

14 November 2017

**Learning and Culture Policy & Scrutiny
Committee**

Report of the Corporate Director Children, Education & Communities

Academisation, School Organisation and Place Planning Summary

1. This paper provides the members of the policy and scrutiny committee with an update on academisation in York and provides an update on the council's work on school place planning.

Background

2. The introduction of the Academies Act in 2010 enabled more schools to become academies by opening the status to good and outstanding schools. The introduction of the Education and Adoption Act (March 2016) has refocused academisation on tackling under-performance with the introduction of the requirement for schools in an Ofsted category of concern to convert to academy status as a sponsored academy within a multi-academy trust. Under the terms of the act the LA has a statutory duty to facilitate the academisation of schools causing concern.
3. Whilst the mandatory timeline to achieve a fully academised system by 2022 has been abandoned it is still the intention that all schools should consider conversion to academy status. In line with the changes taking place nationally an increasing number of schools in the York are now exploring academy status and are interested in forming or joining locally led multi-academy trusts.
4. The council has a statutory responsibility to ensure sufficiency of school places in its area in order to fulfil this duty the local authority is developing a strategic framework to manage the supply of and demand for school places over the next 15 years. The work of the school place planning team focuses on projecting where and when additional school places will be required, and involves working with

central government and the school community to provide places in good or outstanding schools.

Academisation in York

5. As of 1st November 2017, 20 York schools have converted to academy status. The majority of these schools are convertor academies, with 4 being sponsored academies. Apart from one single academy trust (Huntington Primary Academy), York's academies are part of locally constituted multi-academy trusts (MATs). There are currently four of these, Ebor, Hope, Pathfinder and South Bank.
6. The table below shows the schools currently in each of the York MATs:

Multi Academy Trust (MAT)	York schools in the MAT
Ebor	<ul style="list-style-type: none"> • Haxby Road Primary Academy • Park Grove Primary Academy • Robert Wilkinson Primary Academy
Hope	<ul style="list-style-type: none"> • Burton Green Primary Academy • Poppleton Ousebank Primary Academy • Manor Church of England Academy • Vale of York Academy
Pathfinder	<ul style="list-style-type: none"> • Archbishop Holgate's Church of England Academy • Badger Hill Primary Academy • Clifton with Rawcliffe Primary Academy • Hempland Primary Academy • Heworth Primary Academy • New Earswick Primary Academy • St Lawrence's Church of England Primary Academy • Tang Hall Primary Academy

South Bank	<ul style="list-style-type: none"> • Knavesmire Primary Academy • Millthorpe School • Scarcroft Primary Academy • Woodthorpe Primary Academy
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7. In addition to these schools there is a planned programme of academy conversions which will be taking place over the academic years 2017-18 and 2018-19 based on schools that have submitted their expressions of interest to the Regional Schools Commissioner. Of the schools in the conversion pipeline all bar one are convertor academies. The next phase of conversions will also result in the creation of a new York based multi-academy trust, the South Partnership, which will be a partnership of schools in the south of the city, including Fulford School and a number of its partner primary schools. Annex 1 outlines the timeline for planned academy conversions.
8. The LA retains strong working relationships with all academies/multi-academy trusts in the city and further developing its future strategic working relationship with the chief executives of the multi-academy trusts is crucially important as more schools leave the maintained sector over the next few years. This has led to the development of the York Schools and Academies Board which is providing a structure for academies and maintained schools working together to address improvement priorities in individual schools.

School Organisation and School Place Planning

9. The need to provide sufficient school places for current and future residents is an important statutory duty of the City of York Council and central to this is building an educational infrastructure for the city by forecasting likely demand and supply of school places over the medium term and longer term.
10. The council is provided with 'Basic Need' funding from central government for this purpose, a total of £40,214,374 has been committed since 2011, and the council need to ensure that this and other sources of funding are used to best effect in those areas of greatest need, and to ensure that all educational provision is sustainable in the longer term, working with the school community.
11. There is currently a balance of £20million of Basic Need funding that has been provided to meet the school sufficiency duty. A strategic

framework is being developed to ensure that this funding is being used effectively to address the supply of school places and maintenance of the education estate over the next 15 years.

12. Several school expansions have been funded in recent years, for example at Fulford School, St Barnabas CE Primary School and Scarcroft Primary School. A scheme for temporary accommodation at Acomb Primary School was funded for the start of this school year to address a local 'bulge' in the primary school population.
13. Although the greatest need for additional places is now in the secondary phase, there will still need to be some primary capacity created to manage localised supply pressures.

Capacity

14. School capacity across all existing schools is now in a second level of assessment, where officers have started to conduct site visits to assess the size of the school estate, and from these visits, recalculate and revise data held by the council about the capacity of existing school buildings.
15. Schools and academies have been categorised in one of three categories, A, B and C with those rated highest being those schools and academies that were identified as potentially having more capacity than their current net capacity assessment and/or funding agreement indicated.
16. Category 'A' schools have been prioritised in the schedule of visits and all A-rated primary schools have already received site visits from schools buildings officers. A-rated secondary schools are in the process of being visited later, with all A-rated schools being completed by December 2017. Officers have developed a further schedule of site visits for detailed assessment over the course of the school year to identify any current and potential teaching spaces that may be available, or can be re-commissioned from alternative uses. It is envisaged that all B-rated schools and academies will be visited or reviewed over the first half of the school year.
17. By highlighting where existing capacity may exist, or where non teaching spaces can be re-commissioned as teaching spaces from their current uses, we will identify those areas where any additional capacity will have to be built to address any remaining sufficiency needs.

Forecasting

18. Forecast data had previously been quality assured and submitted to the Education and Skills Funding Agency, incorporating existing intelligence from the school census, housing and school admissions data and preference trends. A separate submission has also been made to the ESFA regarding what Basic Need funding has been spent or committed to date and the high-level priority areas that future Basic Need spending will need to address.
19. Current forecasts, which are undertaken in 4 secondary and 17 primary planning areas (areas made up of school catchment areas in which travel to school distances are reasonable), show the greatest level of future need in the secondary phase, with some localised need in the primary phase.
20. There also is a need to factor in planning for the needs of those children requiring differentiated provision because of their special educational needs as these numbers of children may grow in line with general population growth.

Primary phase

21. At primary level, there remains a city wide surplus of places, and this capacity across all primary year groups is predicted to reduce from 1030 places to 701 places over the next 5 years. For the first year of primary school a city wide surplus will reduce from 198 to 66 places. As mentioned above this is significantly localised and where there is existing capacity, it is generally present in the urban east and north of the city. Primary school places in the south, west and centre of the city have been under the greatest pressure in recent years. In some areas, particularly villages and where only one school exists within an area, there has been significant additional pressure on places and committed basic need money will be required to address this.
22. Overall across the city there are now surplus primary places however, there will continue to be pressure points within certain year groups at some schools as the high numbers of pupils that have been admitted to schools over the last few years make their way through their primary school education.

23. It is anticipated that there will be continued in-year pressures particularly within key stage 1 classes which are restricted to 30 pupils. Some semi rural and rural schools may continue to see classes rise across all year groups in some areas due to inward migration of families.

Secondary phase

24. The latest projections indicate future pressure for places in the South East (Fulford), East (Archbishop Holgate's) and West (York High, Manor CE, Millthorpe and All Saint's RC). However the work being done on net school capacity figures indicates that the impact of this is likely to reduce forecasts downwards although some additional places will be required in these areas.
25. Currently school place planning forecasts are based on approved new housing projects however these forecasts do not include projected housing developments e.g. the Local Plan. This will require recalculation our school place forecasts when the Local Plan has been agreed.
26. In the immediate future the South East planning area will be a priority (70 new places by 20/21) with the West likely to follow shortly after requiring similar amounts of new places. The revised capacity figure (increase from 1411 to 1700 as a result of new build) at Archbishop Holgate's means there is less pressure in the East but this has to be balanced against greater popularity of the school.

Future outlook – next few months

27. The strategic approach being adopted is for school sufficiency data to continue to be re-run annually but to proceed over the course of the current school year with a process of highlighting where additional places are required by planning area.
28. Discussions with the school community regarding the potential capacity of existing school buildings is now well underway and will be complete later this school year. The total identified 'net capacity' of schools and academies will when contrasted with local forecasts provide a more accurate baseline of existing surplus and forecast deficit of school places in each local planning area.
29. This work will inform further project work on which planning areas

require additional permanent or bulge (temporary) accommodation over the period up to 2022/23.

30. Additional work will also be required in the coming months regarding what additional school places may be required as a result of future housing need across the Local Authority area, with conversations between planners and education officers already having taken place and some planning for additional housing. It is planned that parallel data sets are developed where significant housing is proposed, and that these needs and their associated funding from S106 contributions be combined with the needs and funding for demographic growth in order to plan for the future need of the city as a whole.

Recommendations

31. This report is for information and to provide the committee with an update on the pace of academisation in York and the work taking place to meet the council's statutory duty to deliver sufficient school places in its area.

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**Report
Approved**

Date

For further information please contact the author of the report

Background Papers:

Annex 1: Timeline for planned academy conversions