which experience problems as well as providing an opportunity to have local sponsorship of a new school, thus providing a sponsor with a local track record of success in the Brent context.

Principle 4: We will develop local capacity to sponsor or promote new schools, working with academies in the primary sector

Brent still has eight sets of separate infants and junior schools. Of the 16 schools, seven are good and eight outstanding, so in Brent they are among our more successful schools. Notwithstanding this, through primary schools are increasingly the norm across the country and generally accepted as a better model, more efficient and with better transition between Key Stages 1 and 2. It makes sense for Brent to have a more explicit policy in favour of amalgamating infants and junior schools where the opportunity arises (for example, when a headship vacancy arises or where a building scheme is planned). An amalgamation requires a formal process which includes consultation and requires discussion with the governing bodies in the first instance.

During consultation on this plan, the amalgamation of separate infants and junior schools was the issue that caused the most anxiety and concern because of its potential impact on staff and governors. While there were no arguments of principle made against moving to through primary schools, schools rightly wanted assurance that there was not going to be a 'steamroller' process of change with schools being 'done to' but rather a respect for the individuality of schools' positions in terms of improvement, staffing, buildings and other issues.

Principle 5: We will work towards the amalgamation of separate infants and junior schools

Another important development in school organisation is the advent of 'all through schools'. In effect, this means a primary school is co-located and co-managed with a secondary school, providing part of the secondary school's intake. There are

currently two operating in Brent with a third opening in September 2015. The number of all through schools in England has doubled since 2009 (there are now 26 across the country) and the present Schools Commissioner is promoting the model. It would however make sense in Brent to assess the effectiveness of the current through schools over the next two academic years rather than going further down this road at the present time. Site availability at good or outstanding secondary schools is limited.

Principle 6: We will not currently seek to develop more all-through schools

The council and schools should work together to meet the challenge of providing sufficient school places

The council has hitherto taken a pragmatic approach to setting out its plans for school places, meeting need just ahead of or when it has arisen. Council officers have negotiated individually with schools on expansions with the result that some schools have taken both temporary and permanent additional classes while others have not, despite having the physical space. For community schools (not voluntary aided schools nor for academies), the council has the power to direct a school to expand. It has no wish to use this power, preferring to work in a consensual way. However, to secure places in Brent schools for all children who need them, such a direction cannot be ruled out.

The council also has the power to direct schools to take pupils over numbers using the Fair Access Protocol. The aim is not to use this as a routine solution for school place shortages (as it is in some other boroughs), but rather the aim is to retain class sizes of 30 and only use the Fair Access Protocol in exceptional circumstances.

Under previous legislation, the council was required to have a 'school organisation committee' on which schools (headteachers and governors) were represented and which discussed overall plans and specific proposals for school expansions, openings, closures etc. While this was cumbersome, a partnership model for working with schools on this most challenging and contentious of developments would give the expansion plans greater authority and provide greater transparency for schools rather than being developed by council officers and members in a 'black box'. A new joint board could be established involving a cross section of school representatives, officers and members. One model, as used in another London borough, would involve appointing an independent chair to act as an 'honest broker'.

Action 1: The local authority will establish a joint body with schools which oversees school place planning and school organisation, monitors the impact of the plans and programmes and makes recommendations to the council, diocese or DfE.

Schools should operate in good quality, safe premises

School expansion work has provided the opportunity both for high quality new accommodation and to address pre-existing site and building issues to support an

overall improvement to the way in which the expanded school is able to function. We will continue to do this wherever possible and where financial constraints allow. This could include for example changing the size and location of a school entrance as was achieved at Park Lane Primary to enable expansion and better functioning of the whole school. We need to balance a drive to reduce cost with the need to value good design and building school premises which will last for the future. Some schools are now paying the price for poor school building standards in the sixties and seventies. We do not want to repeat those mistakes.

Where schools have urgent condition or health and safety related issues that would ordinarily be addressed through the Asset Management Programme, a co-ordinated and flexible approach will be adopted to ensure efficiency in completing all works.

While we are committed to meeting current government guidance on space requirements, including for outdoor play, on our smaller sites we may have to develop roof top play and other creative space uses as we have done in the expansion scheme at Harlesden Primary School.

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

Schools face challenges during construction periods, but council project managers, the contractors, school improvement staff and the education health and safety manager are all experienced in supporting schools safely through this time.

Principle 8: We will seek to minimise disruption to schools during expansion and support school leaders to manage the challenges.

Children should be educated close to home

Most families want a primary school close to their home, ideally within 'buggy-pushing distance'. The benefits of this are obvious in terms of promotion of walking and reduction of car traffic as well as for social cohesion. It also has benefits for working parents who may have time constraints. For this reason, we should continue to plan primary places using 'planning areas' accepting that in order to make efficient use of resources this may mean pairing up neighbouring planning areas to ensure there is not an over-provision of places across the borough. These areas (shown in the map at Appendix 2) were drawn up some years ago but are still valid, using major roads (such as the North Circular) as boundaries.

Principle 9: We will continue planning primary places using planning areas.

It is clear that some areas will have particularly rapid growth in population over the next few years. The council's Core Strategy was adopted in 2010 and identifies the five Growth Areas in Brent. Each Growth Area will generate new housing and increase the population. The table below shows the number of new homes planned for each area between 2007-2016 and 2017-2026. At least 25 per cent of new homes should be family homes with 3 or more bedrooms.

Growth Areas	2007-2016	2017-2026
Wembley	5,000	6,500
Alperton	1,500	100
Burnt Oak/Colindale	1,400	1,100
Church End	700	100
South Kilburn	1,400	1,000
Rest of the borough	2,050	360
Total	12,050	9,160

Child yield predictions have tended to assume that one and two bedroom properties house only singles and couples without children. During the consultation it has been suggested that increasingly these smaller properties, whether social housing or not, are increasingly occupied by families. We will therefore review the child yield estimates before they are fed into the next set of GLA roll projections. Clearly the other side of the coin is that if economic circumstances change and development does not materialise the yield will be lower.

Action 2: We will understand in a more sophisticated way the patterns of living in Brent so that we can more accurately predict the numbers of children yielded by new housing developments.

As part of its planning of communities, Brent has several major regeneration schemes. A number of these (Stonebridge, South Kilburn, Oriental City and Wembley Park) have the planning of school places as an integral part. It is vital that this approach continues if school places are to be available and accessible to the new communities created.

Principle 10: We will as far as possible incorporate proposals for additional primary school places into new regeneration schemes.

In some geographical areas of the borough where land is very scarce and existing schools are on constrained sites it may be that will remain a structural shortfall of places. If this is the case, we will explore what measures are available via admissions policies to avoid particular residential locations being unduly disadvantaged.

Action 3: We will use the annual review of school admissions policies to improve availability of school places for families in Brent.

Out of Brent's 64 primary schools, 20 are voluntary aided and these tend to draw pupils from wider distances. The Jewish voluntary aided schools in Brent have very

low percentages of Brent residents. It would not be appropriate to consider these schools for expansion. The Roman Catholic and Church of England voluntary aided schools form, however, a significant proportion of our 'good and outstanding' schools and therefore of those eligible to expand. Brent children predominate on their rolls. The rising numbers among Eastern European communities and those from Brazil, Goa and the Philippines seem to be boosting demand for Christian ethos schools so it makes sense to consider the RC and C of E schools alongside community schools, recognising that the respective Diocesan Boards would need to be key partners.

Principle 11: We will consider expanding voluntary aided schools only where there is local Brent demand, working with the relevant partners.

Usually children travel independently to secondary school, so for planning these places, bus and tube routes are more relevant. The effect of diversity (voluntary aided schools, single sex schools) is so great that we will continue to plan secondary school places on a whole borough basis. Given a concentration of secondary school places in one area of the borough (Wembley), work will be done with schools to consider extending the approach used by ARK Wembley which has a second catchment 'node' for admissions in the south of the borough (see Principle 13 above).

The import and export figures in Appendix 3 show that increasingly Brent residents are choosing secondary schools outside the borough. The imports into the Jewish faith schools mask a high level of exports for Christian and community schools. The secondary transfer statistics also show that the lowest performing secondary schools are unpopular. Unfortunately, three of our secondary schools are currently inadequate, while one further school has GCSE results above the floor target but below 50 per cent five plus A* to C including English and maths. The council has taken radical action in transferring one inadequate school to the successful ARK chain (ARK Elvin), while with the two sponsored academies, the council is working with the sponsor and the DfE to hold them to account and ensure that these schools improve rapidly.

Principle 12: We will continue planning secondary school places on a borough wide basis with the ambition to make Brent's secondary offer attractive to all parents.

Schools should work with the local community

Schools are a vital part of community infrastructure. Increasingly, they are the only community buildings in many areas so varied community uses are important for example many of our schools serve as places of worship and supplementary schools at the weekend. The council's ability to intervene on behalf of those wanting access to school facilities is limited but anecdotally, the community usage of Brent schools seems to be reasonably high and not a subject of complaints. The council supports the expansion of community benefits and use of school buildings particularly where investment is made in these communities.

Principle 13: We will consider how community benefits from school facilities can be maximised when we expand or build new schools

Community benefits, both access to local school places and ancillary benefits from community use go alongside disbenefits such as traffic congestion and parking problems, the main complaints and anxieties raised by local residents faced with planning applications for school expansions and new schools. The council has well established approaches through its planning and traffic teams both to having a meaningful dialogue with residents and to minimising the negative impacts. It is important that these approaches continue and develop.

Principle 14: We will consult with local communities as part of the planning process to minimise/mitigate the impact of new school developments.

Children with special educational needs and disabilities should be a central part of our vision for education in Brent

In partnership with schools, the council has succeeded in rapidly increasing in-borough provision for pupils with SEN. This has had the benefit of improved educational quality, less travelling, better continuity and better involvement in the local community, as well as better use of resources.

There are now a total of 525 places in four special schools, with an additional 65 places planned. The schools are all good or outstanding and one is a Teaching School. They also offer excellent examples of partnership with mainstream schools. There are also seven sets of 'additionally resourced provision', two in nursery, two in primary and three in secondary. As of January 2014, there are 526 pupils with statements of SEN attending mainstream schools, 372 in Brent schools and 154 in out borough schools therefore around half of our pupils with statement are in mainstream schools.

While the numbers of children with SEN and with disabilities are projected to increase, the existing special schools can provide a core provision and resource while developing a stronger 'hub and spoke' model with mainstream schools. This approach would build on the recently developed partnership between Alperton and Woodfield Schools whereby the young people begin Key Stage 3 in special school and are prepared and helped to benefit from a supported mainstream education in Key Stage 4. This experience points to the need to identify options for more inclusive provision as part of expansions and new schools, provision which draws on the expertise and specialist provision in our secondary schools. The pupils attending outborough special schools are mainly in the upper year groups and as they leave, the number will decrease. There are however certain areas of provision which currently can only be accessed in the independent sector. West London Alliance is working on this since establishing new special schools is extremely costly and planning of provision could be better done on a sub-regional basis.

A former school site in The Avenue is owned by a developer and is currently designated (in planning terms) as an education site. Its size and location would be ideal for a new special school or an annexe to existing provision. It is proposed to seek to maintain the current designation and work further on options for the site.

Principle 15: We will build inclusive provision into expansion and new school proposals and work with neighbouring on the planning of special school places

It will also be necessary to invest in improved physical accessibility for disabled pupils as currently wheelchair accessibility is limited across our stock of school buildings and we need to review this to ensure that our schools are meet modern disabled access requirements. .

Action 4: We will improve accessibility for all pupils, ensuring that all our schools are physically accessible.

We should make efficient use of resources

The available capital resources are not sufficient to meet fully the demand for school places. This detail is set out in section 7. The council (alongside other local authorities) is under pressure to bring down the cost per place of new provision in line with the government's current expected rates for school building projects which are approximately 30 per cent lower than the rates applied in the Building Schools for the Future programme and much lower than the cost of recent Brent projects. The procurement of works on school building projects is also currently adding further challenges to the efficient use of resources. A more strategic approach to the procurement of works and to the allocation of funds to projects is therefore being developed.

A number of educational criteria have already been set out for determining whether a school scheme should go ahead. Beyond educational criteria, value for money and risk around timely delivery should also be used in decision-making.

Principle 16: After assessing educational suitability, schemes for expansion or new schools will be judged in terms of value for money and deliverability

It has already been noted that land for new schools, annexes or extensions is very scarce in the borough. In addition, the capital resources available cannot be used to buy land, so any sites would have to be able to be acquired without capital or revenue cost to the council. The site would also have to be large enough to meet current guidance on outdoor play space and be in a location either in an area of need or on a good public transport route to that area. Where sites are available, there is a high opportunity cost to using them for school purposes, in terms of forgoing a potential capital receipt or other uses such as housing.

If the need for additional places in the borough is met by free schools this has the advantage of reducing the call on council capital spend since the EFA will meet the cost of construction. The council's Executive agreed in August 2012 a set of criteria for working with a free school partner. These are attached as Appendix 4. Where a site is identified as available and appropriate for a new school, a suitable promoter for a free school could be sought, using the criteria and informal selection, with a strong focus on quality. This approach has been used in a number of London authorities, including Ealing, and can be used for the sites which are coming on stream in Brent.

Action 5: Where a site is identified, we will seek a partner who could apply to the DfE under the free school route, using the criteria already agreed by the council.

It is also important to consider the impact of capital works on revenue costs. In general the addition of new buildings to existing schools will bring down average revenue costs because they tend to be more energy efficient. Revenue costs are however an important consideration for annexes where additional costs such as premises management may arise so that any such permanent arrangements will need to have detailed business plans attached.

In addition, for new schools these should be at least two forms of entry in terms of both value for money of the initial build (cost per place) and in terms of future financial sustainability.

In the majority of year groups in Brent we have very few vacancies (less than one per cent). Current DfE guidance is to retain five per cent surplus places to facilitate parent choice. In Brent however we have not had an explicit policy on surplus places in recent years. It is proposed that our new strategy should attempt to build this in in order to provide flexibility offer parental choice and cope with demand beyond that projected. The maximum capacity proposed in this strategy (i.e. sufficient to meet all projected demand) is 4592 places in each year group – a total of 32,144 primary places. Five per cent of this is 1607 places or the equivalent of 26 places per school in Brent offering primary places (62). This will not necessarily be well received by schools, since the five per cent would inevitably sit disproportionately with a smaller number of lower performing and less popular schools. Brent schools now have the expectation that on national Census Day (currently in October) virtually all places will be full. This is because revenue funding is allocated to schools based on pupil numbers, so maximising roll numbers maximises funding for that year.

Action 6: We will explicitly adopt the DfE recommended five per cent surplus places to enable choice and to reduce the need for temporary accommodation.

As analysis of the roll projections in section 6 shows, projecting future demand is not an exact science. Currently, the primary projections are marginally (by less than five per cent overall) over-estimating demand, so planning future capacity based on the projections could by itself deliver something close to the five per cent surplus/ planning margin referred to above. However, as section 6 also shows, it is equally possible for the projections to err in the other direction and the match between projected and actual outcomes will need to be closely monitored so that informed adjustments to the planned programmed can be made. For this reason it will also be important to have contingency plans for temporary accommodation. These would need to be drawn from among the following possibilities:

- For primary age groups above reception, early opening of classes in permanently expanded schools so that the school fills several year groups immediately rather than filling up from the bottom. This is an educational and

logistical challenge for schools, but a better use of resources than adding new classrooms.

- Use of existing non-classroom spaces in existing schools such as ICT suites and parent rooms. These are often spaces which schools have fought long and hard to develop and retain as part of pushing up educational standards, but are spaces which have been used more extensively in other local authorities for bulge classes.
- Hold temporary accommodation modules on standby for agreed sites on schools which have space available and with agreement that the classes can be taken at short notice.

It would not be considered appropriate in Brent to impinge on nursery classes or introduce 'shifts' to double up usage of classrooms – this latter approach has been threatened by some local authorities but not actually used to our knowledge.

Action 7: We will be ready with contingency plans for temporary accommodation, given the population fluctuations in Brent.

Summary of principles:

Principle 1: We will only undertake expansions with good or outstanding schools where leadership is secure.

Principle 2: We will promote federations between primary schools, both to address quality issues and to address the future viability of one form of entry schools.

Principle 3: We will actively consider two-site schools and 5FE schools where there is leadership and management capacity.

Principle 4: We will develop local capacity to sponsor or promote new schools, working with academies in the primary sector.

Principle 5: We will work towards the amalgamation of separate infants and junior schools.

Principle 6: We will not currently seek to develop more all-through schools.

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

Principle 8: We will seek to minimise disruption to schools during expansion and support school leaders to manage the challenges.

Principle 9: We will continue planning primary places using planning areas.

Principle 10: We will as far as possible incorporate proposals for additional primary school places into new regeneration schemes.

Principle 11: We will consider expanding voluntary aided schools only where there is local Brent demand, working with the relevant partners.

Principle 12: We will continue planning secondary school places on a borough wide basis with the ambition to make Brent's secondary offer attractive to all parents.

Principle 13: We will consider how community benefits from school facilities can be maximised when we expand or build new schools.

Principle 14: We will consult with local communities as part of the planning process to minimise/mitigate the impact of new school developments.

Principle 15: We will build inclusive provision into expansion and new school proposals and work with neighbouring on the planning of special school places.

Principle 16: After assessing educational suitability, schemes for expansion or new schools will be judged in terms of value for money and deliverability.

Summary of actions:

Action 1: The local authority will establish a joint body with schools which oversees school place planning and school organisation, monitors the impact of the plans and programmes and makes recommendations to the council, diocese or DfE.

Action 2: We will understand in a more sophisticated way the patterns of living in Brent so that we can more accurately predict the numbers of children yielded by new housing developments

Action 3: We will use the annual review of school admissions policies to improve availability of school places for families in Brent.

Action 4: We will improve accessibility for all pupils, ensuring that all our secondary schools are physically accessible.

Action 5: Where a site is identified, we will seek a partner who could apply to the DfE under the free school route, using the criteria already agreed by the council.

Action 6: We will explicitly adopt the DfE recommended five per cent surplus places to enable choice and to reduce the need for temporary accommodation.

Action 7: We will be ready with contingency plans for temporary accommodation, given the population fluctuations in Brent.

6. What is the future demand for school places in Brent?

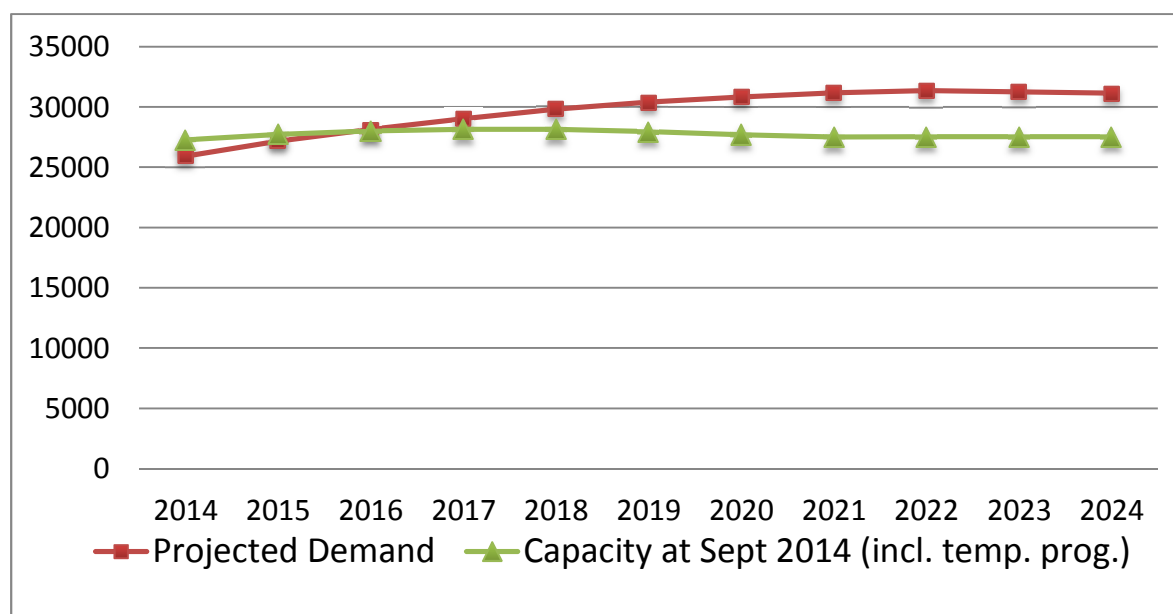
6.1 Primary projections of need

Growth in pupil population has been rapid and since 2006, 4693 additional primary school places have been created, 2130 temporary (of which 300 became permanent) and a further 2563 permanent. The list of schemes already delivered is attached as Appendix 5. The latest GLA projections are set out in Appendix 6 and 7 along with an explanation and analysis of the methodology. The implications for future planning are set out below.

6.1.1 Primary projections of need

The need for primary places is projected to increase as set out in Graph 1, which shows the shortfall if no schemes were to proceed after September 2014.

Graph 1. Total primary demand and places as planned for Sept. 2014



The total primary requirement is for the opening of 23 additional forms of entry by 2018. Set out below is a list of all the current schemes and proposals for additional school places which can contribute to meeting that requirement. It incorporates Phase 3 of the expansion programme agreed in 2012 but also includes free schools as well as proposals for making permanent the temporary use by Leopold Primary of the Gwenneth Rickus Building and proposed permanent expansions of Byron Court and Oakington Manor Schools.

Planned permanent new places for September 2015

	No. of places	No. of FE	Will be total FE
Wembley High Technology College	840	4	4
Uxendon Manor Primary	420	2	4
Elsley Primary	420	2	4
Stonebridge Primary	210	1	3
Islamia Primary	210	1	2
Malorees Infants and Juniors	210	1	3
Byron Court Primary	420	2	5
Leopold (Gwenneth Rickus)	420	2	4
Kilburn Grange (Free School)	420	2	2
Oakington Manor Primary	210	1	4
Total number of places	3,780	18	

Planned permanent new places for September 2016

	No. of Places	No. of FE
Oriental City site	420	2
Quintain site	630	3
Carlton Vale Infants and Kilburn Park (South Kilburn regeneration)	210	1
Total number of places	1,260	6

Planned permanent new places for September 2017

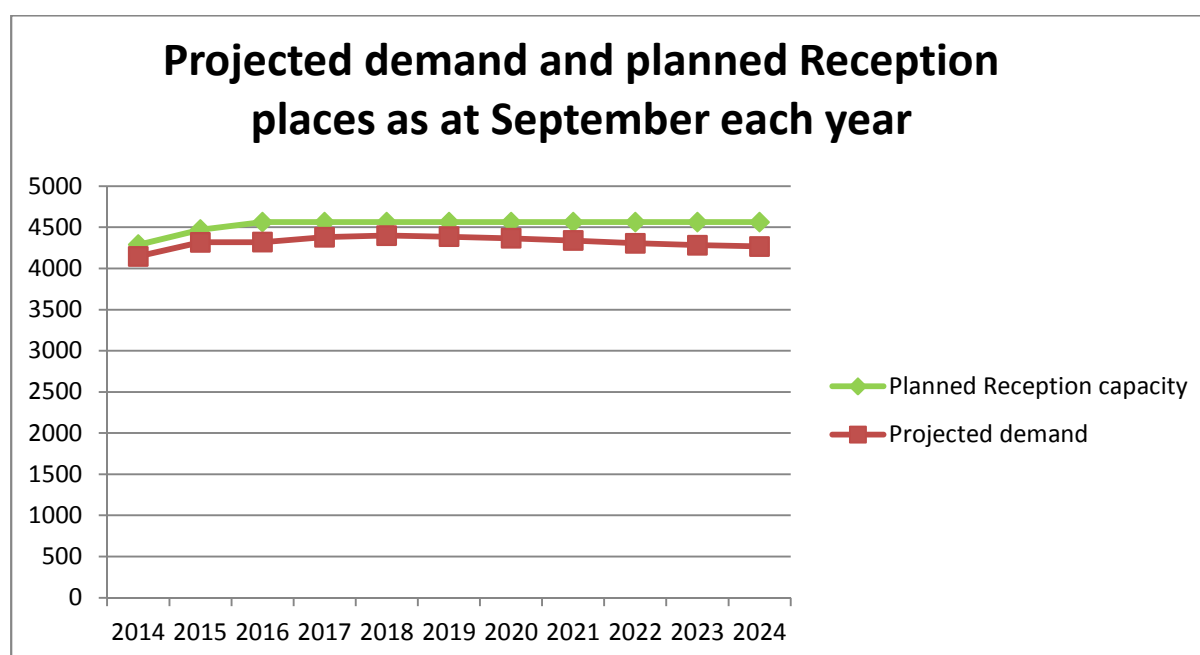
	No. of Places	No. of FE
Stanley Avenue Alpertton site	630	3

These schemes are all at very different (and mostly fairly early) stages of development and are characterised by multiple dependencies and significant risks around, for example, planning.

The schemes requiring the building of a new school on a site which is not currently a primary school (Oriental City, Quintain, Alpertton) may accommodate schools under the free school programme. This will need to be kept under review as opportunities to attract quality providers arise and as government policy develop. Quality will be the council's prime consideration. The delivery route will clearly affect the cost of the overall programme as free schools are currently capital funded directly by the Education Funding Agency.

If all the projects listed above were to be delivered, the relationship between capacity and demand would be as set out in Graph 2. At the zenith of demand, currently predicted to be 2018, there is 'overcapacity' of 150 reception places, five forms of entry across the borough. At this point, this seems to be a rational programme which can be kept under review, as in the light of development plans in London, the projections are likely to rise rather than reduce.

Graph 2. Total primary demand and capacity including all permanent place projects



In Appendix 1A there is a list of 'expandable' primary schools which are 'good' or 'outstanding'. These schools are not currently in the programme for expansion and in many cases, the appropriateness of expansion in terms of site and other issues is far from clear cut. It is important to highlight this list in order to revisit as projections are reviewed, the programme develops (particularly if existing key schemes do not come to fruition) and as schools' circumstances change.

Appendix 7 sets out how primary demand is spread across planning areas. This indicates that the current list of schemes will address the shortfall in all areas apart from the Fryent/Queensbury area. Pressure is clearly greatest in the north of the borough.

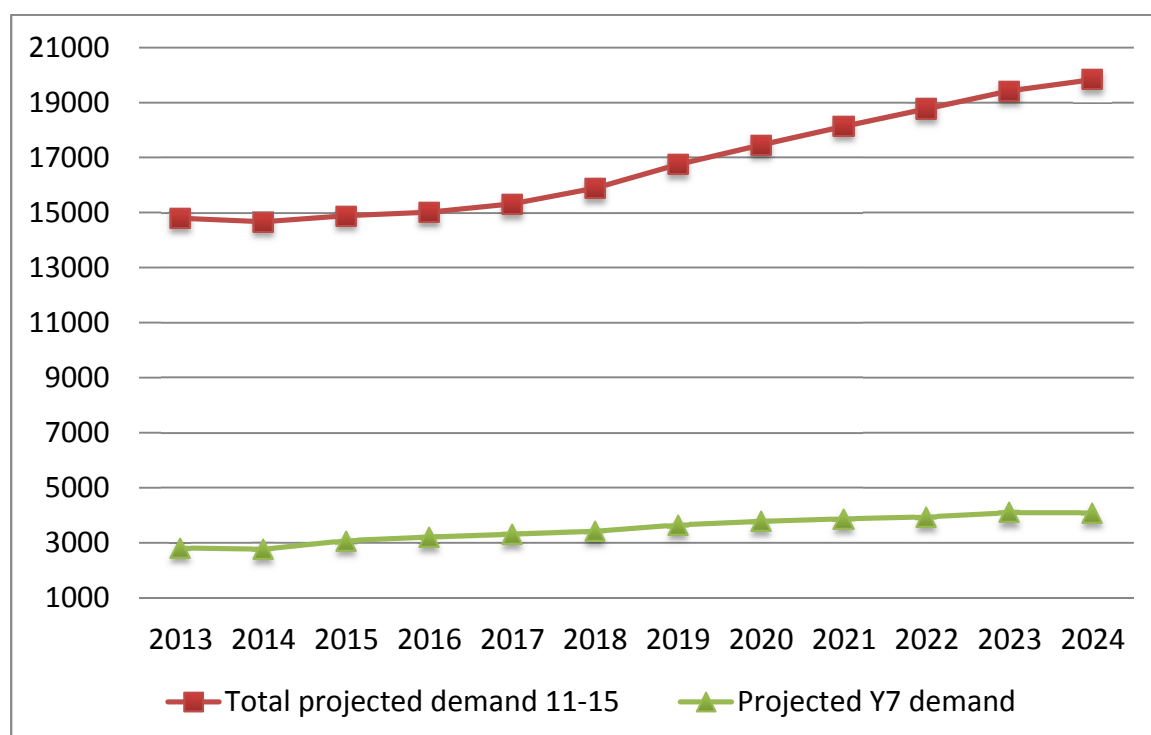
6.2 Secondary projections of need

The most recent large scale increase in provision in Brent was the opening of ARK Wembley in 2010. In addition, in September 2014, the Crest Academy (formerly Crest Boys and Crest Girls) expanded by 1FE with the opening of their new building. September 2014 has also seen the opening of Michaela Community School, a free school, in Wembley Park.

The current projections show that the increase runs behind the primary increase, not surprisingly, as the numbers feed through.

The need for secondary places is projected to increase as follows:

Graph 3. Growth in demand for secondary places 11-15 and Year 7



Demand for secondary school places 11-16 is projected to increase from 14,794 in 2013 to 19,835 in 2024, an increase of 34 per cent, as pupils transfer from the primary phase in greater numbers. In Year 7 the growth will be from 2,812 to a peak of 4,092 in 2023, an increase of 45.5 per cent.

We have the following additional permanent provision confirmed to come on stream as follows:

School	Expansion by	From
Alperton	1 FE	Sept 16
Copland	1 FE	Sept 16
Total	4 FE	

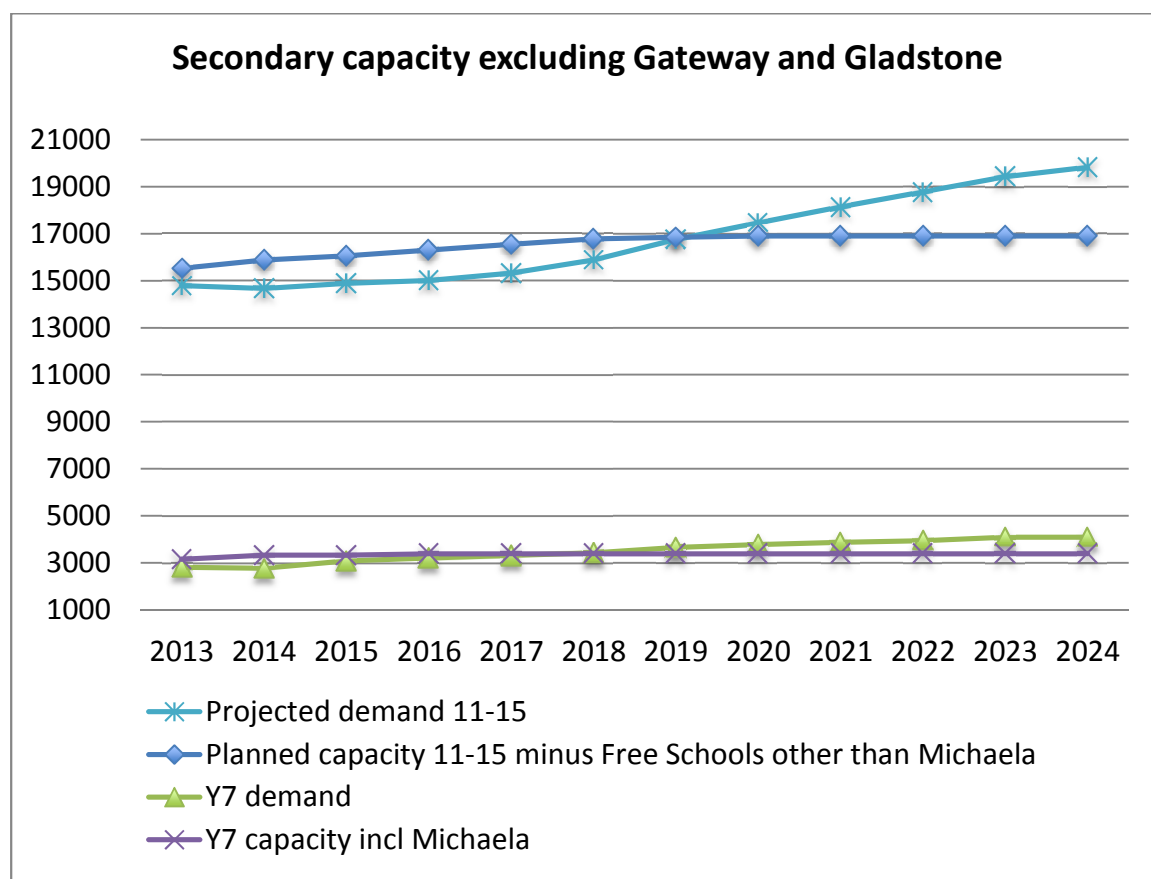
In addition we have two further free schools proposed for the borough and agreed by the DfE to proceed:

School	Size	From
Gateway Free School	3.3 FE	Sept 15
Gladstone Free School	4 FE	Sept 15
Total	7.3 FE	

If neither of these free schools proceeds, Year 7 demand will outstrip capacity by 2017 as shown in Graph 6 below.

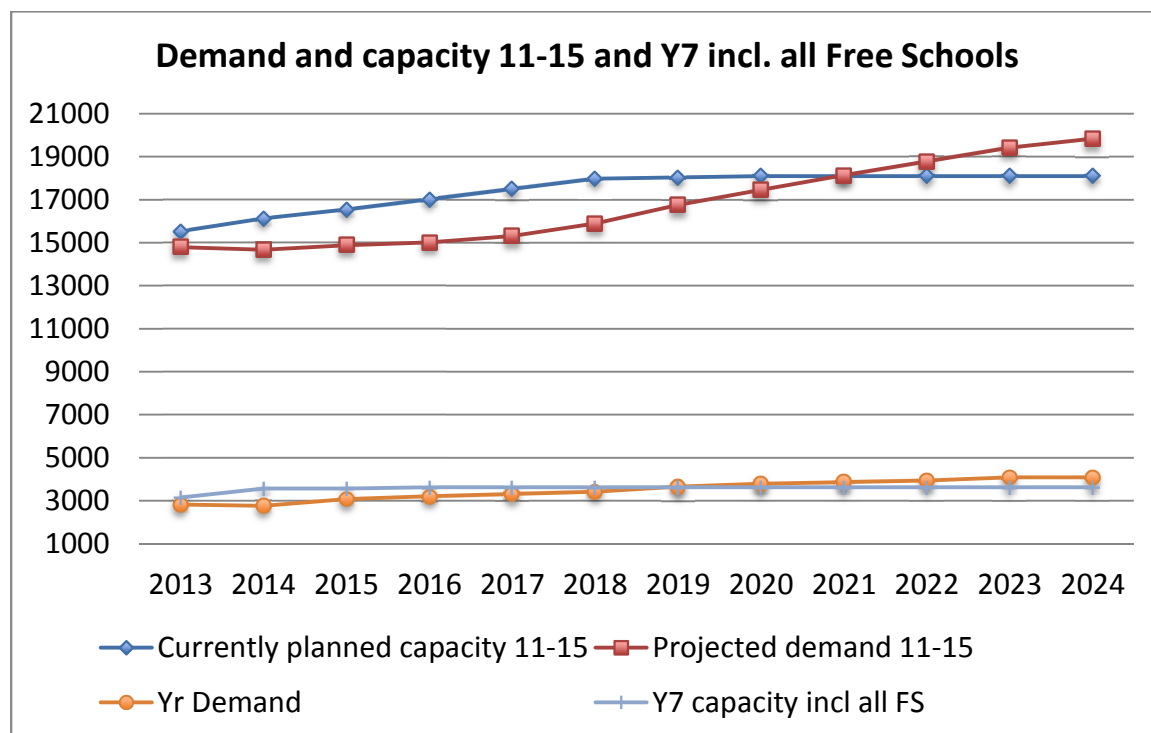
Michaela is the only free school where the DfE has signed a funding agreement. If only this proceeds, a shortfall appears in 2020, in terms of overall provision, growing to 20 FE by 2024, and in 2018 in terms of Yr7 capacity, where the shortfall will be just over 1 FE, growing to 9 FE by 2019 and 24 FE by 2024.

Graph 6. Demand and planned capacity 11-15 incl. Michaela FS only



If all of the free schools proceed, in Year 7, the shortfall arises from 2019 equivalent to 1 FE in that year, rising to a 16 FE shortfall by the peak year of 2023 as set out in Graph 7 below.

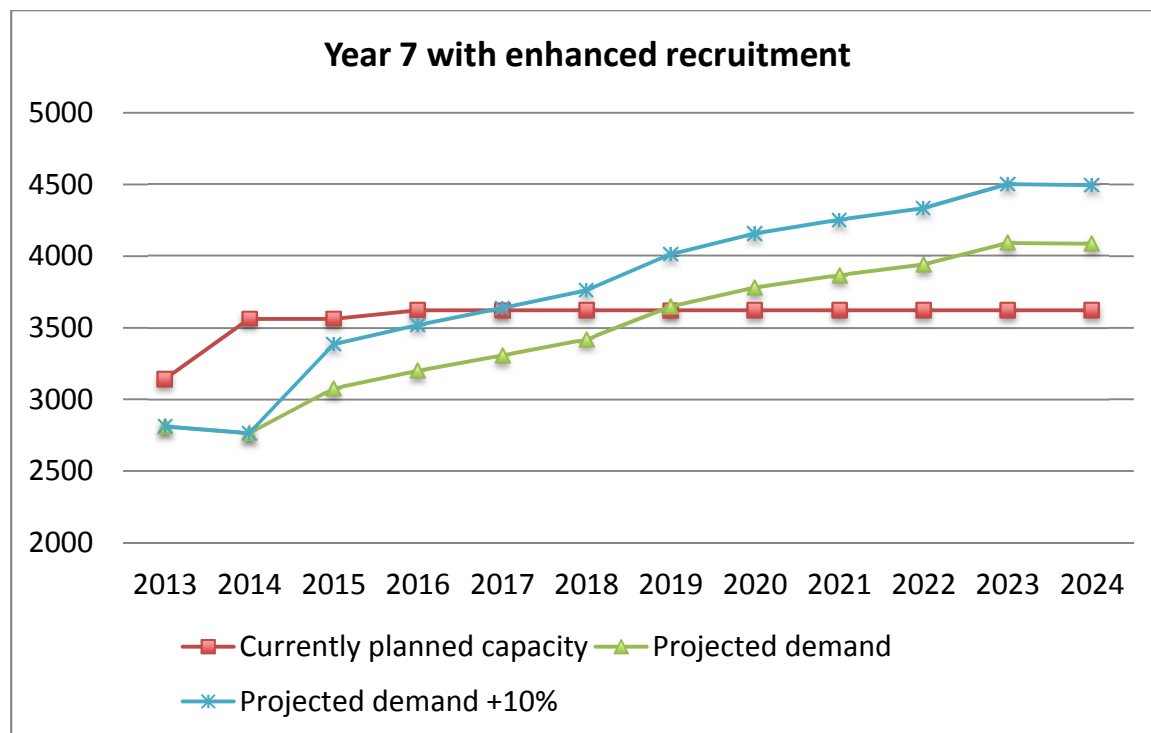
Graph 7. Demand and capacity 11-15 incl. all Free Schools



The projections assume a similar level of imports and exports as the previous trends. If the performance of the least popular schools were to be turned around, this would potentially have the effect of increasing the total level of demand for secondary places above the current projections by, say 10 per cent (representing the net difference in the 2013 admissions round between transfers into and out of the borough).

The result of this enhanced recruitment is modelled in Graph 8.

Graph 8. Secondary demand assuming balanced transfers in and out-borough (i.e. enhanced recruitment to Brent Secondary Schools).



In conclusion, whilst in the medium to longer term further expansion may be required over the existing planned capacity, in the short term our focus needs to be on getting the existing schools to be more attractive to local parents and influencing the incoming free schools to be both high quality and to complement the other schools. The other strand of work is to explore the incorporation of a new secondary school in large scale redevelopment such as Old Oak Common.

7. Finance: Capital and revenue

Since 2011 the council has received £135.98m Basic Need Capital Grant funding from central government to provide school places. A further £11.11m has been secured through S106, school and diocesan board contributions and the council's own capital programme.

A total of £19.23m has been spent on both temporary and permanent school places to the end of the 2013/14 financial year from these funding sources. A further £87.16m has been committed to the delivery of schemes adopted as part of the School Expansion Programme agreed in May 2012.

Predicting the future costs of providing school places remains inherently difficult to forecast, particularly as currently construction costs are rising at a rate significantly in

excess of inflation. The council's ability to fund further schemes beyond those proposed for adoption will be dependant upon the remaining levels of secured funding and future allocations of Basic Need Grant funding. Work is ongoing to identify and secure additional funding sources for the future requirements of the programme.

More school places could be provided from the same amount of money by reducing the total cost of providing each school place. This could be achieved by tighter restrictions on the scope of projects and by more strategic procurement. More school places could also be provided if there were no cost of construction to the council i.e. through new free schools.

There is risk to the council in making assumptions on the delivery of school places through proposed free school developments. If these proposals are not delivered or there are delays in provision the council will have a statutory duty to provide and fund the required school places.

The revenue funding for schools is based on an annual census of pupil numbers, in line with the National Funding Formula. If, at the request of the Local Authority, a school takes on additional pupils, bulge classes, expansions and new provision in satellites after the census has been taken, the school will receive funding from the council's Dedicated Schools Grant (DSG). This funding is for a full class for the remainder of the financial year and the following financial year and has been put in place to ensure that schools are not adversely affected by agreeing to expand. The funding has been set at differing rates dependent on the nature of the expansion, where schools will receive £3,300 per pupil or £3,600 per pupil if they are placed in an annexe or off site building to the school.

The funding model and budget for revenue funding of expansions is agreed by the Brent Schools Forum on an annual basis and has been accounted for within the DSG deficit recovery plan, which is due to breakeven in 2014/15.

8 List of Appendices

Appendix 0: Action plan

Appendix 1: Relevant objectives in existing strategic plans

Appendix 2: Map of Planning areas.

Appendix 3: School preferences

Appendix 4: Partnership commitment for academies etc.

Appendix 5: List of schemes already delivered

Appendix 6: Projected demand for school places in Brent

Appendix 7: Primary Projections by Planning Area

List of actions from School Place Planning Strategy 2014-18

APPENDIX 0

Objective	Activity	Lead officer	Milestones
To pursue feasible expansions of good and outstanding primary schools to meet need	Add proposed expansions at Byron Court, Oakington Manor and Leopold to the expansion programme	Operational Director, Early Help and Education	In principle decision at Cabinet October 2014
	Develop project plans for each scheme and take forward	Operational Director, Property and Projects	Set out in detailed project plans.
To ensure that major regeneration projects incorporate good quality school places	<p>Incorporate school expansions as planned in the following regeneration schemes:</p> <ul style="list-style-type: none"> • South Kilburn • Stonebridge • Oriental City • Wembley Park <p>Pursue availability of the site for a 3FE primary school on the Alperton Stanley Avenue site</p>	Strategic Director, Regeneration and Growth	Plans in place for all school developments by [date]
To work towards amalgamation of separate infants and junior schools	Pursue formal amalgamation of Lyon Park Infants and Junior Schools	Operational Director, Early Help and Education	Report to Cabinet February 2015
	Work towards the amalgamation of Carlton Vale Infants School and Kilburn Park Junior School as part of expansion and rebuild in the South Kilburn Regeneration Programme		Report to Cabinet April 2015

Objective	Activity	Lead officer	Milestones
	<p>Work towards the amalgamation of Malorees Infants and Juniors as part of an expansion scheme</p> <p>Discuss amalgamation with headteachers and governing bodies of separate infants and junior schools and consider when key opportunities (such as HT vacancy) arise</p>		<p>Report to Cabinet April 2015</p> <p>Ongoing</p>
To establish a joint meeting with schools which oversees school place planning	Obtain nominations and establish full membership, terms of reference and meetings timetable	Operational Director, Early Help and Education	First meeting October 2014
To ensure that the housing data fed into the pupil roll projections is based on up to date child yield forecasts	<p>Carry out an intensive review of actual child yield from completed developments</p> <p>Use the review to re-work overall child yield forecasts GLA annual projection exercise</p>	Head of Pupil and Parent Services	<p>September 2014</p> <p>By November 2014 (GLA timetable)</p>
To ensure that planned primary provision is sufficient to meet need given uncertainty around in migration and housing build-out	<p>Develop contingency plan to allow for schemes which are delayed or cancelled</p> <p>Continue temporary places programme to meet urgent need where necessary</p>	Operational Director, Property and Projects	Report to Cabinet December 2015
To ensure a sustainable procurement solution for school building schemes which delivers value for money	<p>Obtain approval to a strategy for Phase 3 expansion schemes</p> <p>Obtain approval to a longer term procurement strategy</p>	<p>Operational Director, Property & Assets</p> <p>Operational Director, Property & Assets</p>	<p>Report to Cabinet September 2014</p> <p>Report to Cabinet January 2015</p>

Objective	Activity	Lead officer	Milestones
To keep the school places programme under constant review	Weekly monitoring of children awaiting school places	Head of Pupil and Parent Services	Weekly
	Monthly monitoring of programme delivery and capacity numbers	Capital Programme Manager	Monthly
	Termly reviews of projection accuracy and validity of planning assumptions	Operational Director, Early Help and Education	October, February, June
	Review of reception demand both on-time and late	Head of Pupil and Parent Services	Monthly from March to June, weekly from June to September
	Review of secondary transfer data and secondary projections	Head of Pupil and Parent Services	April

APPENDIX 1: RELEVANT OBJECTIVES IN EXISTING STRATEGIC PLANS

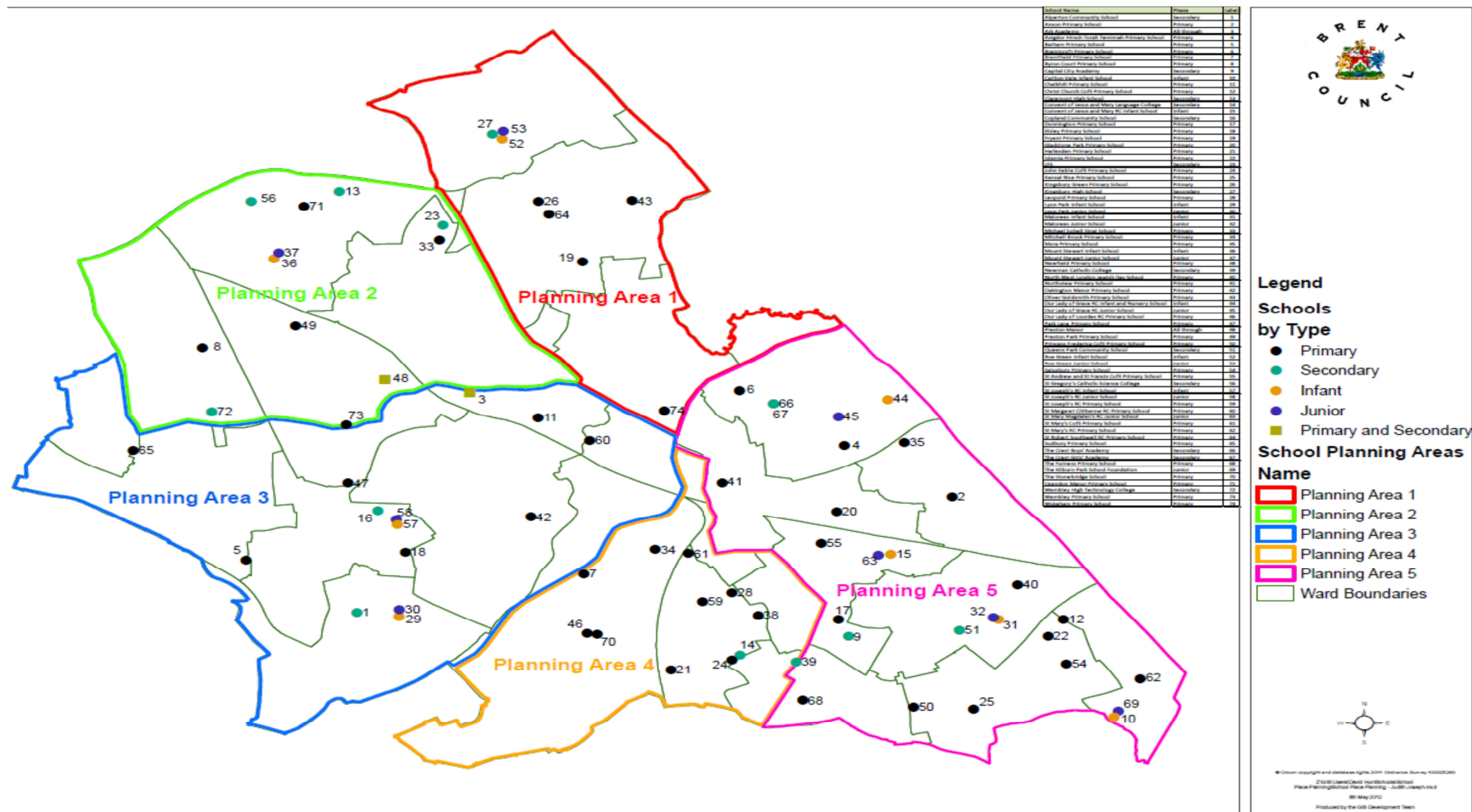
Brent Borough Plan 2013	A Plan for Children and Families in Brent 2012-2015	Brent Strategy for SEND 2013-2016	Early Years and Childcare Strategy 2013-2016	Brent 14-19 Partnership Statement of priorities 2014
<p>Better lives for children and families:</p> <ul style="list-style-type: none"> • Places in Brent schools for all who need them • All Brent schools are good quality • Children and young people achieve well • Families needing support get it when they need it most and become more independent • Vulnerable children and young people have high quality support when they need it and become more resilient 	<p>The vision is to make Brent the best place in London to live, work and learn by:</p> <ul style="list-style-type: none"> • Putting children and young people first each time • Having the highest ambition for children and young people • Making a positive difference to the lives of children and young people. <p>We will focus on closing the gap between those who do well and those who may need extra support to thrive, to enable successful progression into adult life and employability.</p>	<p>The strategy has three overarching principles:</p> <ul style="list-style-type: none"> • Involve children and young people and their parents and carers in all decisions about them, promoting independence and autonomy through to adulthood. • Ensure inclusion and participation in all aspects of family, school and community life in a local and inclusive setting, making the best possible use of available resources. • Secure the right support at the right time for families by working in partnership with schools, health, 	<p>The Early Years and Childcare Strategy promotes high quality early years provision which is:</p> <ul style="list-style-type: none"> • Tailored to meet the needs of individual children and their families, including supporting parents to access work or study • Accessible, affordable and increasingly flexible • Family focused and with a strong outcomes orientation • Where children are able to achieve their full potential, with a particular focus on encouraging resilience, independence and 	<p>The Partnership will take collective responsibility to provide exceptional opportunities for all young people to follow academic, vocational and work-based routes that ensure:</p> <ul style="list-style-type: none"> • Participation of all 14-18 year olds in education and training • Improved attainment, including high value-added and retention • Breadth of choice at each transition stage • Clear progression pathways and increased participation at level 4 • Impartial information, advice and guidance for young people and their parents

Brent Borough Plan 2013	A Plan for Children and Families in Brent 2012-2015	Brent Strategy for SEND 2013-2016	Early Years and Childcare Strategy 2013-2016	Brent 14-19 Partnership Statement of priorities 2014
		social care and other key partners.	achievement for more disadvantaged and vulnerable families and children.	<ul style="list-style-type: none"> • Targeted support to raise the achievement of underperforming groups • Enhanced support for young people with SEND • Early identification and intervention for young people at risk before and during the 14-19 phase • The needs of local communities and the local economy are met

List of Good and Outstanding Brent Primary Schools that have potential for expansion and are not included with the current Permanent Primary School Expansion Programme				
Primary School Name	School Status	Expansion History	Current FE	Latest Ofsted grading
PLANNING AREA 1				
Kingsbury Green Primary School	Community		3	Good
Oliver Goldsmith Primary School	Community		2	Good
Roe Green Infants School	Community	Managing satellite temporary provision at Strathcona (see below)	4	Outstanding
Roe Green Junior School	Community		4	Good
Wykeham Primary School	Community	1no. Reception bulge class in 2010, 2011 and 2014	2	Good
PLANNING AREA 2				
Mount Stewart Infant School	Community	1no. Reception bulge class in September 2012	3	Good
Mount Stewart Junior School	Community	1no. Year 3 bulge class in September 2015	3	Outstanding
Wembley Primary School	Community		4	Good
PLANNING AREA 3				
Chalkhill Primary School	Community	1no. Reception bulge class in both 2011 & 2012	2	Good
Lyon Park Junior School	Community		4	Good
St. Joseph's RC Infant School	VA		2.3	Outstanding
St. Joseph's RC Junior School	VA		2.3	Outstanding
St. Margaret Clitherow RC Primary School	VA		1	Good
PLANNING AREA 4				
Convent of Jesus & Mary Infant School	VA		3	Outstanding

John Keble CE Primary School	VA		2	Good
St. Mary's CE Primary School	VA		1.5	Good
PLANNING AREA 5				Good
Anson Primary School	Community		1.7	Good
Braintcroft Primary School	Community	1no. Reception bulge class in 10 + 1no. Yr 1 bulge class in April 11	3	Good
Donnington Primary School	Community		1	Good
Northview Primary School	Community		1	Good
Our Lady of Grace RC Infant School	VA		2	Outstanding
Our Lady of Grace RC Junior School	VA		2	Outstanding
Princess Frederica CE Primary School	VA		3	Good

APPENDIX 2: MAP OF PRIMARY PLANNING AREAS



APPENDIX 3: TABLES SHOWING SCHOOL PREFERENCES

Reception Co-ordination Figures

Brent Number of on time applications received for 2014 - 3935 (143 more applications than 2013). We received 3723 online applications (94.6 per cent)

Brent Number of on time applications received for 2013 - 3792 (75 more applications than 2012). We received 3222 online applications (85 per cent)

Brent Number of on time applications received for 2012 - 3717 (100 more applications than 2011). We received 1901 online applications (51.1 per cent)

Brent Number of on time applications received for 2011 - 3617 (34 more applications than 2010). We received 1735 online applications (48 per cent)

	2014	%	2013	%	2012	%	2011	%
Number of pupils offered 1 st preference	3163	80.3	2946	78	2879	77	2844	79
Number of pupils offered 2 nd preference	364	9.3	364	9.5	331	9	304	8
Number of pupils offered 3rd preference	132	3.4	122	3	147	4	136	4
Number of pupils offered 4th preference	53	1.3	64	2	77	2	67	2
Number of pupils offered 5th preference	24	0.6	34	1	27	1	28	0.7
Number of pupils offered 6th preference	14	0.4	17	0.5	13	0.3	19	0.5
Number of pupils offered Nearest school with vacancies - No preference offer	185	4.7	245	6	243	7	190	5
Unplaced pupils	0	0	0	0	0	0	29	0.8
Total	3935	100	3792	100	3717	100	3617	100

Number of pupils offered a place in other boroughs

2014 - 397 pupils were offered an out of borough school (10 per cent)

236 out borough pupils have been offered a place in a Brent school.

2013 - 425 pupils were offered an out of borough school (11 per cent)

209 out borough pupils have been offered a place in a Brent school.

2012 - 330 pupils were offered an out of borough school (8 per cent)

267 out borough pupils have been offered a place in a Brent school.

2011 - 311 pupils were offered an out of borough school (8.6 per cent)

238 out borough pupils have been offered a place in a Brent school.

Secondary Co-ordination Figures

Brent Number of on time applications received for 2014 - 3192 (196 more applications than 2013). We received 2998 online applications (94 per cent)

Brent Number of on time applications received for 2013 - 2996 (66 more applications than 2012). We received 2813 online applications (94 per cent)

Brent Number of on time applications received for 2012 - 2930 (90 less applications than 2011). We received 1490 online applications (51 per cent)

Brent Number of on time applications received for 2011 - 3020 (134 more applications than 2010). We received 1985 online applications (66 per cent)

	2014	%	2013	%	2012	%	2011	%
Number of pupils offered first preference	2071	65	2015	67	1913	65	1949	65
Number of pupils offered second preference	472	14.7	426	14	405	14	406	13
Number of pupils offered third preference	240	7.5	179	6	236	8	201	7
Number of pupils offered fourth preference	113	3.5	93	3	91	3	135	5
Number of pupils offered fifth preference	40	1.2	54	2	56	2	72	2
Number of pupils offered sixth preference	24	0.8	33	1	36	1	33	1
Number of pupils offered Nearest school with vacancies - No preference offer	232	7.3	196	7	193	7	224	7
Unplaced pupils	0	0	0	0	0	0	0	0
Total	3,192	100	2,996	100	2,930	100	3,020	100

Number of pupils offered a place in other boroughs

2014 - 848 pupils were offered an out of borough school (26.6 per cent)

540 out of borough pupils were offered a place in a Brent school, a difference of 308.

2013 - 765 pupils were offered an out of borough school (26 per cent)

503 out of borough pupils were offered a place in a Brent school, a difference of 262.

2012 - 690 pupils were offered an out borough school (24 per cent)

524 out borough pupils were offered a place in a Brent school, a difference of 166.

2011 - 687 have were offered an out of borough school (23 per cent)

530 out of borough pupils were offered a place in a Brent school, a difference of 157.

APPENDIX 4: PARTNERSHIP COMMITMENT FOR ACADEMIES.

Partnership commitment for academies and free school providers working in collaboration with the council

Academies and free school providers working with the council will be expected to demonstrate:

1. An absolute commitment to the ethos and values of inclusive education for all Brent's children and recognition of the positive role schools should play in the wider community
2. A commitment to a close working relationship with the local authority in order to maintain an appropriate focus on borough-wide priorities, including local authority nomination of a member of the governing body and a commitment to sharing performance information
3. The ability to deliver school improvement in an urban context
4. That the establishment of the proposed education provision would be supported by demonstrable parental demand and with a genuine commitment to providing school places for local children
5. Appropriate staffing arrangements to ensure high quality teaching and learning from qualified staff and good employment practices, including in relation to support and contracted staff
6. A commitment to meeting the needs of Brent's diverse community
7. A commitment to ensuring the future employability of young people (in particular in secondary and 16 to 19) through links with business, industry and higher education
8. A commitment to community access and use of facilities through agreed extended opening and lettings policy
9. A commitment to high standards of health and safety for both pupils and staff
10. A commitment to good pupil nutrition and healthy eating
11. A commitment to inclusive practice and fair access to the school for all pupils as governed by the Admission Code of Practice and the Authority's Fair Access Protocols

APPENDIX 5: LIST OF SCHEMES ALREADY DELIVERED

Permanent School Places created between 2006/07 and 2014/15

Academic year in which places created	School	No. of places created	Places shown in FE
2007/08	Salisbury	14	0.1
2008/09	Wembley Primary	210	1.0
2009/10	Anson	49	0.2
2010/11	St Marys CE	-105	-0.5
2010/11	Park Lane Primary	210	1.0
2010/11	Sudbury Primary	210	1.0
2010/11	Ark Academy (Primary only)	420	2.0
2011/12	Byron Court	70	0.3
2011/12	Brentfield Primary	210	1
2011/12	Newfield Primary	210	1
2011/12	Preston Manor Lower	420	2
2012/13	Barham Primary	210	1
2012/13	Fryent Primary	420	2
2012/13	Mitchell Brook Primary	210	1
2013/14	St Robert Southwell RC Primary	105	0.5
2014/15	Preston Park	210	1
2014/15	Harlesden	420	2
2014/15	St Joseph's RC Primary	210	1
2014/15	Vicar's Green	105	0.5
	Total	3,808	18.1

Temporary School Places created between 2006/07 and 2014/15

Academic year in which places created	School	No. of places created	Places which became permanent
2007/08	Park Lane	30	30
2007/08	Preston Park	30	
2007/08	Stonebridge	30	
2007/08	Sudbury Primary	30	
2008/09	Preston Park	30	
2008/09	Ark Academy	60	60
2009/10	Newfield	30	60
2010/11	Braintcroft Primary	60	
2010/11	Brentfield Primary	30	30
2010/11	Newfield Primary	30	
2010/11	Islamia Primary	30	
2010/11	Preston Manor Lower	60	60

2010/11	Preston Park Primary	20	
2010/11	St Robert Southwell RC Primary	15	15
2010/11	Wykeham Primary	30	
2010/11	Curzon Crescent Nursery	30	
2010/11	College Green Nursery	12	
2010/11	Granville Nursery	8	
2011/12	College Green Nursery	12	
2011/12	St Joseph's RC Primary	20	
2011/12	Chalkhill Primary	30	
2011/12	Furness Primary	60	
2011/12	Mitchell Brook Primary	30	30
2011/12	North West London Jewish School	20	
2011/12	Preston Park Primary	10	
2011/12	Wykeham Primary	30	
2011/12	Granville Nursery	8	
2012/13	St Robert Southwell RC Primary	15	15
2012/13	Chalkhill Primary	30	
2012/13	Mount Stewart Infants	30	
2012/13	Wembley High Technology College	60	
2012/13	Vicars Green Primary	15	
2012/13	Preston Park Primary	60	
2012/13	Stonebridge Primary	180	
2012/13	Curzon Crescent Nursery	30	
2012/13	College Green Nursery	25	
2013/14	Gwenneth Rickus	450	
2013/14	Strathcona	210	
2013/14	Anansi	90	
2013/14	Douglas Avenue	90	
2013/14	Ashley Gardens	60	
2014/15	Church Lane	90	
2014/15	Furness Primary	30	
2014/15	Wykeham Primary	30	
2014/15	Byron Court Primary	30	
2014/15	Uxendon Manor Primary	30	
	Totals	2,130	300

APPENDIX 6: PROJECTED DEMAND FOR SCHOOL PLACES IN BRENT

GLA Projections

1. The council receives its projections for the future number of pupil places required from the Greater London Authority (GLA). Table 1 below shows the GLA projections of the number of primary aged children for future academic years by year group across the whole borough.

GLA projections for all primary planning areas by year and age									
		Year Group							Totals
PA	Year September	REC	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Reception to Year 6
All	2013	3,995	3,978	3,880	3,666	3,568	3,475	3,359	25,921
All	2014	4,146	4,124	4,067	3,954	3,727	3,624	3,524	27,166
All	2015	4,317	4,207	4,156	4,093	3,975	3,747	3,639	28,134
All	2016	4,320	4,381	4,242	4,184	4,117	3,999	3,763	29,006
All	2017	4,380	4,381	4,417	4,270	4,209	4,142	4,015	29,815
All	2018	4,400	4,443	4,418	4,448	4,296	4,234	4,160	30,399
All	2019	4,387	4,463	4,482	4,449	4,475	4,323	4,253	30,832
All	2020	4,366	4,451	4,505	4,516	4,478	4,504	4,344	31,165
All	2021	4,338	4,427	4,490	4,536	4,544	4,506	4,524	31,366
All	2022	4,306	4,379	4,447	4,505	4,548	4,557	4,514	31,256
All	2023	4,283	4,346	4,399	4,461	4,516	4,561	4,564	31,130
All	2024	4,268	4,322	4,365	4,412	4,471	4,528	4,568	30,932

Table 1: GLA primary projections for all Brent by year group and academic year

2. Table 1 shows that the highest total number of places - 31,366 - will be required by September 2021, but the largest Reception cohort - 4400 – is forecast by September 2018: this is an increase of 405 from September 2013, and the equivalent of 14 additional Reception classes. Across all primary year groups the demand will increase by 5445 between September 2013 (25,921) and September 2021 (31,366), an increase of 21 per cent, before beginning a gradual decline.
3. Table 2 shows the equivalent data for the secondary phase.

Table 2: GLA secondary projections for all Brent by year group and academic year

GLA secondary projections by year and age										
		Year Group								Totals
PA	Year	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Age 18	11 to 15
All	2011	2,912	2,912	2,938	3,007	2,942	2,277	1,445	25	14,711
All	2012	3,033	3,011	3,006	3,098	3,060	2,212	1,379	29	15,208
All	2013	2,812	2,988	2,998	3,004	2,992	2,123	1,372	0	14,794
All	2014	2,765	2,843	3,000	3,079	2,979	2,046	1,363	16	14,666
All	2015	3,077	2,797	2,873	3,030	3,108	2,077	1,307	8	14,885
All	2016	3,200	3,088	2,805	2,881	3,037	2,152	1,318	8	15,011
All	2017	3,306	3,212	3,098	2,813	2,888	2,101	1,366	8	15,317
All	2018	3,419	3,319	3,222	3,107	2,821	1,999	1,338	8	15,887
All	2019	3,648	3,432	3,329	3,231	3,115	1,952	1,271	8	16,755
All	2020	3,780	3,662	3,442	3,339	3,240	2,156	1,239	8	17,463
All	2021	3,867	3,795	3,675	3,453	3,348	2,243	1,368	7	18,138
All	2022	3,941	3,882	3,806	3,685	3,462	2,318	1,423	8	18,776
All	2023	4,092	3,947	3,886	3,810	3,688	2,391	1,464	8	19,423
All	2024	4,086	4,098	3,950	3,889	3,812	2,548	1,516	9	19,835

4. Table 2 shows that the highest total number of places – 19,835, and the largest Year 7 cohort – 4086 – is forecast by September 2024. This represents an

increase of 5,041 in the need for total places from September 2013, equivalent to 34 forms of entry. The Year 7 difference forecast for 2024 is equal to over 42 FE, an increase of 70 per cent over the 2013 recruitment level.

5. The projections for September 2013 will be checked against the January 2014 school census once returns from all schools have been received. This will confirm the actual number of children on roll and validate the accuracy of the projections.

GLA Methodology and Accuracy

6. Brent and 25 other London boroughs commission the Greater London Authority (GLA) for school place projections. The GLA (and its predecessors) have provided such projections for over 30 years and, overall, they have been generally reliable within certain margins. However, they have always come with “health warnings” since the science of predicting school populations is not exact and has to deal with a large number of variables that cannot be predicted with precision.
7. Since they rely to some extent on projecting forward trends in actual school admissions the projections have struggled during the last decade to reflect the scale of migration patterns affecting many London authorities. They have sometimes over-estimated demand arising from new housing where the pace of development was slowed due to economic factors and conversely under-estimated demand where patterns of tenure such as “buy to let” were prevalent.
8. The projections tend to be most accurate at the overall, borough, level. Since they rely to a significant degree on actual recent trends, they are also more reliable over the short term. At more local levels, factors such as the location (and relative popularity) of individual schools in relation to borough boundaries can distort the picture. In all cases, therefore, it is necessary for local knowledge to be factored into the judgement made about the scale of change needed to school capacities.
9. The GLA uses birth and fertility rates (obtained from health records), population data (obtained from national census data), school census data, numbers and ages of children without a school place, details of expanding schools, migration data and future housing development data to project school place demand. The housing development and school data is obtained from councils.
10. For planning purposes for primary schools the council and the GLA split the borough into planning areas. Planning areas (PA) are divisions of the borough based on natural boundaries such as major roads and are used as a method to project demand. They come with the ‘health warning’ that children frequently travel to school across planning area boundaries, particularly to attend faith schools.

11. Primary school roll projections are prepared for the council by the GLA on a planning area basis and aggregated to a borough wide figure. Prior to 2012 the standard projection methodology made use of a combination of catchment and replacement ratios. The catchment ratio is the ratio of school age groups to equivalent age groups in the local population – this is useful where the school roll reflects the local resident population and where longer range forecasts are required. The replacement ratio takes historical survival rates from one year group to the next and projects them forward. This method picks up the impact of cross border flows and is particularly useful where the number on roll does not reflect changes in the local population. The two ratios are combined in varying proportions over the ten years of projections with a greater emphasis placed on replacement ratios in the immediate years ahead and subsequently more emphasis is placed on catchment ratios.
12. In view of the recent large shifts in London's school rolls the GLA has devised an updated methodology, in use since 2012, to allow for this. The new approach includes analysis of 'survival ratios'; the percentage of children who move into the following academic year in an area and do not move out of borough for example. Up to six years of historic data are used to calculate survival ratios. Early testing since 2012 suggests that this new methodology performs better than the other standard methods available. It has now become the GLA service's primary method of roll projection.
13. This change in methodology indicates that the GLA projections used in this report and for a future revised strategy are more likely to be accurate than the data used for the previously approved strategy in August 2012.
14. Alongside the methodology used, the quality of data going into the projections is also crucial to the accuracy of the GLA projections. Prior to the 2011 Census, it was believed that the accuracy of the GLA projections was questionable as projections showed an under estimation of numbers. To rectify the situation the council would add between five and ten per cent to the projections so that they reflected more accurately what was happening in reality. At the time of the August 2012 report approving the current strategy for primary school expansion the GLA projections being used did not include data from the most recent 2011 national Census. Now that data from the 2011 Census has been made available and included along with changes to the GLA methodology described above, the projections are more likely to be accurate.
15. Another significant area of data forming the GLA projections is the local information provided by the council. In the past, the GLA has only used the number of children on school rolls to project forward; it now includes the number of children who at the time of data collection are not on a school roll as they are waiting for an offer.
16. In order to test the GLA projections for September 2014, officers have compared the GLA projections over the last three academic years to data from the school censuses taken three times each academic year. This shows that in fact, the GLA projections for the reception intake have actually over-estimated

the number of children there would be in Brent consistently over the last three years. For our decision-making, it is important to note however that the difference between projections and actuals is much less in the current year, indicating that the projections have become more likely to be accurate since the methodology changed.

17. For the purposes of February's report on temporary accommodation requirements, officers have tested the GLA projections for Reception aged pupils for the 2014-15 academic year against the number of applications received on the closing date of 15 January 2014. 3,926 on time applications were received for admission to Reception in September 2014. Last year 683 late applications were received after the closing date as at the beginning of September 2013. It is a reasonable assumption that a similar pattern may generate approximately 700 late applications for the 2014/15 academic year. This makes a potential total of 4,626 applications for the 2014/15 academic year. In the last two years an average of ten per cent of Brent resident applications secured places out of borough rather than take up places in Brent. Last year 425 Brent resident pupils were offered out borough schools and 209 out borough pupils were offered a place in a Brent school a net loss of 216 Brent residents. Using this 90 per cent conversion rate for applications to places; this equates to 4,163 Reception places being required in 2014-15. GLA projections set out a requirement for 4,146 places. No such test can be applied to the older year groups however the analysis above indicates that the GLA projections are more likely to be accurate than in previous years. This test against actual data and historical trends shows that it is reasonable to use the GLA projections for school place planning for Reception aged children as well as for children in all year groups for September 2014.

APPENDIX 7: PRIMARY PROJECTIONS BY PLANNING AREAS

The following charts indicate the shortfalls in capacity in each planning area, showing both overall total levels of demand/capacity and the profile for the reception year in each area. The charts show the effect on capacity of the school expansions already approved and being implemented, plus the further proposed schemes identified in the body of the strategy.

Chart 1 Planning Area 1 – Queensbury/Fryent

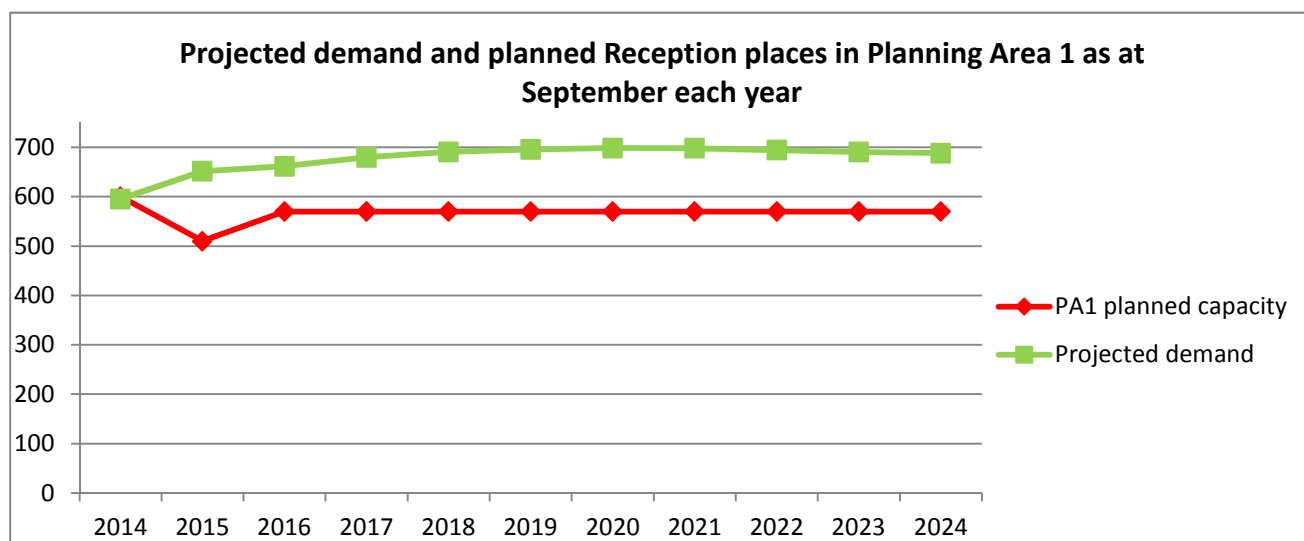


Chart 2 Planning Area 2 – Kingsbury/Kenton

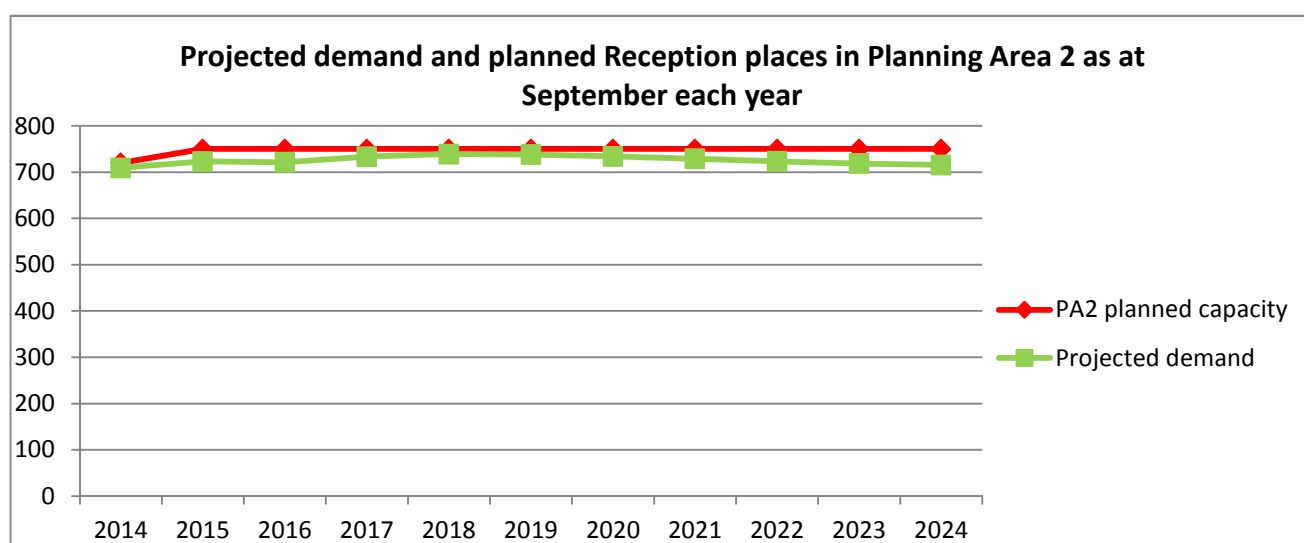


Chart 3 **Planning Area 3 – Wembley/Sudbury/Alperton**

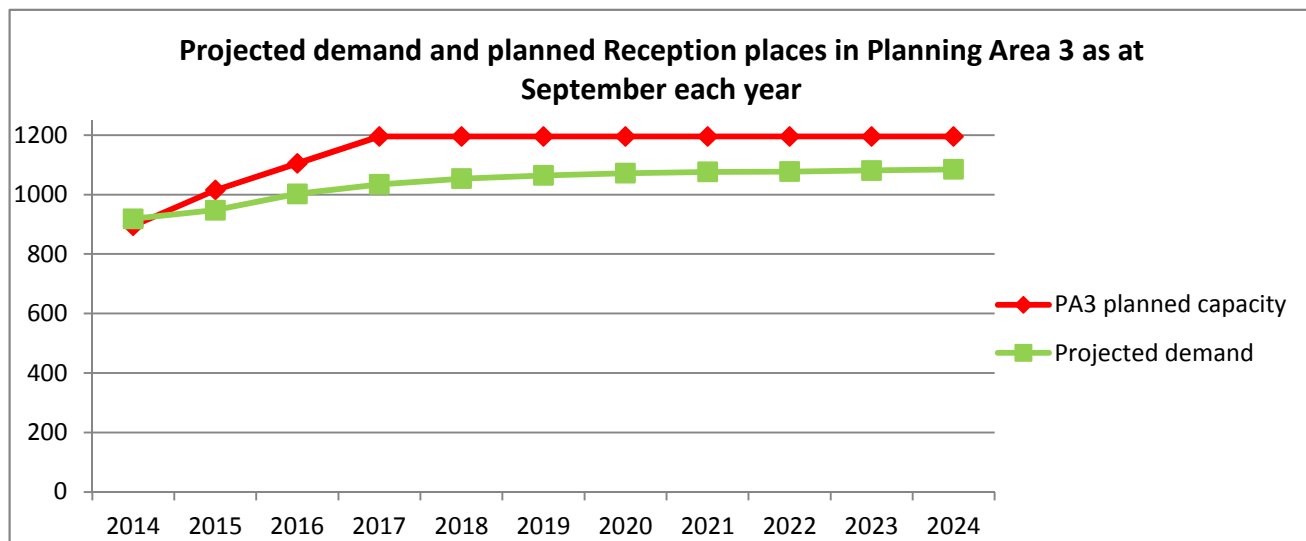


Chart 4 **Planning Area 4 – Stonebridge/Harlesden**

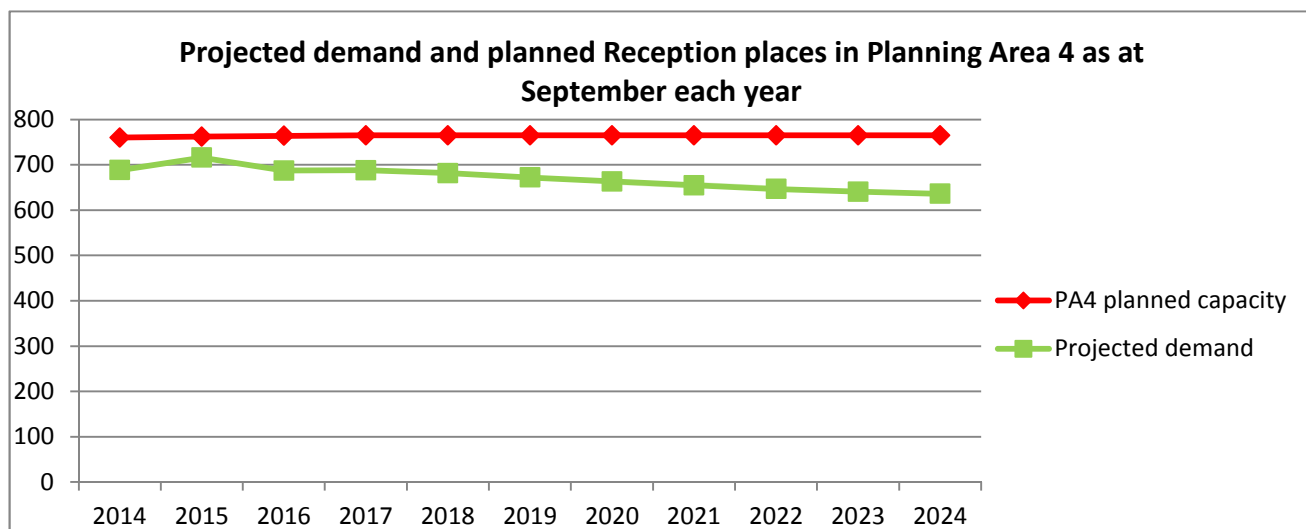


Chart 5 **Planning Area 5 – Dollis Hill/Kilburn**

