CONSULTATION DRAFT

Education Provision in North Somerset
A Commissioning Strategy
2012 to 2015
FORWORD

We are pleased to introduce our draft ‘Education Provision in North Somerset - A Commissioning Strategy Plan’ (previously known as the School Organisation Plan (SOP)) for 2012 to 2015.

Nationally, the role of Councils in the planning of school places and other provision is changing. North Somerset aims to support schools in providing ‘inclusive and improving’ education that is continually being enhanced, is financially viable and achieves the highest possible standards. Further clarification of the role of Councils is expected during the time of this consultation and this paper should therefore be considered in this context.

Whilst there is no longer a requirement to produce a School Organisation Plan, it is felt important that the strategic direction and commissioning strategy the Council wishes to pursue in relation to its education provision planning should be shared with schools and other partners.

It is expected that the requirement of the Council to provide sufficient school places will remain, although the duty will no longer come with guaranteed funding allocations. New governance opportunities and the autonomy of the new forms of provision such as Academies, Free Schools and University Technical Colleges provide opportunities for greater partnership working. Schools will be encouraged to explore the development of collaboration or federation where this can enhance teaching and learning, school to school transition, sustainable financial viability and effective governance.

It will also be important to ensure that at a time of diminishing resources the most effective use is made of school buildings and of the services schools can offer. The plan therefore also makes reference to opportunities for the co-location of services and for the continuing involvement of schools in the provision of universal and early intervention services for children, young people and their families.

Only together can we meet the needs of all learners in North Somerset.

We encourage you to respond to the draft plan and look forward to hearing from you.

Sheila Smith
Director of Children and Young People’s Services

Councillor Jeremy Blatchford
Executive Member for Children and Young People

January 2012
ARRANGEMENTS FOR CONSULTATION ON THE PLAN

This draft plan is being submitted for consideration by the following groups:

- Schools/Partners/Governors
- Members via the CYPS Policy and Scrutiny Committee
- Strategic Schools Forum
- Primary Heads’ Association of North Somerset/Secondary Heads in North Somerset/Heads’ Association of North Somerset/Special Heads of North Somerset/School Cluster Groups
- Governor Forum
- Heads’ Asset Management Reference Group
- North Somerset Admissions Forum
- Council’s Corporate Management Team
- Diocese of Bath and Wells, Diocese of Clifton and the Methodist Group
- Early Years Partners
- Members of the public and other stakeholders
- Future Schools Programme Board

CYPS is requesting written and web based responses. These should be submitted to Sally Varley, Service Leader for the Planning & Access Service at:

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Web - www.consult.n-somerset.gov.uk

by noon on Friday 30 March 2012 at the latest.

Views will also be gathered, via information events and discussions with Members, officers, schools and governors.

The final plan will be implemented from September 2012 onwards.
1. EXECUTIVE SUMMARY INTRODUCTION

1.1 Nationally, the role of Councils in the planning of school places and other provision is changing. Further clarification is expected from the Department for Education in the spring 2012. North Somerset aims to support schools in providing ‘inclusive and improving’ education that is continually being enhanced, is financially viable and achieves the highest possible standards.

1.2 The final plan will be implemented from September 2012 onwards.

2. DOCUMENT OUTLINE

Part 1

2.1 Part 1 of the draft Education Provision in North Somerset ~ A Commissioning Strategy provides details of the change of remit of the Council from the automatic provider to the ‘commissioner’ of school places. There is more emphasis on the need within North Somerset to provide genuine learning experiences for all children and young people 0 – 25. It provides a summary of organisational changes since the last plan and of where we are now, as well as noting changes in capital resources and funding remits and requirements.

2.2 The draft Education Provision in North Somerset ~ A Commissioning Strategy is now a 3-year plan, recognising the need for more regular review. There have been significant Central Government policy changes in relation to the provision of school places. The Council has a duty to secure sufficient suitable education and training opportunities to meet the reasonable needs of all young people in their area. It does not have a duty to provide these facilities on its own.

2.3 The Council aspires to provide, in partnership with all providers, local schools and settings for local children. This is viewed as a critical partnership in terms of meeting the key strategic priorities for all learners across all sectors in North Somerset. The Council will continue to support existing facilities and, in a brokerage role, act as a facilitator to provide new or different forms of continuing provision.

2.4 The Council has a duty to be the ‘Champion for Children’ and will make decisions that will meet the best interest of children and communities. The Council will support schools and other educational providers in adopting new governance and delivery arrangements such as collaborations, federations and amalgamations. The principles of quality, coherence, consolidation and value for money should be the driver for change, allowing schools to align to local and national policies.

2.5 In partnership with others there is a need for a new and innovative model for delivering education to those with Learning Difficulties and/or a Disability in North Somerset so that our provision meets of needs of individuals and is line with government policy at a national and local level. The Council is committed to develop, in partnership with local providers, the provision of high quality accessible
and sustainable ‘within district’ provision including residential options for vulnerable learners aged 16 - 25 that will lead to greater participation and higher levels of achievement and success.

2.6 Early Years provision is mainly provided by the private, voluntary and independent sector. Previously North Somerset had benefitted from Early Years Quality and Access Grant funding that was part of the Sure Start, Early Years and Childcare and Aiming High for Disabled Children Grant. It provided capital support to assist in the delivery of new or the continuation of existing provision. Whilst this funding is no longer available, the duty to provide places remains. The duty will also be extended when the requirement to provide free places for vulnerable young learners is extended to cover 2 –year-olds from September 2013.

2.7 Schools and the local community still look to the Council to ensure the sufficiency of places whether for pre-school, school or for post-16 provision. In the future the Council will not necessarily be the direct provider for such needs. Whilst the duty remains, funds to progress new provision may not be available and nationally are considerably reduced. This change in national strategy provides many risks such as insufficient resources to fulfil local needs, especially if funding to create new forms of provision in one area compromises the provision of basic need (the requirement for additional school places) elsewhere.

2.8 We are moving away from structures where the primary and secondary age range are taught in separate institutions and the only sorts of schools are either community or church VA and VC schools. There are opportunities for a richer variety of 4-19, and 14-19 provision, greater choice for vulnerable learners, notably LLD and EBD, and the desire for North Somerset to have a Higher Education provision. New models of delivery will add to the choices for parents, learners (4-25) and offer local diversity. The Local Authority is keen to explore the opportunities the Coalition has opened by actively exploring new solutions with local providers for vocational (14 – 19), higher education and LLD and EBD provision. This could bring raising attainment, learner’s choice and enhanced economic development together in a groundbreaking transformation.

Part 2

2.9 Part 2 of the draft Education Provision in North Somerset ~ A Commissioning Strategy looks at the Delivery Plans for the district. It notes the projections and OfSTED categories and suggests delivery options for new and existing primary and secondary aged school places across the district (via clusters). It looks at the provision of services for vulnerable learners, noting the requirements of the Transformation Programme and states the strategic priorities for post-16 education and training with all providers. It also looks at other CYPS service provision.

2.10 In relation to Primary School Places, the projected demand across the next 3 years shows an increase in need of around 700 places, mostly in Weston super Mare and Portishead. By 2015 should the Council do nothing there is predicted to be a deficit of around 320 primary school places. Long term forecasting is difficult in the primary sector once the focus goes beyond 4 years as it then takes into account
predicted, as opposed to actual births. There is also the fact that anticipated rather
than approved planning decisions are then factored into the forecast.
The priority for additional school places will be mainly concentrated around Weston
super Mare, Portishead and Yatton. The priority for new schools will be mainly
based around Weston super Mare.

2.11 It will be necessary during the life of this plan to review the capacity and delivery
options for Special Schools and other specialist provisions, including those for 16 –
25 aged learners. Any changes should be included in the strategies for change
alongside cluster and authority-wide mainstream expansions in primary and
secondary school places following increased pupil demand from new residential
developments across the district.

2.12 The current secondary school provisions in Weston super Mare and Portishead
schools are insufficient to enable the future increase in pupil population anticipated
from residential expansions to be accommodated within the physical capacities of
our current schools. Future delivery needs will be explored and implemented (if
necessary) during the life of the plan.

2.13 The strategic priorities for the provision of post 16 education and training in North
Somerset for the 2011/12 academic year, and in some cases beyond, are provided
in detail. The requirements for learners to participate in education, training or
significant voluntary work up to the age of 17 by 2013 and 18 by 2015 provides
opportunities and new demand that must be planned for.

2.14 The Council currently provides funding for around 3,500 – 4,000 3 and 4-year olds
to enable them to access up to 15 hours per week free early years provision
between 38 and 50 weeks a year. The Department for Education announced in
November 2011 that free early year’s education will be extended to 140,000
disadvantaged two-year-olds. In North Somerset this will extend the provision from
the current 50 2-year old places to around 417 eligible places from September 2013
and 594 places by 2014 (and increase of 1008%)..

2.15 In addition to our partnerships with schools and academies, the LA works in
partnership with the Diocese of Clifton, Diocese of Bath & Wells and the Methodist
Church. Whilst the LA is the admission authority for VC schools, VA schools can set
their own admission arrangements. Whilst most VA schools will offer some
priority to applicants who have a ‘church link’ (11 out of 13), if schools have
vacancies these places will normally be offered to other local children. For Catholic
Schools this only normally applies if the family names the school.

The numbers of children in Catholic schools remains mainly static during the life of
this plan. Current projected need can be met within the resources already available,
although this will require review to ensure sufficiency in the future.

North Somerset does not offer denominational secondary education. The majority of
pupils whose parents seek a denominational secondary education attend either St
Bede’s Catholic School or St. Mary Redcliffe and Temple CE School, both of
which are in Bristol.
Appendix 1

2.16 Individual cluster wide plans are given in appendix 1 to the document. In summary, actions to be progressed are as below:

Backwell Cluster

- The Council will work with the Yatton Federated Schools to increase capacity up to 90 pupils per year group (phased year on year) as soon as is possible.
- The Council’s Future Schools Service will work with Backwell C of E Junior and West Leigh Infant Schools to facilitate and progress possible changes towards full primary status if and as appropriate.
- The Council will work with the staff and governors of Backwell School to consider its placement in the capital priorities across the district in the future.

Churchill Cluster

- The Future Schools Service will work with the Churchill South group of schools to review and offer solutions for longer-term sustainability.
- The Council will monitor the projections in and around Congresbury to determine whether or not consultations should commence during the life of this plan to expand St Andrew’s C of E Primary School to a 420-place school.
- The Council’s Future Schools Service is working with the governing body of Dundry C of E Primary School to enable it to investigate ways of continuing to be sustainable within a decreasing roll situation.
- The Council’s Future Schools Service will work with the whole Churchill cluster to develop new ways of collaborative working. It may be necessary to ‘mothball’ accommodation in some schools to reduce excess capacity and to reflect the Council’s aspiration in respect of maintaining surplus school places at between 5% and 7%. This will be discussed with schools individually and within the cluster.
- The Council will work with the staff and governors of Churchill Academy to consider its placement in the capital priorities across the district in the future.

Gordano and Pill Cluster

- The Council’s Future Schools Service will progress plans to provide extra primary and secondary school capacity within the cluster so that pupil allocations better match existing place availability.
- The Future Schools Service will work with the governing bodies of High Down Infant and Junior Schools to review closer working arrangements, in the context of the Council’s continued preference for all-through primary provision.
- The Council will encourage a consultation to take place to review the transfer to secondary school arrangements for pupils attending St Mary’s C of E Primary School.
- The Council will work with the staff and governors of Gordano School to consider its placement in the capital priorities across the district in the future.
Clevedon Cluster

- The Council will work with stakeholders of All Saints C of E Primary School to ensure its long term sustainability.
- The Council’s Future Schools Service is working with the governing body of Tickenham C of E Primary School to look at new models of governance and leadership to help to ensure its long-term sustainability.
- The Council will work with the staff and governors of Clevedon Secondary School to consider its placement in the capital priorities across the district in the future.

Nailsea Cluster

- The Council’s Future Schools Service will review internally the capacity needs of Nailsea to ensure that its primary and secondary provision is correct for the current and future needs of the town.
- The Council’s Future Schools Service will continue to work with the governing bodies of Hannah More Infant and Grove Junior Schools to explore the development of their federation opportunities.
- A review of the admissions numbers of Hannah More Infant and Grove Junior Schools (from 90 to 75 per year group) and of the accommodation at Grove Junior School will take place during the life of this plan.
- A review of provision at Kingshill C of E Primary School may be necessary.
- The Council’s Future Schools Service is working with the senior leaders and governors of Nailsea Secondary School. The admission number of Nailsea School will be reduced from 240 places to 210 places per year group from 2013 onwards.

Weston-super-Mare

- Consultations to create primary schools at Mendip Green First, Hillside First and St Martin’s C of E Junior Schools are ongoing, having started in September 2011.
- The Council’s Future Schools Service will work with the staff and Governors of St Anne’s C of E Primary School and the Diocese of Bath & Wells to consider options for the school to ensure its long-term sustainability.
- The Council will support Priory School to expand to serve the 4 – 16 age range and create new 210/420-place primary provision on its site as and when needed.
- A rebuild and expansion of Ashcombe Primary School will be progressed.
- A remodelling and expansion of Locking Primary School from a 315 to a 420-place school will take place to take effect from September 2013.
- A review of secondary provision will take place. In summary, currently it is proposed that;
  - a significant proportion of future demand for secondary places could be met through an FE/HE/UTC provision on Locking Parklands for KS4 and KS5. Initially additional places at KS3 would be provided at the existing academies / schools, so school overall numbers would not decline and may increase.
  - Weston College would promote the UTC in partnership with one or more HEIs
  - The Weston secondary schools could provide the core student numbers for the UTC. This would free up capacity to expand places in Years 7 to 9. It must be noted that extra places would still be needed across the Weston
Schools to meet overall extra demand years 7 – 9 and, in the longer term, 10-11.

- Around 140 extra pupils per year group would be generated between 2015 and 2026 based on a ratio of at least 14 children to every 100 homes built in new housing developments (this ratio is currently under review and is considered to be conservative). Relocating 100 Y10 and Y11 pupils (200 in total) would therefore enable existing settings to increase their years 7 – 9 intake by a maximum of 10 pupils per year group per school or, more advisably, (and to allow for some surplus to accommodate parental preference), by between 30 & 60 pupils each across initially two schools. Some remodelling of existing schools will be needed to meet new demand.

- Future increases in existing provision would be needed as demand and increased numbers dictate. With agreement, the numbers of pupils attending some schools should be increased in accordance with market demand in the future.

**Catholic Cluster**

- The Council will work with the Diocese of Clifton to review the provision of Catholic school places both during the life of this plan and thereafter.

**Appendix 2**

2.17 Appendix 2 looks at the principles and requirements for new schools resulting from the creation of new housing developments. In North Somerset new schools will be delivered by:

- establishing new Academies and Free Schools via national guidelines;
- where possible, expanding already popular and successful schools. This may include moving and expanding these schools onto new sites;
- promoting federations and multiple sites for popular and successful schools/academies;
- working in partnership with the Church of England Diocese of Bath and Wells, the Clifton Diocese Department for Schools and Colleges, the Methodist Ministry and local Baptist Churches to ensure that the range of provision across the district meets the needs of parents;
- working with existing Academy partners and identifying new partners to deliver Foundation/Trust/Academy/Free School arrangements;
- providing other forms of new ‘community’ schools – within competition parameters – if there is demand for this type of provision.

The Council will seek to work internally and with partners to deliver and maintain both new and current provision.
Appendix 3

2.18 Appendix 3 shows the Council’s Future Schools Services operational plans to develop and make changes.

Appendix 4

2.19 Appendix 4 plans the delivery of education to vulnerable learners. The Council is committed to develop, in partnership with local providers, high quality accessible and sustainable ‘in district’ provision including residential opportunities for vulnerable learners aged 16 – 25. This should lead to greater participation and higher levels of achievement and success. It will also enable local providers to meet the needs of vulnerable learners within our district boundaries wherever possible, and support the development of the skills of our local workforce to meet vulnerable learners’ needs.

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2.20 Appendix 5 provides a glossary of terms and abbreviations.
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*** Please note that where the word ‘school’ is used in the general sense; it will refer to the provision of schools and academies.

In addition, where the word ‘parents’ is used, this refers to parents and carers.
1.1 Overview of the Purpose of the Plan

1.1.1 This Education Provision in North Somerset – A Commissioning Strategy 2012 – 2015 Plan outlines the Local Authority’s vision for learning from 2012 - 2015, how the provision will be secured and the underpinning principles and procedures. It provides a strategic overview of provision and needs in North Somerset as part of the Council’s wider role to provide leadership of education and economic development and to be the local ‘Children’s Champion’.

1.1.2 There have been significant Central Government policy changes in relation to the provision of school places. North Somerset Council has a duty to secure sufficient suitable education and training opportunities to meet the reasonable needs of all young people in their area. It does not have a duty to provide these facilities exclusively. Young people are those who are over compulsory school age, but aged under 19, or are aged 19 to 25 and subject to a learning difficulty assessment. Details of the new responsibilities will be added to this Plan once known (an announcement is expected in February 2012).

1.1.3 North Somerset Council is committed to working closely with its partners to shape provision in their area by identifying gaps, enabling new provision, supporting developments with existing providers and developing the market. These partners currently include all maintained schools, Academies, Weston College, the Diocese of Bath & Wells, Diocese of Clifton, the Methodist Ministry and local Baptist churches and providers in the voluntary sector.

1.1.4 The Council’s vision is “to provide clear leadership, quality services and an affordable Council Tax”. The provision of high quality education and other support services to young people is a key element in addressing the 6 shared priorities set out in the Sustainable Community Strategy 2008 - 2026, which informs the Corporate Plan:

- Tackling disadvantage and promoting equality of opportunity
- Developing strong inclusive communities
- Ensuring safer communities
- Improving health and well-being
- Developing a prosperous economy and enterprising community
- Living within environmental limits

The Council’s business drivers are (1) improving service delivery performance; (2) achieving better customer focus; and (3) reducing costs.

The Children & Families Partnership Plan, published in 2011, sets the context in which services will be commissioned by the Council, jointly within our strategic partnership:

- We recognise that in the future, our partnership will provide less but enable more
- We will not do less of the same but instead we will seek to transform services
- We will make the best use of all our resources – people, buildings, budgets and equipment across the partnership.
- We will reduce bureaucracy to protect services and support our providers
- We will make creative and effective use of new technology

1.1.5 The Children and Families Partnership Plan sets a challenging commitment for partner agencies in North Somerset:

“We believe that all children and young people in North Somerset should be enabled to reach their fullest potential as individuals, learners and citizens.”

This vision is the keystone to the personal success, future life-chances and the potential contribution young people will make to their communities. The Council aims to create learning communities that, where practical, are available for whole community use and where the best opportunities exist for young people to fulfil their potential as learners and contribute to a healthy, prosperous and sustainable society.

In today’s and tomorrow’s economy, the essential raw materials for generating social, economic and cultural capital are skills and knowledge. The North Somerset Council vision is that in providing places for learning for the 21st Century and beyond, schools will be centres for all forms of learning, providing opportunities appropriate to the needs of all members of the community. Schools are, and will increasingly be, centres for community engagement, social interaction and gateways to access services and support. Schools also offer a potential future location for the development of community-led, locally delivered services, which will meet the needs of children and young people, alongside other members of the community.

The Children and Families Partnership Plan contains a detailed set of commitments for the partnership, centred on analysis of a detailed evidence base. The commitments are grouped into five key areas:

| Be healthy: | A healthy start in life, and support for emotionally resilient young people. |
| Stay safe: | Support for strong families, and for safe and confident young people. |
| Enjoy and achieve: | Raising attainment and providing opportunities for all, especially our most vulnerable children. |
| Make a positive contribution: | Support and activities to promote a positive view of children and young people. |
| Achieve economic wellbeing: | Building independence in difficult times. |

The Plan, containing a detailed table of commitments, is available at: http://www.northsomersetpartnership.co.uk/whoweare/deliverypartnerships/childrenandfamilies/singleplan20101.asp

1.1.6 North Somerset Council’s Children and Young People’s Services have a strong foundation of success and a track record of achievement upon which to deliver its
education vision, building on its strong inspection outcomes, where the overall grade for Children’s Services shows that it performs excellently with a high proportion of good or outstanding schools; and on its capital programme delivery successes, where recent projects have been delivered on time and on budget, evidencing competitive costs and a high level of satisfaction from schools.

The Council aspires to provide, in partnership with all providers, local schools and settings for local children. This is viewed as a critical partnership in terms of meeting the key strategic priorities for all learners across all sectors in North Somerset. The Council will continue to support existing facilities and, in a brokerage role, act as a facilitator to provide new or different forms of continuing provision.

The Council has a duty to be the ‘Champion for Children’ and will make decisions that will meet the best interests of children and communities:

Effective planning will:

- support schools in providing ‘inclusive and improving’ education that is financially viable and achieves the highest possible standards
- ensure full participation for all learners
- add diversity and choice – the Council will support sustainable quality learning provisions, working to provide schools and other provisions that meet the needs of learners irrespective of the type of provision
- where financially possible, provide the right number of places in the right locations (irrespective of the nature of the provision)
- ensure that the needs of our most vulnerable learners are met
- minimise the number of surplus places
- resolve overcrowding
- where financially possible, provide learning facilities fit for 21st century teaching and learning
- use capital resources wisely to meet the needs of learners (this may necessitate making difficult decisions about the viability of some sites where other local facilities can meet the demand for places. Resources secured from closing a facility or site may be used to update other provisions for a greater number of learners)

1.1.7 The Council will support schools and other educational providers in adopting new governance and delivery arrangements such as collaborations, federations and amalgamations. The principles of quality, coherence, consolidation and value for money should be the driver for change, allowing schools to align to local and national policies.

1.2 Over-view of the Character of the District

1.2.1 The map below shows the administrative boundary of North Somerset, the main settlement areas and primary and secondary schools and academies as at September 2011. North Somerset covers an area of around 145 square miles and has a population of 212,200 people (mid 2010 estimates). The district contains an international airport, a deep-sea west coast port, an Area of Outstanding Natural
Beauty, part of the Forest of Avon, a large area of Green Belt stretching south west from the edge of Bristol, as well as areas of low-lying levels and moors. The main settlements include the primary urban area of Weston-super-Mare and the three smaller towns of Portishead, Clevedon and Nailsea.

1.2.2 North Somerset is a generally prosperous area, with a growing population. The district has a higher than average proportion of older people and lower than average proportions of working age population and children. Household structures within North Somerset generally mirror the national situation, although the number of homeowners is 10% higher than in England as a whole.

1.2.3 Crime rates and unemployment rates are lower than average, again suggesting that North Somerset is a prosperous area, but deprivation statistics do highlight that there are areas that have severe social and economic problems. North Somerset has a huge range of inequality, but most of the deprived areas are concentrated in Weston-super-Mare.

1.2.4 Average incomes in North Somerset are in line with the national average; however house prices are seven times the average North Somerset income. The lending multiplier for a mortgage is generally assumed to be three and a half times a single salary, which highlights an affordability gap in North Somerset, especially for first time buyers.

1.2.5 Car ownership in North Somerset is high and the number of households with two or more cars is well above the national average.

1.2.6 North Somerset residents have higher than average earnings and the district has some of the wealthiest communities in the country.

1.2.7 However, there are also some very significant pockets of deprivation and the area has the 7th highest range of health inequality in the country. The Indices of Multiple

***Use of this data is subject to terms and conditions***

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1.2.7 However, there are also some very significant pockets of deprivation and the area has the 7th highest range of health inequality in the country. The Indices of Multiple
Deprivation published in 2010 measure deprivation in small local areas called Super Output Areas (SOAs). There are 124 SOAs in North Somerset. Nine of these fall in the 10% most deprived areas in England (two of these fall in the bottom 1%).

1.2.8 All of the SOAs are in the South and Central Wards of Weston-super-Mare. In addition, the district has areas of rural disadvantage. In Weston-super-Mare, there are significant levels of unemployment which impact negatively on household income and on outcomes for children and young people.

1.2.9 Unlike some areas which are seeing a decline in the school age population, North Somerset is expected to grow over the next few years in line with significant increases in residential development planned for Weston-super-Mare and continuing growth in Portishead.

1.2.8 North Somerset is mainly rural with four urban towns. It has a school aged pupil population of around 28,000 of which 2,794 (10%) receive free transport from home to school at a cost of £3.035m per annum. The majority of the budget covers the costs of transport within more affluent rural locations. The number of pupils receiving free home to school transport within Super Output and other more deprived areas within local towns is minimal in comparison. The statutory requirements due to the geographic nature of the environment means that, unlike London Boroughs for example, North Somerset does not benefit from city-wide initiatives to provide free transport for the under 11s. A large number of parents do not have the option of a range of school choices within the 2 and 3 statutory walking distance parameters and there are often very few or no choices for timely public transport to a school of choice due to the rural nature of the majority of the district.

Due to the geographical nature of the Authority, it is not always feasible to travel to learn at other institutions. Travel options are limited in some parts of the Authority and can be prohibitive both in terms of time and expense. With the reduction in financial support available for 16 - 19 learner students, there may be greater access issues for this age group.

1.3 Current School Provision and Changes since the Last Plan

1.3.1 In 2007, the Council had 65 schools serving primary aged pupils (Voluntary Aided; Voluntary Controlled; Community), three special schools, six 11 - 18 community secondary schools and four 11 - 16 community schools (all in Weston-super-Mare). Post-16 provision in Weston-super-Mare was mainly provided by Weston College. As at December 2011, there are 61 schools serving primary aged pupils (Voluntary Aided; Voluntary Controlled; Community), three special schools (one of which has Foundation Trust status), three 11 - 18 academies, two 11 - 16 academies, one trust and four community secondary schools. Post-16 provision in Weston-super-Mare continues to be mainly provided by Weston College.
1.3.2 At eight of the primary schools there are nursery classes for 3 year-old pupils. Attached to one primary school is a neighbourhood nursery for 0 - 4 year-olds. Two schools currently include a freestanding unit for pupils with specific special educational needs. The Local Authority has a statutory duty to ensure there are enough high quality early years places for parents seeking childcare (as outlined in the Early Years Sufficiency and Access Plan 2011 - 2013) and for 3 - 5 year olds to receive their entitlement to 15 hours of free early years education each week. The Council meets this duty in partnership with the Private, Voluntary and Independent sector. There are, at the time of writing this document, 51 pre-schools, 41 day nurseries, 47 home child carers and 201 childminders.

1.3.3 North Somerset has 10 non-selective secondary schools/academies. All have in the past successfully applied to be part of the Specialist Schools Programme: Backwell (Arts), Broadoak (Mathematics and Computing), Churchill (Performing Arts), Clevedon (Language), Nailsea (Technology & Media Arts), Gordano and Priory (Technology), St. Katherine’s (Science), Worle (Performing and Media Arts) and Wyvern (Sports). In partnership with private sector sponsors and through additional Government funding this has helped schools to develop identities through their chosen specialisms. Specialisms are now optional. Individual schools and academies will choose whether they want to continue to offer their specialisms and their Specialist Schools and Academies Trust (SSAT) membership accordingly or not.

1.3.4 All secondary schools in North Somerset provide access to post-16 provision. The four Weston Secondary Schools (Broadoak, Hans Price, Priory and Worle) are involved in an innovative partnership with Weston College. The partnership means that young people can access post-16 courses on all Weston school and college sites. Weston College has seen significant growth in recent years and is working with schools across North Somerset as well as leading in vocational developments and services for students with difficulties and disabilities. Weston College offers a broad range of provision from 14 - 16 part-time courses in partnership with all schools (both special and mainstream) and academies, to a breadth of courses from pre-entry level to undergraduate, apprenticeships and learners with learning difficulties or disabilities (LLDD). There are opportunities to open new types of 14 - 19 provision including a University Technical College, Studio Schools and Technical Academies. The six secondary schools outside Weston (Backwell, Churchill, Clevedon, Gordano, Nailsea and St Katherine’s) have their own discrete sixth form provision but also work through partnership arrangements with other schools, the FE sector, the voluntary sector and private apprenticeship providers to offer a wide and varied curriculum to all pupils. Apprenticeship and Foundation Learning provision have become increasingly important.
1.3.5 In recent years, the Government has encouraged schools to become academies. Academies are maintained schools, but operate outside the Local Authority system. They are funded directly by the Government, benefit from the sponsorship of individuals or organisations and have additional freedom to innovate, particularly in relation to curriculum and staff conditions of service. As at September 2011, there are five secondary aged academies in North Somerset. A further two secondary schools are expected to convert shortly.

1.3.6 The latest range of schools in North Somerset as at December 2011 is as below:

<table>
<thead>
<tr>
<th>School Type</th>
<th>2007/8 School Year</th>
<th>2011/12 School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Primary Schools</td>
<td>19</td>
<td>23</td>
</tr>
<tr>
<td>Voluntary Controlled Primary Schools</td>
<td>17</td>
<td>14</td>
</tr>
<tr>
<td>Church of England Voluntary Aided Primary Schools</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Catholic Voluntary Aided Primary School</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Anglican/Methodist Voluntary Aided Primary Schools</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Community Infant Schools</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Voluntary Controlled Infant School</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Community First Schools</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Voluntary Aided First School</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Community Junior Schools (Years 3 – 6)</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Voluntary Controlled Junior Schools (Years 3 – 6)</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Voluntary Controlled Junior School (Years 4 – 6)</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Community Secondary Schools all holding Specialist Status</td>
<td>10</td>
<td>4</td>
</tr>
<tr>
<td>Special Schools (one of which now has Foundation/Trust status)</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Foundation/Trust</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>11 – 16 academies</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>11 -19 academies</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>78</td>
<td>74</td>
</tr>
</tbody>
</table>

1.3.7 North Somerset has three special schools and two Resource Bases attached to mainstream primary schools. The table below sets out the current age range and descriptors of need for the three special schools. There are two descriptors of need: complex learning difficulties and severe learning difficulties.
<table>
<thead>
<tr>
<th>Name of School</th>
<th>Age Range</th>
<th>Planned Places</th>
<th>Descriptor</th>
<th>Placements as of September 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baytree</td>
<td>3–19</td>
<td>67</td>
<td>Severe and Profound Learning Difficulties</td>
<td>66 including 5 dual placements</td>
</tr>
<tr>
<td>Ravenswood</td>
<td>3–19</td>
<td>120</td>
<td>Complex and Severe Learning Difficulties</td>
<td>111 including 6 dual placements and pupils from other LAs</td>
</tr>
<tr>
<td>Westhaven</td>
<td>7–16</td>
<td>75</td>
<td>Complex Learning Difficulties</td>
<td>82 including 1 dual placement</td>
</tr>
<tr>
<td>Mendip Green First*</td>
<td>4-8</td>
<td>8</td>
<td>Hearing Impaired/ Communication</td>
<td>7</td>
</tr>
<tr>
<td>Castle Batch Primary</td>
<td>4-11</td>
<td>19</td>
<td>Speech and Language</td>
<td>19</td>
</tr>
</tbody>
</table>

A consultation by the Department for Education (19 July to 11 October 2011) on future school funding reforms emphasises the role of commissioning provision to ensure that financial arrangements in the future do not provide incentives or disincentives that encourage children to be placed in a particular type of provision. Reviews may be necessary.

1.3.8 Currently we have 4 Pupil Referral Units located across the district as below:

<table>
<thead>
<tr>
<th>Name of school</th>
<th>Age Range</th>
<th>Planned places</th>
<th>Descriptor</th>
<th>Placements as of September 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Larch Centre, Weston-super-Mare</td>
<td>7–14</td>
<td>40</td>
<td>Students who are in imminent danger or have been permanently excluded from mainstream school</td>
<td>25</td>
</tr>
<tr>
<td>Oakhill, Nailsea</td>
<td>7–14</td>
<td>40</td>
<td>As above, placements for students who have the ability to access GCSE courses</td>
<td>20</td>
</tr>
<tr>
<td>SAIL – Crown Works, Weston-super-Mare</td>
<td>14–16</td>
<td>40</td>
<td>Provision for students who require a more vocational approach to learning</td>
<td>25</td>
</tr>
<tr>
<td>Vocational Centre – Crown Works, Weston-super-Mare</td>
<td>14–16</td>
<td>40</td>
<td>As above, placements for students who have the ability to access GCSE courses</td>
<td>25</td>
</tr>
</tbody>
</table>

In addition to the 4 Pupil Referral Units, one of North Somerset’s enhanced resource bases, run from the Larch Centre, is a small behaviour base (BESD) catering for up to 5 Key Stage One pupils. Many of these students would in the past have been placed in out of county provision.

North Somerset has four enhanced centres to support schools in meeting the needs of pupils that covers provision at KS1/2 with social, emotional and behavioural difficulties; for both the primary and secondary stages for pupils with communication and Autistic Spectrum Disorders; and a Post 16 partnership with Weston College at Westhaven School.

By spring 2012, CYPS will have opened consultation on identified models for future PRU provision.
1.3.9 All 14 - 19 providers in North Somerset are a part of the 14 - 19 Partnership. This body works to both help shape and meet the 16 - 19 strategic priorities as set out in this document. Weston College has taken the lead in terms of development of Foundation Learning and Post 16 education. There is demonstrable evidence of tangible partnerships with schools and partners. In 2011, the College confirmed its wish to continue in this way and not to work in competition with schools. In response, the schools confirmed their wish to develop facilities up to age 16.

In terms of 14 - 16, the College has worked extensively with schools via increased flexibility funding and continues to develop this work. The College is actively engaged with Pupil Referral Units and is looking to develop an enhanced foundation learning model for the future including highly effective transition programmes from EOTAS. The work with Special Schools and the Learning Difficulties and Disabilities curriculum at the College was described as outstanding by OfSTED.

1.3.10 Early Years provision in North Somerset is mainly provided by the Private, Voluntary and the Independent sector. Local Authorities have a legal duty to secure a sufficient supply of childcare across their areas. This can be achieved through managing the market to encourage diversity of supply. The aims of the provisions are to provide quality learning environment in early year's settings to support the delivery of the Early Years Foundation Stage (EYFS), with a particular emphasis on play and physical activities.

The DfE issued draft Statutory Guidance for Local Authorities in relation to new Early Years responsibilities in November 2011. This covers three key areas:

- A duty to secure sufficient childcare for working parents
- A duty to secure free early years education provision by September 2013 for disadvantaged 2 year olds.
- A duty to assess the quality of childcare provision and withdraw funding where a setting is inadequate and consider additional eligibility criteria for satisfactory settings

The Council currently provides funding for around 3,500 – 4,000 3 and 4-year olds to enable them to access up to 15 hours per week free early years provision between 38 and 50 weeks a year. The Department for Education announced in November 2011 that free early years education will be extended to 140,000 disadvantaged two-year-olds. In North Somerset this will extend the provision from the current 50 2-year old places to around 417 eligible places from September 2013 and 594 places by 2014 (an increase of 1008%).

1.4 New School Places Already Provided and the Principles for Further Expansions

1.4.1 The Council has created almost 1,200 new primary school places and 980 new secondary places in the last 5 years. An additional 665 permanent primary places have been delivered for 2011 and beyond (of which 315 are permanent places in Weston-super-Mare and 210 permanent additional places in Portishead). The extra places notably already provided include over 465 primary and 360 secondary places in Portishead since 2005, 125 primary and 332 secondary in Weston-super-Mare, and 105 primary places in Long Ashton. The Council also provided 120 emergency places for September 2011 (60 in Weston-super-Mare and 60 in Portishead). Our
capital programme aims to not only provide sustainable new school places, but also to progress the aspirations of the strategic plans for the district. An example of this is the consultation started in September 2011 to create extra school places (to meet basic need requirements) by re-designating and expanding two first schools and a junior school to create 3 expanded and remodelled primary schools.

1.4.2 In wanting to progress its vision to provide 21st century learning facilities for all its pupils where children can be inspired to learn and develop educationally, morally, economically and emotionally in safe, secure and physically and financially robust establishments, it is vital that any new school:

- should be at the centre of the community(ies) it serves
- provide genuinely personalised learning experiences for all its children and young people
- enable full participation for all children and young people (0-19)
- work with other local schools and partners for the benefit of the whole community
- provide engaging environments for parents, carers and the local community
- provide a wide curriculum of learning that leads to high standards and good behaviour within specialist facilities

1.4.3 All schools should be community resources that are committed to work together as well as extensively and effectively with parents, other providers and wider children’s services. They should deliver with other partners a wide offer of teaching, learning and other services, meeting additional pupil and family needs, ensuring that problems are identified and addressed universally, maximising pupil and family learning improvements, and making the greatest use of their community resource to ensure collective accountability in the local area.

Within the recommendations contained in this draft strategy, in North Somerset new schools will be delivered by:

- establishing new Academies and Free Schools via national guidelines
- where possible, expanding already popular and successful schools. This may include moving and expanding these schools onto new sites
- promoting federations of existing schools and multiple sites for popular and successful schools/ academies
- working in partnership with the Church of England Diocese of Bath and Wells, the Clifton Diocese Department for Schools and Colleges, the Methodist Ministry and local Baptist Churches to ensure that the range of provision across the district meets the needs of parents
- working with existing and seeking out and establishing new partners to work with in collaboration within Foundation/Trust/Academy/Free School arrangements
- providing other forms of new ‘community’ schools – within competition parameters – if there is demand for this type of provision
The Council will seek to work internally and with partners to deliver and maintain both new and current provision and will:

- seek out alternative funding opportunities to meet community needs (Free Schools etc.,) where possible and where this meets the Council’s strategic plans
- work with developers to provide new school buildings and community resources as part of their infrastructure obligations
- encourage all schools to review their asset needs and to sell assets no longer required to pay for new demand/condition works, whether on site or elsewhere in the district. Where possible there should be a presumption that playing fields will not be sold where the legal requirements for sport needs cannot be satisfied
- ensure that the Diocese of Bath & Wells and the Council enable capital receipts (from the sale of previous church school sites within North Somerset) to be used to support new or expanding schools within North Somerset
- progress bids with the aim of securing Council capital funds. These may be generated from the increase in Council tax revenue due to the higher number of homes within the district
- only normally progress new/remodelled building works that meet basic need and/or the condition needs of our worst buildings

1.4.4 All new buildings should be flexible to enable the site to be adapted and remodelled to meet current and future needs. It may be appropriate, in areas of residential growth for example, for buildings to accommodate primary aged pupils when demand is high, but for these same buildings to be adjusted to cater for secondary needs if the numbers of new primary aged pupils were in decline.

1.4.5 North Somerset Council should seek to ensure that all learning establishments within the district are committed to working together to meet the best interests of children and families. It should lead and facilitate this ethos, sometimes acting as a brokerage service across the district. It must ensure that any new education partners subscribe and commit to North Somerset Council’s learning principles. The Council should also ensure that, where possible, schools should facilitate access to wider community resources. Their buildings should be based on a campus model, including, as appropriate, the local library service, public art, emergency services (Police), services such as a post office, sports, leisure and play facilities, children and health services, etc. At all school sites, schools should be encouraged to allocate spaces for growing produce.

1.5 Capital Resources

1.5.1 The James Review issued in May 2011 suggests new ways of allocating funds in the future to all providers of education via ‘Responsible Bodies’. We anticipate that in the future priorities for Capital Maintenance funding will need to take into account the needs of all schools i.e. maintained, foundation, trust, academies, special etc. As at today we have no guarantee the Council will be responsible for making capital determinations, although we may retain a commissioning role for school place
provision. We have received notification of funding allocations from April 2012 onwards, but these are again for one year only. It is increasingly difficult to plan and deliver both short and longer-term solutions to meet the demands of schools across the whole district (in relation to condition needs) and parents (in relation to demand).

1.5.2 The extent to which specific policies and school improvement or enlargement projects can be implemented depends on the level of education capital funding available to the Council/the district in a particular financial year. The Government responded to the Independent Review of Education Capital by Sebastian James, published in April 2011, on 19 July 2011. The Review considered how the Department could achieve better value for money and improve efficiency in capital investment. With the expansion of academies and the creation of free schools, the Government intend to ‘take forward significant changes in the schools system to provide greater choice to communities, children, parents and carers.’ The outcome of the review will be to support the aims of the Government’s Construction Strategy.

A consultation was launched to determine views on how funding should be allocated in the future. It ended on 11 October 2011. It is hoped that a response will be forthcoming in January 2012.

1.5.3 The recommendations of the James Review in relation to this plan are that:

- capital investment and apportionment should be based on objective facts and consistent criteria. Allocations must be spent on providing new high quality school places and to update the condition of facilities;
- funding will be made available to Local Authority areas as a single grant with a mandate that ministerial priorities should be considered when determining allocations (capital for free schools will be made from a central fund);
- notional budgets will be apportioned to Local Authority areas to meet national and local needs. A local process, hosted by the Local Authority and involving all ‘Responsible Bodies’, will prioritise how the notional budget should be used. Local decisions will be captured in a short Local Investment Plan written by the Local Authority. There will be a representation process for those who feel allocations were not assigned fairly;
- individual institutions will be allocated capital to support the delivery of small capital works and ICT provision. Wherever possible this should be aggregated up to the ‘Responsible Bodies’ for them to use across their estate;
- buildings should be procured as efficiently as possible, so that the greatest possible number of children and young people benefit from the funding available;
- subject to sufficient funding, all buildings must be fit for purpose;
- the funding available should be used efficiently, allocated by a funding formula that addresses greatest need;
- standard designs should be adopted when building new schools. This should bring down project costs;
- there should be flexibility in how best to deploy the available funding locally, with partners working together strategically to agree priorities.

1.5.4 The Government has recognised that the most pressing problem facing many Local Authorities is ensuring every child has a school place. In some local areas, there are simply not enough school places to meet rising demand. This is true within North Somerset, where in areas such as Portishead and Weston-super-Mare the demand
for infant-aged places has in some instances exceeded supply. It is also the case in some rural locations. £800 million of additional spending is to be given directly to Local Authorities nationally to meet the demand for school places. This has equated to £1.8m in North Somerset in 2011/12. An additional £500 million was allocated nationally in November 2011 to fund more new school places in those areas of greatest need. Funds for this financial year (2011/12) have been given to the Local Authorities with the greatest demographic pressures so they can provide enough places, especially at primary schools, in September 2012. North Somerset received an additional extra basic need allocation of £1.326m.

1.5.5 Schools and the local community still look to the Council to ensure the sufficiency of places whether for pre-school, school or post-16 provision. In the future, the Council will not necessarily be the direct provider for such needs. Whilst the duty remains, funds to progress new provision may not be available to the Council. This is particularly acute as nationally and locally capital funds are considerably reduced.

This change provides many risks, most notably a lack of sufficient capital resources to meet local educational needs. The Council maintains one of the lowest Council Tax levels in the South West and significant local contributions towards capital needs are therefore not available unless this is to change. There is a tension between the need for new homes and reluctance by planners and developers to request and provide sufficient funds to cover the full costs of educational infrastructure needs to meet the requirements of new residential developments.

Whilst the Council will continue to strategically plan for overall local needs, external opportunities such as the establishment of free schools can and will mean that plans will need to be adapted if they become overshadowed by external changes outside the Council’s control. This could be especially problematic where funds are needed in a specific area (village) to meet basic need requirements but are compromised due to the delivery of a new form of provision (free school) that results in a surplus of places within a nearby location elsewhere.

1.5.6 In accordance with the requirements set out in the Education Act 2011, resources will be prioritised to meet basic need and condition requirements in schools.
It is recommended that priority for capital funds from April 2012 should (funding permitting) be as follows (in order):

1. To progress schemes fully funded by Government bespoke initiatives.
2. To meet (directly or indirectly) large scale basic need requirements, especially in Weston-super-Mare and Portishead.
3. To complete year 2 of the three year compliance programme of works (boilers/electrical works) and continue to meet urgent statutory compliance condition needs (C & D) in schools where the priority for work is categorised as priority 1 (urgent) or 2 (essential) works.
4. To meet other basic need requirements outside Weston-super-Mare and Portishead.
5. To progress projects (other than basic need) when condition is an issue that can be resolved within the capital allocations available – provided long-term sustainability can be confirmed.
6. To progress projects where other forms of funding can contribute to the overall budget allocation.

£1.4 billion nationally has already been allocated in the 2011/12 financial year to deal with maintenance problems (£3,761,144 locally reducing to £2,406,640 for 2012/13). The Department for Education is commencing a privately financed programme (PFI) to provide school facilities. The programme is intended to address those schools in the worst condition. Ministers may also take into account pressing cases of basic need (the requirement for additional school places) and other ministerial priorities. The programme is likely to include a mix of primary schools, secondary schools, special schools, sixth form colleges and alternative provision. Results of all submissions are still awaited.

Local Authorities were responsible for co-ordinating and submitting all school applications (Voluntary Aided, Voluntary Controlled and community), although schools that benefitted from investment in the last 15 years are unlikely to have a successful application. Evidence of poor condition was requested and it is anticipated that most successful schools will be rebuilt. Those with significant listings may not be eligible. There must be evidence of pupil demand. Academies could ask their Local Authority to submit their request or act independently.

Successful schools will be subject to a long term (27 years) private finance arrangement for building maintenance and soft maintenance. The build will be procured by a central body. Either the Local Authority or the DfE may be contracting parties. The new build will be based on a standardised design and schools will be expected to make annual revenue payments (about £55 per m$^2$) and to pay for utilities (around £15 per m$^2$).

Locally, whilst four establishments expressed an initial interest in the scheme (two academies and two community primary schools), the Local Authority was not asked to submit any formal applications. The cost of the scheme was a major factor in these decisions.
1.5.8 The Council would recommend that the current Heads’ Asset Management Reference Group supplemented by representatives of North Somerset’s local Responsible Bodies becomes the Forum for discussing local capital funding priorities. The Local Authority will be responsible for submitting the Local Investment Plan to the DfE.

1.5.9 Funding was, and in some instances is, still available as follows:

- **Primary Capital Programme (PCP)** – the Primary Capital Programme was to deliver up to £40m of capital resources over a 14 year programme to either build new or remodel around 50% of our existing primary stock. A new 210 place primary school had cost in the region of £4.5m, a 420 place school in the region of £7m. As of April 2011, this scheme is no longer in operation having been cancelled nationally.

- **Building Schools for the Future (BSF)** – we had submitted plans for a £186m programme to rebuild and remodel all North Somerset secondary schools (other than at our pilot school in Nailsea) starting in North Somerset in 2016. As of the summer 2010, this scheme was cancelled nationally.

- **Locally Co-ordinated Voluntary Aided Programme (LCVAP)** – specific funds to support 90% of the cost of projects at Voluntary Aided Schools. This funding is overseen in partnership by the Local Authority with the Diocese of Bath & Wells and the Diocese of Clifton and is under review nationally.

- **Devolved Formula Capital** - an earmarked sum for each school, based on a formula prescribed by the DfE to enable school governing bodies to address their most urgent health and safety, maintenance and improvement needs identified through the Asset Management planning process.

- **Single Capital Allocation** – the District has a backlog of around £32m in condition and suitability needs across the total school/academy stock. In accordance with the requirements set out in the Schools White Paper 2010, resources will most probably be prioritised to meet basic need and condition requirements in schools. The rectification of significant suitability needs will, most probably, not be possible during the life of this plan.

- **Basic Need** – this funding is intended to pay for capital projects that meet basic needs, such as additional school places or the replacement of buildings that would prevent school pupil attendance.

- **Capital receipts** - income from the sale of assets.

- **Prudential Borrowing** – a scheme that allows Local Authorities to borrow capital against future identified savings.

- **s106** – funds from developers who are required to pay for/provide the additional infrastructures needed as a result of their new housing developments should current facilities be insufficient to meet the new demand. In the future this may be replaced by the Community Infrastructure Levy (CIL).

1.5.10 In relation to school finances, the funds available to the Council were reduced as follows:
<table>
<thead>
<tr>
<th></th>
<th>2010/11</th>
<th>2011/12</th>
<th>2012/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Need</td>
<td>1,444,028</td>
<td>1,811,673</td>
<td>2,327,419</td>
</tr>
<tr>
<td>Basic Need Safety Valve</td>
<td>1,000,000</td>
<td>1,326,206</td>
<td></td>
</tr>
<tr>
<td>Devolved Formula Grant</td>
<td>3,208,088</td>
<td>627,854</td>
<td>449,238</td>
</tr>
<tr>
<td>Devolved Formula Grant - VA schools (90%)</td>
<td>0</td>
<td>85,703</td>
<td>86,735</td>
</tr>
<tr>
<td>LCVAP (at 90%)</td>
<td>398,222</td>
<td>423,883</td>
<td>395,911</td>
</tr>
<tr>
<td>Primary Capital Programme</td>
<td>5,378,000</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Modernisation</td>
<td>1,225,435</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Extended Schools</td>
<td>164,230</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Kitchens/Cookery in Curriculum</td>
<td>1,168,000</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Targeted Capital Fund - SEN Diplomas</td>
<td>5,332,000</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>19,318,003</strong></td>
<td><strong>8,036,464</strong></td>
<td><strong>5,665,943</strong></td>
</tr>
</tbody>
</table>

The cuts in funding mean than within North Somerset it is likely that:

- resources to provide additional basic need school places in Weston-super-Mare, Portishead and other areas of residential growth cannot be afforded from basic need payments alone. It is likely that children will need to be transported away from their local area to schools with vacancies (increasing the demand on the home to school transport budget).
- many governing bodies will be unable to maintain their buildings using their reduced devolved capital allocations and will look to the Council to support major capital schemes. The Council’s single capital allocation is insufficient to meet the maintenance backlog. All resources will need to be concentrated on basic need and severe condition needs alone. Many schools experience suitability issues that can compromise their ability to deliver the curriculum. It is unlikely that any significant suitability concerns can be addressed during the life of this plan.
- any new allocations will not be ring-fenced to meet specific needs i.e. DDA and services other than schools (i.e. Children’s centres; Pre-Schools). Whilst this provides greater freedom in fund allocations it does mean that previously supported local opportunities may no longer be delivered as funds will need to be concentrated on national priorities.

### 1.6 Partnership Working

1.6.1 North Somerset Council, in its role as the Local Authority, is currently the major provider of education for the 4 - 16 year age range. From its inception in April 1996, the Local Authority has believed that changes can only be introduced following genuine consultation with those who use the service and may be affected by the changes proposed.
1.6.2 Denomination groups are providers of a significant number of primary school places in North Somerset. The Authority will continue to work with the Church of England Diocese of Bath and Wells, the Clifton Diocese Department for Schools and Colleges, the Methodist Ministry and local Baptist churches. With the introduction of new forms of provision, the mix of different types of schools will naturally change. North Somerset Council will work to reflect the new range and diversity of all schools to ensure that the range of provision across the district meets the needs of parents and families.

1.6.3 The Council will work with existing and new Academies, Foundation and Trust Schools and Weston College to develop diversity and choice for parents and families.

1.6.4 The Local Authority will continue to develop closer partnerships with the local and national Young People’s Learning Agency (YPLA) that will become the Education Funding Agency (EFA) on 1 April 2012, the Skills Funding Agency, National Apprenticeship Service, Studio School Trust and University College Trust to ensure that all young people can develop and achieve their full potential.

1.6.5 The partnership with Early Years providers is vital to ensure that North Somerset can provide sufficient and sustainable quality childcare that parents and carers are willing to access. The Early Years Strategy Group provides an essential link between all partners including private, voluntary and independent groups as well as health colleagues and Council officers.

1.6.6 When planning learning provision our stakeholders will be any person, body or organisation that will have a legitimate responsibility or influence or who could be impacted by the provision of a learning facility for the local community. These could be:

- Pupils
- Existing and potential parents
- Diocesan partners
- Police
- Key health partners
- Youth Service
- Local residents
- Trust bodies
- Early Years Providers
- Business
- Community Partnership Groups
- Governors
- Neighbouring schools
- Other Admission Authorities
- Neighbouring Local Authorities
- YPLA/EFA and DfE
2. ORGANISATION PRINCIPLES AND POLICIES

2.1 Legal context

2.1.1. The School Standards and Framework Act 1998 had set out how Local Authorities should exercise their statutory duties to secure primary and secondary education to meet the needs of the population in their area. The Education and Inspection Act 2006 enhanced the role of Local Authorities, making them strategic commissioners of services with a mandate to promote high standards for all and greater choice and diversity. The Act abolished the role of School Organisation Committees (SOCs).

2.1.2 The Education Act 2011 maintains the role of Local Authorities as the strategic commissioner of services, but provides greater autonomy of education provision by the encouragement of the establishment of academies, free schools, studio schools and University Technology Colleges that are independent of the Local Authority. The Act gives Local Authorities ‘a critical new role as strengthened champions of choice, securing a wide range of education options for parents and families, ensuring there are sufficient high-quality school places, co-ordinating fair admissions, promoting social justice by supporting vulnerable children and challenging schools which fail to improve.’ The Council supports the principle of partnership working and may act as a facilitator or challenger of change where this is in the best interests of learners.

2.1.3 The 2002 Education Act established the legal basis on which locally managed schools could formally work together at the level of strategic governance, through collaborations and federations, with the intention of increasing flexibilities and encouraging joint working.

Collaboration provides formal partnerships with a strategic group across the partnership making policy decisions, which are binding on all members. Federation provides opportunities for two or more schools to be governed collectively under a single governing body.

The conditions for success when establishing either a collaboration or federation are identified as:

- common purpose
- clear governance arrangements
- clear leadership and management structures
- trust amongst partners
- commitment to goals
- review mechanisms

Further Statutory Instruments were produced for collaboration (No. 1321) and federation (No.960), both coming into force on 25 May 2007.

2.1.4 There is a Government expectation that within the schools’ system, academy status will become the norm and that where there is a need for a new school, the first choice will be a new academy or free school. Where the Local Authority is unable to identify a suitable sponsor to open a new school, it will be ‘able to contact the Secretary of State for Education so that together such a sponsor can be found.’
2.1.5 Local Authorities currently have a statutory duty under section 14(3A) of the Education and Inspections Act 1996 to exercise their functions with a view to securing diversity in the provision of schools and in increasing opportunities for parental choice when planning the provision of school places. Local Authorities must also have regard to the presumption that successful and popular schools should be expanded.

On 1 December the DfE laid revised School Admissions Codes before Parliament. Subject to the views of Parliament, these Codes will come into force on 1 February 2012 and affect the 2013/14 admissions intake. The new Codes will give greater freedom to own admission authority schools to increase the number of places they are able to offer to parents. This will be possible without the agreement of the Council and consultations with other stakeholders.

2.1.6 Whilst the publication of statutory proposals must precede significant changes to educational provision for schools, greater freedoms to change admission levels and the status of schools are now in place, especially in relation to academies and free schools. For academies and free schools the Secretary of State will take decisions over changes in the structures, age range and status of these schools. The processes to be followed are more streamlined than those to be followed by Community, VA and VC schools. Where decisions are still to be made by the Local Authority (for Community, VA and VC schools) such decisions will be made by The Executive (where a Statutory Proposal is to be published), or by the Executive Member for Children and Young People’s Services, after taking formal advice from the Children and Young People’s Services Scrutiny Panel, and the Director of Children and Young People’s Services. The revised School Admissions Code recommends that the North Somerset Admissions Forum will no longer be a statutory body and can be disbanded. The Forum has expressed a wish for it to continue to meet and debate local issues. The Forum will be included as a consultee in all Local Authority consultations but its formal recommendations will no longer be needed as part of this Council’s local decision making processes.

Regulations set out the information that must be included in statutory proposals, who the Decision Maker should be and the information that must be provided to enable a decision to be taken.

2.2 Organisational Picture

2.2.1 As stated earlier within this Plan, the educational picture in terms of the types of providers offering choices for school places within North Somerset has changed considerably since the publication of the last School Organisation Plan (2007 – 2012). Government funding sources, such as Building Schools for the Future and the Primary Capital Programme, have been removed and the opportunities for receiving significant resources from developers or other sources such as Council finances are greatly reduced.

2.2.2 Prior to 2011, education in North Somerset was delivered within clearly defined groupings as seen below. All schools were funded via the Council and the age ranges of mainstream provision were fixed between options for primary and options for secondary provision. Early Years provision was and still is mainly provided by the
Private, Voluntary and Independent sectors. Post-16 delivery was either mainly delivered via 11 - 18 schools or 11 - 16 schools in partnership with Weston College.

<table>
<thead>
<tr>
<th>Age</th>
<th>Education Providers Pre 2011</th>
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<tbody>
<tr>
<td>0-4</td>
<td>Early Years Providers</td>
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<tr>
<td>4-7</td>
<td>Primary Schools</td>
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<td>Infant Schools</td>
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<td>Special Schools</td>
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<td>7-11</td>
<td>Junior Schools</td>
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<td>Special Schools</td>
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<td>11-14</td>
<td>Comprehensive Schools</td>
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<tr>
<td>14-16</td>
<td>Comprehensive Schools</td>
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<tr>
<td>16-18</td>
<td>Weston College</td>
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<tr>
<td>18+</td>
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2.2.3 We are moving away from structures where the primary and secondary age ranges are taught in separate institutions and the only sorts of schools are either community or church VA or VC schools. We are moving to a richer variety of 4-19 and 14 - 19 provision, greater choice for vulnerable learners, notably LLD and EBD, and the desire for North Somerset to have a Higher Education provision. New models of delivery will add to the choices for parents, learners (4 - 25) and offer local diversity.

The Local Authority is keen to explore the opportunities the Coalition has opened by actively exploring new solutions with local providers for vocational (14 - 19), higher education and LLD and EBD provision. This could bring raising attainment, learner’s choice and enhanced economic development together in a groundbreaking transformation.

New models of provision and the aspirations within this plan can only be delivered in partnership with all educational providers (schools, academies and FE sector) within the district.
### Education Providers in the Future

<table>
<thead>
<tr>
<th>Age</th>
<th>Early Years Providers</th>
<th>Pre Schools</th>
<th>0-4</th>
<th>4-7</th>
<th>Primary Schools</th>
<th>Primary Academies</th>
<th>All age Academies</th>
<th>Free Schools</th>
<th>Free Schools</th>
<th>Special Schools</th>
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#### 2.3 School Place Planning Principles

2.3.1 Section 1 of the plan outlines the national and local principles that underpin this plan.

North Somerset Council has clear strategies for school place provision. Organisational and building changes will be progressed where they contribute to school standards, maximise the opportunities offered by new technology and provide community facilities to support national and local agendas and meet pupil demand.

Within North Somerset, effective school planning will:

- provide the right number of places in the right locations – parents expect to send their child to a high quality local school or provision and to be afforded a reasonable element of choice
- add diversity (i.e. category of school) and choice to place provision within North Somerset. Council officers will support sustainable quality learning provisions, working to provide schools and settings that meet the needs of learners irrespective of the type of provision
- provide coherent provision to meet the needs of all learners across the district
- minimise the number of surplus places in some schools – a high level of surplus places divert resources that could be used to improve the overall quality of education in the district. Every pupil place costs money (light, heat, staff salaries for example) regardless of whether it is used or vacant
- seek to address overcrowding at some schools as resources allow – overcrowding can result in larger class sizes and pressure on existing facilities as well as cause excessive additional pressures/stress for teachers and all school staff. The inability of an Admission Authority to satisfy all parental preferences can lead to a higher number of school appeals and
potentially to an increase in home to school transport costs of a local school cannot be offered

- support schools in providing ‘inclusive and improving’ education that is continually being enhanced, is financially viable and achieves the highest possible standards. Schools will be encouraged to explore the development of collaboration or federation where this can enhance the teaching and learning, school to school transition, sustainable financial viability and effective governance. Amalgamations (on same and dual sites) may also be explored where the same benefits can be achieved

- give value for money – use capital resources wisely to meet the needs of learners (this may necessitate making difficult decisions about the viability of some sites where other local facilities can meet the demand for places. Resources secured from closing a facility may be used to update other provisions for a greater number of learners). The Local Authority must ensure that a justifiable allocation of Council Tax payers’ money is distributed across the school estate

- ensure that the needs of our most vulnerable learners are met

- support schools in providing ‘inclusive and improving’ education that is financially viable and achieves the highest possible standards

- ensure that scarce building resources are allocated to support the aims and priorities contained within this plan

- allow schools to expand and change their provision to meet new Government initiatives, such as offering diversity, raising of the participation age to 18, introduction of more bespoke circular offer, provision of appropriate services to and for the local community during and outside of the school day

2.3.3 The following principles are applied when reviewing the type of mainstream provision in North Somerset:

a) Expansion of schools – in supporting local schools for local children and restricting the carbon travel footprint, the Council will not normally look to expand a popular school that admits a significant percentage of its pupil population from outside its local area or where significant vacancies exist at neighbouring schools (within 2 miles for a primary school and 3 miles for a secondary school). When reviewing demand for school places it will consider the numbers of pupils in and around the locality of the school as well as demand for school places and act in the interests of all schools and all parents in the community to provide sustainable and cost effective school places.

The Education Act 2011 encourages schools that are popular with parents to be free to increase their admission levels and thereby offer parents more options for a place. The Act, for admissions from September 2013 onwards, enables own admission authority schools to admit more pupils over and above their normal admission number. Whereas in the past additional places could only be offered with the Council’s approval, in the future schools only need to notify the Council of their intention to offer more places. For ‘bulk’ admissions, provided notification of the increase is received in good time to administer the locally agreed co-ordinated admissions scheme, the change will be implemented. The Council supports partnership working and would hope that the needs of the area are considered by schools and partners when planning school expansions.
b) New housing developments – the Council will seek the establishment of new or expanded schools/community facilities from housing developers. The Council will expect developers to provide sufficient funding to develop timely new school communities in areas of significant build, and/or to make a significant contribution to the expansion of other local schools where additional school places are needed as a result of new housing. The Council will also consider the expansion or repositioning of schools to new sites within towns where local demand requires relocation. It is expected that this infrastructure will be funded through either s106 contributions or the Community Infrastructure Levy (CIL).

In North Somerset new school places will be delivered by:

- establishing new academies and free schools via national guidelines
- where possible, expanding already popular and successful schools. This may include moving and expanding these schools onto new sites
- promoting federations of existing schools and multiple sites for popular and successful schools/academies
- working in partnership with the Church of England Diocese of Bath and Wells, the Clifton Diocese Department for Schools and Colleges, the Methodist Ministry and local Baptist Churches to ensure that the range of provision across the district meets the needs of parents;
- working with existing and seeking out and establishing new partners to work with in collaboration within Foundation/Trust/Academy/Free School arrangements;
- providing other forms of new ‘community’ schools – within competition parameters – if there is demand for this type of provision.

c) Surplus places – the Council will aspire to have between 5 – 7% surplus places across all schools in North Somerset. Where the numbers of surplus places in a school are or are predicted to be in excess of 15% the Local Authority will discuss with the Governors of the schools action to remove these places. The Local Authority will automatically review the viability of schools that have more than 25% surplus places, especially where standards are low or where floor standards necessitate a review of provision.

Schools below the floor standard of 60% for English and maths combined at L4+ and/or below 65% for a single subject will be monitored by the Local Authority. Local Authority officers contribute to a six or twelve weekly cross-directorate Open House forum when the progress and categorisation of all schools is reviewed. The progress of schools identified as category Low 3 are monitored six times per year through a Schools Causing Concern Review Group where judgements are made about progress against priorities and support is planned and monitored by named Local Authority officers.

d) Places filled at North Somerset schools by non-North Somerset residents – the Council will review the status of these schools/work together with governors to explore options to ensure their longer-term viability when the numbers of non-North Somerset residents are in excess of 50% of their regular intake and there is an external trigger that necessitates a review.
e) The Local Authority will consider and may recommend a change of organisational status (collaboration, federation, amalgamation, academy chain) or work with governors to encourage them to explore (and adopt if appropriate) new governance arrangements (see flow chart – Appendix 3) when:

- there is a large surplus of places as determined by the Local Authority’s projections within more than one school in a cluster (e.g. 25% or greater) and the children from these schools could reasonably be expected to attend an amalgamated school at one of the school sites (the maximum travelling time being 60 minutes).
- a school is deemed to be financially non-viable and a collaboration, federation or amalgamation with another school(s) is considered to be better value for money and in the best interests of the pupils of the schools.
- a school is causing continued concern in terms of levels of achievement or floor standards, as determined by the School Improvement Categorisation process, and changes to governance arrangements or an amalgamation would best meet the needs of the local community.

(Schools causing concern are not just those schools “eligible for intervention” within the meaning of Part 4 of the 2006 Education Act but are also those about which the Local Authority has other serious concerns. Where schools are eligible for intervention, Local Authorities may exercise their powers to require the governing body to enter into arrangements, to appoint additional governors, to suspend the delegated authority for the school’s budget, and to appoint an Interim Executive Board. Where schools are eligible for intervention, the Secretary of State has the power to appoint additional governors, appoint an Interim Executive Board or make an academy order).

The Local Authority will use its powers of intervention to require the Governing Body to enter into arrangements to:

- enter into a contract or other arrangement for specified services of an advisory nature with a specified person (who may be the governing body of another school)
- make arrangements to collaborate with the governing body of another school
- make arrangements to collaborate with a further education body
- take specified steps for the purpose of creating or joining a federation

- a school within the primary range roll is reduced (for example, 3 classes can no longer be sustained) and the school is financially unviable and it is recognised that curriculum needs can no longer be met within the financial resources available.
- a school within the secondary range has a sustained falling roll and the school in the longer term could become financially unviable.
- where the Headteacher of a first, infant or junior school leaves his/her post and a business case for change shows that a collaboration, federation or amalgamation meets the needs of the school community. Collaborations, federations and amalgamations should be explored as a possibility for all existing paired infant or first and junior schools. This consideration should
not wait for the change of headteacher in either school(s) but action will not be taken to progress a change until a change in headteacher is being planned for.

In exceptional cases where changes in governance arrangements (collaboration, federation, academy chain) have not been progressed by the schools concerned, alternative options for change may be considered unless there is evidence to show that insurmountable risks outweigh any likely benefits of change.

- LLD and EOTAS provision – this will be reviewed in the lifetime of this document.

(f) School Closure – the Local Authority will not normally consider schools for closure unless standards are low (below floor targets), surplus places are in excess of 25% and all measures taken to improve the teaching and other facilities available to children and their families have failed. The decision to close a school may be taken in extreme circumstances following sensitive consultation. The Local Authority will also consider a move to academy status where there is evidence of capacity for improvement.

Where schools are in ‘Special Measures’ however, the Secretary of State may direct the Local Authority to close the school. The Secretary of State can direct a Local Authority to cease to maintain a school where that school is eligible for intervention by virtue of it requiring special measures only. This will usually be done where there is no prospect of the school making sufficient improvements. Before this power can be exercised, the Secretary of State must consult:

- the Local Authority and the governing body of the school
- in the case of a Church of England school or a Roman Catholic Church school, the appropriate Diocesan Authority
- in the case of any other foundation or voluntary school, the person or persons by whom the foundation governors are appointed
- such other persons as the Secretary of State considers appropriate

If the direction to close a school has been given, the Local Authority will be expected to meet any costs of terminating staff contracts and make appropriate arrangements for the pupils continuing education, whether in a replacement school, or through transition to an alternative school.

**Power to Make an Academy Order**

Section 4 of the Academies Act 2010 permits the Secretary of State to make an academy order in two circumstances: firstly, on the application of a school’s governing body under section 3; or secondly, if the school is eligible for intervention within the meaning of Part 4 of the 2006 Education and Inspection Act.

If an academy order is made in respect of a school, the Secretary of State must give a copy of the order to:

- the governing body of the school
- the Headteacher
Following the making of an Academy Order, the governing body must consult on whether the school should be converted into an academy before the school becomes an academy.

The Education & Inspection Act 2006 requires that a Local Authority, or governing body, that is considering proposing the closure of a rural primary school must consider the following matters, when formulating their proposals:

- the likely effect of the discontinuance of the school on the local community
- the availability, and likely cost to the Local Authority, of transport to other schools
- any increase in the use of motor vehicles which is likely to result from the discontinuance of the school, and the likely effects of any such increase
- any alternatives to the discontinuance of the school.

Collaboration and Federation – North Somerset Council will encourage schools to work together and share their expertise so that standards are raised and all pupils and families benefit from the drive for change and new innovative working arrangements. North Somerset Council will support those schools who wish to share a Headteacher (in either case), and a governing body in the case of a Federation, provided it results in increased financial stability for these schools, a sharing and development of staff and in improved standards and opportunities for children and their families and may lead to more efficient school management.

Collaboration can be used to transform existing communities, lead innovation and challenge and develop existing practices with a wide range of collaborative arrangements being available. It enables schools to continue to maintain their existing governance arrangements; the schools retain their own ethos and character and control of their own decision-making but, by agreement, work together across school communities to progress and oversee individual initiatives or partnership arrangements. Such arrangements are detailed in a Memorandum of Understanding (MOU) agreed by the governing bodies which details the parameters of the collaboration.

Federation results in one decision making governing body which can enable school communities to:

- preserve and enhance the distinctiveness of individual schools whilst contributing to the longer-term sustainability and robustness of schools
- maximise the sharing of resources and taking advantages of economies of scale
- offer children and staff a wider range of opportunities by holding joint activities, sharing facilities and learning from shared experiences of the different Key Stages or of individual school values and ethos
- contribute to a raising of standards by sharing training (including INSET days) and good practice
- co-ordinate Continuing Professional Development of all staff
- for infant and junior schools there can be the development of a joint whole school curriculum approach and common policies
- develop a range of extended services and activities for children and the wider community across a number of school sites
- draw on a wide pool of expertise of parents, staff and governors across the federation
- enhance the transition between infant and junior or primary and secondary schools.

h) Primary provision – all provision for the primary age in North Somerset (school or building) will preferably be through all through primary schools or part of an all through school. Unless set in a rural location (where a 105 place school is part of a group of federated schools), all schools will normally enable at least one form of school entry (30 places per year group and 210 places overall) or two forms of entry (60 places per year group and 420 places overall). Where there is evidence of demand a 525 or 630 place school may be provided.

i) Size of small schools - the smallest rural primary school will normally accommodate at least up to 105 pupils. For small schools there is an expectation that Governing Bodies will share good practice and resources either through collaboration(s) or federation(s) or school business partnership(s). Where schools have fewer than 90 pupils formal collaboration or federation arrangements with other schools should be actively explored by the school's governing body.

j) The Council will normally support the provision of a small school in a rural area only. In supporting the requirement to provide value for money in terms of revenue and capital budgets, significant capital resources will not normally be granted to maintain small school buildings in towns, especially where building needs can be met through sharing or expanding other larger sites. Capital receipts from the relocation of small school buildings in towns may be used to support new methods of delivering the needs of that school community within the same town or district.

k) Special Educational Needs - the LA recognises the good work of teachers in enabling pupils with a range of learning difficulties to achieve the highest possible standards within mainstream schools. However, it also recognises that the effective inclusion of pupils with complex difficulties is a significant challenge to school staff and is committed to maintaining and enhancing the support available to mainstream schools. The Council is working towards enabling the needs of local pupils and learners (4 - 25) with needs to be met locally. The existing providers (three special schools, EOTAS Service and Weston College working together) are key partners in realising this vision (see Appendix 4a and Appendix 4b).

l) The LA makes every effort to place children in local schools, but does recognise that there are a small number of pupils whose needs are so severe and complex that they require provision that is only available in maintained or independent schools outside North Somerset. Pupil Referral Units provide teaching and pastoral support for children and young people who are unable to attend a mainstream school and require a more tailored specialist curriculum.
In addition to Pupil Referral Unit provision, the EOTAS (Education Other Than At School) service provides tuition to students who are unable to attend school because of ill-health, Emotionally Based School Refusal (anxiety) or breakdown of provision for a student with SEN.

Tuition is delivered through the Bungalow on the site of Oakhill PRU, Nailsea and through Fairways, Uphill Weston Super Mare.

The service does and will continue to provide the following:

- Individual provision for students - this may take place in the home for students with acute needs.
- Group tuition, at an identified centre with other children and young people with similar needs. Every effort is made to ensure that the needs of a young person who has anxiety based disorder are met separately to the needs of other students attending the centre.
- For students in Key Stages 3 and 4, alternative learning opportunities including work experience, counselling, mentoring programmes etc.

It is a core principle of the Tuition Service that all children and young people return to school as soon as possible. Through working in partnership with schools, families and other professionals, the service ensures that re-inclusion is planned and supported and is appropriate. In some cases an EOTAS tutor will join the young person in planned lessons in school, ensuring that preparation and understanding of curriculum content is in place before they withdraw.

In addition, tuition is provided to those students who are unable to attend school because of ill health, pregnancy, permanent exclusion or SEN placement breakdown.

The Council recognises the need for a specialist support model to assist learners with specific learning difficulties including EBD, to create an inclusive model keeping these learners in school. For those with more complex Autism and learning difficulties specialist provision may enable learners to gain skills to enable independent living learning.

m) Secondary provision – the core principles for existing and new secondary provisions are that:

- the local school should be the natural and easy choice for parents providing high standards of care and achievement
- strong, cohesive communities benefit from a secondary school at their heart
- denominational secondary schools are accessible to those parents who wish to exercise this choice
- in order to provide the best education for the 11 - 16 population, secondary schools should not normally serve fewer than 6 forms of entry (up to 180 pupils per year group) or more than 10 forms of entry (up to 300 pupils per year group). Where there is evidence of demand, larger provision would be considered (i.e. 330 pupils per year group).
n) The nature of 14 - 19 provision is changing with opportunities to develop new models of learning e.g. University Technical College, Technical Academies, Free Schools and Studio Schools. When these opportunities are championed by local providers (i.e. schools, academies, Weston College) and meet clear local learner need, support educational attainment, engagement and economic development, these will be actively supported by the Local Authority.

o) Post – 16 education will be provided by local schools and in partnership with Weston College and other specialist service providers. This will include pre-level 1 and levels 1, 2 and 3 studies, apprenticeships and specialist provision for vulnerable learners.

p) 4 - 16 and 4 - 19 schools - in promoting diversity and choice the Council will support the establishment of schools covering the whole primary and secondary age range provided the specific needs of the whole age range are accommodated both within the curriculum and physically on the site. The Council will be innovative in seeking provision for 0 - 19 (and up to 25 for LLDD) education, including special school, vocational, higher education provision and Children’s Centre Services if appropriate. At the same time, the Council will not support duplication of existing resources e.g. further 16 - 19 provision if this is already adequately supplied at high quality by existing providers (school and Weston College).

q) School clusters - in North Somerset, school clusters reflect local proximities and are based on location and ease of access for pupils. A group of schools may work or be placed together for any defined purpose such as:
  - monitoring and managing school place provision
  - managing pupil transition cross-phase
  - curriculum delivery
  - collaborating and federating learning provision
  - provision of extended facilities
  - providing a support network for teachers and school based staff
  - procurement, bulk buying across a cluster of schools
  - shared staff across the cluster e.g. joint arrangements for administration

r) Schools will be expected to investigate opportunities for opening their facilities to the wider community with the potential for income generation. This supports the partnership aim to make better use of our buildings and facilities as expressed in the Children & Families Partnership Plan. Work is already underway in a range of service reviews to map how buildings are used and what opportunities they may offer to emerging community-led bodies.

s) The Council will encourage the establishment of PVI pre-school provision onto school sites where financially and physically possible.

t) It should be noted that the Secretary of State has a general presumption against the need to change the current pattern of school playing-field provision by disposal or change of use. The Secretary of State expects applicants to have first investigated and exhausted all other possible sources of funding before considering the sale of school playing fields.
Briefly, applications are considered against three main criteria:

- that playing field provision and curriculum requirements at the school making the disposal, and at other local schools, are met
- that community use of a school's playing fields is taken into account
- that any sale proceeds are re-invested:
  - first, to provide new or improved outdoor sports facilities
  - second, to provide new or improved indoor sports facilities
  - third, to be used to help raise standards by providing educational facilities.

2.3.4 North Somerset Council had previously given a commitment in its Primary Capital Programme submission that the percentage of primary denominational school places should remain at around 50%. With the introduction of new forms of provision the mix of different types of schools will naturally change. North Somerset Council will work to reflect the new range and diversity of all schools, working with the Diocese of Bath and Wells, Diocese of Clifton, the Methodist Church and all other partners to ensure that the range of provision across the district meets the needs of parents.

2.3.5 The nature of 14 - 19 provision is changing with opportunities to open a University Technical College and Studio Schools. When these opportunities are championed by local providers (schools, academies and Weston College) and meet clear local learner need, support educational attainment, engagement and economic development these will be actively supported by the Local Authority.

2.3.6 In partnership with others, there is a need for a new and innovative model for Learning Difficulty and Disability in North Somerset that meets the needs of individuals and is line with Government policy at a national and local level. Current practice in terms of learner choice and value for money needs to be examined as currently the Dedicated Schools Grant funds residential and independent day schools (0 - 19) at £1.5 m and the current YPLA funds (16 - 25) out of county places at £2.5m.

North Somerset Council is committed to develop, in partnership with local providers, the provision of high quality accessible and sustainable ‘within district’ provision, including residential options for vulnerable learners aged 16 – 25, that will lead to greater participation and higher levels of achievement and success. This will enable local providers to meet the needs of vulnerable learners within our boundaries wherever possible and support the development of the skills of our local work force in meeting vulnerable learners’ needs.

Four enhanced day-resource bases are being developed. The vision for these bases is to provide a ‘within district’ facility for Autistic Spectrum Condition vulnerable learners aged 16 - 25 to be opened in the period 2012 - 15. Within North Somerset vulnerable learners will have the following additional provision:

- A KS1/2 base for children with social, emotional and behavioural difficulties
- Both a primary and a secondary base for children and young people with difficulties of social communication
- A post-16 base for young people needing enhanced support to ensure a successful transition into college provision
- The development by a local provider of a district residential facility for vulnerable learners aged 16-25 with Autistic Spectrum Condition. This will be actively championed and supported by North Somerset Council.

Specific plans are covered in Appendix 4a and Appendix 4b.
3. **Wider CYPS Service Delivery And Buildings Use**

3.1 **Integration of Services with Schools and Other Providers**

3.1.1 The delivery of services to children, young people and families will undergo significant remodelling over the life of this Plan. These changes will be shaped by:

- national educational policy
- adoption of new statutory frameworks
- the core principle that CYPS will focus its provision on the most vulnerable children, young people and families.
- Maintaining a local focus on improving outcomes through early intervention delivered by partners
- cost savings of 40% to be achieved by 2014/15

3.1.2 The main strategic service aim for CYPS is therefore to protect frontline services for children and families and focus that delivery on meeting the needs of the most vulnerable children and families.

3.1.2 CYPS direct service delivery will therefore be achieved by:

- ensuring the delivery of high quality universal early years support and challenge through our early years Private, Voluntary and Independent sector and network of Children’s Centres. This service will focus on the early intervention of children pre-birth to 5 years;
- supporting families with multiple and complex problems through the new “Community Family Service”;
- supporting learners with additional support needs and schools through the new “Vulnerable Learners Service”;
- continuing specialist services for those children looked after by the Local Authority and for young offenders

3.1.3 In addition we will work closely with schools, community & voluntary sector and other agencies to secure continued universal and early intervention services, based in local communities, to provide the essential counterbalance to CYPS' remodelled services. This will include:

- providing funding to schools to support learners and families through targeted interventions
- designing new delivery models for positive activities and youth work, focused on the role of Town and Parish Councils, the voluntary, community and faith sectors and emerging social enterprises

3.1.5 To support this new model of delivery and in line with sections 3.1; 3.2 and 2.3.3(q) and (s) we will:

- develop clear protocols for the interaction of early intervention and targeted services;
identify and take up opportunities to co-locate services in schools, multi-use Children’s Centres and local community buildings close to the to the point of delivery in communities, in line with the principles contained in this Plan;

implement our specific plans for each school cluster and the provision of new schools to maximise the value of any investment by ensuring the widest possible use of new buildings and facilities; and

use the Future Schools programme to support schools in considering how collaborations, federations and amalgamations, as well as any remodelling of staff teams, can ensure the continued provision of high-quality, early intervention support.

It is important to stress that in relation to school buildings, the core purpose of the buildings is to deliver teaching and learning to school aged pupils. Where the buildings can facilitate joint working this should always be encouraged. Pupil demand will however always take precedence over other uses. Flexibility over changes of use must be incorporated into any long-term plans.

3.2 Children’s Centres

3.2.1 Children’s Centres are a key aspect of North Somerset Council’s Early Years, Childcare and Play Strategy. They are a Government initiative designed to bring together education and childcare, family support and health services in a local, accessible and inclusive way for young children, their parents and families. The focus is on providing information, increasing the availability of high quality early years provision and other health and family support services, as well as improving support for children’s transition into school. North Somerset currently has 14 Children’s Centres located across the district.

3.2.2 All fourteen Children’s Centres throughout North Somerset are in good condition and generally suitable for their original intended use, although there have been sufficiency issues in some areas. They are located as follows:

- **Ashcombe Children’s Centre**  
  Stepping Stone Walk, Weston-super-Mare, BS23 3NA

- **Milton and Old Worle Children’s Centre**  
  Mendip Avenue, Worle, Weston-super-Mare, BS22 6HN

- **North Worle, St Georges & Kewstoke Children’s Centre**  
  Castle Batch Community Centre, Bishops Avenue, Worle, Weston-super-Mare, BS22 7PQ

- **Locking Castle & Locking Children’s Centre**  
  The Campus, Highlands Lane, Locking Castle, Weston-super-Mare, BS24 7DX

- **Locking Castle & Locking Children’s Centre**  
  Banwell Youth & Community Centre, West Street, Banwell, BS29 6DB

- **Nailsea and Backwell Children’s Centre**  
  Pound Lane, Nailsea, BS48 2NP

- **Yatton Moor Children’s Centre**  
  Yatton Infants School, High Street, Yatton, BS49 4HJ

- **Yeo Valley and Rural Outreach Children’s Centre**
3.2.3 The Council is reviewing its Children's Centres provision to ensure that it is fit for purpose for current and future service delivery. The Children’s Centres are a key element within the proposals to reshape the delivery of Integrated Services and locality working.

3.3 Locality Bases

3.3.1 The Council currently has four Locality Bases in:

- Portishead (the St Barnabas Centre)
- Nailsea (Clevedon Walk
- Weston-super-Mare (at The Campus and Bournville Primary School).

These properties are generally fit for purpose. The centres and bases are key resources in delivering the new integrated services described above.

3.2.2 The future number, use and management of the facilities will depend upon how services to children and young people will be delivered. This part of the CYPS estate will therefore be reviewed following the introduction of revised working arrangements, probably in the early part of 2012.

3.4 The Music Service

3.3.1 The Music Service, previously located within a primary school site, has recently relocated to a central office location. Discussions are ongoing to find a more suitable base and if possible, performance space to continue to support the service. The Music service is recognised nationally as being a model of good practice.

3.5 Positive Activities & Youth Provision

3.4.1 Youth provision is currently provided through 15 centres, some of which are owned by the Council, others are owned by the voluntary sector with funds made available to cover rent and premises costs.

3.4.2 As of January 2012 CYPS’s intention is to move away from direct provision of universal, community based youth work to a broader based model of “positive Activities” provision based on the following principles:
1. NSC will concentrate its investment in direct youth work with vulnerable young people, in the context of the Community Family Service

2. Wider universal provision will be commissioned from combinations of parish & town councils, community, voluntary and faith sector organisations with limited direct funding combined with support for the development of local delivery partnerships able to secure funding

3. Where directly funded, this provision will be commissioned to target specific areas of need and groups

3.4.3 As part of this transition CYPS will not maintain dedicated youth centre facilities but is supporting the creation of locals commissioning partnerships to consult on and secure a range of positive activities for children and young people in their area.

3.4.4 Schools may wish to become involved in these groups and/or offer to deliver provision as part of their wider community role. This could include making facilities available, acting as the employer of staff and/or using charitable vehicles to raise funds for local provision.

3.6 Early Years Provision

3.5.1 Early Years provision is mainly provided by the private, voluntary and independent sector. Previously North Somerset had benefitted from Early Years Quality and Access Grant funding that was part of the Sure Start, Early Years and Childcare and Aiming High for Disabled Children Grant. It provided capital support to assist in the delivery of new or the continuation of existing provision. Whilst this funding is no longer available, the duty to provide places remains. The duty will also be extended when the requirement to provide free places for vulnerable young learners is extended to cover 2–year-olds from September 2013.

3.5.2 The Council will continue to consider the need for extra pre-school facilities when embarking on any capital programme. Where physically and financially possible, the inclusion of early year’s facilities will be part of the scope of capital projects. The Council may require a contribution from a private provider towards the cost of capital works if appropriate.

3.7 Other Accommodation

3.6.1 The full non-school accommodation estate is subject to a review to support changed ways of working including Integrated Services and the creation of Community Family Bases. Many of these will be within the existing Children’s Centre estate.

3.6.2 The Council’s Office Amalgamation Programme is the main vehicle for determining the needs of other CYPS ‘office based’ staff.
4. **New Developments and Developer Contributions**

4.1 The district faces a wide range of development issues that includes the need to provide a relatively large amount of new housing. The Council's Core Strategy had identified a need for around 13,400 new dwellings between 2006 and 2026. As at April 2011, 8,150 had been approved or completed, with a further 5,250 properties required by 2026.

4.2 The greatest area of residential growth has been in the town of Portishead which has seen an increase of around 3,348 new dwellings in the last 10 years (up to 2011). Around 5 – 6,000 new homes are planned to be delivered in Weston-super-Mare by 2026, of which around 800 new dwellings should be available for occupation by 2015. This will generate extra demand for 200 pre-school, 200 primary and 100 secondary aged pupils within an area where there is minimal spare capacity within the current school/academy stock.

4.3 Appendix 2 details the Council’s requirements when creating new provision and its strategy for collecting developer contributions.

5. **Asset Management Planning (AMP)**

5.1 The CYPS Asset Management Plan (AMP) 2012 - 2015 will support the delivery of the learning establishments in the North Somerset Organisation and Capital Projects Plan. The AMP will set out how the Council intends to make changes to the asset base to ensure the key education and property aims are achieved, these being to provide sufficient school places and make school buildings safe, secure, wind and weather tight and able to function as intended. The AMP will also set out how school property assets are managed, how support is given to schools and how and why capital investment is prioritised and planned.

5.2 Condition surveys across the schools’ estate were undertaken in 2008. At that time, the total cost of addressing the required maintenance backlog was estimated at around £34m. Whilst some schools have been improved since the surveys were carried out, there has also been further general asset deterioration, thus ensuring that the backlog is still significant, particularly in secondary schools.

5.3 Another major problem is the amount of unsuitable accommodation in many schools. There are numerous examples of under-sized and/or poor quality classrooms, a lack of or poor configuration of halls, storage and circulation space and inadequate toilet and changing facilities.

5.4 All schools (including Academy, VA and Trust) have been assessed overall in terms of condition and suitability and RAG-rated (i.e. two ratings for each establishment). 11% of the primary estate and 45% of the secondary estate is rated red (worse condition and/or suitability). An amber rating identifies those schools in general fair/poor condition which require some form of investment. 66% of primary and 80% of secondary schools are either rated red or amber.

5.5 The main projects, programmes and initiatives to be delivered during the plan period are likely to be:
• Provision of space to accommodate the required school places throughout North Somerset
• Completion of the compliance works programme
• Commencement of the programme of major building repairs and replacements
• Supporting schools in reducing energy consumption, improving or making better use of existing facilities and utilising devolved budgets effectively
• Undertaking of works to support new management arrangements in schools
• Ensuring effective management arrangements are in place
6. General overview and summary Cluster Plans – Early Years, Primary, Special, Secondary and Post-16

6.1 Early Years and Primary School Places

6.1.1 Currently, there are sufficient Early Years places to meet present demand. The Council provides funding for around 3,500 – 4,000 3 and 4-year olds to enable them to access up to 15 hours per week free early years provision between 38 and 50 weeks a year. The Council will continue to work with private, voluntary and independent providers to review provision in line with national guidelines.

The Department for Education announced in November 2011 that free early year’s education will be extended to 140,000 disadvantaged two-year-olds. In North Somerset this will extend the provision from the current 50 2-year old places to around 417 eligible places from September 2013 and 594 places by 2014 (and increase of 1008%). This development represents a significant expansion of the free entitlement. The Early Year’s Team will work with stakeholders to optimise current capacities. The rapid increase of need will be prioritised to ensure that our most disadvantaged 40% of 2 year olds have priority for any new places.

Where physically and financially possible, the inclusion of early year’s facilities will be part of the scope of capital projects. The Council may require a contribution from a private provider towards the cost of capital works if appropriate.

6.1.2 The number of primary school places in North Somerset schools (16,656) is currently sufficient for the total number of pupils on roll (as at April 2011) of 15,151 overall and for the demand projected by 2015 of 16,335. School specific numbers do however show fluctuations across the region. This has resulted in some areas of the district having too high a proportion of surplus places and other areas having insufficient places. The Local Authority is committed to take all necessary action within its jurisdiction to reduce excessive surplus places in all schools and increase capacity in others.

6.1.3 The projected demand across the next 3 years shows an increase in demand of around 700 places, mostly in Weston-super-Mare and Portishead. By 2015 there is predicted to be a deficit of round 320 places. Long term forecasting is difficult in the primary sector once the focus goes beyond 4 years as it then takes into account predicted as opposed to actual births. There is also the fact that anticipated rather than approved planning decisions are then factored into the forecast.

6.1.4 Given current assumptions, the Council’s aim of securing a margin of between 5% and 7% of surplus places across individual schools will not be met unless changes are made in accommodation use at some schools. There is an unevenness within the Local Authority with some rural cluster groups generally showing a decline in roll whilst other areas, notably the towns of Portishead and Weston-super-Mare, have an increasing population. The Council will need to provide new places by either expanding or supporting the establishment of extra primary provision in both towns. Further details of these plans are contained within the cluster area strategies in Appendix 1.
6.1.5 The number of children in Catholic schools remains static during the life of this Plan. Current projected need can be met within the resources already available. Consideration does need to be given to increasing Catholic places in the longer term in line with the population growth, especially in Weston-super-Mare. There is an expectation that all new school provision will be either an academy or a free school. The Diocese of Clifton may wish to consider its response to this new delivery model during the life of this Plan.

6.1.6 There is minimal cross-boundary movement of primary aged pupils either in or out of North Somerset. In January 2011 there were 119 ‘out of area’ pupils in North Somerset primary schools (1%). The majority of these pupils live in Bristol and attend Birdwell Primary, Dundry VC Primary or Winford C of E Primary Schools.

6.2 Special School Places

6.2.1 The principle of promoting local provision for local children will be a key factor in any developments to meet any additional demands.

6.2.2 It will be necessary during the life of this Plan to review the cost benefit analysis and capacity of special schools and other specialist provisions, including those for 16 – 25 aged learners. Any changes should be included in the strategies for change alongside cluster and authority-wide mainstream expansions in primary and secondary school places following increased pupil demand from new residential developments across the district. Any plans to remodel or replace the school buildings (in line with the CYPS Asset Management Plan) would include a review of the school’s overall capacity and should take into account existing providers e.g. Weston College. Both Westhaven and Ravenswood Special Schools could be expanded on their current sites if appropriate. In the case of Ravenswood a new site may also need to be explored.

6.3 Secondary and Post-16 Provision

6.3.1 The April 2011 census figure showed there to be 11,206 (11 – 15) and 1617 (16+) pupils on roll, a total of 12,823 pupils. Predictions to 2015 show that the Local Authority will meet its guidelines of a 5% to 7% surplus to provide for parental preferences (predicted demand is 12,792 pupils by 2015 within an overall capacity of 13,547). However, within Weston-super-Mare, demand is predicted to exceed supply in the longer term, whilst in Nailsea the number of surplus places currently exceeds 15% (the trigger for review). The College currently enrols some 3,500 16 - 19 learners with significant success and is expanding its provision to cope with further demand.
### LATEST AGREED SURVEY

<table>
<thead>
<tr>
<th>PROPERTY NAME</th>
<th>Date</th>
<th>Net Cap</th>
<th>IAN</th>
<th>Signed</th>
<th>PAN Sept 2011</th>
<th>NOR Jan 2011</th>
<th>Surplus places</th>
</tr>
</thead>
<tbody>
<tr>
<td>Backwell School</td>
<td>16/12/2010</td>
<td>1697</td>
<td>261</td>
<td>Yes</td>
<td>261</td>
<td>1689</td>
<td>0.47%</td>
</tr>
<tr>
<td>Broadake Community School</td>
<td>13/10/2009</td>
<td>900</td>
<td>180</td>
<td>Yes</td>
<td>180</td>
<td>903</td>
<td>-0.33%</td>
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<tr>
<td>Churchill Community School</td>
<td>15/04/2010</td>
<td>1538</td>
<td>250</td>
<td>Yes</td>
<td>261</td>
<td>1563</td>
<td>-1.6%</td>
</tr>
<tr>
<td>Clevedon Community School</td>
<td>13/11/2009</td>
<td>1409</td>
<td>240</td>
<td>Yes</td>
<td>240</td>
<td>1230</td>
<td>12.7%</td>
</tr>
<tr>
<td>Gordano School</td>
<td>12/10/2009</td>
<td>1916</td>
<td>308</td>
<td>Yes</td>
<td>308</td>
<td>1895</td>
<td>1.09%</td>
</tr>
<tr>
<td>Nailsea School</td>
<td>12/12/2009</td>
<td>1383</td>
<td>240</td>
<td>**</td>
<td>240</td>
<td>1174</td>
<td>15.11%</td>
</tr>
<tr>
<td>Priory Community School</td>
<td>21/10/2009</td>
<td>1200</td>
<td>240</td>
<td>Yes</td>
<td>240</td>
<td>1200</td>
<td>0.0%</td>
</tr>
<tr>
<td>St Katherine's School</td>
<td>22/02/2007</td>
<td>1001</td>
<td>180</td>
<td>Yes</td>
<td>180</td>
<td>919</td>
<td>8.19%</td>
</tr>
<tr>
<td>Worle School</td>
<td>23/11/2009</td>
<td>1500</td>
<td>300</td>
<td>Yes</td>
<td>300</td>
<td>1497</td>
<td>0.2%</td>
</tr>
<tr>
<td>Hans Price Academy</td>
<td>24/11/2009</td>
<td>1003</td>
<td>200</td>
<td>**</td>
<td>200</td>
<td>753</td>
<td>24.92%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>13,547</strong></td>
<td></td>
<td></td>
<td><strong>12,823</strong></td>
<td></td>
<td><strong>5.34%</strong></td>
</tr>
</tbody>
</table>

**Awaiting authorisation**

6.3.2 The current capacities in Weston-super-Mare and Portishead schools are insufficient to enable the longer-term increase in pupil population anticipated from residential expansions to be accommodated within the physical capacities of our current schools. This will need to be reviewed during the lifetime of this Plan.

6.3.3 North Somerset Council does not offer denominational secondary education. The majority of pupils whose parents seek a denominational secondary education attend either St Bede's Catholic VA School or St. Mary Redcliffe and Temple CE VA School, both of which are in Bristol. A review of the provision of denomination transport was undertaken in 2007. No new entitlements to free home to school transport have been granted from September 2008 onwards. The Local Authority will continue to provide its legal minimums in relation to denominational transport, providing support to low-income families attending secondary schools with a religious character where the pupil lives over 2 and up to 15 miles from their nearest denominational school and a place has been granted on the basis of their religion or belief. Exceptionally free discretionary denominational transport is also currently granted to low-income North Somerset families on the basis of their religion where the distance from home to secondary school is between 15 and 25 miles.

6.3.4 There is a more significant cross-boundary movement of pupils within the secondary sector than within the primary sector. In the 2010/11 school year, pupils resident in Bristol took up 74% of the places at St. Katherine's Secondary School. Other Bristol pupils attend Gordano (10%), Backwell (3%) and Nailsea Secondary Schools (5%). These figures have decreased in some schools following the creation of a new school within the City of Bristol (Redland Green) and the establishment of a number of academies from previously private schools (Colston's Girls Schools and Bristol Cathedral Schools). This change will be kept under review, especially in relation to changes in neighbouring authority schools.

6.3.5 The areas of Dundry, Winford, the Felton part of Wrington Parish, Downside and Naish Lane have been served at secondary level since before 1974 (the establishment of the County of Avon) by Chew Valley School. Chew Valley School is currently maintained by Bath & North East Somerset. In September 2011, 15% of the intake to Chew Valley School will be residents of North Somerset (Chew Valley Admission Number: 195, intake from North Somerset: 30).
Secondary Schools: out of area pupils – January 2011

<table>
<thead>
<tr>
<th>School</th>
<th>Out of Area</th>
<th>Total Pupils</th>
<th>% Out of Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Backwell School</td>
<td>45</td>
<td>1,689</td>
<td>3%</td>
</tr>
<tr>
<td>Broadoak Maths &amp; Computing College</td>
<td>2</td>
<td>903</td>
<td>0.2%</td>
</tr>
<tr>
<td>Churchill Community Foundation School</td>
<td>17</td>
<td>1,563</td>
<td>1%</td>
</tr>
<tr>
<td>Clevedon School</td>
<td>3</td>
<td>1,230</td>
<td>0.2%</td>
</tr>
<tr>
<td>Gordano School</td>
<td>182</td>
<td>1,895</td>
<td>10%</td>
</tr>
<tr>
<td>Nailsea School</td>
<td>54</td>
<td>1,174</td>
<td>5%</td>
</tr>
<tr>
<td>Priory Community School</td>
<td>8</td>
<td>1,200</td>
<td>1%</td>
</tr>
<tr>
<td>St Katherine’s School</td>
<td>677</td>
<td>919</td>
<td>74%</td>
</tr>
<tr>
<td>Worle School</td>
<td>2</td>
<td>1,497</td>
<td>0.1%</td>
</tr>
<tr>
<td>Wyvern Community School</td>
<td>1</td>
<td>753</td>
<td>0.1%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>991</strong></td>
<td><strong>12,823</strong></td>
<td><strong>8%</strong></td>
</tr>
</tbody>
</table>

6.4 Post-16 Priorities and Provision

6.4.1 The strategic priorities for the provision of post-16 education and training in North Somerset for the 2011/12 academic year, and in some cases beyond, are as follows:

1. To increase further the overall participation rate in line with national aspirations to raise the participation age;

2. To work with all providers to raise the progression and attainment of vulnerable young people by ensuring sufficient high quality flexible provision in Foundation Learning and re-engagement activities. Groups that are identified as high priorities are specific groups of vulnerable young people, teen mums, those eligible for free school meals (FSM), looked after young people and those living in specific areas of deprivation;

3. To develop the curriculum pathways and provision from pre-16 to post-16 and particularly post-19, to enable more learners with a learning difficulty and/or disability (LLDD) to be educated in the West of England area through local provision which may be residential;

4. To sustain learner numbers participating at full Level 3 and increase the number and attainment at level 3 from vulnerable groups, promoting collaborative provision where appropriate;

5. To ensure there is sufficient provision for the increasing size of the 16 - 19 cohort;

6. To support appropriate Apprenticeship provision and pathways and other vocational learning opportunities to meet the needs of learners, employers and the economic needs of North Somerset, including provision for those who would have traditionally progressed to Higher Education Institutions by expanding the opportunities for Apprenticeships at Level 3 and 4;

7. To promote the development of employability and entrepreneurial skills for all 16 -1 9 year olds;

8. To match provision to the development of a North Somerset Skills Strategy;
9. To work in partnership to ensure the 16-19 Bursary Scheme is introduced and meets learner needs as far as possible;
10. To work in effective partnership with all North Somerset providers, ESF delivery bodies and funding agencies YPLA (EFA), SFA and NAS; and
11. To support the development of Higher Education opportunities in North Somerset.

The six secondary schools outside Weston-super-Mare have traditionally each provided post-16 education on their own campus, although all six schools offer curriculum sharing (whereby sixth formers registered at one school can undertake studies at another local school or college) and are increasingly working in partnership.

6.4.2 The provision of and responsibility for post-16 education within Weston-super-Mare was transferred to the Further Education Funding Council in 1999. Post-16 provision in Weston-super-Mare schools and academies is made through an arrangement with Weston College. Satellite hubs of Weston College are located in Weston Schools and Academies thereby enabling teaching staff at these schools to deliver post-16 studies on their school sites.

6.4.3 All learners will participate in education, training or significant voluntary work up to the age of 17 by 2013 and 18 by 2015 with raising of the participation age. Currently North Somerset provides a rich choice of high quality learning for Level 3 learners. Weston College is the only provider of apprenticeships and foundation learning, outside the two special schools. There is a need for growth in apprenticeship opportunities at all levels, foundation learning and for greater choice and scope of LLD provision up to the age of 25, together with an aspiration and desire to provide local higher education opportunities. Weston College strategic plans include the development of the new facilities to meet this demand.

6.5 Summary of the Cluster Plans for mainstream schools

6.5.1 Full details of the individual cluster plans are given in Appendix 1.

In order to ensure sustainable provision across the district, there is an expectation that in the coming years all schools will need to explore their partnership relationships particularly (but not exclusively) with those in their geographical cluster. North Somerset Council’s Future Schools Service will support this process.

A summary of the actions to be progressed during the life of this plan are listed below:

**Backwell Cluster**

- The Council will work with the Yatton Federated Schools to increase capacity up to 90 pupils per year group (phased year on year) as soon as is possible.
- The Council’s Future Schools Service will work with Backwell C of E Junior and West Leigh Infant Schools to facilitate and progress possible changes towards full primary status if and as appropriate.
- The Council will work with the staff and governors of Backwell School to consider its placement in the capital priorities across the district in the future.
Churchill Cluster

Actions to be progressed:

- The Future Schools Service will work with the Churchill South group of schools to review and offer solutions for longer-term sustainability.
- The Council will monitor the projections in and around Congresbury to determine whether or not consultations should commence during the life of this plan to expand St Andrew’s C of E Primary School to a 420-place school.
- The Council’s Future Schools Service is working with the governing body of Dundry C of E Primary School to enable it to investigate ways of continuing to be sustainable within a decreasing roll situation.
- The Council’s Future Schools Service will work with the whole Churchill cluster to develop new ways of collaborative working. It may be necessary to ‘mothball’ accommodation in some schools to reduce excess capacity and to reflect the Council’s aspiration in respect of maintaining surplus school places at between 5% and 7%. This will be discussed with schools individually and within the cluster.
- The Council will work with the staff and governors of Churchill Academy to consider its placement in the capital priorities across the district in the future.

Gordano and Pill Cluster

Actions to be progressed:

- The Council’s Future Schools Service will progress plans to provide extra primary and secondary school capacity within the cluster so that pupil allocations better match existing place availability.
- The Future Schools Service will work with the governing bodies of High Down Infant and Junior Schools to review closer working arrangements, in the context of the Council’s continued preference for all-through primary provision.
- The Council will encourage a consultation to take place to review the transfer to secondary school arrangements for pupils attending St Mary’s C of E Primary School.
- The Council will work with the staff and governors of Gordano School to consider its placement in the capital priorities across the district in the future.

Clevedon Cluster

Actions to be progressed:

- The Council will work with stakeholders of All Saints C of E Primary School to ensure its long term sustainability.
- The Council’s Future Schools Service is working with the governing body of Tickenham C of E Primary School to look at new models of governance and leadership to help to ensure its long-term sustainability.
- The Council will work with the staff and governors of Clevedon Secondary School to consider its placement in the capital priorities across the district in the future.
Nailsea Cluster

Actions to be progressed:

- The Council’s Future Schools Service will review internally the capacity needs of Nailsea to ensure that its primary and secondary provision is correct for the current and future needs of the town.
- The Council’s Future Schools Service will continue to work with the governing bodies of Hannah More Infant and Grove Junior Schools to explore the development of their federation opportunities.
- A review of the admissions numbers of Hannah More Infant and Grove Junior Schools (from 90 to 75 per year group) and of the accommodation at Grove Junior School will take place during the life of this plan.
- A review of provision at Kingshill C of E Primary School may be necessary.
- The Council’s Future Schools Service is working with the senior leaders and governors of Nailsea Secondary School. The admission number of Nailsea School will be reduced from 240 places to 210 places per year group from 2013 onwards.

Weston-super-Mare

Actions to be progressed:

- Consultations to create primary schools at Mendip Green First, Hillside First and St Martin’s C of E Junior Schools are ongoing, having started in September 2011.
- The Council’s Future Schools Service will work with the staff and Governors of St Anne’s C of E Primary School and the Diocese of Bath & Wells to consider options for the school to ensure its long-term sustainability.
- The Council will support Priory School to expand to serve the 4 – 16 age range and create new 210/420-place primary provision on its site as and when needed.
- A rebuild and expansion of Ashcombe Primary School will be progressed.
- A remodelling and expansion of Locking Primary School from a 315 to a 420-place school will take place to take effect from September 2013.
- A review of secondary provision will take place; In summary currently it is proposed that:
  - A significant proportion of future demand for secondary places could be met through an FE/HE/UTC provision on Locking Parklands for KS4 and KS5. Initially additional places at KS3 would be provided at the existing academies / schools, so school overall numbers would not decline and may increase.
  - Weston College would promote the UTC in partnership with one or more HEIs.
  - The Weston secondary schools could provide the core student numbers for the UTC. This would free up capacity to expand places in Years 7 to 9. It must be noted that extra places would still be needed across the Weston Schools to meet overall extra demand years 7 – 9 and, in the longer term, 10 and 11.
  - Around 140 extra pupils per year group would be generated between 2015 and 2026 based on a ratio of at least 14 children to every 100 homes built in new housing developments (this ratio is currently under review and is considered to be conservative). Relocating 100 Y10 and Y11 pupils (200 in
total) would therefore enable existing settings to increase their years 7 – 9 intake by a maximum of 10 pupils per year group per school or, more advisably, (and to allow for some surplus to accommodate parental preference), by between 30 & 60 pupils each across initially two schools. Some remodelling of existing schools will be needed to meet new demand.

- Future increases in existing provision would be needed as demand and increased numbers dictate. With agreement, the numbers of pupils attending some schools should be increased in accordance with market demand in the future.

**Catholic Cluster**

Actions to be progressed:

- The Council will work with the Diocese of Clifton to review the provision of Catholic school places both during the life of this plan and thereafter.

6.6 **Special School and Pupil Referral Unit (PRU) Information and Plans**

6.6.1 A child has Special Educational Needs if he or she has learning difficulties and requires additional help at school beyond that normally required by the majority of children. In accordance with the SEN and Disability Act 2001, parents have a statutory right for their children to attend a mainstream school, provided that this does not impede the efficient education of other pupils. In North Somerset the needs of most pupils with Special Educational Needs are met effectively in mainstream schools with an average of 300 pupils each year supported at School Action Plus through Audit Funding.

6.6.2 In January 2011, there were 558 pupils with a Statement of Special Educational Need attending schools. The table below outlines the number of children within each of the 10 areas of need. The majority of these pupils are in mainstream schools.

<table>
<thead>
<tr>
<th>Need</th>
<th>Number of Pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autistic Spectrum Disorder</td>
<td>117</td>
</tr>
<tr>
<td>Behavioural, Emotional and Social Difficulties</td>
<td>79</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>15</td>
</tr>
<tr>
<td>Profound and Multiple Learning Difficulty</td>
<td>13</td>
</tr>
<tr>
<td>Moderate Learning Difficulties</td>
<td>105</td>
</tr>
<tr>
<td>Physical Disability</td>
<td>41</td>
</tr>
<tr>
<td>Severe Learning Difficulties</td>
<td>65</td>
</tr>
<tr>
<td>Specific Learning Difficulties</td>
<td>13</td>
</tr>
<tr>
<td>Speech, Language and Communication Difficulties</td>
<td>108</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>558</strong></td>
</tr>
</tbody>
</table>

6.6.3 As at January 2011, 69 pupils (62 boys and 7 girls) attended schools outside the Authority. 37 of the total attended independent/non-maintained schools with the remainder attending Local Authority maintained special and mainstream schools.
Both of these providers involve day (33) and residential (36) placements. The majority of the children (59) are of secondary school age or older.

It is a high priority of the Council to develop the scope and range of LLD and EBD provision (aged 4 - 25) with existing providers to enable more learners to be educated locally.

Plans for the future to bring these numbers down include the development of enhanced centres within North Somerset to meet the needs of a wider range of pupils – see Appendix 4a and Appendix 4b.

6.6.4 At Weston College the following number of students accessed post-16 services:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ADD/ADHD</td>
<td>53</td>
<td>36</td>
<td>23</td>
<td>12</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>24</td>
<td>17</td>
<td>11</td>
<td>3</td>
</tr>
<tr>
<td>Autistic Spectrum Disorders</td>
<td>98</td>
<td>70</td>
<td>48</td>
<td>43</td>
</tr>
<tr>
<td>Disability Affecting Mobility (Non-Wheelchair)</td>
<td>17</td>
<td>15</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>Disability Affecting Mobility (Wheelchair)</td>
<td>15</td>
<td>12</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Dyscalculia</td>
<td>22</td>
<td>20</td>
<td>18</td>
<td>4</td>
</tr>
<tr>
<td>Dyslexia</td>
<td>450</td>
<td>424</td>
<td>387</td>
<td>346</td>
</tr>
<tr>
<td>Dyspraxia</td>
<td>24</td>
<td>16</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>Emotional and Behavioural Difficulties</td>
<td>200</td>
<td>150</td>
<td>117</td>
<td>113</td>
</tr>
<tr>
<td>In Recovery</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Learning Difficulty (Moderate)</td>
<td>85</td>
<td>70</td>
<td>30</td>
<td>65</td>
</tr>
<tr>
<td>Learning Difficulty (Severe)</td>
<td>110</td>
<td>95</td>
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<td>75</td>
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<tr>
<td>Medical Condition</td>
<td>25</td>
<td>18</td>
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<td>4</td>
</tr>
<tr>
<td>Mental Health</td>
<td>50</td>
<td>30</td>
<td>11</td>
<td>14</td>
</tr>
<tr>
<td>Other Learning Difficulty</td>
<td>24</td>
<td>21</td>
<td>42</td>
<td>4</td>
</tr>
<tr>
<td>Other Specific Learning Difficulty</td>
<td>6</td>
<td>4</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>School Phobic</td>
<td>15</td>
<td>9</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>40</td>
<td>32</td>
<td>29</td>
<td>19</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,259</strong></td>
<td><strong>1,005</strong></td>
<td><strong>855</strong></td>
<td><strong>720</strong></td>
</tr>
</tbody>
</table>

A new approach to LDD as described previously in 2.3.6 would enable more learners with complex needs to be educated locally.
6.6.5 From September 2011 the EOTAS service moved to streamline and make further improvement to the service on offer to students, families and schools. Fairways Pupil Referral Unit (14 – 16) was closed in at the end of July 2011 and all key stage 4 provision was moved to SAIL and the Vocational Centre in Oldmixon Crescent Weston-super-Mare. Financial savings from the closure of Fairways have been invested in the early intervention provision provided by the Behaviour Improvement Programme (BIP) who are now based at Fairways and in making improvements in provision at SAIL and the Vocational Centre. The service is currently evaluating a number of possible delivery models for future PRU provision and consultations will take place from January 2012 with a future delivery model determined by April 2012.

6.6.6 The Vulnerable Learners’ Service (VLS) provides a wide range of options to ensure that schools, early years settings and other providers are supported effectively to enable positive outcomes for the most vulnerable children and young people. The work of the service focuses on children and young people in the following groups:

- SEN and/or disability
- Social, emotional and behavioural difficulties
- Looked After Children and children on the child protection register
- Travellers
- Ethnic minorities
- Sensory difficulties

The team consists of a highly skilled and knowledgeable group of professionals including Advisory Teachers, Educational Psychologists, SEN Caseworkers, Teaching Assistants and Portage Workers.

6.6.7 The Local Authority has 4 Pupil Referral Units that deliver highly effective teaching and pastoral support for children and young people and offer a range of support to parents/carers. These students are often severely disaffected from school and at high risk or have been permanently excluded.

**Current PRU Provision**

- Oakhill and the Larch Centre.
- Full or part time provision for students in years 5, 6, 7, 8 and 9.
- Students are taught in small groups and follow the National Curriculum.
- Provision is tailored to meet the individual needs of each student.
- Strong pastoral support enables students to function more effectively in an education setting and equips them for their return to mainstream settings.
- Re-inclusion support back into a mainstream setting is provided to enable a student to successfully return to their school.
- Centres provide support, guidance and advice for parents and carers.

**SAIL (School of Alternative and Inclusive Learning)**

- Full or part time courses for year 10 and 11 students
- Access to a range of GCSE courses (7) and other accreditation
- Provides access to mainstream college and vocational courses.
- Careers guidance and supported work experience
- Pastoral support to maintain students in work experience and college placements.
- Support, guidance and advice to parents/carers

In addition to the SAIL offer, the Vocational Centre provides:

- Up to 5 GCSE courses.
- A range of vocational courses including motor vehicle, construction and hair/beauty.
- Enterprise and employability skills courses.

Weston College, working in partnership with EOTAS and the Tuition Service, could further expand and develop the Weston College Specialist Support Model. This would ensure more learners’ needs could be effectively met in mainstream, special and Pupil Referral Units and reduce the need for out of district provision or a separate specialist EBD provision. The development of high quality transition programmes would also ensure positive progression Post-16 into meaningful destinations and continue to reduce the NEET (Not in Employment, Education or Training) numbers in North Somerset.

6.6.8 The DfE issued guidance in July 2002 on a new duty to plan to increase the accessibility of schools for disabled pupils. The duty came into force in September 2002. There are three strands to the planning duty, which are outlined in detail in the Accessible Schools: Planning to Increase Access to Schools for Disabled Pupils. The three strands are:

- Increase the extent to which disabled pupils can participate in the school curriculum. A new innovative approach through Specialist Support
- Improve the physical environment of schools.
- Improve the delivery of information to disabled pupil

6.6.9 It is a high priority of the Council to develop the scope and range of LLD and EBD provision (aged 4 - 25) with existing providers to enable more learners to be educated locally.

For plans for the future to bring these numbers down and include the development of enhanced centres within North Somerset to meet the needs of a wider range of pupils – see Appendix 4a and Appendix 4b.

6.7 Requirements for New Schools (4-19+) Plans

6.7.1 There are plans to build up to 9,600 new houses across the district (5,200 in Weston, 3,473 in the Weston Urban Area and 968 elsewhere). There are also proposals to construct new homes around Long Ashton, although these are less likely to receive planning permission. Whilst the timing of planning applications for large or smaller scale developments cannot be controlled, the Council must plan ahead to ensure that new school places and pre-school and youth facilities are available as demand increases, this being a key area of responsibility specifically referred to in the recent White Paper (see above).
Possible housing developments in the area (based on pre-application discussions) include:

<table>
<thead>
<tr>
<th>Dev. &amp; Nos.</th>
<th>Locking Parklands</th>
<th>Weston Gateway</th>
<th>Old Mill Way</th>
<th>Summer Lane</th>
<th>Persimmon</th>
<th>Mead/NSC</th>
<th>Locking Parklands</th>
<th>Persimmon</th>
<th>Total</th>
<th>Primary Pupil Yield</th>
<th>Secondary Pupil Yield</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Dev.</strong></td>
<td>100</td>
<td>218</td>
<td>35</td>
<td>89</td>
<td>900</td>
<td>1,600</td>
<td>1,500</td>
<td>1,500</td>
<td>5,500</td>
<td>1,540</td>
<td>770</td>
</tr>
<tr>
<td><strong>Year</strong></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2011/12</td>
<td>50</td>
<td>109</td>
<td>35</td>
<td>89</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012/13</td>
<td>50</td>
<td>109</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013/14</td>
<td>100</td>
<td>50</td>
<td>100</td>
<td>250</td>
<td>70</td>
<td>35</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
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<td>2014/15</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>300</td>
<td>84</td>
<td>42</td>
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<tr>
<td>2015/16</td>
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<td>350</td>
<td>98</td>
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<td>2016/17</td>
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<td>49</td>
<td></td>
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<tr>
<td>2017/18</td>
<td>100</td>
<td>150</td>
<td>150</td>
<td>150</td>
<td>550</td>
<td>144</td>
<td>77</td>
<td></td>
<td></td>
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<tr>
<td>2018/19</td>
<td>100</td>
<td>150</td>
<td>150</td>
<td>150</td>
<td>550</td>
<td>144</td>
<td>77</td>
<td></td>
<td></td>
<td></td>
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<td>2019/20</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>2020/21</td>
<td>100</td>
<td>150</td>
<td>150</td>
<td>150</td>
<td>550</td>
<td>144</td>
<td>77</td>
<td></td>
<td></td>
<td></td>
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<td>2021/22</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>2022/23</td>
<td>150</td>
<td>150</td>
<td>150</td>
<td>200</td>
<td>500</td>
<td>140</td>
<td>70</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2023/24</td>
<td>150</td>
<td>100</td>
<td>200</td>
<td>450</td>
<td>126</td>
<td>63</td>
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<tr>
<td>2024/25</td>
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<td>200</td>
<td>300</td>
<td>84</td>
<td>42</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>2025/26</td>
<td>100</td>
<td>150</td>
<td>250</td>
<td>70</td>
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<td></td>
<td></td>
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<tr>
<td><strong>Total</strong></td>
<td>100</td>
<td>218</td>
<td>35</td>
<td>89</td>
<td>900</td>
<td>1,600</td>
<td>1,500</td>
<td>1,500</td>
<td>5,500</td>
<td>1,540</td>
<td>770</td>
</tr>
</tbody>
</table>

6.7.2 The Council has requested four sites for up to 420-place primary schools and may initiate competitions for new providers from 2012, commencing with a new 210-place school (with the infrastructures to enable it to expand to a 420-place school) within the Parklands Village site to be in place by between 2016 and 2017. Other changes will take place outside the life of this plan, but may need to be initiated before 2015.

6.7.3 The Council is working with the 5 education providers of 11+ education in Weston-super-Mare (Broadoak Mathematics and Computing College; Hans Price Academy; Priory Community School ~ An Academy Trust; Worle Secondary School and Weston College) to develop expanded provision across the 5 sites to meet the demand for extra places based on the principles of:

- providing a seamless transition for lifelong learning
- making use of and expanding the capacity already in place
- securing a Learning Community based on partnership as the key to success
- giving genuine benefits for young people and adults
- providing Strategic Planning influence
- giving learners choice
- creating bespoke resources
- ensuring an employability/skills focus
This vision could lead to a significant offer for learners by:

- enabling learner choice without removing funding from the current education system
- enabling professional development for staff
- enabling employers’ access to motivated young people
- enabling an entrepreneurial climate for young people to engage them in learning for their futures
- providing aspirations for young people and employability for the future

The Partnership has committed to categorising responsibility for learning i.e. 3 - 14 education will rest solely with schools, 14 - 16 learning will be delivered by schools with the College supporting as it does currently. The College will also lead with the schools on initiatives such as Free Schools, Technical Academies, Studio Schools and University Technical Colleges. The College, working with the Local Authority, will consider advancing university learning and the new secondary provision site with possibly some of the other new forms of learning.

6.7.4 It is recommended that resources are allocated to the Weston schools to enable the following to be progressed if and as necessary:

- Broadoak School  Moves from an intake of 180 to up to XXX by TBA
- Hans Price Academy  Moves to an intake in all year groups of 240 by 2013
- Priory School  Moves to an intake of XXX by TBA
- Worle School  Moves to an intake of XXX by TBA
- Special Schools  Intake : TBA
- University Technical College (UTC)  Intake: up to 8% of learners from years 10 and 11 across the four Weston schools plus learners from elsewhere in the south west within a 25 mile radius.

As at January 2012, work is in progress, in partnership with the above schools in Weston-super-Mare and Weston College, to determine school places needs and the precise intake numbers.

It is intended that the Partnership would enable all schools/academies to grow up to age 16, that a new Studio School model/Free School could meet the Foundation Learning gifted and talented needs, that the College and Special Schools can continue to meet Learning Difficulty/Disability needs including residential, that consideration is given to University Technical College aspirations, and that the College continues to lead on Post 16 and Higher Education.

Section 106 money could be used to create:

- extra accommodation where schools need it
- Special Needs facility
- support foundation facilities
- support gifted and talented opportunities
- create UTC/University at 5th site

Weston would have special facilities for traditional learners; foundation learners; learning difficulty/disability learners including residential facilities; apprenticeships and meet Higher Education needs.
The projections contained within this document are those agreed following consultation between 8 June and 3 July 2011. Revised projections will be submitted for consultation in March/April 2012.

### 1. The Backwell Cluster

1.1 The agreed projections and OfSTED categories for the Backwell cluster of schools are given below:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Backwell C of E Junior</td>
<td>238</td>
<td>240</td>
<td>213</td>
<td>207</td>
<td>205</td>
<td>219</td>
<td>219</td>
<td>27</td>
<td>33</td>
<td>35</td>
<td>21</td>
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<tr>
<td>Birdwell Primary</td>
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<td>282</td>
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<td>99</td>
<td>72</td>
<td>52</td>
<td>33</td>
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</tr>
<tr>
<td>Court-de-Wyck C of E Primary</td>
<td>140</td>
<td>140</td>
<td>118</td>
<td>128</td>
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<td>12</td>
<td>6</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Flax Bourton C of E Primary</td>
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<td>105</td>
<td>98</td>
<td>98</td>
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<tr>
<td>Northleaze Primary</td>
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<td>6</td>
<td>5</td>
<td>3</td>
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</tr>
<tr>
<td>West Leigh Infant</td>
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<td>135</td>
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<tr>
<td>Yatton VC Infant</td>
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<td>0</td>
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<td>4</td>
</tr>
<tr>
<td>Yatton C of E Junior</td>
<td>300</td>
<td>300</td>
<td>281</td>
<td>283</td>
<td>275</td>
<td>286</td>
<td>286</td>
<td>79</td>
<td>77</td>
<td>85</td>
<td>74</td>
<td>74</td>
</tr>
</tbody>
</table>

#### Year R not specifically allocated cumulative total

|                          | 0            | 0            | 0    | 4 (4) | 14 (10) | 14 (0) | 14 (0) | 0    | -4   | -14  | -14  | -14  |

#### Estimated pupils from new housing cumulative total

|                          | 0            | 0            | 0    | 0    | 1 (1)  | 2 (1)  | 2 (0)  | 0    | 0    | -1   | -2   |      |

| Group total              | 1,563        | 1,670        | 1,476| 1,514| 1,557  | 1,604  | 1,620  | 194  | 156  | 113  | 66   | 50   |
### Secondary School Projections – number of pupils, years 7-13 (figures produced April 2011) | Predicted empty places (negative values = shortfall)

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Backwell</td>
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<td>1,704</td>
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<td>1,683</td>
<td>1,662</td>
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<td>-7</td>
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<td>14</td>
<td>35</td>
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<th>Overall effectiveness</th>
<th>Capacity for improvement</th>
<th>Pupils' attainment</th>
<th>Quality of pupils’ learning &amp; their progress</th>
<th>Pupils' behaviour</th>
<th>Quality of Teaching</th>
<th>Effective L &amp; M</th>
<th>Effective EYFS</th>
<th>Governing Body</th>
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</thead>
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<td>2</td>
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<td>2</td>
<td>2</td>
<td>2</td>
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<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
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<tr>
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<td>May 10</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Northleaze Primary</td>
<td>May 08</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>West Leigh</td>
<td>Jan 09</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Yatton C of E Junior</td>
<td>May 10</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>_</td>
<td>3</td>
</tr>
<tr>
<td>Yatton VC Infant</td>
<td>Nov 09</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Backwell Secondary</td>
<td>Nov 08</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>-</td>
<td>1</td>
</tr>
</tbody>
</table>

1.2 Whilst within the cluster there are currently sufficient primary school places overall, there is predicted to be a deficit of infant aged places in Yatton. The Council is working with the Yatton Federated Schools to increase the capacity of both Yatton Infant and Junior schools to enable them to accommodate up to 90 pupils per year group. It is currently intended that the increase of pupil places will be phased. Basic need capital funding may be needed to enable the schools to remodel their existing accommodation to facilitate the education of additional pupils and should be considered as one of the Council’s capital priorities during the life of this Plan.

1.3 The Council intends to work with the governing bodies of both Backwell C of E Junior and West Leigh Infant Schools to consider, during the life of this plan, possible progress towards the establishment of primary schools on both sites. The Council’s Future Schools Service will work with these schools to facilitate and progress changes if and as appropriate.
Backwell Junior School is a Victorian school with a 1960s block, a number of demountable buildings and a brand new teaching block (funded by the school). Asset management assessments of the site show some areas of need that should be addressed both in the near and longer-term future.

1.4 The Council has just completed a £4.625m project to expand and remodel Birdwell Primary School from a 210 to a 315-place school. Whilst pressure for infant-aged places in Long Ashton continues, it is felt that the additional 105 places provided should meet the longer term needs of the village. No further changes to the capacities of Birdwell and Northleaze C of E Primary Schools are proposed at this time.

1.5 No changes are currently being proposed to the capacities of Flax Bourton C of E and Court de Wyck C of E Primary Schools. The Council has just completed a capital project to enable Stepping Stones pre-school to move onto the school site at Court de Wyck in Claverham.

1.6 Backwell Secondary School became an academy on 1 May 2011. The school continues to serve its local community. The Council has just completed a £2.45m project to provide a new sixth form centre and an incorporated dance studio and auditorium with associated social space.

Section 6 of the Academies Act 2010 provides that the Local Authority must cease to maintain a school on the date on which the school opens as an Academy. There are significant building needs required at this site.

1.7 Pupil demand for places at Backwell Secondary School has been as below:

<table>
<thead>
<tr>
<th>APR</th>
<th>Intake</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Backwell</td>
<td>170</td>
<td>65.13</td>
</tr>
<tr>
<td>Chew</td>
<td>1</td>
<td>0.38</td>
</tr>
<tr>
<td>Churchill</td>
<td>3</td>
<td>1.15</td>
</tr>
<tr>
<td>Nailsea</td>
<td>34</td>
<td>13.03</td>
</tr>
<tr>
<td>St Katherine’s</td>
<td>42</td>
<td>16.09</td>
</tr>
<tr>
<td>WsM</td>
<td>6</td>
<td>2.30</td>
</tr>
<tr>
<td>Not known/out of area</td>
<td>5</td>
<td>1.92</td>
</tr>
<tr>
<td>Total</td>
<td>261</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Whilst it is predicted that demand for this school will continue to be strong, the Council would not be looking to work with the school to increase either its 11 - 16 or post-16 provision at this time.

1.8 In order to ensure sustainable provision across the district, there is an expectation that in the coming years all schools will need to explore their partnership relationships particularly (but not exclusively) with those in their geographical cluster. North Somerset Council’s Future Schools Service will support this process.
1.9 Summary of actions to be progressed:

- The Council will work with the Yatton Federated Schools to increase capacity up to 90 pupils per year group (phased year on year) as soon as is possible.
- The Council’s Future Schools Service will work with Backwell C of E Junior and West Leigh Infant Schools to facilitate and progress possible changes towards full primary status if and as appropriate.
- The Council will work with the staff and governors of Backwell School to consider its placement in the capital priorities across the district in the future.

2. The Churchill Cluster

2.1 The agreed projections and OfSTED categories for the Churchill clusters of schools are given below:

<table>
<thead>
<tr>
<th>Primary School Projections – number of pupils (figures produced April 2011)</th>
<th>Predicted empty places (negative values = shortfall)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Churchill South Group</strong></td>
<td><strong>Net Capacity</strong></td>
</tr>
<tr>
<td>Banwell Primary</td>
<td>186</td>
</tr>
<tr>
<td>Blagdon Primary</td>
<td>119</td>
</tr>
<tr>
<td>Burrington C of E Primary</td>
<td>98</td>
</tr>
<tr>
<td>Churchill C of E Primary</td>
<td>210</td>
</tr>
<tr>
<td>Sandford Primary</td>
<td>140</td>
</tr>
<tr>
<td>Winscombe Primary</td>
<td>210</td>
</tr>
<tr>
<td><strong>Year R not specifically allocated cumulative total (the number of pupils for each year is given in brackets)</strong></td>
<td>0</td>
</tr>
<tr>
<td><strong>Estimated pupils from new housing cumulative total (the number of pupils for each year is given in brackets)</strong></td>
<td>0</td>
</tr>
<tr>
<td><strong>Group total</strong></td>
<td><strong>963</strong></td>
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</tbody>
</table>
### Primary School Projections – number of pupils (figures produced April 2011)

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<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>St Andrew's C of E Primary</td>
<td>244</td>
<td>315</td>
<td>240</td>
<td>253</td>
<td>264</td>
<td>245</td>
<td>238</td>
<td>75</td>
<td>62</td>
<td>51</td>
<td>70</td>
<td>77</td>
</tr>
<tr>
<td>Wrinton C of E Primary</td>
<td>210</td>
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<td>204</td>
<td>210</td>
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<tr>
<td>Group total</td>
<td>454</td>
<td>525</td>
<td>451</td>
<td>470</td>
<td>481</td>
<td>455</td>
<td>443</td>
<td>74</td>
<td>55</td>
<td>44</td>
<td>70</td>
<td>82</td>
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</table>

### Primary School Projections – number of pupils (figures produced April 2011)

<table>
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<th></th>
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<th></th>
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</thead>
<tbody>
<tr>
<td>Dundry C of E Primary</td>
<td>105</td>
<td>105</td>
<td>71</td>
<td>72</td>
<td>68</td>
<td>69</td>
<td>68</td>
<td>34</td>
<td>33</td>
<td>37</td>
<td>36</td>
<td>37</td>
</tr>
<tr>
<td>Winford C of E Primary</td>
<td>119</td>
<td>149</td>
<td>125</td>
<td>129</td>
<td>121</td>
<td>127</td>
<td>123</td>
<td>15</td>
<td>11</td>
<td>19</td>
<td>13</td>
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<td>0</td>
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<td>0</td>
</tr>
<tr>
<td>Estimated pupils from new housing cumulative total (the number of pupils for each year is given in brackets)</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Group total</td>
<td>224</td>
<td>245</td>
<td>196</td>
<td>201</td>
<td>189</td>
<td>196</td>
<td>191</td>
<td>49</td>
<td>44</td>
<td>56</td>
<td>49</td>
<td>54</td>
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### Secondary School Projections – number of pupils, years 7-13 (figures produced April 2011)

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<td>1,602</td>
<td>1,586</td>
<td>1,594</td>
<td>1,604</td>
<td>1,600</td>
<td>-64</td>
<td>-48</td>
<td>-56</td>
<td>-66</td>
<td>-62</td>
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<td>Capacity for improvement</td>
<td>Pupils' attainment</td>
<td>Quality of pupils’ learning &amp; their progress</td>
<td>Pupils’ behaviour</td>
<td>Quality of Teaching</td>
<td>Effective L &amp; M</td>
<td>Effective EYFS</td>
<td>Governing Body</td>
<td></td>
</tr>
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<td>2</td>
<td>2</td>
<td>2</td>
<td>3</td>
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<td>Blagdon Primary</td>
<td>May 10</td>
<td>2</td>
<td>2</td>
<td>2</td>
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<td>2</td>
<td>2</td>
<td>3</td>
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<tr>
<td>Burrington C of E Primary</td>
<td>Mar 09</td>
<td>2</td>
<td>2</td>
<td>2</td>
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<td>2</td>
<td>2</td>
<td>2</td>
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<tr>
<td>Churchill C of E Primary</td>
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<td>2</td>
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<td>1</td>
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<td>2</td>
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<td>2</td>
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<td>Sandford Primary</td>
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<td>2</td>
<td>2</td>
<td>3</td>
<td></td>
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<tr>
<td>St Andrew’s C of E Primary</td>
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<td>3</td>
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<td>3</td>
<td>2</td>
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<td>3</td>
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<tr>
<td>Winford C of E Primary</td>
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<td>2</td>
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<td></td>
</tr>
<tr>
<td>Winscombe Primary</td>
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<td>2</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>2</td>
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</tr>
<tr>
<td>Wrington</td>
<td>Mar 10</td>
<td>2</td>
<td>2</td>
<td>2</td>
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<td>1</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Churchill Academy</td>
<td>May 10</td>
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<td>2</td>
<td>2</td>
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<td>2</td>
<td>2</td>
<td>2</td>
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<td></td>
</tr>
</tbody>
</table>

2.2 Projections for the primary Churchill South group show a significant surplus of places across this group of schools in excess of 15% by 2015. These are rural schools where demand can differ across year groups.

For the new intake year groups, demand for new Reception places at Banwell and Blagdon is increasing. Overall the increases can be accommodated within current school sizes and/or within the cluster.

Currently, projected demand remains steady in Winscombe and Burrington, but is in decline in Sandford and Churchill. Recent pupil movement within this cluster has not been in alignment with previous pupil trends, characterised by the numbers of pupils now attending Sandford Primary School which have increased significantly recently. This will be reflected in future projections.

Consideration by the cluster and by a number of individual cluster establishments of opportunities for formal partnerships may change the dynamics of the schools within the cluster and also shift community pre-conceptions.
2.3 There are identified condition needs at Banwell Primary School. It requires significant remodeling to bring the main building up to modern educational standards and provide a focal entrance for staff, pupils and visitors. Many original existing buildings are nearing the end of their useable lifespan and it is recommended that a feasibility study is procured to investigate possible options during the life of this plan.

2.4 Projections for the two primary schools in the Churchill North group (St Andrew’s C of E Primary and Wrington C of E Primary Schools) show overall capacities within agreed limits, but increasing demand for new reception places.

The Council is progressing a £2.1m project to remodel and extend St Andrew’s C of E Primary School in Congresbury. At the end of the project it is proposed that the school increases from a 280 to a 315-place primary school, admitting 45 pupils per year group (previously 40) formally from September 2013 onwards. The design of the building allows for further expansion to a 420-place school should demand require this in the future. This change would be subject to full consultation.

The Council has contributed to a £205k project at Wrington C of E Primary School to remodel part of the site, enabling it to adapt to a more 21st century style of teaching and learning within its early Victorian (1856) buildings. The Council will also supply an additional demountable building to enable the school to have accommodation suitable for break-out and group work.

2.5 Projections for the two primary schools in the Churchill East Group (Dundry C of E Primary and Winford C of E Primary Schools) are above agreed surplus place tolerances mostly due to surplus places at Dundry C of E Primary School.

The Council has just completed a £4.25m remodel and rebuild of Winford C of E Primary School. The project included accommodation to house pupils displaced by the closure of St Katharine’s C of E Primary School in August 2010 and the re-siting of Winford pre-school. Projections for this school are within agreed tolerance levels.

The Council’s Future Schools Service is working with the Governing Body of Dundry C of E Primary School to enable it to investigate ways of continuing to be sustainable with a decreasing roll. The school attracts a significant proportion of its pupils from outside North Somerset. The Council has allocated £115k to refurbish and repair parts of the school site.

2.6 The Council’s Future Schools Service will work with the whole Churchill cluster to develop new ways of collaborative working. It may be necessary to review accommodation in some schools to reduce excess capacity and reflect the authority’s aspiration in respect of maintaining surplus school places at between 5% and 7%. This will be discussed with schools as and when circumstances require.

2.7 Churchill Foundation Community School and Sixth Form College became an academy on 1 August 2011. The school continues to serve its local community.

Whilst it is predicted that demand for this school will continue to exceed the capacity of the site, not all year groups are currently full. The school admits around 80 Weston-super-Mare resident pupils per year group annually and the impact of both the increases in residential developments and the plans to accommodate extra pupils within local solutions in Weston will need to be considered and carefully
monitored both for 11 - 16 and 11 - 18 provision at Churchill. In particular post-16 provision will need to be kept under review as the school has historically offered places to pupils leaving 11 - 16 education in Weston who wish to continue their post-16 education at a school rather than a local FE college. Demand may increase or decrease in the future dependant on the market and possible changes in Weston-super-Mare.

2.8 Pupil demand for Churchill Academy has been as follows:

<table>
<thead>
<tr>
<th></th>
<th>APR</th>
<th>Intake</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Backwell</td>
<td>3</td>
<td>1.16</td>
<td></td>
</tr>
<tr>
<td>Priory</td>
<td>18</td>
<td>6.95</td>
<td></td>
</tr>
<tr>
<td>Churchill</td>
<td>188</td>
<td>72.59</td>
<td></td>
</tr>
<tr>
<td>Worle</td>
<td>29</td>
<td>11.20</td>
<td></td>
</tr>
<tr>
<td>Hans Price</td>
<td>16</td>
<td>6.18</td>
<td></td>
</tr>
<tr>
<td>Not known/out of area</td>
<td>5</td>
<td>1.93</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>259</td>
<td>100.00</td>
<td></td>
</tr>
</tbody>
</table>

2.9 The school was successful in obtaining a DfE grant of £260k to increase its post-16 provision in response to the extra demand likely to be placed on the school following the requirements for pupils (current Y10 onwards) to remain in education or learning due to demographic growth locally.

2.10 Section 6 of the Academies Act 2010 provides that the Local Authority must cease to maintain a school on the date on which the school opens as an Academy. There are significant building needs required at this site.

2.11 In order to ensure sustainable provision across the district, there is an expectation that in the coming years all schools will need to explore their partnership relationships particularly (but not exclusively) with those in their geographical cluster. North Somerset Council’s Future Schools Service will support this process.

2.12 Summary of actions to be progressed:

- The Future Schools Service will work with the Churchill South group of schools to review and offer solutions for longer-term sustainability.
- The Council will monitor the projections in and around Congresbury to determine whether or not consultations should commence during the life of this plan to expand St Andrew’s C of E Primary School to a 420-place school.
- The Council’s Future Schools Service is working with the governing body of Dundry C of E Primary School to enable it to investigate ways of continuing to be sustainable within a decreasing roll situation.
- The Council’s Future Schools Service will work with the whole Churchill cluster to develop new ways of collaborative working. It may be necessary to ‘mothball’ accommodation in some schools to reduce excess capacity and to reflect the Council’s aspiration in respect of maintaining surplus school places at between 5% and 7%. This will be discussed with schools individually and within the cluster.
The Council will work with the staff and governors of Churchill Academy to consider its placement in the capital priorities across the district in the future.

### 3. The Gordano/Pill Cluster

#### 3.1 The agreed projections and OfSTED categories for the Gordano/Pill cluster of schools are given below:

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Crockerne C of E Primary</td>
<td>298</td>
<td>315</td>
<td>255</td>
<td>275</td>
<td>287</td>
<td>295</td>
<td>305</td>
<td>60</td>
<td>40</td>
<td>28</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td>High Down Infant</td>
<td>260</td>
<td>270</td>
<td>270</td>
<td>270</td>
<td>267</td>
<td>267</td>
<td>267</td>
<td>0</td>
<td>0</td>
<td>3</td>
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<td>3</td>
</tr>
<tr>
<td>High Down Junior</td>
<td>360</td>
<td>360</td>
<td>349</td>
<td>353</td>
<td>361</td>
<td>361</td>
<td>360</td>
<td>11</td>
<td>7</td>
<td>-1</td>
<td>-1</td>
<td>0</td>
</tr>
<tr>
<td>Portishead Primary</td>
<td>420</td>
<td>450</td>
<td>447</td>
<td>447</td>
<td>449</td>
<td>449</td>
<td>449</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>St Mary's C of E Primary</td>
<td>105</td>
<td>105</td>
<td>109</td>
<td>104</td>
<td>104</td>
<td>105</td>
<td>105</td>
<td>-4</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>St Peter's C of E Primary</td>
<td>420</td>
<td>450</td>
<td>436</td>
<td>442</td>
<td>442</td>
<td>442</td>
<td>442</td>
<td>14</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Trinity Anglican Methodist Primary</td>
<td>210</td>
<td>420</td>
<td>259</td>
<td>297</td>
<td>322</td>
<td>353</td>
<td>383</td>
<td>161</td>
<td>123</td>
<td>98</td>
<td>67</td>
<td>37</td>
</tr>
<tr>
<td>Year R not specifically allocated cumulative total (the number of pupils for each year is given in brackets)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>24 (24)</td>
<td>28 (4)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>-24</td>
<td>-28</td>
</tr>
<tr>
<td>Estimated pupils from new housing cumulative total (the number of pupils for each year is given in brackets)</td>
<td>0</td>
<td>0</td>
<td>59 (59)</td>
<td>97 (38)</td>
<td>121 (24)</td>
<td>130 (9)</td>
<td>134 (4)</td>
<td>-59</td>
<td>-97</td>
<td>-121</td>
<td>-130</td>
<td>-134</td>
</tr>
<tr>
<td>Group total</td>
<td>2,073</td>
<td>2,370</td>
<td>2,184</td>
<td>2,285</td>
<td>2,353</td>
<td>2,426</td>
<td>2,473</td>
<td>186</td>
<td>85</td>
<td>17</td>
<td>-56</td>
<td>-103</td>
</tr>
</tbody>
</table>

#### Secondary School Projections – number of pupils, years 7-13 (figures produced April 2011)

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Gordano</td>
<td>1,916</td>
<td>1,926</td>
<td>1,915</td>
<td>1,907</td>
<td>1,905</td>
<td>1,905</td>
<td>-10</td>
<td>1</td>
<td>9</td>
<td>11</td>
<td>11</td>
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</tbody>
</table>

#### Secondary School Projections – number of pupils, years 7-13 (figures produced April 2011)

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>St Katherine's</td>
<td>1,001</td>
<td>945</td>
<td>927</td>
<td>931</td>
<td>976</td>
<td>993</td>
<td>56</td>
<td>74</td>
<td>70</td>
<td>25</td>
<td>8</td>
</tr>
<tr>
<td>Ofsted Inspection Categories</td>
<td>Last Inspection</td>
<td>Overall effectiveness</td>
<td>Capacity for improvement</td>
<td>Pupils' attainment</td>
<td>Quality of pupils' learning &amp; their progress</td>
<td>Pupils' behaviour</td>
<td>Quality of Teaching</td>
<td>Effective L &amp; M</td>
<td>Effective EYFS</td>
<td>Governing Body</td>
<td></td>
</tr>
<tr>
<td>-----------------------------</td>
<td>----------------</td>
<td>----------------------</td>
<td>--------------------------</td>
<td>-------------------</td>
<td>---------------------------------------------</td>
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<td>-------------------</td>
<td>----------------</td>
<td>--------------</td>
<td>----------------</td>
<td></td>
</tr>
<tr>
<td>Crockerne Primary</td>
<td>Mar 11</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>High Down Infant</td>
<td>Oct 08</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>High Down Junior</td>
<td>Nov 11</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>-</td>
<td>2</td>
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<td></td>
</tr>
<tr>
<td>Portishead Primary</td>
<td>Mar 10</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>St Mary’s Primary</td>
<td>Nov 10</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>St Peter’s</td>
<td>Mar 10</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Trinity Anglican</td>
<td>Dec 09</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Gordano Secondary</td>
<td>Nov 07</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>-</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>St Katherine’s Secondary</td>
<td>May 11</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>-</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

NB: Whilst the projections and OfSTED data for St Joseph’s RC Primary are contained within the Catholic Cluster section of this document (section 7), it is recognised that St Joseph’s RC Primary serves pupils in the Portishead, Pill and wider community area. Any plans for this cluster in the general sense will automatically include the needs and opportunities available at St Joseph’s RC Primary School.

3.2 Portishead continues to be an area of residential growth. Despite the increase of 675 extra primary places since 2005 (less 105 places following the closure of St Barnabas C of E Primary School in August 2009), new demand continues to exceed supply in younger year groups. An extra 1,157 homes are due to be delivered by 2016 creating a possible need for around 486 new school places (primary and secondary). Whilst currently surplus primary school places in Portishead are within agreed tolerances (at 6% overall), the need for new places (especially in younger age groups) continues and will need to be carefully monitored.

There are a number of options that could be progressed to create the necessary primary capacity across the Gordano and Pill cluster. They are:

- To utilise spare land for extra primary provision within the sites of existing schools within the cluster. Significantly there is an area of land on the St Peter’s C of E Primary School site that could be used to deliver extra accommodation/be sold to create a capital receipt. Planning permission for any development would be difficult due to the constraints of the site that is sandwiched between residential properties.
• To progress the investigations into re-purchasing the previous Portishead Primary School site, although the cost of this site (around £800k) is prohibitive to the progression of any project.
• To progress the option suggested in the past by one of the Diocese of Clifton representatives to support an expansion of St Joseph’s Catholic Primary School, although changes at the site could only be progressed if the religious character of the school were not compromised by an increase in capacity.
• In accordance with this strategy document, to support the delivery of primary education on secondary school sites.
• To review the ‘catchment’ area for the town to ensure that pupil allocations better match existing place availability across the Gordano and Pill cluster.
• To look at alternative delivery models (to be discussed initially with the schools within the cluster).

Whilst officers continue to meet with the Head teachers from the cluster to review place availability, formal discussions with some schools may need to commence. The Council’s Future Schools Service will work with all schools within the cluster to seek out new and innovative ways of providing extra primary and secondary capacity utilising existing accommodation as well as providing new learning spaces if and as necessary.

Basic need allocations to provide extra capacity within the cluster should be considered as one of the Council’s capital spend priorities during the life of this plan.

3.3 In addition to the Council funding a £2.1m scheme to expand Trinity Anglican Methodist Primary School from a 210 to a 420-place school in September 2012, two additional class bases have been provided at St Peter’s C of E Primary and Portishead Primary Schools to accommodate up to an extra 60 Reception aged (YR) pupils from September 2011 (2008 nationally was the largest year for new births). Demand for new YR places continues to be problematic; although overall the capacities of the primary schools are sufficient to meet projected demand. Care is needed to ensure that an excess of permanent places are not created. On occasions it may be necessary to look at temporary or short term solutions such as one-off increases in admissions or the transportation of pupils to schools outside of Portishead with vacancies.

3.4 It is recommended that officers from the Council’s Future Schools Service work with the governing bodies of High Down Infant and Junior Schools to review closer working arrangements, in the context of the Council’s continued preference for all-through primary provision.

3.5 The pupil transfer arrangements for St Mary’s C of E Primary School need to be reviewed. The numbers of pupils able to transfer from primary schools within the town of Portishead to Gordano Secondary School are such that there will be insufficient places for all local pupils in the future. It is likely that Gordano Secondary School will need to review its pupil intakes to ensure that it can meet local demand. The Council would recommend that pupils attending St Mary’s C of E Primary School transfer to St Katherine’s Secondary School in the future, and that admissions consultations during the life of this Plan include details about this change.

3.6 Whilst projected demand for places at Crokerne C of E Primary School continues to be within agreed tolerances, the Council’s Future Schools Service will work with this school to identify opportunities to address the needs of the whole cluster.
3.7 Gordano Secondary School became an academy on 1 July 2011. The school continues to serve its local community. It is predicted that demand for this school will, in the short term, be sufficient to meet local demand, but that the need for extra Y7 places may exceed supply by 2017/2018.

Pupil demand for places at Gordano School has been as below:

<table>
<thead>
<tr>
<th></th>
<th>APR</th>
<th>Intake</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clevedon</td>
<td>15</td>
<td>5.32</td>
<td></td>
</tr>
<tr>
<td>Gordano</td>
<td>232</td>
<td>82.27</td>
<td></td>
</tr>
<tr>
<td>St Katherine’s</td>
<td>5</td>
<td>1.77</td>
<td></td>
</tr>
<tr>
<td>Hans Price</td>
<td>2</td>
<td>0.71</td>
<td></td>
</tr>
<tr>
<td>Not known/out of area</td>
<td>28</td>
<td>9.93</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>282</td>
<td>100.00</td>
<td></td>
</tr>
</tbody>
</table>

3.8 The Council has just completed a £2.4m project to offer additional accommodation for pupils following diploma studies at Gordano School. The school has recently been granted £2m from the YPLA to increase its post-16 provision to meet demand for an additional 200 places. Gordano’s post-16 provision is likely to develop the scope of its provision beyond Level 3 learning to meet the needs of local learners under the RPA agenda.

3.9 The Council would encourage Gordano Secondary School to review its admission levels and overall capacity during the life of this plan. It would support the provision of capital resources to create new flexible accommodation.

3.10 Section 6 of the Academies Act 2010 provides that the Local Authority must cease to maintain the school on the date on which the school opens as an Academy. There are significant building needs required at this site.

3.11 St Katherine’s Secondary School continues to serve the residents of Long Ashton, Pill and, significantly, areas of Bristol. The Council has recently completed a £2.88m scheme to create a state-of-the-art dining and hospitality facility at St Katherine’s Secondary School in Pill. The centre provides new facilities for diploma studies and a fine-dining restaurant. The school has initiated a robust maintenance regime for the site and much of the school is in a good state of repair. Recent changes include a refurbishment of the English and drama facilities.

The creation of new schools within Bristol has presented challenges for St Katherine’s Secondary School. Building on and marketing its successes it continues to maintain its pupil numbers serving both residents of North Somerset and of Bristol. Projections are fairly static although it will be necessary to review the impact of the new Bristol Free School that opened in September 2011 on this school.

St Katherine’s could provide the extra capacity needed to meet the potential shortfall of places in Portishead. The Council’s Future Schools Service will work with the school to seek out new and innovative ways of utilising the opportunities available across the site.
3.12 Pupil demand for places at St Katherine’s School has been as follows:

<table>
<thead>
<tr>
<th>APR</th>
<th>Intake</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gordano</td>
<td>1</td>
<td>0.56</td>
</tr>
<tr>
<td>Clevedon</td>
<td>1</td>
<td>0.56</td>
</tr>
<tr>
<td>Priory</td>
<td>1</td>
<td>0.56</td>
</tr>
<tr>
<td>St Katherine’s</td>
<td>49</td>
<td>27.68</td>
</tr>
<tr>
<td>Not known/out of area</td>
<td>125</td>
<td>70.62</td>
</tr>
<tr>
<td>Total</td>
<td>177</td>
<td>100.00</td>
</tr>
</tbody>
</table>

3.13 In order to ensure sustainable provision across the district, there is an expectation that in the coming years all schools will need to explore their partnership relationships particularly (but not exclusively) with those in their geographical cluster. North Somerset Council’s Future Schools Service will support this process.

3.14 Summary of actions to be progressed:

- The Council’s Future Schools Service will progress plans to provide extra primary and secondary school capacity within the cluster so that pupil allocations better match existing place availability.
- The Future Schools Service will work with the governing bodies of High Down Infant and Junior Schools to review closer working arrangements, in the context of the Council’s continued preference for all-through primary provision.
- A consultation will take place to review the transfer arrangements for pupils attending St Mary’s C of E Primary School.
- The Council will work with the staff and governors of Gordano School to consider its placement in the capital priorities across the district in the future.

4. The Clevedon Cluster

4.1 The agreed projections and OfSTED categories for the Clevedon cluster of schools are given below:

<table>
<thead>
<tr>
<th>Clevedon Group</th>
<th>Predicted empty places (negative values = shortfall)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Saints C of E Primary</td>
<td>11</td>
</tr>
<tr>
<td>Mary Elton Primary</td>
<td>10</td>
</tr>
<tr>
<td>St John the Evangelist VA Primary</td>
<td>31</td>
</tr>
<tr>
<td>St Nicholas Chantry C of E Primary</td>
<td>32</td>
</tr>
</tbody>
</table>
4.2 Generally there are sufficient school places within Clevedon to meet the demand for places in both the primary and secondary sector. A number of schools continue to be over-subscribed for school places, but this demand can be met by other local schools.
4.3 The accommodation at All Saints C of E Primary School needs to be reviewed during the life of this plan.

4.4 Mary Elton Primary School has benefited from significant capital allocations to provide a new KS2 class base as well as a £200k scheme delivered in 2010/11 to remodel parts of its Foundation and KS1 classrooms. A £380k pre-school facility was opened on the school site in the summer of 2011.

4.5 The LCVAP scheme provided resources to enable St John the Evangelist Primary School to expand to a 315-place school in 2009. Significant works were undertaken at St Nicholas Chantry C of E Primary School (£800k) to create a new school hall and kitchen facility in 2010.

4.6 Tickenham C of E Primary School benefitted from a £700k scheme to remodel and refurbish the school and provide a school hall and small kitchen facility in 2010. The Council’s Future Schools Service will continue to monitor and work with the governing body of Tickenham C of E Primary School to ensure its long-term sustainability.

4.7 A £1.5m building scheme at Yeo Moor Primary School commenced in the summer of 2011. The project is progressing changes recommended when the infant and junior schools amalgamated to physically join the two school buildings together to aid the work flow and curriculum delivery at the newly formed primary school. The building scheme will also enable opportunities for community use of the site to be explored and delivered both during and after the school day.

In addition pre-school facilities were updated on the school site at a cost of £75k.

4.8 Clevedon Secondary School is progressing plans to move to academy status. The calculated capacity of the school continues to exceed its demand and the flexible use of space should be investigated during the life of this plan.

4.9 Pupil demand for Clevedon School has been as below:

| Clevedon School Year 7 final allocations for September, 2011 |
|----------------|----------------|
| APR        | Intake %       |
| Backwell   | 2 0.99         |
| Broadoak   | 1 0.50         |
| Clevedon   | 191 94.55      |
| Priory     | 1 0.50         |
| Worle      | 1 0.50         |
| Hans Price | 1 0.50         |
| Not known/out of area | 5 2.48 |
| Total      | 202 100.00     |

4.10 The Council completed a £340k project to update the schools art block following the provision of a new £4.5m science block in 2009.
4.11 Clevedon School has a strong post-16 provision. The Local Authority does not anticipate any significant changes with this provision.

4.12 Whilst there are significant building needs at this site, section 6 of the Academies Act 2010 provides that the Local Authority must cease to maintain the school on the date on which the school opens as an Academy.

4.13 A very strong partnership exists across all schools in the Clevedon cluster. The mission statement for this group is “Age 3-19 vertical coherence in Clevedon town, through planned cluster liaison, structured integration and collaboration.” North Somerset Council’s Future Schools Service will support the cluster in their delivery of this aspiration.

4.14 Summary of actions to be progressed:

- The Council will work with stakeholders of All Saints C of E Primary School to ensure its long term sustainability.
- The Council’s Future Schools Service is working with the governing body of Tickenham C of E Primary School to look at new models of governance and leadership to help to ensure its long-term sustainability.
- The Council will work with the staff and governors of Clevedon Secondary School to consider its placement in the capital priorities across the district in the future.

5. The Nailsea Cluster

5.1 The agreed projections and OfSTED categories for the Nailsea cluster of schools are given below:

<table>
<thead>
<tr>
<th></th>
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<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Golden Valley Primary</td>
<td>420</td>
<td>420</td>
<td>402</td>
<td>393</td>
<td>382</td>
<td>362</td>
<td>344</td>
<td>18</td>
<td>27</td>
<td>38</td>
<td>58</td>
<td>76</td>
</tr>
<tr>
<td>Grove Junior</td>
<td>360</td>
<td>360</td>
<td>343</td>
<td>315</td>
<td>300</td>
<td>282</td>
<td>266</td>
<td>17</td>
<td>45</td>
<td>60</td>
<td>78</td>
<td>94</td>
</tr>
<tr>
<td>Hannah More Infant</td>
<td>270</td>
<td>270</td>
<td>201</td>
<td>204</td>
<td>190</td>
<td>170</td>
<td>156</td>
<td>69</td>
<td>66</td>
<td>80</td>
<td>100</td>
<td>114</td>
</tr>
<tr>
<td>Kingshill C of E Primary</td>
<td>210</td>
<td>210</td>
<td>172</td>
<td>172</td>
<td>167</td>
<td>156</td>
<td>147</td>
<td>38</td>
<td>38</td>
<td>43</td>
<td>54</td>
<td>63</td>
</tr>
<tr>
<td>Wraxall C of E Primary</td>
<td>105</td>
<td>105</td>
<td>95</td>
<td>100</td>
<td>99</td>
<td>96</td>
<td>94</td>
<td>10</td>
<td>5</td>
<td>6</td>
<td>9</td>
<td>11</td>
</tr>
<tr>
<td>Year R not specifically allocated cumulative total (the number of pupils for each year is given in brackets)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Estimated pupils from new housing cumulative total (the number of pupils for each year is given in brackets)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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</tr>
<tr>
<td>Group total</td>
<td>1,365</td>
<td>1,365</td>
<td>1,213</td>
<td>1,184</td>
<td>1,138</td>
<td>1,066</td>
<td>1,007</td>
<td>152</td>
<td>181</td>
<td>227</td>
<td>299</td>
<td>358</td>
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</table>
### Secondary School Projections – number of pupils, years 7-13
(figures produced April 2011)

<table>
<thead>
<tr>
<th></th>
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<th></th>
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<th></th>
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<th></th>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Nailsea</td>
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<td>1,102</td>
<td>1,059</td>
<td>1,035</td>
<td>1,047</td>
<td>1,088</td>
<td>281</td>
<td>324</td>
<td>348</td>
<td>336</td>
<td>295</td>
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</table>

### Predicted empty places
(negative values = shortfall)

<table>
<thead>
<tr>
<th>School</th>
<th>Capacity</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nailsea</td>
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<td>281</td>
<td>324</td>
<td>348</td>
<td>336</td>
<td>295</td>
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</table>

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<table>
<thead>
<tr>
<th>Ofsted Inspection Categories</th>
<th>Last Inspection</th>
<th>Overall effectiveness</th>
<th>Capacity for improvement</th>
<th>Pupils’ attainment</th>
<th>Quality of pupils’ learning &amp; their progress</th>
<th>Pupils’ behaviour</th>
<th>Quality of Teaching</th>
<th>Effective L &amp; M</th>
<th>Effective EYFS</th>
<th>Governing Body</th>
</tr>
</thead>
<tbody>
<tr>
<td>Golden Valley</td>
<td>May 09</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Grove Junior</td>
<td>June 11</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Hannah More Infant</td>
<td>Sept 09</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Kingshill C of E Primary</td>
<td>Nov 08</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Wraxall Primary</td>
<td>Apr 10</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Nailsea Secondary</td>
<td>Oct 11</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>-</td>
<td>2</td>
</tr>
</tbody>
</table>

NB: Whilst the projections and OfSTED data for St Francis RC Primary are contained within the Catholic Cluster section of this document (section 7), it is recognised that St Francis RC Primary serves pupils in the Nailsea, Clevedon and wider community area. Any plans for this cluster in the general sense will automatically include the needs and opportunities available at St Francis RC Primary School.

5.2 There is significant over-capacity for both primary and secondary school places within Nailsea that requires review during the life of this Plan.

5.3 With the exception of Grove Junior School, no schools in Nailsea have significant condition needs. It is recommended that the Diocese considers some remodeling at Wraxall C of E Primary School, including all weather playing facilities (LCVAP funding permitting).

5.4 The Council’s Future Schools Service is working with the governing bodies of both Hannah More Infant and Grove Junior Schools to support the newly formed federation (1 April 2012) across the two schools. The aim of the federation is to develop closer links between the two schools to improve continuity and progression; offer children and staff a wider range of opportunities; preserve and enhance the distinctive experiences of the younger and the older children in the two schools; develop a range of extended services and activities for children and the wider community; maximise the sharing of resources and take advantage of economies of scale; draw on a wide pool of expertise of parents, staff and governors across the
federation; co-ordinate Continuing Professional Development of all staff; and enhance the transition.

It is recommended that the admissions number of Hannah More infant School is reduced from 90 places per year group to 75 places by September 2013. This will help to remove surplus places across the town. Plans to reduce the admissions number of Grove Junior School will be progressed from September 2014 by which time pupils transferring from Hannah More Infant to Grove Junior School have a good chance of being offered a school place at time of transfer.

Rather than remodel and replace unsatisfactory accommodation at Grove Junior School, it may be necessary to remove poorer accommodation and re-assess class base needs across the two sites.

5.5 The Council is working closely with the school’s Leadership and Governors at Kingshill C of E Primary School to secure sustained improvements in standards.

5.6 Wraxall C of E Primary School is actively considering its models of leadership structures and is engaging in conversations with a number of other schools about collaboration or federation opportunities.

5.6 The Council’s Future Schools Service is working with the senior leaders and governors of Nailsea Secondary School. It is recommended that the admission number of the school is reduced from 240 places to 210 places per year group from 2013 onwards to better match student numbers within Nailsea.

As our newest secondary school, the assets of this BSF (Building Schools for the Future) pathfinder site should, over the life of the plan, be made available to the wider North Somerset community. Investigations to enable other North Somerset services to access surplus capacity within the site are being undertaken and will be progressed during the life of this Plan if appropriate. Any such plans should not prevent the re-designation of the school back to its 1,400 capacity in the future.

Pupil demand for Nailsea School has been as follows:

<table>
<thead>
<tr>
<th>Nailsea School Year 7 final allocations for September, 2011</th>
<th>APR</th>
<th>Intake</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Backwell</td>
<td>4</td>
<td>2.55</td>
<td></td>
</tr>
<tr>
<td>Gordano</td>
<td>1</td>
<td>0.64</td>
<td></td>
</tr>
<tr>
<td>Clevedon</td>
<td>2</td>
<td>1.27</td>
<td></td>
</tr>
<tr>
<td>Nailsea</td>
<td>136</td>
<td>86.62</td>
<td></td>
</tr>
<tr>
<td>Worle</td>
<td>1</td>
<td>0.64</td>
<td></td>
</tr>
<tr>
<td>St Katherine’s</td>
<td>9</td>
<td>5.73</td>
<td></td>
</tr>
<tr>
<td>Not known/out of area</td>
<td>4</td>
<td>2.55</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>157</td>
<td>100.00</td>
<td></td>
</tr>
</tbody>
</table>
5.7 In order to ensure sustainable provision across the district, there is an expectation that in the coming years all schools will need to explore their partnership relationships particularly (but not exclusively) with those in their geographical cluster. North Somerset Council’s Future Schools Service will support this process.

5.8 Summary of actions to be progressed:

- The Council’s Future Schools Service will review internally the capacity needs of Nailsea to ensure that its primary and secondary provision is correct for the current and future needs of the town.
- The Council’s Future Schools Service will continue to work with the governing bodies of Hannah More Infant and Grove Junior Schools to explore the development of their federation opportunities.
- A review of the admissions numbers of Hannah More Infant and Grove Junior Schools (from 90 to 75 per year group) and of the accommodation at Grove Junior School will take place during the life of this plan.
- A review of provision at Kingshill C of E Primary School may be necessary.
- The Council’s Future Schools Service is working with the senior leaders and governors of Nailsea Secondary School. The admission number of Nailsea School will be reduced from 240 places to 210 places per year group from 2013 onwards.

6. The Weston super Mare Clusters

6.1 The agreed projections and OfSTED categories for the Weston-super-Mare schools are given below:

<table>
<thead>
<tr>
<th>WSM North Group</th>
<th>Net Capacity</th>
<th>School places</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>Predicted empty places (negative values = shortfall)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Becket Primary</td>
<td>210</td>
<td>210</td>
<td>199</td>
<td>200</td>
<td>203</td>
<td>203</td>
<td>206</td>
<td>11</td>
</tr>
<tr>
<td>Castle Batch Primary*</td>
<td>388</td>
<td>420</td>
<td>436</td>
<td>435</td>
<td>433</td>
<td>430</td>
<td>427</td>
<td>-16</td>
</tr>
<tr>
<td>Herons’ Moor</td>
<td>420</td>
<td>420</td>
<td>418</td>
<td>418</td>
<td>419</td>
<td>420</td>
<td>420</td>
<td>2</td>
</tr>
<tr>
<td>Hillside First**</td>
<td>176</td>
<td>180</td>
<td>168</td>
<td>153</td>
<td>129</td>
<td>105</td>
<td>80</td>
<td>12</td>
</tr>
<tr>
<td>Kewstoke Primary</td>
<td>112</td>
<td>112</td>
<td>101</td>
<td>103</td>
<td>105</td>
<td>108</td>
<td>108</td>
<td>11</td>
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<tr>
<td>Mead Vale Primary</td>
<td>396</td>
<td>420</td>
<td>419</td>
<td>419</td>
<td>420</td>
<td>420</td>
<td>420</td>
<td>1</td>
</tr>
<tr>
<td>Mendip Green First**</td>
<td>480</td>
<td>480</td>
<td>476</td>
<td>450</td>
<td>420</td>
<td>390</td>
<td>360</td>
<td>4</td>
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<tr>
<td>St Anne’s C of E Primary</td>
<td>175</td>
<td>210</td>
<td>171</td>
<td>178</td>
<td>186</td>
<td>191</td>
<td>196</td>
<td>39</td>
</tr>
<tr>
<td>St Mark’s C of E Primary</td>
<td>420</td>
<td>420</td>
<td>419</td>
<td>419</td>
<td>419</td>
<td>420</td>
<td>420</td>
<td>1</td>
</tr>
<tr>
<td>St Martin’s C of E Junior**</td>
<td>540</td>
<td>555</td>
<td>456</td>
<td>527</td>
<td>626</td>
<td>719</td>
<td>793</td>
<td>99</td>
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<td>St. Georges VA Church Primary School</td>
<td>210</td>
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<td>208</td>
<td>208</td>
<td>208</td>
<td>210</td>
<td>210</td>
<td>2</td>
</tr>
<tr>
<td>Worlebury St Paul’s C of E Primary</td>
<td>120</td>
<td>210</td>
<td>177</td>
<td>207</td>
<td>209</td>
<td>209</td>
<td>209</td>
<td>33</td>
</tr>
</tbody>
</table>
### Primary School Projections – number of pupils
(figures produced April 2011)

#### Predicted empty places (negative values = shortfall)

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Year R not specifically allocated cumulative total (the number of pupils for each year is given in brackets)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>69 (69)</td>
<td>127 (58)</td>
<td>180 (53)</td>
<td>237 (57)</td>
<td>0</td>
<td>-69</td>
<td>-127</td>
<td>-180</td>
<td>-237</td>
</tr>
<tr>
<td>Estimated pupils from new housing cumulative total (the number of pupils for each year is given in brackets)</td>
<td>0</td>
<td>0</td>
<td>39 (39)</td>
<td>70 (31)</td>
<td>70 (0)</td>
<td>73 (3)</td>
<td>74 (1)</td>
<td>-39</td>
<td>-70</td>
<td>-70</td>
<td>-73</td>
<td>-74</td>
</tr>
<tr>
<td>Group total</td>
<td>3,647</td>
<td>3,847</td>
<td>3,687</td>
<td>3,856</td>
<td>3,973</td>
<td>4,078</td>
<td>4,160</td>
<td>160</td>
<td>-9</td>
<td>-126</td>
<td>-231</td>
<td>-313</td>
</tr>
</tbody>
</table>

* Castle Batch figures reflect a Speech and Language Resource Base on site which has capacity to offer up to 2 places to pupils per year group in addition to the 420 school places.

* Hillside, Mendip Green and St. Martin's empty place figures need to be considered collectively due to the proposed changes mentioned in this document. Accommodation is being remodelled and it is proposed that the places available at the schools, subject to all necessary approvals, will increase to 210, 630 and 630 places respectively.

### Primary School Projections – number of pupils
(figures produced April 2011)

#### Predicted empty places (negative values = shortfall)

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
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<th></th>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ashcombe Primary</td>
<td>420</td>
<td>420</td>
<td>417</td>
<td>418</td>
<td>420</td>
<td>420</td>
<td>420</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Christ Church C of E Primary</td>
<td>205</td>
<td>210</td>
<td>203</td>
<td>204</td>
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<td>208</td>
<td>208</td>
<td>7</td>
<td>6</td>
<td>3</td>
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<td>2</td>
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<td>Milton Park Primary</td>
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<td>420</td>
<td>380</td>
<td>387</td>
<td>389</td>
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<td>33</td>
<td>31</td>
<td>26</td>
<td>15</td>
</tr>
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<td>0</td>
<td>0</td>
<td>23 (23)</td>
<td>37 (14)</td>
<td>67 (30)</td>
<td>88 (21)</td>
<td>0</td>
<td>-23</td>
<td>-37</td>
<td>-67</td>
<td>-88</td>
</tr>
<tr>
<td>Estimated pupils from new housing cumulative total (the number of pupils for each year is given in brackets)</td>
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<td>1 (1)</td>
<td>2 (1)</td>
<td>2 (0)</td>
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<td>2 (0)</td>
<td>-1</td>
<td>-2</td>
<td>-2</td>
<td>-2</td>
<td>-2</td>
</tr>
<tr>
<td>Group total</td>
<td>1,004</td>
<td>1,050</td>
<td>1,001</td>
<td>1,034</td>
<td>1,055</td>
<td>1,091</td>
<td>1,123</td>
<td>49</td>
<td>16</td>
<td>-5</td>
<td>-41</td>
<td>-73</td>
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</table>

### Primary School Projections – number of pupils
(figures produced April 2011)

#### Predicted empty places (negative values = shortfall)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Bournville Primary</td>
<td>420</td>
<td>420</td>
<td>306</td>
<td>325</td>
<td>353</td>
<td>371</td>
<td>392</td>
<td>114</td>
<td>95</td>
<td>67</td>
<td>49</td>
<td>28</td>
</tr>
<tr>
<td>Hutton C of E Primary</td>
<td>210</td>
<td>210</td>
<td>191</td>
<td>197</td>
<td>198</td>
<td>198</td>
<td>203</td>
<td>19</td>
<td>13</td>
<td>12</td>
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<td>7</td>
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<td>Locking Primary</td>
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<td>315</td>
<td>285</td>
<td>296</td>
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<td>307</td>
<td>30</td>
<td>19</td>
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<td>18</td>
<td>8</td>
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</table>
Primary School Projections – number of pupils
(figures produced April 2011)

<table>
<thead>
<tr>
<th>WSM South Group</th>
<th>Net Capacity</th>
<th>School places 2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>Predicted empty places (negative values = shortfall)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oldmixon Primary</td>
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<td>210</td>
<td>199</td>
<td>200</td>
<td>204</td>
<td>206</td>
<td>208</td>
</tr>
<tr>
<td>Uphill Primary</td>
<td>315</td>
<td>315</td>
<td>308</td>
<td>308</td>
<td>311</td>
<td>313</td>
<td>314</td>
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<tr>
<td>Walliscote Primary</td>
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<td>315</td>
<td>271</td>
<td>288</td>
<td>296</td>
<td>302</td>
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</tr>
<tr>
<td>Windwhistle Primary</td>
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<td>420</td>
<td>407</td>
<td>411</td>
<td>414</td>
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<td>418</td>
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</tbody>
</table>

Year R not specifically allocated cumulative total
(the number of pupils for each year is given in brackets)

<table>
<thead>
<tr>
<th>Year R not specifically allocated cumulative total (the number of pupils for each year is given in brackets)</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>12</td>
<td>12</td>
<td>24</td>
<td>30</td>
<td>0</td>
</tr>
<tr>
<td>0</td>
<td>-12</td>
<td>-12</td>
<td>-24</td>
<td>-30</td>
<td></td>
</tr>
</tbody>
</table>

Estimated pupils from new housing cumulative total
(the number of pupils for each year is given in brackets)

<table>
<thead>
<tr>
<th>Estimated pupils from new housing cumulative total (the number of pupils for each year is given in brackets)</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>20</td>
<td>70</td>
<td>129</td>
<td>188</td>
<td>0</td>
</tr>
<tr>
<td>0</td>
<td>-20</td>
<td>-70</td>
<td>-129</td>
<td>-188</td>
<td></td>
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</table>

Group total

<table>
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<tr>
<th>Group total</th>
<th>2,174</th>
<th>2,205</th>
<th>1,967</th>
<th>2,057</th>
<th>2,155</th>
<th>2,258</th>
<th>2,362</th>
<th>238</th>
<th>148</th>
<th>50</th>
<th>-53</th>
<th>-157</th>
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</thead>
</table>

NB: Projected pupils from new housing for this cluster are based on expected dwelling completions in the Weston Urban Extension. The number of dwellings anticipated being completed are 150 by March 2013, 300 by March 2014 and 300 by March 2015. This gives a total of 750 completed dwellings out of an anticipated 5,500 in total.

Secondary School Projections – number of pupils, years 7-13
(figures produced April 2011)

<table>
<thead>
<tr>
<th>School</th>
<th>Net Capacity</th>
<th>2011</th>
<th>2012</th>
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<th>2014</th>
<th>2015</th>
<th>Predicted empty places (negative values = shortfall)</th>
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<td>903</td>
<td>901</td>
<td>892</td>
<td>888</td>
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<td>Priory</td>
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<td>1,200</td>
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<td>763</td>
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Ofsted Inspection Categories

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<th>Capacity for improvement</th>
<th>Pupils’ attainment</th>
<th>Quality of pupils’ learning &amp; their progress</th>
<th>Pupils’ behaviour</th>
<th>Quality of Teaching</th>
<th>Effective L &amp; M</th>
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<td>Herons’ Moor Primary</td>
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<tr>
<td>Locking Primary</td>
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<td>Mead Vale Primary</td>
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<td>Milton Park Primary</td>
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<td>Oldmixon Primary</td>
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<td>St George’s Primary</td>
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<td>St Martin’s C of E Junior</td>
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<td>-</td>
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<td>Uphill Primary</td>
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<tr>
<td>Worlebury</td>
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</tr>
<tr>
<td>Broadoak</td>
<td>May 11</td>
<td>3</td>
<td>3</td>
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<td>3</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>-</td>
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<tr>
<td>Hans Price, previously Wyvern</td>
<td>Nov 08</td>
<td>3</td>
<td>3</td>
<td>3</td>
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<td>2</td>
<td>3</td>
<td>3</td>
<td>-</td>
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<tr>
<td>Priory</td>
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<td>2</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>Worle</td>
<td>Mar 09</td>
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<td>2</td>
<td>2</td>
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<td>2</td>
<td>2</td>
<td>1</td>
<td>-</td>
<td>1</td>
</tr>
</tbody>
</table>
NB: Whilst the projections and OfSTED data for Corpus Christi RC Primary are contained within the Catholic Cluster section of this document (section 7), it is recognised that Corpus Christi RC Primary serves pupils in Weston super Mare and wider community area. Any plans for this cluster in the general sense will automatically include the needs and opportunities available at Corpus Christi RC Primary School.

6.2 We anticipate our largest area of growth in the district in Weston-super-Mare. Plans are already being progressed to extend the age ranges of Hillside First (180 capacity), Mendip Green First (480 capacity) and St Martin’s C of E Junior Schools (495 capacity) to enable them to be established as primary schools. A £100k scheme at Hillside First School should provide extra capacity and some remodeling to accommodate up to 210 pupils; a £0.55m scheme at Mendip Green First School will provide the extra hall and group rooms to enable its capacity to increase to up to 630 places; and a £1.55m scheme to remodel St Martin’s C of E Junior School will enable it to support up to 630 learners. This work will result in the creation of an extra 315 places.

6.3 The Council has worked in partnership with the governing body of Worlebury St Paul’s VA Primary School and the Diocese of Bath & Wells and progressed a £246k expansion of the school site. This has enabled the school to accommodate its future 7 primary class bases and create 90 extra school places across KS2 by September 2012.

6.4 The Council had previously identified a new site for St Anne’s C of E Primary School in Wick St Lawrence in Weston-super-Mare. The school is mainly comprised of temporary class bases. They are generally in a satisfactory state of repair. As basic need in the future is likely to include a requirement for the provision of extra school places, the Council would be supportive of St Anne’s C of E Primary School working with the Diocese of Bath & Wells to be a possible promoter of a 2nd site and larger 420-place school within the Parklands or Winterstoke Village new residential developments. It is unlikely that major capital investments will be made at the site in Hewish during the life of this Plan, although plans to move/create a 2nd site for the school may need to be progressed.

6.5 The buildings at Becket Primary, Castle Batch Primary, Herons’ Moor Primary, Kewstoke Primary, Mead Vale Primary, St Mark’s C of E/Methodist Primary and St George’s VA Church School are not identified as requiring significant capital investment. There are currently no plans to expand these schools currently during the life of this plan.

6.6 There is a significant predicted shortfall of school places within the St Georges area of Weston-super-Mare. The Council supported an unsuccessful bid by Priory Community School to accommodate a Free School on their site.

The Council remains supportive of “Priory Community School - an Academy Trust” in its wish to become a 4 – 16 establishment. An additional 210/420 primary school places could be provided, phased in delivery, to meet extra demand year-on-year.

6.7 A £2.427m project to remodel Milton Park Primary School is being progressed. Work commenced in the summer of 2011 and should be completed within the 2011/12 school year.
6.8 Significant condition needs have been identified at Ashcombe Primary School. The Council is currently investigating options for the site that could include a major refurbishment and re-build of the accommodation. To meet the need for extra places in the town it may be necessary to provide extra capacity at this school, increasing its size from a 420-place school to a 630-place establishment. This could be progressed by providing new accommodation suitable for 420 pupils, removing some existing accommodation and retaining/remodeling (subject to funding) some class bases and supporting accommodation, so enabling the school to run 7 extra class bases for an 210 additional pupils (630 places overall) until such time as the capacity needs of the town can be met elsewhere (and the older accommodation can be removed). Significant basic need and other capital funds should be considered for this school during the life of this plan.

6.9 The Diocese of Bath & Wells may wish to consider LCVAP (or equivalent) funds to remodel/re-locate Christchurch C of E VA Primary School. A lack of site options and significant LCVAP funding may preclude this.

6.10 A 9.7m project to rebuild Bournville Primary School was completed in 2010. Significant condition needs have been identified at Walliscote Primary and Windwhistle Primary Schools. Predicted demand for schools places within this area of Weston-super-Mare should be met by existing schools until 2014, by which time new provision for new housing needs will need to be considered and progressed.

Significant capital works may be needed at Walliscote Primary School and Windwhistle Primary school during the life of this plan, funding permitting.

6.11 It is considered that the condition of Hutton C of E Primary, Oldmixon Primary and Uphill Primary Schools do not warrant major capital investment at this time. Uphill Primary School benefitted from a £725k new hall and supporting accommodation in 2010/11.

6.12 To meet demand for places in the Parklands Village development adjacent to Locking Village, plans to increase the capacity of Locking Primary School from a 315-place to a 420-place school by September 2013 are to be progressed. The school is being considered for significant capital investments from s106 and other funding allocations during the life of this plan.

6.13 The Council will work with all schools and academies in Weston-super-Mare to, together, progress solutions for the possible deficit of primary school places.

6.14 There is currently sufficient capacity across the four Weston secondary establishments to meet demand for school places. Hans Price Academy chose to limit admissions to the numbers of places allocated in the current and next school year at the time of their creation in May 2011. This had led to a shortfall of provision at the start of the 2011/12 school year that is being monitored and discussed with local schools. Sustainable ways forward have been agreed. The main challenges facing the four Weston schools is the creation of extra capacity to meet new demand. This will be covered later in this plan.

6.15 An allocation of £14.005m has been allocated to Hans Price Academy to rebuild and remodel their site to create 1,200 secondary places. A project to rebuild/remodel this school will be delivered by the Cabot Learning Federation and Partnership for Schools by, it is hoped, September 2013.
6.16 Broadoak Mathematics and Computing College is progressing a move to academy status from February 2012. The school comprises a single building around 12 years old. The building is generally in good condition with a number of small items requiring attention. In the main, these are addressed in the school 5-year Premises Plan. No significant capital investment is required at the school to address condition issues during the next 5 years. Its current accommodation would need to be augmented if further pupils were to be admitted.

The Academies Act 2010 provides that the Local Authority must cease to maintain the school on the date on which the school opens as an Academy.

6.17 Priory Community School - An Academy Trust, comprises of thirteen blocks of various ages and condition. Three blocks are demountable buildings which will require refurbishment or replacement in the next few years. Whilst no major secondary rebuild is required, there is a likely need for a medium level of capital investment at the school during the next 5 years.

The Academies Act 2010 provides that the Local Authority must cease to maintain the school on the date on which the school opens as an Academy.

Its current accommodation would need to be augmented if further pupils were to be admitted.

The Council supports the creation of 4 – 11 primary education on the Priory site in response to a need for extra primary school places, especially around the St George’s area of the town.

6.18 Worle School comprises 13 main blocks constructed in the 1970s. Some remodelling took place in 2001 with the Technology/Science and Sixth Form blocks added. The restaurant block was added in 2007 and new sports/community facilities were added this year. The older blocks are generally in pretty poor condition. A phased replacement of existing M&E services is also required and site drainage needs improving. Whilst no major rebuild is required, there is a likely need for a medium level of capital investment at the school in the next 5 years to enable it to function satisfactorily.

There is also a Development & Environment project due to take place on the school site to provide a new stand-alone building to provide shared (community and school) sports facilities and day care provision for adults with learning disabilities, together with the redgra being upgraded to a 3G sports pitch. The project budget is circa. £2.5m and work is due to commence on site in March 2012.

6.19 Pupil allocations to the Weston schools have been as below:
### Broadoak School Year 7 final allocations for September, 2011

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<thead>
<tr>
<th>APR</th>
<th>Intake</th>
<th>%</th>
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<tbody>
<tr>
<td>Broadoak</td>
<td>124</td>
<td>68.89</td>
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<tr>
<td>Worle</td>
<td>2</td>
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<tr>
<td>Hans Price</td>
<td>53</td>
<td>29.44</td>
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<td>Total</td>
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### Priory School Year 7 final allocations for September, 2011

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<td>82.59</td>
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<tr>
<td>Worle</td>
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<tr>
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### Worle School Year 7 final allocations for September, 2011

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<td>Total</td>
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### Hans Price Academy Year 7 final allocations for September, 2011

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<tr>
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<td>4.05</td>
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<tr>
<td>Total</td>
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6.20 In order to ensure sustainable provision across the district, there is an expectation that in the coming years all schools will need to explore their partnership relationships particularly (but not exclusively) with those in their geographical cluster. North Somerset Council’s Future Schools Service will support this process.

6.21 Summary of actions to be progressed:

- Consultations to create primary schools at Mendip Green First, Hillside First and St Martin’s C of E Junior Schools are ongoing, having started in September 2011.
- The Council’s Future Schools Service will work with the staff and Governors of St Anne’s C of E Primary School and the Diocese of Bath & Wells to consider options for the school to ensure its long-term sustainability.
- The Council will support Priory School to expand to serve the 4 – 16 age range and create new 210/420-place primary provision on its site.
- A rebuild and expansion of Ashcombe Primary School will be progressed.
- A remodelling and expansion of Locking Primary School from a 315 to a 420-place school will take place for September 2013.
- A review of secondary provision will take place. In summary currently it is proposed that:
  - a significant proportion of future demand for secondary places could be met through an FE/HE/UTC provision on Locking Parklands for KS4 and KS5. Initially additional places at KS3 would be provided at the existing academies / schools, so school overall numbers would not decline and may increase.
  - Weston College would promote the UTC in partnership with one or more HEIs.
  - The Weston secondary schools could provide the core student numbers for the UTC. This would free up capacity to expand places in Years 7 to 9. It must be noted that extra places would still be needed across the Weston Schools to meet overall extra demand years 7 – 9 and, in the longer term, 10 and 11.
  - Around 140 extra pupils per year group would be generated between 2015 and 2026 based on a ratio of at least 14 children to every 100 homes built in new housing developments (this ratio is currently under review and is considered to be conservative). Relocating 100 Y10 and Y11 pupils (200 in total) would therefore enable existing settings to increase their years 7 – 9 intake by a maximum of 10 pupils per year group per school or, more advisably, (and to allow for some surplus to accommodate parental preference), by between 30 & 60 pupils each across initially two schools. Some remodelling of existing schools will be needed to meet new demand.
  - Future increases in existing provision would be needed as demand and increased numbers dictate. With agreement, the numbers of pupils attending some schools should be increased in accordance with market demand in the future.
7. The Catholic Cluster

7.1 The agreed projections and OfSTED categories for Catholic schools are given below:

<table>
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<th>Roman Catholic Group</th>
<th>Net Capacity</th>
<th>School places</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>Predicted empty places (negative values = shortfall)</th>
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<td>St Francis RC Primary</td>
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<td>183</td>
<td>176</td>
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<tr>
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<td>210</td>
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<td>214</td>
<td>212</td>
<td>212</td>
<td>212</td>
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Year R not specifically allocated cumulative total (the number of pupils for each year is given in brackets):

| | 0 | 0 | 0 | 5 (5) | 5 (0) | 16 (11) | 23 (7) | 0 | -5 | -5 | -16 | -23 |

Estimated pupils from new housing cumulative total (the number of pupils for each year is given in brackets):

| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Group total: 607 630 620 622 616 618 618 10 8 14 12 12

<table>
<thead>
<tr>
<th>Ofsted Inspection Categories</th>
<th>Last Inspection</th>
<th>Overall effectiveness</th>
<th>Capacity for improvement</th>
<th>Pupils' attainment</th>
<th>Quality of pupils' learning &amp; their progress</th>
<th>Pupils' behaviour</th>
<th>Quality of Teaching</th>
<th>Effective L &amp; M</th>
<th>Effective EYFS</th>
<th>Effective EYFS</th>
<th>Governing Body</th>
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<tr>
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<td>1</td>
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</tr>
</tbody>
</table>

7.2 The Catholic Schools have been shown separately in North Somerset Council's pupil projections since at least 2004. Within the co-ordinated admissions processes it was asked that the Council does not seek to generally allocate a pupil to a Catholic school unless the parent has expressed a preference for a Catholic school place (the Local Authority does have the legal right to direct a VA school to admit a child, but would only use this in very rare occasions (see below**)). Catholic Schools serve a wider area than the towns in which schools are situated alone, which is another reason why they may have been grouped separately.
The pupil projection methodology allocates children from predicted over-subscribed schools to schools with vacancies where agreement has been reached within the co-ordinated admissions schemes to make allocations. The separation of the Catholic Schools is an indication that the arrangements of these schools, by agreement, is different. Their treatment in the pupil projections is therefore resultantly also different.

7.3 It is considered that the number of Catholic school places is sufficient to meet the needs of the Catholic community during the life of this Plan. However, to meet extra demand in Portishead and Weston super Mare a review of provision at St Joseph’s RC Primary School and Corpus Christi RC Primary School may be considered as part of the strategy for providing extra primary school accommodation in these towns. This may need to include a review by the Catholic Diocese of the areas these schools serve.

7.4 As the numbers of homes across the district continue to increase it may be necessary for the Diocese of Clifton to consider new Catholic provision in and around Weston-super-Mare. The Council would support the Diocese of Clifton in any review. There is an expectation that all new schools will be academies or free schools.

7.5 There are no significant condition needs highlighted at any of the three Catholic schools during the life of this Plan.

7.6 In order to ensure sustainable provision across the district, there is an expectation that in the coming years all schools will need to explore their partnership relationships particularly (but not exclusively) with those in their geographical cluster. North Somerset Council’s Future Schools Service will support this process.

7.7 Summary of actions to be progressed:

- To work with the Diocese of Clifton to review the provision of Catholic school places both during the life of this plan and thereafter.

**Under section 96 of the School Standard and Framework Act (SSFA) 1998 a Local Authority may direct the governing body of a voluntary aided school in its area to admit a child where, in relation to every school within a reasonable distance from the child’s home, the child has been refused admission or has been permanently excluded. The governing body may, under section 97 of the SSFA 1998, refer a local authority’s decision to direct the admission of a child to the Schools Adjudicator within fifteen days of receiving a notice to that effect. The Adjudicator determines which school is to be required to admit the child.**
8. Special Schools

8.1 The agreed OfSTED categories for Special Schools are given below:

<table>
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<tr>
<th>Ofsted Inspection Categories</th>
<th>Last Inspection</th>
<th>Overall effectiveness</th>
<th>Capacity for improvement</th>
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<th>Quality of pupils' learning &amp; their progress</th>
<th>Pupils' behaviour</th>
<th>Quality of Teaching</th>
<th>Effective L &amp; M</th>
<th>Effective EYFS</th>
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</tbody>
</table>
NEW DEVELOPMENTS
PRINCIPLES AND REQUIREMENTS

1. **Background**

1.1 The district faces a wide range of development issues that include the need to provide a relatively large amount of new housing. The Council’s Core Strategy had identified a need for around 13,400 new dwellings between 2006 and 2026. As at April 2011, 8,150 had been approved or completed, with a further 5,250 properties required by 2026. The greatest area of residential growth has been in the town of Portishead that has seen an increase of around 3,348 new dwellings in the last 10 years (up to 2011).

1.2 The current projections allow for an additional 1,157 within Portishead (this includes remaining allocations within the Local Plan, and all planning permissions on both large and small sites). The majority of these commitments would be expected to come forward within the next 5 years generating extra demand for 300 pre-school, 300 primary and 150 secondary aged pupils.

1.3 Around 5 – 6,000 new homes are planned to be delivered in Weston-super-Mare by 2026, of which around 800 new dwellings should be available for occupation by 2015. This will generate extra demand for 200 pre-school, 200 primary and 100 secondary aged pupils within an area where there is minimal spare capacity within the current school/academy stock.

2. **Policy Base and Remit**

2.1 Local Authorities currently have a statutory duty under section 14(3A) of the Education and Inspections Act 1996 to exercise their functions with a view to securing diversity in the provision of schools and in increasing opportunities for parental choice when planning the provision of school places.

Local Authorities must also have regard to the presumption that successful and popular schools should be expanded. The Education Act 2011 encourages schools that are popular with parents to be free to increase their admission levels and thereby offer parents more options for a place. The Act, for admissions from September 2013 onwards, enables own admission authority schools to admit more pupils over and above their normal admission number. Whereas in the past additional places could only be offered with the Council’s approval, in the future schools only need to notify the Council of their intention to offer more places. For ‘bulk’ admissions, provided notification of the increase is received in good time to administer the locally agreed co-ordinated admissions scheme, the change will be implemented. The Council supports partnership working and would hope that the needs of the area are considered by schools and partners when planning school expansions.

2.2 In North Somerset new schools will be delivered by:
establishing new Academies and Free Schools via national guidelines
where possible, expanding already popular and successful schools. This may include moving and expanding these schools onto new sites
promoting federations of existing schools and multiple sites for popular and successful schools/ academies
working in partnership with the Church of England Diocese of Bath and Wells, the Clifton Diocese Department for Schools and Colleges, the Methodist Ministry and local Baptist Churches to ensure that the range of provision across the district meets the needs of parents
working with existing and seeking out and establishing new partners to work with in collaboration within Foundation/Trust/Academy/Free School arrangements
providing other forms of new ‘community’ schools – within competition parameters – if there is demand for this type of provision

2.3 The Council will seek to work internally and with partners to deliver and maintain both new and current provision and will:

- seek out alternative funding opportunities to meet community needs (Free Schools etc.,) where possible and where this meets the Council’s strategic plans
- work with developers to provide new school buildings and community resources as part of their infrastructure obligations
- encourage all schools to review their asset needs and to sell assets no longer required to pay for new demand/condition works, whether on site or elsewhere in the district. Where possible there should be a presumption that playing fields will not be sold where the legal requirements for sport needs cannot be satisfied
- ensure that the Diocese of Bath & Wells and the Council enable capital receipts (from the sale of previous church school sites within North Somerset) to be used to support new or expanding schools within North Somerset
- progress bids with the aim of securing Council capital funds. These may be generated from the increase in Council tax revenue due to the higher number of homes within the district
- only normally progress new/remodelled building works that meet basic need and/or the condition needs of our worst buildings.

3 Developer Contributions and Infrastructure Requirements

3.1 Developer contributions are contributions collected from local residential developments of more than 10 homes (more than 1 bedroom and non-social affordable housing) to reflect the impact of the new housing development of education infrastructures. The Council can seek contributions towards the cost of new/additional educational infrastructure and other children’s services if the development results in extra pupil demand that cannot be accommodated within existing infrastructure. Claims currently range between £12k and £18k per pupil (age dependant).
3.2 Where proposals are received for large developments, such proposals will be considered on an individual basis. The Authority will seek assurance from developers that appropriate infrastructures are put in place to reflect the scale of the development at its initial stages. This will ensure that the Local Authority fulfils its aim of local schools for local children at the start of any new development.

3.3 The Council is planning to adopt the Community Infrastructure Levy as soon as possible. This will result in every new dwelling paying a standard rate contribution towards infrastructure to support development. It is expected that a proportion of this levy will be utilised to fund education infrastructure.

It is therefore vital that co-location is explored to provide the necessary economies of scale to enable the Council or the developers to deliver essential services within realistic developer allocations.

Another option for the funding of essential infrastructures is for the Council to consider the Tax Increment Financial Scheme whereby the Council borrows money against the likely increase in revenue funding to be received from new homes. This is potentially a risky form of borrowing as it assumes building yields.

3.4 When negotiating agreements with developers, the Council should, if at all possible, ensure input from the promoter of the new school into its design and final specification. The building should meet all national requirements as well as North Somerset bespoke specifications.

3.5 The Council has a strategy, contained within this plan, to provide set sizes of schools. Within the primary sector all class structures must enable schools to comply with infant class size requirements and therefore support multiples of 15 or 30 pupils per class base. As a consequence of this strategy, often at the start of a development, the Council may ask for the first school within the new housing area to be built with a 420-place primary school infrastructure with a final sized hall, staff rooms, main group rooms etc. It would include initially the first 7 class bases and pre-school only. Additional class bases can then be added throughout the development as required (this could include providing temporary provision whilst permanent buildings are being designed and built). There will need to be cost savings and these are best achieved by sharing facilities. For example the school may also house local library services and its hall could be available for community use, provided the requirements of all services are met within the building’s design and its access and egress routes. Other possible community uses include church use (if a church school), police station out post, post office, sports, leisure and play, community art, etc.

3.6 A housing development of around 8,000 new homes would generate around 1,200 secondary aged pupils. The challenge for any new and for existing education providers is to maintain sustainability whilst the numbers of pupils gradually rise. Around 700 new homes would generate enough pupils to fill a 210-place primary school. Where smaller developments are proposed the Council may choose to work with existing providers to develop a master plan for the delivery of new sustainable places in accordance with the structures contained in this Plan.

3.7 As pupils within new homes will require places across the whole school age range, it will be necessary for the Council and schools to create new structures of schools rather than add single class bases. This may mean that an additional 30 pupils
across the primary age range for example will necessitate an increase in provision of up to 15 pupils per year group (four additional class bases) to enable class structures to remain below 30 pupils and curriculum delivery to not be compromised.

3.8 Secondary school capacities should normally be within the range of accommodating up to 900 – 1,500 pupils in years 7 – 11 with 6th forms of up to 400 - 500 pupils. The phasing of new secondary provision is more complex and strategies for new developments are most probably likely, in the first instance, to be based around the idea of the expansions of current schools, multi-sites or chains or federations of schools or academies and the expansion of a richer 14-19 provision.

3.9 The Council supports the integration of early years education and will seek to co-locate private and voluntary sector pre-schools onto schools sites where possible. Any design for new school provision should include a pre-school on site. The Council would also seek to secure pre-schools onto secondary sites where there is a need and appetite for this.

3.10 There is a presumption that Academies and Free Schools will be the first choice of new school. For all new schools a competition will normally need to take place. It may be necessary, for new schools, for a competition to take place.

3.11 The Department for Communities and Local Government and the Department for Education are working together to make it easier to secure land and premises for new schools, including changing the planning rules. Free schools will be able to access financial support to secure premises and the rules surrounding the disposal of school sites are being changed to ensure that such sites could be available for potential Free Schools.

3.12 Based on the current s106 arrangements contributions are currently sought in accordance with the Department for Education cost index (average new build and extension costs) which are reviewed regularly. As at January, 2011 the cost index per eligible pupil yield was:

- Early Years facilities (0-4) £1,615
- Primary School Facilities (4-11) £12,257
- Secondary School facilities (11-16) £18,469
- 16-18 where applicable £20,030
- Special Education facilities (SEN) £18,469
- ICT Facilities. (Primary) £900
- ICT Facilities (Secondary) £1,800

All of the above multipliers are subject to the DfE’s location factor. North Somerset Council’s location factor currently stands at 1.03
4. Community Led New provision

4.1 The timing of the large scale developments is still relatively unknown and an ability to control such submissions is out of the control of the Council. It is considered however that smaller new developments and part-developments may be imminent based on the level of planning enquiries and new applications being received by the Council’s planning department. New learning facilities will be needed based at the heart of these communities with new school places, pre-school and youth facilities available from the commencement of increased demand.

4.2 The Education Act 2011 gives Local Authorities ‘a critical new role as strengthened champions of choice, securing a wide range of education options for parents and families, ensuring there are sufficient high-quality school places, co-ordinating fair admissions, promoting social justice by supporting vulnerable children and challenging schools which fail to improve.’ There is an expectation that within the schools’ system, academy status will be the norm and that where there is a need for a new school, the first choice will be a new Academy or Free School. Where the Local Authority is unable to identify a suitable sponsor to open a new school, it will be ‘able to contact the Secretary of State for Education so that together such a sponsor can be found.’

4.3 The Council has a vision to provide 21st century learning facilities for its pupils where children can be inspired to learn and develop educationally, morally and emotionally in safe, secure and physically and financially robust establishments. It is therefore vital that schools/academies should be at the centre of the communities they serve, providing genuinely personalised learning experiences for their pupils, engaging environments for parents, carers and the local community and providing a wide curriculum of learning that leads to high standards and good behaviour within specialist facilities.

4.4 All schools/academies should be community resources that are committed to work together as well as extensively and effectively with parents, other providers and wider children’s services. They should deliver with other partners a wide offer of teaching, learning and other services, meeting additional pupil and family needs, ensuring that problems are identified and addressed universally, maximising pupil and family learning improvements, and making the greatest use of their community resource to ensure collective accountability in the local area.

4.5 North Somerset Council should seek to ensure that all learning establishments within the district are committed to working together to meet the best interests of children and families. It should lead and facilitate this ethos, sometimes acting as a brokerage service across the district and ensure that any new education partners subscribe and commit to North Somerset Council’s learning principles. The Council should also ensure that where possible, schools should facilitate access to wider community resources. Their buildings should be based on a campus model including, as appropriate, the local library service, public art, emergency services (police), post office, sports and leisure facilities, children and health services etc.
5. Draft Proposals for Extra School Places

5.1 There are a number of options currently being considered/progressed to facilitate the need to provide additional primary school places in Weston-super-Mare and the wider district. In accordance with the principles listed above they are (in no priority order):

**Weston super Mare**

- to consult and publish statutory proposals to change the age range of St Martin's C of E Junior School to establish an up to 630-place primary school on the same site of the current 495-place junior school.
- to consult on and publish statutory proposals to change the age range of Mendip Green First School to establish an up to 630-place primary school on the same site of the current 480-place first school.
- to consult on and publish statutory proposals to change the age range of Hillside First School to establish an up to 210-place primary school on the same site of the current 180-place First school.
- to support Priory School to expand to serve the 4 – 16 age range and create a new 210/420-place primary provision on its site when demand dictates this need.
- to rebuild and expand Ashcombe Primary School so it becomes a 630-place primary school.
- to remodel and expand Locking Primary School from a 315 to a 420-place school.
- to explore with other secondary schools/academy(ies) a desire for secondary provision to include a primary school unit on their site(s). This could be achieved in a variety of ways including:
  - supporting the school/academy in a consultation to extend its age range/change its funding agreement via the Secretary of State to facilitate enhanced 4 – 16 provision
  - supporting the creation of a federation with existing primary schools. Funding for this option is less likely to be realised
- to support the expansion of certain primary schools (i.e. St Anne's C of E Primary School) onto a new 420-place site on the new development areas whilst retaining provision at their existing site. Whilst this would meet both current and new demand for school places, the proposal is dependant on securing sufficient funding.
- to review the need for extra Catholic school places in partnership with the Diocese of Clifton.

**Portishead**

- to utilise spare land for extra primary provision within the sites of existing schools within the cluster.
- to progress the investigations into re-purchasing the previous Portishead Primary School site, although the cost of this site (around £800k) is prohibitive to the progression of any project.
to progress the option suggested in the past by one of the Diocese of Clifton representatives to support an expansion of St Joseph’s Catholic Primary School, although changes at the site could only be progressed if the religious character of the school were not compromised by an increase in capacity.

in accordance with this strategy document, to support the delivery of primary education on secondary school sites.

to review the ‘catchment’ area for the town to ensure that pupil allocations better match existing place availability across the Gordano and Pill cluster.

to look at alternative delivery models (to be discussed initially with the schools within the cluster).

to continue to meet with the Head teachers from the cluster to review place availability. The Council’s Future Schools Service will work with all schools within the cluster to seek out new and innovative ways of providing extra primary and secondary capacity utilising existing accommodation as well as providing new learning spaces if and as necessary.

Yatton

to review provision in Yatton to increase the capacity of Yatton Infant and Yatton Junior Schools on a phased basis from 75 pupils per year group (a 225-place infant and 300-place junior school to 90 pupils per year group (270 –place infant and 360-place junior schools)

5.2 Options currently being considered to facilitate the need to provide additional secondary school places in Weston-super-Mare and the wider district, are given below:

a significant proportion of future demand for secondary places should be met through an FE/HE/UTC provision on Locking Parklands for KS4 and KS5. Initially additional places at KS3 would be provided at the existing academies / schools, so school overall numbers would not decline and may increase.

Weston College would promote the UTC in partnership with one or more HEIs

The Weston secondary schools could provide the core student numbers for the UTC. This would free up capacity to expand places in Years 7 to 9. It must be noted that extra places would still be needed across the Weston Schools to meet overall extra demand years 7 – 9 and, in the longer term, 10 and 11.

Around 140 extra pupils per year group would be generated between 2015 and 2026 based on a ratio of at least 14 children to every 100 homes built in new housing developments (this ratio is currently under review and is considered to be conservative). Relocating 100 Y10 and Y11 pupils (200 in total) would therefore enable existing settings to increase their years 7 – 9 intake by a maximum of 10 pupils per year group per school or, more advisably, (and to allow for some surplus to accommodate parental preference), by between 30 & 60 pupils each across initially two schools. Some remodelling of existing schools will be needed to meet new demand.

Future increases in existing provision would be needed as demand and increased numbers dictate. With agreement, the numbers of pupils attending some schools should be increased in accordance with market demand in the future.
5.3 The Council is supporting an application by Weston College to secure the development of a University Technical College serving North Somerset and the wider area.

5.4 The Council will continue to work with the 5 education providers of 11+ education in Weston-super-Mare (Broadoak Mathematics and Computing College; Priory Community School ~ An Academy Trust; Worle Secondary School; Hans Price Academy and Weston College) to develop expanded provision across the 5 sites to meet the demand for extra places based on the principles of:

- providing a seamless transition for lifelong learning
- making use of and expanding the capacity already in place
- securing a Learning Community based on partnership as the key to success
- giving genuine benefits for young people and adults
- providing Strategic Planning influence
- giving learners choice
- creating bespoke resources
- ensuring an employability/skills focus

This vision could lead to a significant offer for learners by:

- enabling learner choice without removing funding from current education system
- enabling the professional development for staff
- enabling employers access to motivated young people
- enabling an entrepreneurial climate for young people to engage them in learning for their futures
- providing aspirations for young people and employability for the future

The Partnership has committed to categorising responsibility for learning i.e. 3 - 14 education will rest solely with schools, 14 - 16 learning will be delivered by schools with the College supporting as it does currently. The College will also lead with the schools on initiatives such as Free Schools, Technical Academies, Studio Schools and University Technical Colleges. The College working with the Local Authority will consider advancing university learning and the new secondary provision site with possibly some of the other new forms of learning.

It is recommended that resources are allocated to the Weston Schools to enable the following to be progressed as and if necessary:
- Broadoak School  Moves from an intake of 180 to up to XXX by TBA
- Hans Price Academy  Moves to an intake in all year groups of 240 by 2013
- Priory School  Moves to an intake of XXX by TBA
- Worle School  Moves to an intake of XXX by TBA
- Special Schools  Intake : TBA
- University Technical College (UTC)  Intake: up to 8% of learners from years 10 and 11 across the four Weston schools plus learners from elsewhere in the south west within a 25 mile radius.

It is intended that the Partnership would enable all schools/academies to grow up to age 16, that a new Studio School model/Free School could meet the Foundation Learning gifted and talented needs, that the College and Special Schools can continue to meet Learning Difficulty/Disability needs including residential, that consideration is given to University Technical College aspirations, and that the College continues to lead on Post 16 and HE.

Section 106 money could be used to create:

- extra accommodation where schools need it
- Special Needs facility
- support foundation facilities
- Support gifted and talented opportunities
- Create UTC/University at 5th site

Weston would have special facilities for traditional learners, foundation learners, learning difficulty/disability learners including residential facilities, apprenticeships and meet higher education needs.
**Appendix 3**

**FLOWCHART AND CHECKLIST**
**FOR SCHOOL ORGANISATIONAL CHALLENGE MODELLING**

**Rationale:** To identify Local Authority processes to proactively manage responses to potential opportunities and risks leading to organisational change in schools and settings. Acting with the perspective of Children’s Champion the draft Education Provision in North Somerset ~ A Commissioning Strategy outlines the strategic framework for organisational change and development and links with the Future Schools Service to deliver change processes.

**1 - Identification**
- Outcome from preliminary and informal conversations
- Self-identification
- SoP Criteria match
- Leader change/issues
- Pupil numbers
- Serious HR issues
- Standards Issues Review Group (Learning Team)
- Staffing remodelling opportunity
- Structural remodelling opportunity for Collaboration, Federation, Amalgamation, Academy status
- Safeguarding issues
- Issues raised by Governors/Governor Services
- National funding policy – change or implementation issues and impact
- Financial challenges
- Data opportunity
- Building development
- Site/buildings issues
- Co-location opportunities
- Transformation of services trigger/ opportunity

**2 - Response**
- Future Schools – Programme Board and Project Team discussions
- Outcomes of above – referral to SLT if appropriate
- Identification of opportunities
- Identification of appropriate processes
- Identification of appropriate officers
- Lead initiated discussion with Head/CoG
- Refer to Capital Board Steering Group
- Refer to Members
- Refer to Diocese

**3a – Process – Single School**
- Individual joint visits with Head/CoG
- Focussed Task Group
- Presentations of issues and potential strategies to FGB and SLT (could be separate)
- Possible consultation process with Unions
- Presentation to community

**3b – Process – New School**
- Follow statutory requirements
- Build relationships/connections to interested parties
- Create structure for dialogue
- Request invitation to SHINS/PHANS

**3c – Process – Joint/Multiple Schools**
- Individual joint visits with Head/CoG – separate then combined
- Focussed Task Group – focussed/combined
- Presentations to FGB – separate then/or combined
- Presentations to staff – separate then/or combined
- Supported scoping re Collaboration, Federation, Amalgamation. FS manages input to leaders/Govs. to develop opportunity models
- Financial and staffing/remodelling/HR analysis, modelling and costing
- Visioning
- Presentation to community
**Action/Recommendations**

- Agreed focus through leaders and Govs. on models of leadership – Collaboration, Federation, Amalgamation
- Individual/combined Govs. work groups define areas of focus and agreement with dated KPI to provide the key aims and purpose of an action plan
- Establish criteria and legal governance requirements for next steps – e.g. MoU, Vote, Executive Committee, Consultation
- School task/working groups
- Vision, curriculum, remodelling, finance, HR, asset management support for staff and Govs.
- Communication plans

**Action/Recommendations for New Schools**

- Introduce to stakeholders
- Develop relationships
- Ensure legal requirements
- Secure LA representation on governing body
- Introduce available services

**No Progress**

- Refer back to Sections 1 and 2 via Future Schools Programme Board
- Identify Learning Team options and actions
- Refer on to SLT
- Refer to Members/Exec.
- Analysis of blockers/force fields
- Identification of alternative strategies for support or ‘incentive’ or challenge
- Re-visit HR, finance, leadership and governance issues
- Re-visit comparative data
- Re-engage with community
- Create menu for follow up (refer back to Sections 1 and 2)

**Negotiation/Support/Challenge**

Agree focus-based on blockages and proposed solutions

**Developing/Monitoring and Managing**

- Create with schools and governors – agree KPI, Action Plan, Progress Monitor and Risk Register
- Clarify formal/visible reporting process
- Establish informal processes and lead officers
- Timelines (with space for creativity)
- Clarify responsibilities
- Clarify funding implications and sources
- Establish meeting/support model and appropriate officers
- Feedback processes
- QA process for public domain in place
- To Future Schools Programme Board

**Project Management and Completion**

- Future Schools team use Progress Monitor and Risk Register to monitor progress and manage development
- Prioritisation of officer deployment by Future Schools to ensure legal framework is in place
- Limited membership, focussed Task Group checks progress and identifies ongoing support required and monitors progress
- Work groups carry forward specified activities to fixed timelines
- Future Schools team manages school needs to provide officer support when required. Overall monitoring through FS Programme Board
- Project completion
- Project process review
- Project impact review
1. Background

Currently over £1.5 million per annum is spent on out of district provision for vulnerable learners aged 0 - 19 from the Dedicated Schools Grant and £2.5m is spent on 16 - 25 learners for out of district places by the YPLA. It is felt:

- that the needs of many learners, who go out of district pre- and post-16, could be met locally
- that many parents/carers of young people with LDD would like their son/daughter to be educated in North Somerset (NS) but are not confident that the provision in North Somerset will meet their often complex needs. They feel they ‘fight long and hard’ to gain an out of county specialist placement
- that LDD learners will spend 3 years in a Specialist College between the ages of 16 - 25 and often attend a general FE college near the Specialist College e.g. Lufton/Bridgwater
- that support services are often not in place when they return to their home county
- that on return to North Somerset, this group of learners often attend Weston College and enrol on a programme of study. Regrettably no transition plan has been put in place by the specialist provider and no funding is planned or claimed by Weston College
- that when learners do not get a place in specialist provision they often become NEET (Not in Education, Employment or Training).

In the future it is important not to replicate current specialist provision for the following reasons:

- In many instances this type of provision is based upon the traditional medical model of disability that is segregated and does not prepare young people with LDD for independent living and/or supported employment
- It is expensive and may not be funded in the future

2. Our Vision

North Somerset Council is committed to develop in partnership with local providers to provide high quality accessible and sustainable ‘in district’ provision including residential for the 16 - 25 aged vulnerable learners, that will lead to greater participation and higher levels of achievement and success. This will enable local providers to meet the needs of vulnerable learners within our boundaries wherever possible and support the development the skills of our local work force in meeting vulnerable learners’ needs.

3. How We Aim to Provide for the Future

3.1 Four enhanced resource bases are being developed. These include:

- a KS1/2 base for children with **social, emotional and behavioural difficulties**
both a primary and a secondary base for children and young people with **difficulties of social communication**

- a Post 16 base for young people needing enhanced support to ensure a successful transition into college provision.

The resource bases will develop a close partnership with a mainstream provider to facilitate the necessary access to positive role models for social interaction and re-integration into a mainstream provider. The partnership would also provide support for the mainstream school for pupils at risk of exclusion and by facilitating mainstream staff Continuing Professional Development in the base in order to develop their knowledge and understanding of individual vulnerable learners’ specific needs, effective strategies to meet these needs and build their confidence in their ability to do this.

### 3.2 Secondary Social Communication Base

The range of learners with communication and interaction difficulties as at spring 2010 is shown below:

![Bar chart showing the number of mainstream pupils with ASD/Communication & Interaction Difficulties in North Somerset (Spring 2010)]

The change in approach to the provision of enhanced settings for these learners will develop a new approach to transition in Yr 9 covering social thinking, independence, social interaction, peer support, and employability skills and also support mainstream staff to develop their knowledge and understanding (CPD) of individual Autistic Spectrum Condition vulnerable learners’ specific needs, the effective strategies to meet these needs and build their confidence in their ability to do this. A partnership with Bristol University will support this resource base development.

### 3.3 Post 16 Link Centre

This development is a partnership venture with Weston College in order to ensure that vulnerable students who were identified as at risk of ‘dropping out’ of college are supported across a transitional year or if necessary 2 years. Historical data shows
that each year some vulnerable students have struggled with the transfer to College at 16 and there have been requests for residential provision and/or social care support. The base supports a graduated transfer and partnership delivery between a special school and Weston College.

3.4 16 - 25 Residential Facility for ASC vulnerable learners

North Somerset Council supports the need for an in county 16 - 25 residential facility that specialises in Autism because:

- the demand for provision for learners with Autistic Spectrum Conditions (ASC) has increased considerably and is continuing to rise;
- there are demands from other agencies/professionals/parents/carers including:
  - Special Schools
  - Connexions
  - Parents/Carers
  - National Autistic Society
- secondary schools with an academic 6th form curriculum can prove too inflexible for many individuals with an ASC; and
- many learners with ASC will often be co-morbid, that is, they have more than one learning difficulty e.g. Autism and ADHD or Dyslexia etc.

North Somerset Council is committed to work in partnership with Weston College to realise its ambition to provide a 16 - 25 residential facility that specialises in ASC as:

- Weston College has invested and specialised in this area which has national recognition and has been highlighted by the recent OfSTED Disability review as an outstanding provision
- the Government launch of ‘Ambitious about Autism’ has identified Weston College as an exemplar in the field with little comparable provision elsewhere

Whilst the College has a very successful provision within Weston, a specialist residential provision would allow a local solution to meet the growing demand and provide a high quality inclusive provision that also includes a residential element to support independent living and employability skills. All programmes would be individualised in terms of:

- curriculum offer
- length of stay

All learners could learn to understand and manage their condition wherever they are on the autistic spectrum leading to meaningful progression routes, including:

- development of Self-Confidence/Independent Living skills
- work Skills Assessment and Training Courses that lead to supported/unsupported employment
- Further and Higher Education Courses
- Apprenticeships
- work-based training
- improved career opportunities

The specialist provision could also be a training centre for people working or caring in the field of Autism and LDD including teachers, Learning Support, parents/carers, residential staff; Social Services; Health Care workers; Advocates and the Voluntary Sector.

This training could include:

- Levels 2 and 3 qualifications in Inclusive Practice
- Higher level Apprenticeships
- Foundation Degrees
- BA Hons
- Master Degrees

Investment in training as described above would lead to high quality and effective teams of staff working in the field of LDD and will ensure that other learning difficulties and disabilities will be catered for in-county e.g. learners with emotional and behaviour difficulties needs could be better met within their current educational institution rather than moved into segregated out of county specialist provision.

3.5 Specialist Providers

The model could include effective partnerships with out of county providers and this partnership approach, although a provider choice would be in line with North Somerset Council principles.
The North Somerset Education Other Than At School Service (EOTAS) provides high quality education for students who are unable to attend mainstream school provision for a wide variety of reasons.

Pupil Referral Units (PRU)

These units provide full time education placements for students who are at risk or have been permanently excluded from school mainly as a result of disaffection or challenging behaviour. The main aim of the Council's PRUs is to equip students with the skills necessary to return to their mainstream setting. Students are taught the same curriculum as in school and receive pastoral care and support to enable them to function more effectively in a mainstream setting.

Tuition Service

This service makes provision for students who are diagnosed with medical/health conditions which precludes them from accessing full time provision in school. Students are referred on grounds of Anxiety (Emotionally Based School Refusal), recovery from operations, ongoing serious health problems, pregnancy and breakdown of provision for students with Special Educational Needs (SEN). Currently students are able to receive up to a maximum of 20 hours teaching provision per week.

The aim of the Council's Tuition Service is to work closely with referring agencies to return students to their mainstream school as soon as possible. Support is given to both students and their families to help address any difficulties or barriers. Once a student is ready to return to school an integration package is agreed and tuition staff support the student for an agreed period of time in school.

Elective Home Education (EHE)

We currently have 90 students educated at home by their parents. The role of the Council's EHE Teacher and administrative support is to make twice yearly monitoring visits to these students and families, to ensure that good education provision is in place, support parents in the identification of education resources and work closely with parent support groups to ensure each young person has an opportunity to socialise with their peers.

6th day Provision and Movers-in Assessment Base (Fairways)

The small base at Fairways offers provision to students from the 6th day of a permanent exclusion until an alternative mainstream school place has been identified. With a growing number of students who move into the Local Authority each year, often without the necessary paperwork and with high levels of need, Fairways will provide assessment placement provision to help inform admissions as to the appropriate placement for an individual student.
EOTAS SERVICE FUTURE PLANNING

Pupil Referral Units

The service is currently in the process of finalising a number of proposals in order to make improvements to current PRU service delivery with the aim, by spring 2012, to open formal consultation on suggested models for restructuring the service. Proposals so far discussed include:

- the expansion of Oakhill and the Larch Centre PRUs to offer provision for year 10 and 11 students.
- further enhancing our Vocational Centre provision in close partnership with Weston College.
- increasing the number of places available in each PRU by up to 40% in line with the year on year increase in referrals
- making changes which will enable our PRUs to support students and families more effectively through employing/commissioning a mental health professional, attendance and welfare officer and work based learning co-ordinator

Tuition Service

Following the DfE announcement that all students in Tuition and Alternative Provision who are judged to be capable of accessing, should be offered from September 2011 full time provision, the Council will need to make fundamental changes to service delivery. Formal consultation on a restructure to the service will commence in January 2012. Draft proposals for improvements include:

- the possible merger of our two Tuition bases into one Medical Pupil Referral Unit
- investing in an on line learning platform to deliver part of a student’s provision entitlement
- investment in new technologies such as iPad, iPod touch to delivery modules of GCSE courses and revision
- increasing the space for tuition provision at Oakhill so that students can be taught in groups rather than 1 to 1 provision. This is far more cost effective
- developing a more effective model of intervention to enable student re-integration back to mainstream school, through a closer working protocol/framework with CAMHS (Child and Adolescent Mental Health Service), Education Psychology and schools.
- employing/commissioning a mental health professional to develop therapy and counselling programmes for students in tuition provision time and make assessments and judgements as to when a student is ready to begin integration back to school.
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<tr>
<th>Acronym</th>
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<td>AA2010</td>
<td>Academies Act 2010</td>
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<tr>
<td>ADHD</td>
<td>Attention Deficit Hyperactivity Disorder</td>
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<td>AMP</td>
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<td>APR</td>
<td>Area of Prime Responsibility</td>
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<td>ASC (D)</td>
<td>Autistic Spectrum Condition (Disorder)</td>
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<td>BESD</td>
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<td>C of E</td>
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<td>CAMHS</td>
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