Draft Education Provision in North Somerset ~
A Commissioning Strategy 2018 - 2021

• Public Consultation Meetings
• 15 March 2018 and 11 April 2018
Agenda for Today

To provide brief overview of:

• Part 1 - Operational Principles and Procedures
• Part 2 – Cluster wide, SEND and Early Years Plans
• To enable you to have table discussions and feedback your comments and suggestions
Part 1: Operational Principles and Procedures

Purpose of the Plan

- It sets out, within the Council’s commissioning role:
  - our principles, aims and working practices when planning school places
  - our expectations of ourselves and others
  - how we will work with partners and stakeholders to deliver new, and foster relationships to maintain school places to meet Basic Need
- The plan no longer includes how we will support schools with school improvement or sustainability
Part 1: Operational Principles and Procedures

Why have a plan?

• The Education Act 2011 maintains the role of LAs as the Strategic Commissioner of Services – encourages greater autonomy of provision by encouraging the establishment and transfer of maintained schools to be independent of the LA.

• We do still hold the Statutory Duty - acting as the local ‘Children’s Champion’ - must work in partnership to secure sufficient suitable education and training to meet the reasonable needs of all children and young people in the district.

• There is a greater emphasis on the analysis of need and options for future delivery and what we will look for when meeting new demand / when working with schools and academies.

• It notes the role of the Education Excellence Partnership Board in monitoring standards.
Part 1: Operational Principles and Procedures

Our Principles

The Council will actively work to the principles of:
• supporting the aspiration of ‘Local Schools for Local Children’
• the belief that every child should have access to a good/outstanding school in a safe environment
• to improve outcomes for under 5s
• the expectation that all providers will welcome and provide effectively for all children
• a collective moral purpose to enable every child to fulfil their potential and make a full contribution to society
• promoting life-long opportunities for students in preparation for their leaving school and thereafter
• being the champion of children and young people
Part 1: Operational Principles and Procedures

Effective Planning

We will support schools and other partners to:
• provide inclusive and improving education
• add diversity and choice;

We will:
• plan and deliver new schools in areas of residential growth
• Challenge academies and school to admit more pupils when we feel they can do so without educational compromise
• (when financially possible) deliver 21st century learning spaces
Part 1: Operational Principles and Procedures

We will:

- Work with stakeholders and partners to understand local aspirations, working/brokering change
- Provide a robust lead in the allocation of school places, challenging and insisting that, where appropriate, schools offer places
- Provide permanent and breach solutions to any deficits in places at schools with sustainable good or outstanding Ofsted outcomes
- Provide (at least) 5-year pupil projections
- Invite schools and education partners to expand or sponsor new provisions to meet Basic Need where appropriate if they subscribe to our learning community principles
- Ensure that any new buildings are flexible and capable of being adapted
- Lead and facilitate an ethos of working together to meet the best interests of children and families
- Be reasonable and fair in our expectations of others
- Plan for the long-term future
Part 1: Operational Principles and Procedures

We will expect our partners to:

• Work transparently together to meet the best interests of children, young people and families, with professional dialogue and participation
• Provide local places for their communities, sharing their expansion or place reduction plans
• Provide at least good/outstanding inclusive learning environments that promote life-long opportunities and enable all children to flourish
• Contribute to their community and the economy, working flexibly, sharing their buildings and assets
• Commit to work extensively and effectively with parents, other providers and the wider children’s’ services
• Be committed to working together to meet the best interests of all children, young people and families
• Understand and promote the importance of positive physical and mental health
• Be reasonable and fair in their expectations of the Council and of others
Part 1: Operational Principles and Procedures

What we may or may not do:

- Only expand good and outstanding schools – only expand RI schools where there is a local need that cannot be reasonably met elsewhere.
- Request/insist that schools and academies with surplus places remove them so as not to affect the allocation of developer and DfE capital resources to the district.
- Ask schools who admit significant numbers of pupils from outside of North Somerset to keep their intakes under regular review.
- Support federations, collaborations, cooperative trusts and amalgamations.
- Not look to create small schools (i.e. 105 places for primary or under 900 places for secondary).
- Support local schools for all pupils, including finding the nearest appropriate school for pupils with SEND, preferable within new/reconfigured provisions within the district.
- Support PVIs and schools in expanding their provision to meet the enhanced early years offer.
On your tables:

Please review the School Organisation Principles and Expectations and discuss:

• If these principles reflect how we should work together?
• What might you add to foster improved joint working between us all?
• What would you change?

After 15 minutes of discussion we will regroup and feedback.
Part 1: Operational Principles and Procedures

New Schools

Any new school should:

- be at the centre of their community
- be working for the benefit of and sharing its resources with that community,
- work with other local schools
- be providing genuinely personalised learning and enable full participation for all its pupils
- provide engaging learning environments and wide curriculum offers.

There is an expectation any new provision has the capability to be judged by Ofsted as at least good, preferably outstanding.
Part 1: Operational Principles and Procedures

Local Picture Now

As at March 2018:

<table>
<thead>
<tr>
<th></th>
<th>Maintained</th>
<th>Academy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>26</td>
<td>36</td>
</tr>
<tr>
<td>Secondary</td>
<td>-</td>
<td>11</td>
</tr>
<tr>
<td>SEND/AP</td>
<td>4</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
<td><strong>47</strong></td>
</tr>
</tbody>
</table>
Part 1: Operational Principles and Procedures

During the period 2015 – 2018 the Council has created:

<table>
<thead>
<tr>
<th></th>
<th>Breach</th>
<th>Permanent</th>
<th>Replacement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-school</td>
<td></td>
<td>86</td>
<td></td>
</tr>
<tr>
<td>Primary</td>
<td>90</td>
<td>1036</td>
<td>449</td>
</tr>
<tr>
<td>Secondary</td>
<td></td>
<td>660</td>
<td></td>
</tr>
<tr>
<td>SEND</td>
<td></td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>90</td>
<td>1787</td>
<td>449</td>
</tr>
</tbody>
</table>
### Capital Resources

Basic Need (BN) and Capital Maintenance (CM) allocations are as follows (as at March 2018)

<table>
<thead>
<tr>
<th>Allocation %</th>
<th>2017/18</th>
<th>2018/19</th>
<th>2019/20</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BN</td>
<td>CM</td>
<td>BN</td>
</tr>
<tr>
<td>100% allocation</td>
<td>10,329,834 *</td>
<td>1,245,106</td>
<td>10,372,286</td>
</tr>
<tr>
<td>90% allocation</td>
<td>12,455,799</td>
<td>1,120,596</td>
<td>9,335,058</td>
</tr>
<tr>
<td>10% allocation</td>
<td>1,383,977</td>
<td>124,510</td>
<td>1,037,228</td>
</tr>
</tbody>
</table>

* The 2017/18 allocation included a £3.5m backdated allocation from 2016/17 bringing the total to £13.8m
School Place Planning

When considering new school place provision, North Somerset Council will:

- establishing new academy free schools via national Presumption Route Free School guidelines
- where appropriate, work with its partners to expand consistently good or outstanding popular schools. This may include increases in provision on an existing site and/or an expansion of age range on a new or existing site, all within national guidelines
- work with good/outstanding Multi-Academy Trusts (MATs) to support their Free School bids where they meet with the Council’s strategic plans.
- promoting federations of existing schools and multiple sites for consistently good or outstanding popular schools / academies
- working in partnership with other providers of education to ensure that the range of provision across the district meets the needs of parents;
School Place Planning Process

• The Strategic Planning & Governance Service/Pupil Places and Planning Team will oversee the Expression of Interest process.

• The Secretary of State is the Decision Maker – DLT/SI/CYPs Policy & Scrutiny Panel representative will review submissions and make recommendations of support.

• Secretary of State decisions are normally made in around 6 weeks. It is anticipated the whole process will take around 6 – 9 months to complete.

• For Presumption route competitions, the LA must meet all capital and pre-opening revenue costs. Whilst the revenue costs are currently met from the DSG, future funding levels are unknown.

• Establishments/MATs involved in the strategic planning of a site within the district will not be encouraged to submit an Expression of Interest for any new school within that area. This is because this may give the organisation an unfair advantage over other promoters within the competition process.
On your tables:

Please review the School Places strategies and discuss:

- If these principles reflect how we should work together/ with new partners?
- What might you add to foster improved outcomes?
- What would you change?

After 15 minutes of discussion we will regroup and feedback.
Part 2: Cluster Plans

Backwell Clusters

- To complete the increase in provision at Flax Bourton C of E Primary School from 105 – 210 places for the September 2019 intake
- To progress the creation of a new 210-place primary school at North End, Yatton. The school will have the infrastructure for a 420-place establishment and be delivered by 2020
- To consider a new site and review the need for extra primary provision in the village of Backwell
- To review the need for new secondary places across this cluster that may include an expansion of Backwell School or an option to open a further secondary school and create a twelfth secondary-school cluster area in the centre of the North Somerset district
- To work with Backwell School to review its First Geographic Area in light of new housing developments
Churchill Clusters

- To progress the increase in provision at Sandford Primary School from a 140 to a 210 place school to meet any new demand from housing developments in Sandford – date to be agreed
- To keep the demand for the schools with significant surplus places in the cluster under review and work to remove significant surplus places if appropriate
- To review place demand for Churchill C of E Primary School and Winscombe Primary Schools in light of new housing developments in these areas
- To review the need for new secondary places across this cluster that may include an expansion of Churchill Academy and Sixth Form or an option to open a further secondary school and create a twelfth secondary school cluster area in the centre of the North Somerset district
Part 2: Cluster Plans

Clevedon Cluster

- Following the completion of building upgrades to All Saints East Clevedon C of E Primary School, to change the school’s PAN from 17 to 20 places as part of the 2019/20 school admissions consultations.
- To look to progress an increase in provision at Yeo Moor Primary School and/or St John the Evangelist Church School if new housing in the area requires this.
- To review the need for breach secondary school places at Clevedon School if local demand exceeds supply.
Part 2: Cluster Plans

Gordano Cluster

- To complete the delivery of extra accommodation at Gordano School to enable it to admit 336 pupils per cohort incrementally from September 2018 onwards.

- To work with Gordano School and St Katherine’s School to determine solutions for the potential deficit of secondary places in Portishead during and after the life of this plan.
Part 2: Cluster Plans

- To work with Gordano School and St Katherine’s School to determine solutions for the potential deficit of secondary places in Portishead during and after the life of this plan
- To support St Katherine’s School in discussions to review the school’s First Geographic Area if relevant
Part 2: Cluster Plans

Nailsea Cluster

- To consider the expansions of schools serving the primary population within the cluster if major developments within the town are progressed.
- To consider new school competitions if new major developments within the town are progressed during the life of this plan.
- To review the need for breach secondary places for 2020 if local demand exceeds supply.
- To work with Nailsea School to expand its intake to meet new demographic demands within the town if required.
Part 2: Cluster Plans

**Weston super Mare Clusters**

- To work with Haywood Village Academy to support the growth of new places across the Haywood Village development
- To work with Educate Together to support the opening of their new school - Parklands Educate Together Primary School - in temporary accommodation within Locking Parklands by September 2018
- To work with Educate Together to deliver their permanent school buildings – Parklands Educate Together Primary School - by September 2019
- To progress the creation of a new 630-place primary school (no.3) in the Weston East cluster by September 2021
- To note the need for a new Weston Central Primary School, required after the life of this plan
- To review the need for extra provision at St Anne’s C of E Primary School (West Wick site), Oldmixon Primary School and Uphill Primary School to meet demand if required
- To determine and commence (funding permitting) delivery options for increased secondary provision/a new secondary school from 2021 onwards
- To complete a 300-place expansion project with Priory Community School by the autumn 2018
Part 2: Cluster Plans

Catholic Cluster

- The Diocese of Clifton may wish to review the need for new Catholic school places during the life of this plan.
Part 2: Cluster Plans

Special School Plans

To complete the Council’s review of Special Educational Needs and Disability and Alternative Provision (SEND/AP) across the district to inform future delivery options that could include the following delivery options:

- The relocation and expansion of Baytree Special School to a new site by September 2020 to meet the current and future demand for pupils with Severe and Profound Learning Difficulties (funding and planning permissions permitting)
- The endorsement or progression of plans for new provision to meet increased; Complex and/or Complex and Severe Learning Difficulties/Mental Health Support. This could be delivered via a New Schools Network of Presumption Free School route
- To endorse a Free School bid for the delivery of Alternative Provision support and/or a new special school; or to progress future Alternative Provision delivery options at existing schools as determined following the conclusions of the Council’s review of SEND/AP provision across the district
- To support the provision of foundation-stage education on the Westhaven Special School site. Any provision must be via a good/outstanding early years specialist provider
Part 2: Cluster Plans

Special School Plans con..

- To support the creation of a short-stay residential unit/unit for independent training on Special School sites as appropriate/funding permits
- To oversee the addition of specialist provision in new/existing mainstream schools as funds permit to meet the defined needs of SEND pupils and young people attending mainstream provision
- To strengthen the remit and decision-making authority of the Out of School Panel
- To review top-up funding and measure the effectiveness of its use by schools
- To develop and implement and Alternative Provision Charter and Protocol to be followed by all schools and partners in North Somerset (Fair Access Protocol)
- To provide clarity around the role and remit of the Tuition Service
Part 2: Cluster Plans

Special School Plans con...

- To refocus the role of the Voyage Learning Campus and secure agreements to reintegrate pupils from the VLC back into mainstream settings as soon as possible and as appropriate
- To consider the creation of a short-term provision to meet the needs of those pupils unable to attend mainstream school, either full or part-time
- To develop a Commissioning Plan for Alternative Provision
- To develop support for providers and resources to enable schools to work together to meet the needs of pupils in relation to behavioural needs and trauma attachment support
- Work with all establishments offering or capable of offering post – 16 provision across the district to ensure the most effective outcomes for young people aged 16 - 25
Part 2: Cluster Plans

- Working with schools, current and new Early Years providers, the Council will seek solutions to ensure there is sufficient, high quality Early Years provision to meet demand.

- An annual sufficiency report will be produced and published, identifying any gaps in sufficiency to meet the Councils’ statutory responsibilities.
Part 2: Cluster Plans
Group into cluster tables:

Please review the cluster plans and discuss:

• If these plans reflect how we should work together/ with new partners?
• What might you add to foster improved outcomes?
• What would you change?

After 20 minutes of discussion we will regroup and feedback
Any questions?