

School place planning 2020-23

Securing sufficient high-quality
learning and childcare places



Directorate for:
Children and Families

 **Kirklees**
COUNCIL

School Place Planning 2020-2023

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1.0 Executive Summary

This document aims to give a clear analysis of pupil demography and the current organisation of learning places. It positions the current and future demand across all phases, whilst exploring the strategies for securing sufficient school places to enable access for children and young people to an excellent local education system. Local authorities are required to ensure there are enough school places for children in their local area; this is referred to as 'Basic Need'.

Planning learning places is a complex process. It depends on numerous variables, many of which are difficult to predict over the given period of time. Therefore, it cannot be an exact science because it pulls together the effects of these changing variables. Variables include fluctuations and underlying trends in child population demographics, changes in housing developments, the migration of families between and within local authority areas, local geography, and the exercising of parental preference for schools in Kirklees and in neighbouring local authorities.

The context for planning for future school places is set out, including the limited availability of capital funding, alongside the different opportunities and associated processes. This poses the challenge of finding creative, cost effective and value for money solutions that provide the sufficient numbers of high quality learning places required, where they are needed and when they are needed, so that children and young people can access schools locally. The introduction of new places in the wrong place or at the wrong time can create sustainability challenges for existing schools, already under increasing financial pressures.

The document looks at current child population, as measured by NHS GP registration data, to describe the size and distribution of the potential child population. This baseline information is used to determine the likely need for learning places in the future. Like most other local authorities, Kirklees has seen a significant change in the size of the school age population in recent years. There has been an increase of almost 20% since 2000, from approximately 5,000 per age cohort to around 6,000 in 2015/16. However, since this time, the size of Reception cohorts has been declining. Evidence suggests that this trend will continue towards 2023/24. There is some evidence to suggest that beyond this time the population will start to stabilise, though caution is required as the children referred to here have not been born yet. There are no areas of Kirklees showing a growth in the size of Reception cohorts and some areas are showing a more rapid decline than others. The population growth previously experienced in the primary phase has now moved into the secondary phase. Another important consideration affecting the need for places is the impact of new housing and inward migration, (from other parts of the country and those new to the country). Future changes in these variables are not reflected in the current NHS GP registration data. These factors are harder to predict but cannot be ignored when assessing the requirement for places. Annual reviews of population data and the tracking of live school applications, as well as dialogue with neighbouring authorities, help to manage the risks associated with these variables.

The variation in localised child populations means that in some places, such as some of the more rural areas of Kirklees, there may be an increasing number of school places that are either unfilled or attract preferences from outside the area (an important factor when assessing basic need). This may also be the case where new schools have been introduced with a degree of

future-proofing of places. Population trends are examined in more detail at each local level in the Appendices B and C.

This document describes the impact of the varied and inter-related factors that affect **demand** for school places. The data tables in Appendices B and C illustrate the current numbers of children by year group in every school, as well as the range of residential areas in which these children live. Children, even at the earliest age, are not simply attending their local school. It is not unusual for the children attending a primary school to live in the admission areas of other neighbouring schools. At secondary stage, young people may travel even further afield. A secondary school might easily count on its roll children from 40 or so different primary school admission areas. Across all phases, there are many reasons why parents express preferences for schools. These include access to faith schools, selective schools and single gender schools.

The tables in Appendices B and C also show the range of schools for which parents express a preference or where their children are allocated places. It is not unusual for more than half of the children living in an area to attend a primary school outside the immediate area.

The movement of children across local authority (LA) boundaries to attend schools in neighbouring LAs is documented at the Kirklees level on pages 15 to 18. Further localised detail can be found in Appendices B and C.

Finally, the document draws together the position regarding the future need for learning places by planning area and sets priorities for the next three years, which in summary are:

Primary

- Engage the school system about opportunities to reduce the number of available places where there is evidence of a significant surplus

Secondary

- Continue to work with secondary schools in North Kirklees and South Kirklees to introduce additional places bulge places for September 2021 and beyond
- Continue to work with secondary schools in Dewsbury and North Huddersfield to explore the opportunity for a modest number of additional places on a permanent basis
- Publish interim data, such as population and cross border movement, in order to inform the above decisions
- Continue work to introduce a modest expansion of middle school places at the earliest opportunity to match the number of first school places

Cross phase

- Continue to monitor the impact of actual and proposed housing development on the basic need for school places, whilst developing options associated with large strategic development sites proposed in the Local Plan.

Given the number of factors affecting pupil numbers and choices made by parents around school provision, it is difficult to make definitive judgements on provision too far into the future. However,

this document is intended to stimulate the continuing dialogue between school leaders, governors, partners, elected members, the Department for Education (DfE) and officers. These ongoing conversations will lead to the strategic development of collaborative solutions, and (where required) investment, that will deliver enough quality learning places to enable Kirklees children access to the excellent education they deserve.

2. Context

2.1 Legal Context

Local authorities have a statutory duty to ensure that sufficient school places are available within their area for every child of school age whose parents wish them to have one; to promote diversity and high educational standards; to ensure fair access to educational opportunity; and to help fulfil every child's educational potential.

In order to carry out this statutory duty, Councils need to carry out school place planning and forecasting. According to the Local Government Association (LGA) "Councils have the unique responsibility for securing sufficient school places, although they increasingly have to work with schools and other partners to deliver the places needed."

Planning for changes in demand for school places is an important function which can only be fulfilled locally. The statutory framework for schools and academies has undergone much change in recent years and, with increasing school autonomy, a planning mechanism with strong local knowledge is needed to ensure that funding to secure sufficient school places is allocated effectively and efficiently.

School place planning is a complex process, influenced by demographics, mobility and housing yield, as well as parental preference, geography, travel and transport. With rapid shifts in economic conditions for families and changing patterns of migration, planning for basic need requires a proactive approach to best respond to both short and medium-term demand as the primary, secondary and special school pupil populations fluctuate. The LGA comments "Councils are providing the new places needed on time and with limited capital resources using a range of strategies, collaborative working and innovative solutions."

2.2 Resources available to create additional school places and the challenges

In planning for future demand, many factors need to be considered, including capital funding availability (DfE grants such as the basic need grant, contributions from housing developers and the where required the opportunity for council borrowing); the possibility of additional resources through the DfE-funded free school programme; the feasibility and opportunity of expanding existing schools; the availability of sites for new schools and the impact of the introduction of additional places on existing schools.

The creation of new school provision is complex and cannot always be achieved by incremental expansion and growth of existing schools. The scale of the development and associated upfront costs of establishing a new school building present a challenge when funding is limited and different funding sources are required to align for a single purpose.

The availability of capital has become more and more limited. The capital grant funding the government has provided to contribute towards meeting the “**basic need**” for school places i.e. to resource the provision of **additional** places, is much reduced. In addition, there are growing pressures on the availability of capital funding for building repair and maintenance programmes across the school system.

Capital contributions towards the impact of housing developments are requested wherever possible through a planning process known as ‘Section 106’. A set formula is applied to the available places in a school priority admission area and the impact of house building is based on the assumption that 100 new houses will on average result in the need for 3 extra places per year group in the primary phase and 2 extra places per year group in the secondary phase. The results are multiplied by a fixed rate per place to calculate a required contribution. However, negotiations sometimes result in this amount being reduced. Where a contribution is agreed with a developer it usually includes triggers of when money will be released to the council (e.g. 50% of agreed contribution on the occupation of the 100th dwelling). There are often a number of years between an agreement being signed and the receipt of any financial contribution as a result of these agreed triggers and other factors such as delayed starts and build rates.

The process for allocating available developer contributions starts with the identification of a basic need for additional places. Options to address this need are then explored with local schools. Only after this are decisions made about how a scheme will be funded. Developer contributions are not usually used for any other purpose than addressing the basic need for school places.

The section 106 education contribution process presents a number of challenges which can limit the flexibility of its use. Due to the difference in time between contributions being calculated to the time when the contribution becomes available (triggers are met and the contribution is collected) local dynamics may have changed. Furthermore, funding often comes with restrictions to specified schools and some school are either uneconomical to expand or the scale of expansion would leave them with unsustainable class sizes. Maximum flexibility is therefore sought at the earliest opportunity when negotiating with developers.

The DfE provides additional funding for schools proposed by approved sponsors through its funded free schools programme, with an emphasis on areas where places are needed. However, there is an expectation that local authorities should commission and fund new schools when they are created in response to a specific need identified by the authority through the Free School Presumption¹ process (formerly the Academy Presumption process).

The availability and suitability of sites for new schools has a challenge in recent years. Whilst there are no immediate plans to introduce and further new schools, land has been set aside for new schools when they are needed at the large strategic housing sites approved in the Kirklees Local Plan (see section 3.2).

¹ See DfE Guidance published November 2019 ‘**The free school presumption: Departmental advice for local authorities and new school proposers**’

3. Factors Affecting Demand for School Places

The main factors affecting demand for school places are birth rates, migration into and out of the area (including migration into and out of the UK), cross-border movement of children into schools in other local authorities, changes in the housing market and housing developments, parental preference, changes in private education provision, rural sustainability, and the impact of welfare reforms. Many of these are subject to short-term uncertainty. So, for example, the housing market and associated family mobility may react quite quickly to any improvement or deterioration in the underlying economy.

3.1 Population and Pupil Cohorts

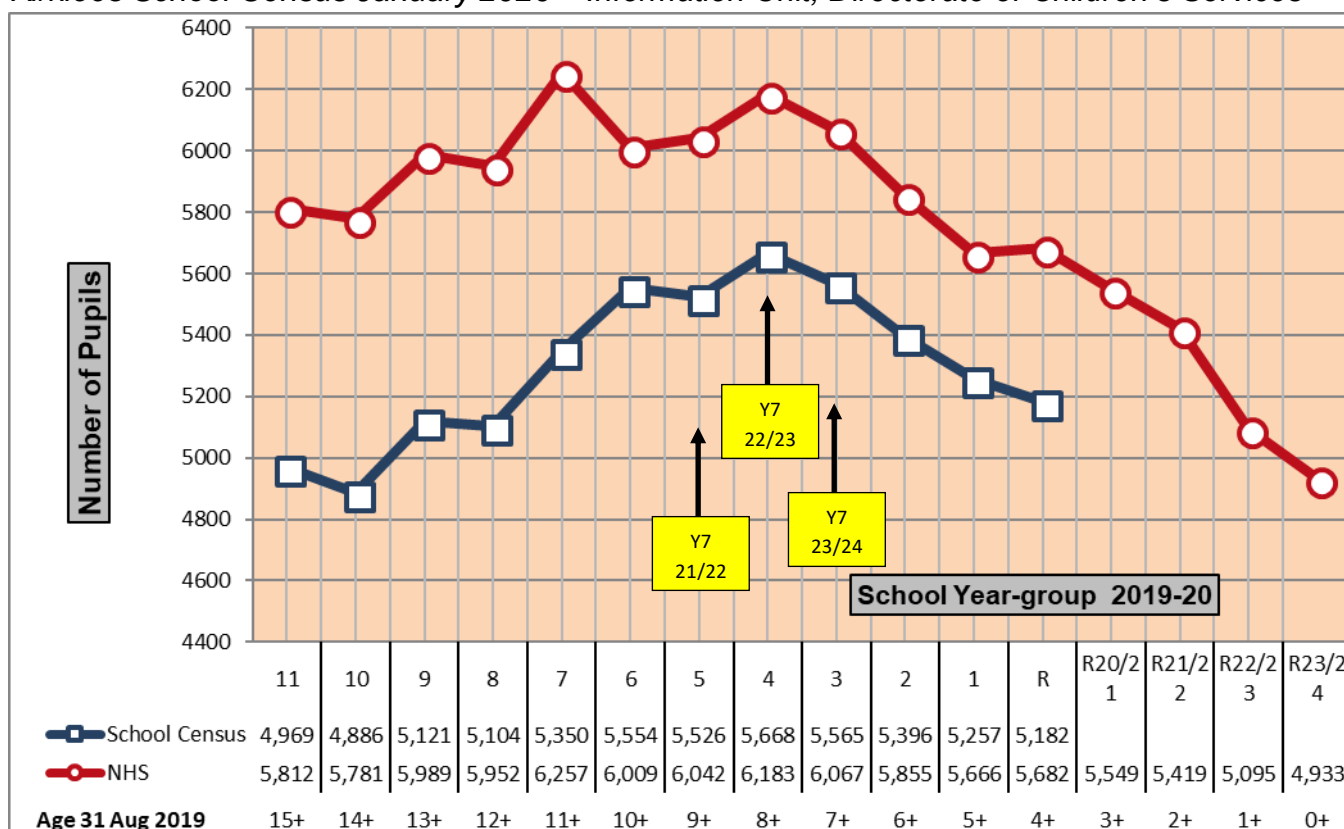
Chart 1 overleaf illustrates a comparison between two key sets of data that provides the baseline for school place planning. Data extracted from the NHS GP patient register provides the number of children and young people aged between 0-16 years resident in Kirklees. Data collection methods ensure that children and young people living in Kirklees but accessing a GP outside Kirklees are included and, conversely, that children and young people living outside Kirklees using a Kirklees-based GP are removed.

The School Census provides a count of the number of pupils on school rolls at a fixed point in time. January Census is used, as this represents a stable position after movement associated with admission appeals is limited. The purpose of this collection is to obtain accurate data about publicly funded schools and their pupils and is used for statistical analysis. The population data indicates the overall potential demand for learning places. The NHS GP patient register for 0-4 year olds is key for forecasting future demand, however, it should be noted that data for 0-1 year olds can be under represent the cohort size.

Chart 1: Year Group Numbers 2019-20 – NHS Data and Kirklees School Pupil Census

Sources: NHS GP registration data February 2020 - Kirklees Public Health

Kirklees School Census January 2020 – Information Unit, Directorate of Children's Services



Explanatory notes to accompany Chart 1

- The population data shown is derived from an annual snapshot of GP registrations. Historically, this is the best measure of the population because it gives an update on births, migration in and out of the area, and changes in residents due to tenancy changes or house building.
- The Kirklees School Census data in Chart 1 shows the total number of all pupils in Kirklees schools. A more detailed breakdown of pupil numbers by school year and type of school they attend can be found in the detailed place planning area documentation that accompanies this paper
- The difference between the two datasets reflects:
 - The number of children attending schools in neighbouring authorities, which is partly offset by children living in other authorities who attend schools in Kirklees. Recent data on these movements between authorities is presented below. The greater difference between population and school numbers for secondary aged young people reflects the larger number of secondary aged pupils in neighbouring LA schools
 - The number of children attending non-state funded education
 - Children missing in education
 - Home educated children

Charts 1 demonstrates significant consistency between population and census trends in future years when comparing cohort sizes.

NHS population and school census data at North and South Kirklees level

Chart 2: Year Group Numbers 2019-20 for North and South Kirklees – NHS data

Sources: NHS GP registration data February 2020 - Kirklees Public Health

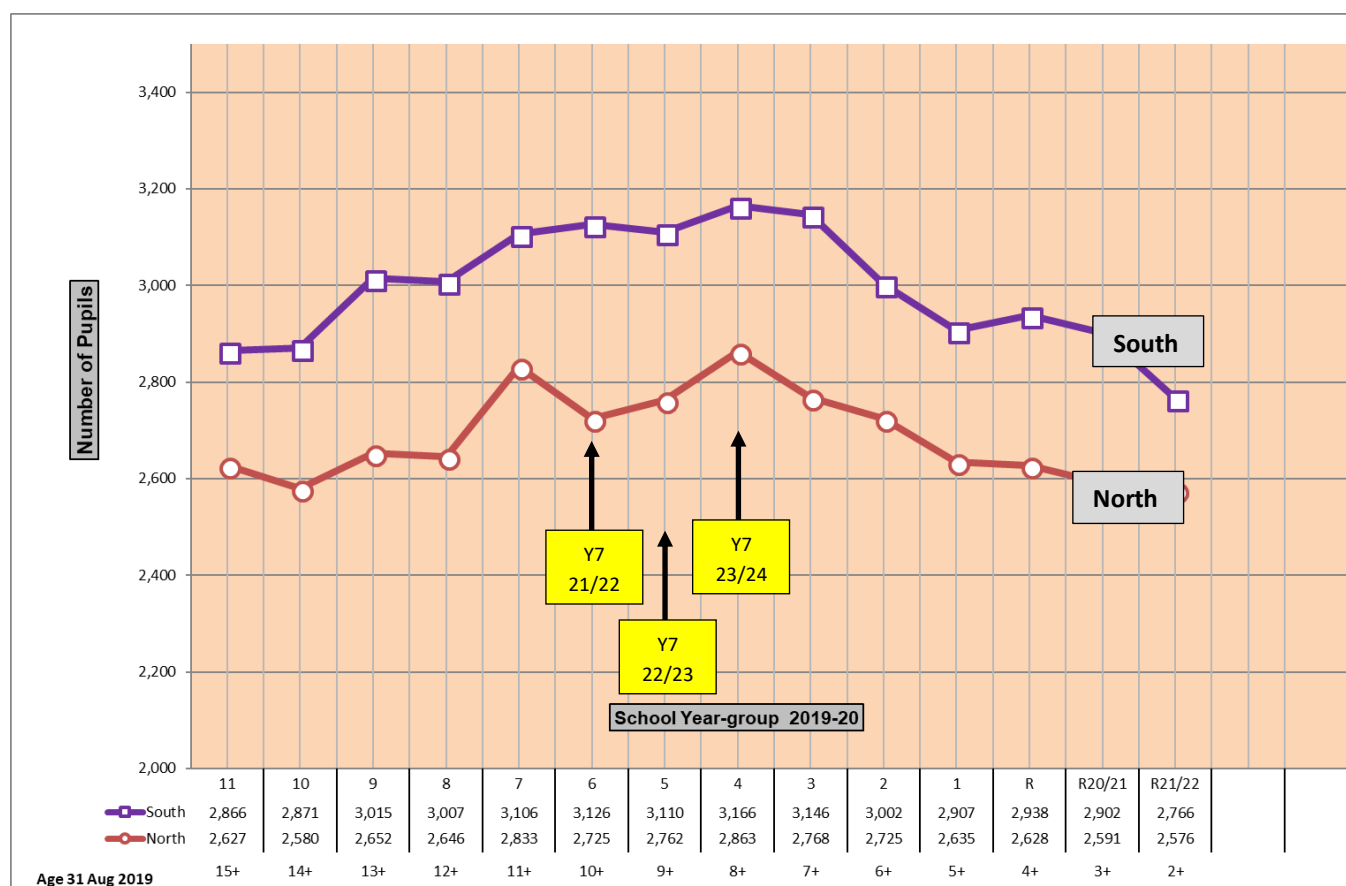
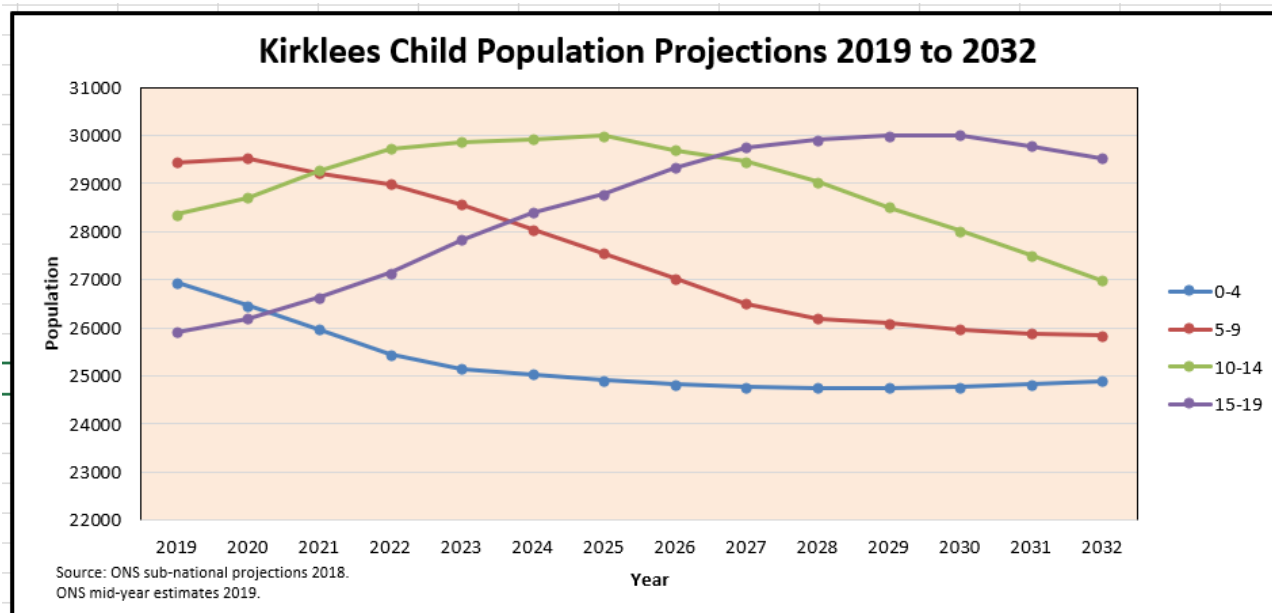


Chart 2 shows the number of pupils transferring to Year 7 in North Kirklees from 2019/20 onwards increases slightly, until a peak in 2022/23 (Year 4 2019/20). After this, the number of pupils transferring to Year 7 steadily decreases. It is anticipated that this decrease in numbers will be offset to some extent by housing development in North Kirklees.

In South Kirklees, a peak in the number of pupils who transferred to Year 7 in 2020/21 can be clearly seen. Numbers dip slightly for 2021/22, before increasing again towards 2022/23 and decreasing thereafter, albeit a year later than in North Kirklees. Again, to some extent this decrease will be offset to an extent by housing development in some areas.

In the primary phase, a population decline is evident in both North and South Kirklees, but greater in the South.

Chart 3: The following chart shows the Office of National Statistics (ONS) forecasts for fluctuations in child population at a Kirklees level:



The ONS predictions illustrate a decline in the population of children aged 0-4, however, this decline slows towards 2023 before changing to a broadly static trend. This contrasts with the sharper decline in GP registrations trends illustrated in Chart 1 towards 2023, which is as far forward as we can look with GP registration data. For children aged 5-9 already in the primary phase, there is a declining trend from 2020, which gradually slows from 2027. Predictions for children aged 10-14 match the expected continuation of increased demand for secondary places towards 2022 before changing to a broadly static trend towards 2025 and then beginning to decline.

Caution: should be exercised in using GP registration data as a proxy population for the following reasons:

- GP registration data does not always match ONS forecasts although there has been greater synergy recent years with both indicators showing similar trends
- It is a snapshot data set from a fixed point in time and subject to change
- The data by its very nature will always be incomplete and out of date before publication
- At a planning area level there are greater accuracy risks associated with smaller sample sizes

The context of variation in the different population estimates in Kirklees can be illustrated by looking at the last national census night (27 March 2011). On this night it was estimated that the normal resident population of Kirklees was 422,500. This figure was 12,000 more than the ONS modelling and 12,000 fewer than GP registrations representing a difference of +/- 2.8%. The further into the future attempts are made to predict population numbers, the less accurate these projections are likely to be. More up to date information will be available once the next national census takes place on 21 March 2021, with initial findings due to be published in March 2022.

Headline population trends at a Kirklees-level mask significant variations at the school planning area level. A summary table of population trends per planning area can be found in section 6.1

for primary and section 6.3 for secondary on pages 33 to 40. Full details of each planning area can be found in Appendices B and C.

In summary

The Kirklees level population trend for Reception age children has been declining since a peak in the 2015/16 reception cohort. The same primary phase peak is expected to evolve into a Y7 peak in 2022/23 followed by a period of decline. This results in:

- A general declining trend across most primary planning areas
- A general increasing trend for the secondary planning areas in North Kirklees towards a peak in 2022/23, followed by a steady decline
- A broadly static trend overall for the secondary planning areas in South Kirklees except for a peak in 2022/23. This is following by a general declining trend.

However, this overview masks a more complex local picture which can be explored in Appendices B and C. The above information does not take account of the impact of housing development which may counter the population decline to an extent in some areas over time.

Further information about Kirklees populations can be found at the following links:

Kirklees Joint Strategic Assessment – Population, migration, births and deaths

<http://observatory.kirklees.gov.uk/jsna/population>

Kirklees Fact Sheets – including population and households

<http://www.kirklees.gov.uk/beta/information-and-data/pdf/kirklees-factsheets.pdf>

Links to more demographic information about Kirklees

<http://www.kirklees.gov.uk/beta/information-and-data/area-and-ward-profiles.aspx>

Kirklees Census information:

<http://www.kirklees.gov.uk/beta/information-and-data/census-information.aspx>

Migration Yorkshire – population and migration information

<https://www.migrationyorkshire.org.uk/?page=statistics>

Table 1 below provides a further breakdown of the school census data represented in chart one between male and female pupils and the different phases and types of schools.

Table 1. Pupil numbers by school year

School Year	Age	Nursery		Primary		Middle		Secondary		Special		All-Through		PRU		Total
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	
N1	2+	11	20	211	244	0	0	0	0	0	0	0	0	0	0	486
N2	3+	32	28	958	1,017	0	0	0	0	11	7	1	1	0	0	2,055
Reception	4+	0	0	2,503	2,574	0	0	0	0	45	49	3	7	0	0	5,181
Year 1	5+	0	0	2,456	2,659	0	0	0	0	42	73	7	14	0	1	5,252
Year 2	6+	0	0	2,553	2,688	0	0	0	0	60	67	6	21	1	2	5,398
Year 3	7+	0	0	2,717	2,656	0	0	0	0	78	72	13	30	0	3	5,569
Year 4	8+	0	0	2,685	2,790	0	0	0	0	68	72	11	40	0	3	5,669
Year 5	9+	0	0	2,619	2,724	0	0	0	0	49	73	16	37	0	8	5,526
Year 6	10+	0	0	2,404	2,629	190	180	0	1	42	52	11	40	1	4	5,554
Year 7	11+	0	0	1	2	169	205	2,300	2,197	175	215	19	70	0	0	5,353
Year 8	12+	0	0	0	0	178	194	2,164	2,134	150	206	24	45	1	6	5,102
Year 9	13+	0	0	0	0	0	0	2,265	2,388	152	206	27	66	3	8	5,115
Year 10	14+	0	0	0	0	0	0	2,268	2,194	138	195	26	56	2	5	4,884
Year 11	15+	0	0	0	0	0	0	2,203	2,304	171	207	25	58	0	5	4,973
Year 12	16+	0	0	0	0	0	0	462	323	0	0	19	22	0	0	826
Year 13	17+	0	0	0	0	0	0	413	305	0	0	15	21	0	0	754
Year 14	18+	0	0	0	0	0	0	39	16	0	0	10	15	0	0	80
Total		43	48	19,107	19,983	537	579	12,114	11,862	1,181	1,494	233	543	8	45	67,777
		91		39,090		1,116		23,976		2,675		776		53		

Source : School Census January 2020

Produced by: Information Unit, Directorate for Children and Young People

Note: To avoid double-counting, the data excludes dually-registered pupils with a subsidiary registration.

3.2 The Local Plan

Kirklees Council's Local Plan is a housing and industry development strategy for the borough and identifies sites across Kirklees that could provide homes or business premises. The Kirklees Local Plan was adopted on 27 February 2019. The Local Plan is now the statutory development plan for Kirklees and has superseded the Kirklees Unitary Development Plan. Planning applications must be determined in accordance with the development plan unless material considerations indicate otherwise.

Maps are available to view at the following link to find further detailed information about where and when new housing developments may be built in a local area:

www.kirklees.gov.uk/localplan

It is worth noting three areas of large scale strategic development proposed in the Local Plan which are likely to significantly increase the pressure for school places and the action taken to ensure strategies can be introduced to address the future impact of the associated demand on school places:

- Dewsbury Riverside: 2310 dwellings and the potential for 1690 beyond the plan period (Dewsbury South). Land has been safeguarded for new schools should they be needed in the future.
- Chidswell: 1535 dwellings (Batley East/Dewsbury East). Land has been safeguarded for a new school should it be needed in the future.
- Bradley: 1958 dwellings (Huddersfield North). Land has been safeguarded for a new school should it be needed in the future.

To assess the impact of new housing developments on future school places, it is an established practice to use a formula of 100 new homes resulting in the additional demand of 3 places per primary school year group and 2 places per secondary year group.

The fifteen-year period the Local Plan covers means developments will be completed in stages. In this context, the impact on the demand for school places will also arrive over a period of many years. The exact impact and timing of this impact is challenging to predict with many variables involved. However, housing developments are not a new concept and previous place planning strategies have addressed the demand they generate.

Full details and copies of all the available Local Plan documents are available here:

www.kirklees.gov.uk/localplan

Reference is made within each planning area in Appendices B and C where housing developments may have a significant impact on future demand for school places.

3.3 Parental Preference

Parental preference continues to influence the pattern of pupil distribution and demand for places at a local level. However, it can be difficult to predict with a high degree of certainty as each year a different set of parents consider their school preferences based on their own unique family circumstances and their view of which schools would best suit the needs of their child.

The introduction of new school places and localised house building are also factors which impact on the supply and demand for school places. These changes over time can impact upon the ability of parents to secure a place at their preferred school. However, families living in the local area will normally be given priority for oversubscribed schools above families living outside the area at normal entry points. In most cases these entry points are Reception and Year 7, but there is an extra entry point at Year 3 where there are separate infant and junior schools, and different entry points where there is a three-tier system.

Indicators of parental preference are made for each planning area in pink summary tables in Appendices B and C.

Further detailed information is available from published school admission arrangements and school admissions statistics which can be found at the following link:

<http://www.kirklees.gov.uk/beta/admissions/policies-and-publications.aspx>

3.4 Cross border flow between Kirklees and other Local Authorities

Primary age pupils

Chart 4. Cross LA border pupil movement OUT of Kirklees: Reception pupils

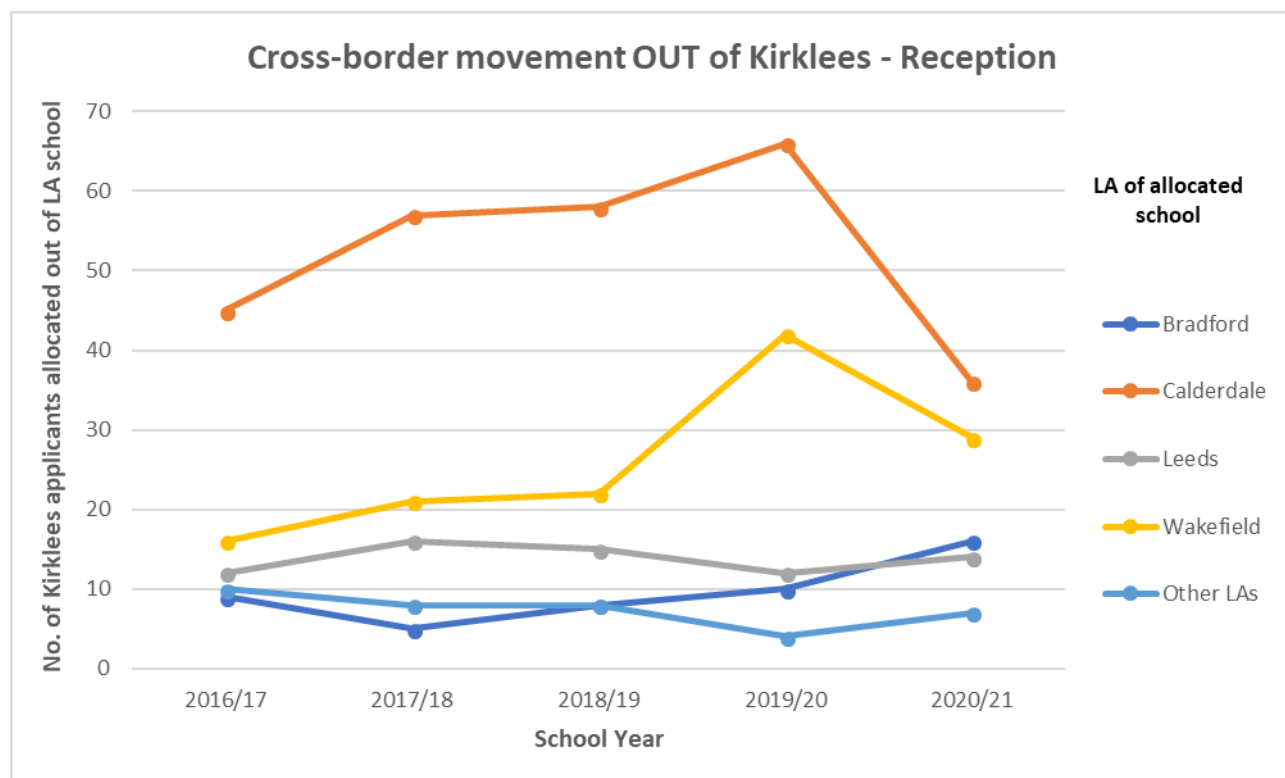
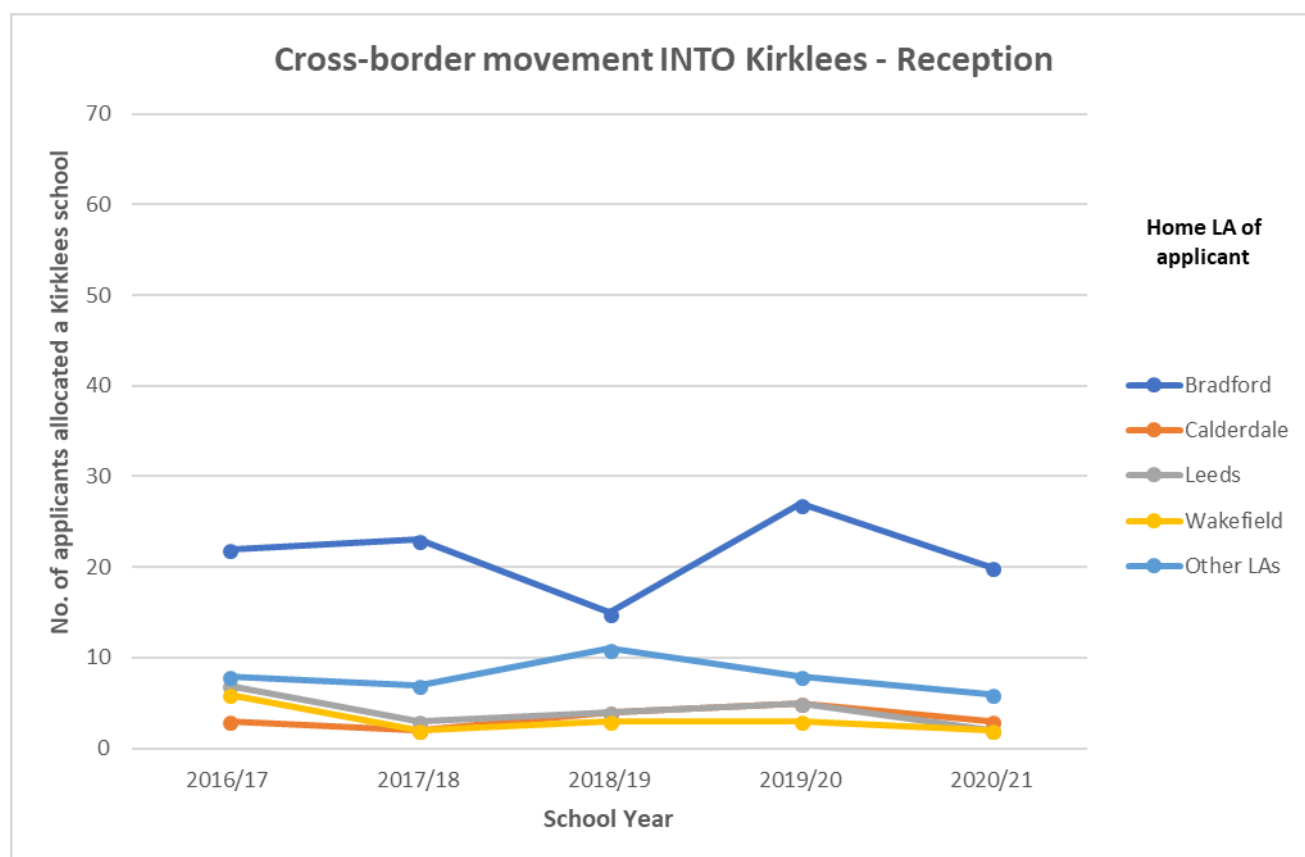


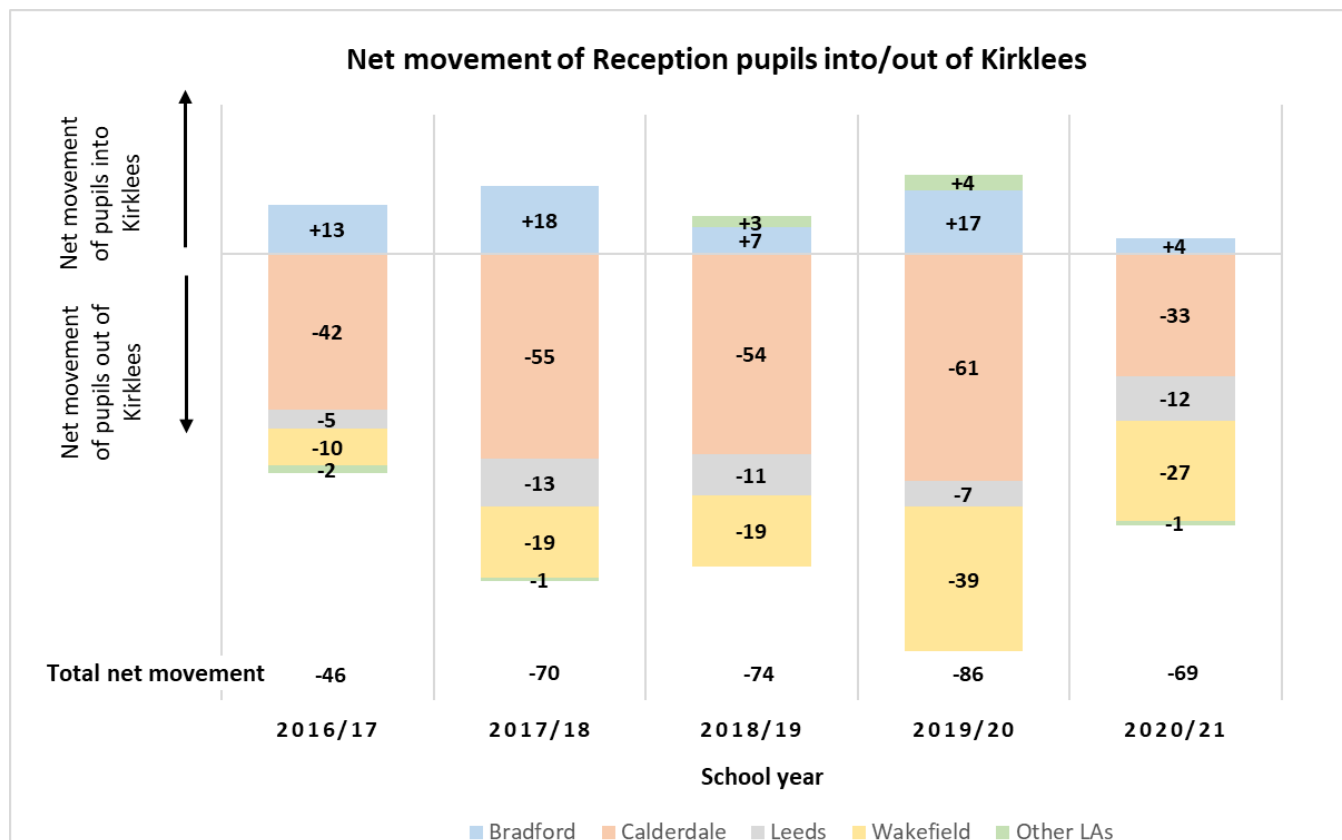
Chart 5. Cross LA border pupil movement INTO Kirklees: Reception pupils



Source: Pupil Admissions Team, Directorate for Children and Families, National Offer Days 2017-2020

- Chart 4 and Chart 5 show that more children of Reception age travel out of Kirklees to attend schools in neighbouring LAs than travel into Kirklees. There are fluctuations in the year to year pupil movement out of LA to all our neighbouring LAs, but the numbers of pupils involved are very small compared to the size of the cohort as a whole.
- Chart 5 shows the smaller number of Reception aged children who travel into Kirklees from neighbouring LAs to attend school. The majority of these live in the Bradford LA and attend Kirklees schools in the Birkenshaw / Cleckheaton area.

Chart 6. Net movement of Reception pupils into/out of Kirklees



Secondary age pupils

Chart 7. Cross LA border pupil movement OUT of Kirklees: Year 7 pupils

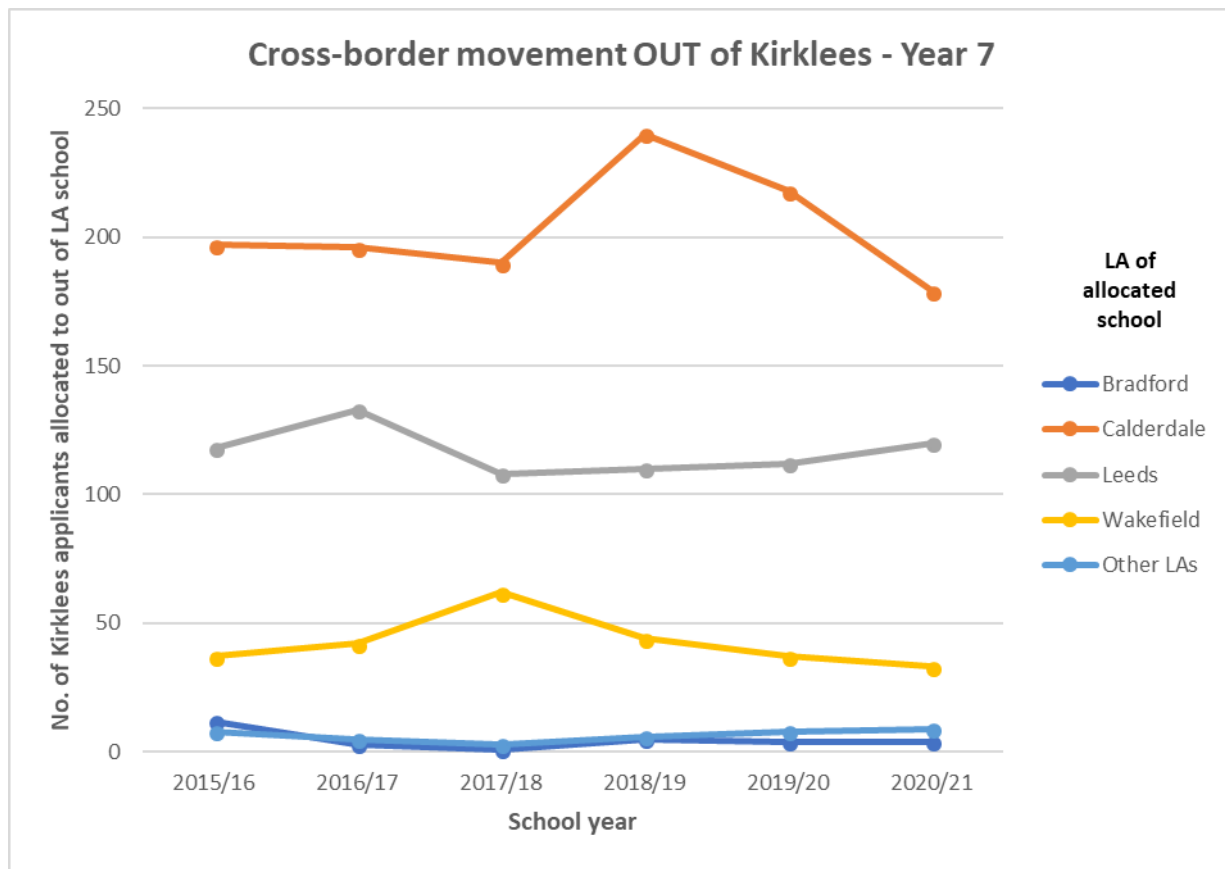
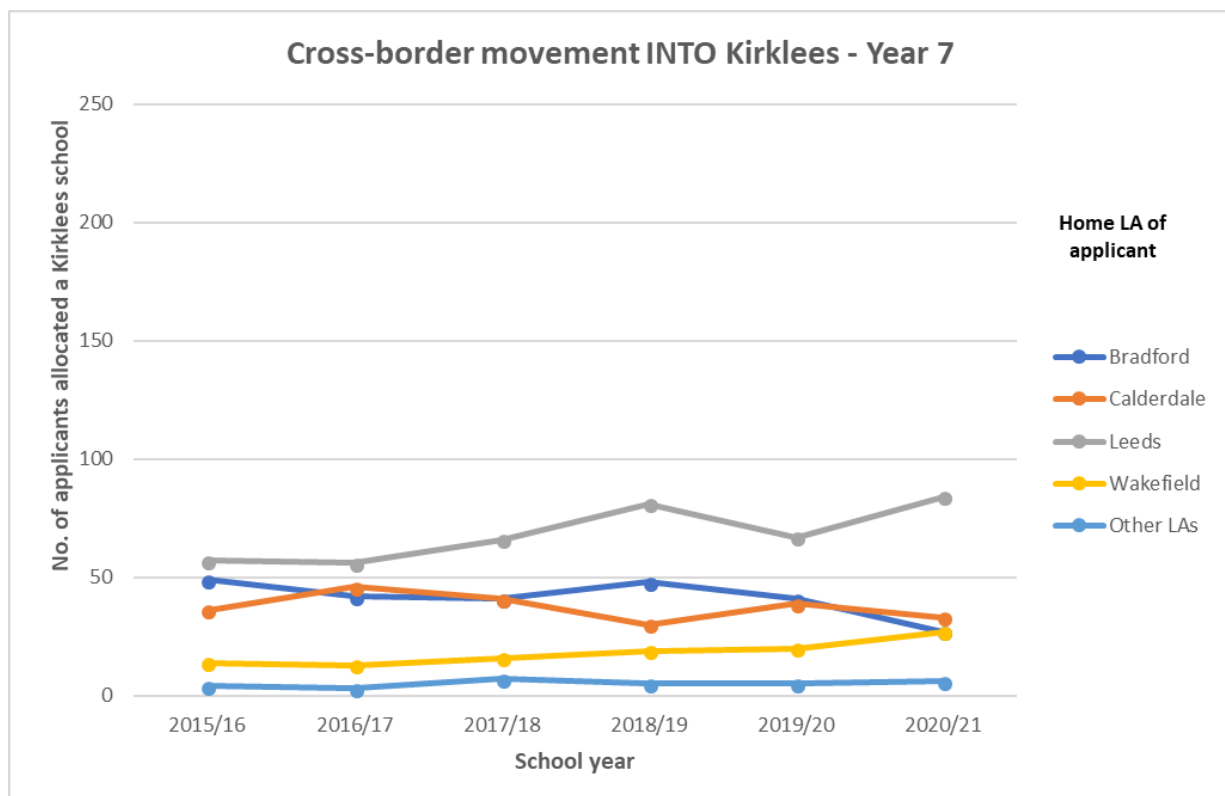


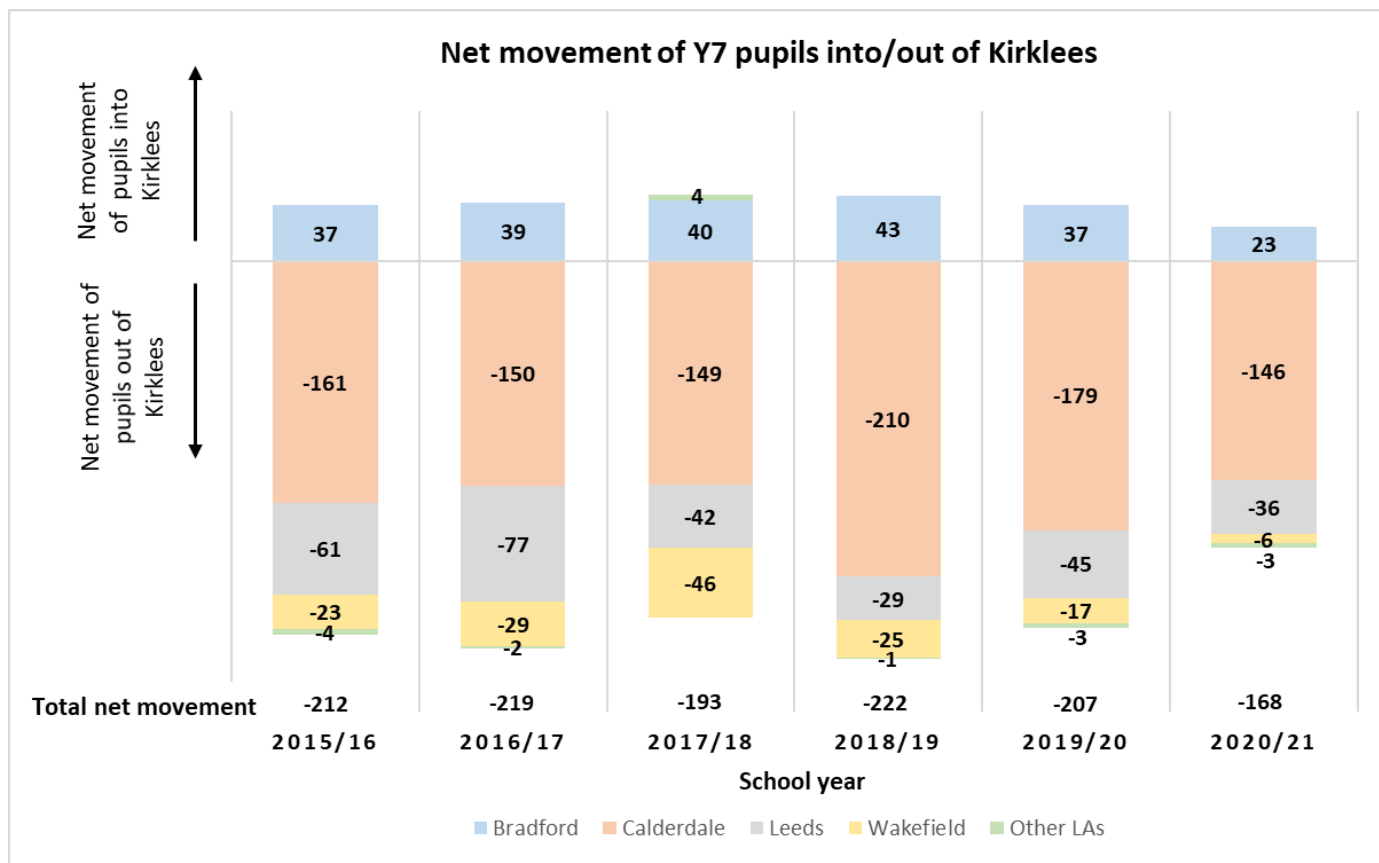
Chart 8. Cross LA border pupil movement INTO Kirklees: Year 7 pupils



Source: Pupil Admissions Team, Directorate for Children and Families, National Offer Days 2017-2020

- Charts 7 and 8 show that more children of year 7 age travel out of Kirklees to attend schools in neighbouring LAs than travel into Kirklees. Most children travel to attend schools in Calderdale or Leeds.
- Chart 8 shows the smaller number of year 7 children who travel into Kirklees from neighbouring LAs to attend school. An increasing number of these live in Leeds and travel into Kirklees to attend the selective grammar school or access Catholic school provision. Most of the other children travel in from Bradford and Calderdale.

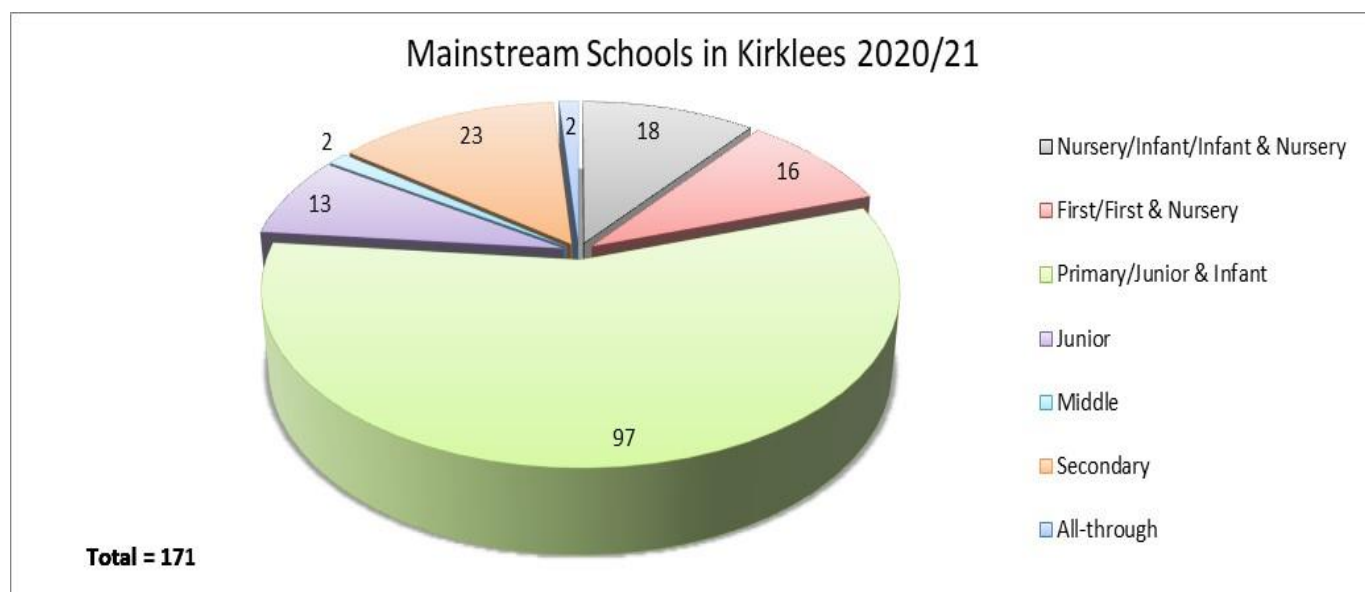
Chart 9. Net movement of Y7 pupils into/out of Kirklees



4. The Supply of School Places

4.1 Mainstream Schools

Chart 10. Mainstream schools in Kirklees in 2020/21



Together in September 2020, 171 mainstream schools made the following number of places available:

5,924 Reception places in the primary phase

5,394 Year 7 places in the secondary phase

The places referred to above represent the agreed published admission numbers (PAN) plus admitted over PAN in 2020/21. Year 7 secondary places include 362 middle school places for this illustration. Detailed information at school and planning area level is presented in Appendices B and C.

4.2 The specialist provision in mainstream schools

This document does not include in its scope evidence of demand for places specifically for children with additional need. However, for the purpose of presenting a complete record of all state funded Kirklees schools, mainstream schools with specialist provision, special schools and pupil referral unit are included in this section and section 4.3.

The specialist provision in mainstream schools is kept under review to ensure that it continues to meet the needs of children and young people. The current configuration is shown in table 2 below.

Table 2 Specialist provision in mainstream schools		
Strand	Primary	Secondary
Hearing Impairment	Lowerhouses CE (VC) JI & EY School 10 Fixed places 4 Transitional places & Outreach	Newsome Academy 12 Fixed places 2 Transitional places & Outreach
Visual Impairment	Dalton School 10 Fixed places 4 Transitional places & Outreach	Moor End Academy 12 Fixed places 2 Transitional places & Outreach
Physical Impairment	Netherhall St. James (CE) VC I&N and Netherhall Learning Junior School 5 Transitional places & Outreach	Newsome Academy 10 Fixed places 2 Transitional places & Outreach
Complex Communication and Interaction Needs	Windmill Church of England Primary School (Communication & Interaction) 12 transitional places & Outreach 6 Transitional places & Outreach Central Team Support for outreach across Kirklees	Royds Hall Community School (SLCN) 20 Fixed places 4 Transitional places & Outreach Honley High School 15 Fixed places 5 Transitional places & Outreach Thornhill Community Academy 15 Fixed places, 5 Transitional places & Outreach

4.3 Special schools

Six special schools provide the specialisms shown in Table 3 below. Some special school places are commissioned from other LAs or alternative providers to meet specific pupil needs.

Table 3. Special school planned places for the 2020-21 academic year			
Specialism	School	Places	Total places
Complex Communication and Interaction Difficulties (including Autism)	Woodley School & College	• 120 places	• 120 places
Social Emotional and Mental Health Difficulties (age 7-16)	Joseph Norton Academy	• 63 places	• 63 places
Complex needs (age 5-19)	Southgate School	• 160 places	• 360 places
	Ravenshall School	• 200 places	
Profound and Multiple Learning Difficulties (age 3-19)	Fairfield School	• 124 places	• 248 places
	Castle Hill School	• 124 places	
TOTAL			• 791 places

Pupil referral provision

Table 4 Pupil referral provision			
Provision	Age range	Places	Specialism
Engage Academy	4-11	20 (plus 8 transitional places)	Social, Emotional and Mental Health Difficulties, Medical needs, Day 6 provision for Key Stages 1-3* and turn-around places. Outreach capacity.
Reach Academy	11-14	42	
Ethos College	5-16	42 (plus 17 FTE medical places)	

* Key Stage 4 day 6 provision is commissioned at Pivot College (independent provider)

4.4 Early Learning and Childcare Provision

Kirklees Early Learning and Childcare Provision

Closely linked to the organisation of school places, is the work that the Council undertakes to ensure there is sufficient early learning and childcare provision. Kirklees has a diverse early learning and childcare market which consists of a range of provision including nursery provision in primary schools/academies, a maintained nursery school, private day nurseries, voluntary sector pre-schools, home based childminders, out of school clubs and holiday clubs. Whilst the early learning element focuses on children aged 2, 3 and 4, the childcare element covers children aged 0 to 14 (or 18 for children with a disability).

The Statutory Duty to Secure Childcare Sufficiency

The Childcare Act 2006 places a duty on local authorities to:

- Secure sufficient childcare, so far as is reasonably practicable, for working parents, or parents who are studying or training for employment, for children aged 0-14 years (or up to 18 for disabled children)
- Ensure there are sufficient early learning and childcare places for eligible 2, 3-and 4-year olds
- Provide information, advice and guidance to parents/carers seeking childcare

The free early learning and childcare entitlement is a national scheme which provides free early learning for all three and four-year-old children and some two-year olds. Children can have up to 570 hours a year, most commonly accessed by taking 15 hours each week for 38 weeks of the year. Some providers offer free places during the school holidays where the entitlement is spread across the year by taking less hours each week, supporting working parents during the school holidays and providing consistency for the child. Some working parents of 3-and 4-year olds are eligible to an extra 15 hours per week of free childcare, (this is known as the extended entitlement) eligible children can therefore access up to 1,140 free hours.

The power to provide childcare directly is greatly restricted by the Childcare Act 2006 and local authorities can only provide childcare if it is satisfied that nobody else is willing to do so, or if someone is willing, that in the circumstances it is more appropriate for the local authority to do so.

In fulfilling its statutory duty to secure childcare sufficiency the Local Authority will:

1. Assess and keep under review the sufficiency of the childcare market in Kirklees by:
 - Assessing the supply of and demand for childcare at ward level
 - Analysing the gap between supply and demand
 - Publishing an annual assessment of childcare sufficiency
2. Manage the childcare market as a commissioner of provision through the use of fair and transparent, graduated approaches to market intervention to stimulate the market such as the provision of information and advice, grant funding, commissioning, procurement and tendering.

Further reference:

Kirklees Childcare Sufficiency Assessments

<https://www.kirklees.gov.uk/beta/working-with-children/childcare-sufficiency.aspx>

Kirklees Framework for Effective Childcare Market Management and Commissioning

<https://www.kirklees.gov.uk/beta/working-with-children/pdf/childcare-sufficiency/childcare-market-management-model.pdf>

Facts for 2020

826 childcare providers offered 25,765 places (as at 18th November 2020)

74% of eligible 2-year olds in Kirklees accessed free early education (Spring 2020)

94% of 3-year olds in Kirklees accessed free early education (Spring 2020)

99% of daycare providers and 98% of childminders in Kirklees are judged by Ofsted to be “good” or “outstanding” (as at *March 2020)

*On 17 March 2020 all routine inspections of early years providers were suspended due to the COVID-19 pandemic.

4.5 Post-16 Learning

Closely linked to the organisation of school places is the work that the Council undertakes to ensure there is sufficient Post-16 provision available to young people.

The local authority has statutory duties relating to participation:

- Secure sufficient suitable education and training provision for all young people aged 16 to 19 and for those up to age 25 with an Education, Health and Care (EHC) plan in their area. To fulfil this, local authorities need to have a strategic overview of the provision available in their area and to identify and resolve gaps in provision.
- Make available to all young people aged 13-19 and to those up to age 25 an EHC plan, support that will encourage, enable or assist them to participate in education or training.
- In addition, local authorities have two duties around Raising of the Participation Age (RPA). RPA requires young people to stay in education or training until their 18th birthday. RPA does not necessarily mean staying in school; young people have a choice about how they continue in education or training Post-16. This could be through:
 - full-time study in a school, college or with a training provider;
 - full-time work or volunteering (20 hours or more) combined with part-time education or training; or
 - an apprenticeship or traineeship (more information available at <https://www.gov.uk/topic/further-education-skills/apprenticeships>)

Through strong, local and regional partnerships Kirklees Council aims to ensure that all young people have access to high quality, coherent and co-ordinated progression routes into Post-16 learning, training and employment.

A key element of this process is the provision and facilitation of high quality Careers Education, Information Advice and Guidance, alongside NEET (not in Education, Employment or Training) prevention activity and ongoing support to ensure successful transition. The LA invests a significant amount of resource, well above regional and national averages, in this activity, primarily commissioned through our partner C&K Careers. Recent developments and work undertaken through the Kirklees Progression Board has resulted in improved information sharing between schools and Post-16 providers, notably the Get Into universal application system <https://www.get-into.co.uk/>. Currently, the numbers of NEET and Not Known 16-18 young people is amongst the lowest nationally, meaning Kirklees' young people have an excellent chance of successful transition to and achievement in the Post-16 environment.

Key data is shared via the Kirklees Progression Board, summarising and exploring some of the key issues which impact on the number and range of 16-19 (25) places in Kirklees. This enables partners to gain an overview of local 16-19 provision and informs the planning of provision and progression opportunities for young people. The Learning and Early Support service also undertakes individual discussions with providers, alongside planning colleagues, in order to explore expansion opportunities and capacity issues, to ensure the Post-16 system can adapt to changing demographics or alterations in GCSE results.

Following the review of high needs provision in Kirklees there is a Post-16 section of the High Needs Review action plan. One of the aims of the review is to develop and embed a system that

enables the LA to predict and secure sufficient educational places for those young people with an EHC plan who may require one aged 19-25.

Post-16 provision is also a key element of the Preparing for Adulthood section of the SEND Strategy and Action Plan. Several projects are being developed in order to ensure broader and richer Post-16 provision in Kirklees, such as employment-based internships such as Project SEARCH and increased Post-16/preparation for adulthood provision in the alternative provision sector. The LA keeps the Post-16 market under review and is committed to ensuring that all young people, especially those with an EHC plan, have a range of appropriate and aspirational options Post-16.

A copy of the previous Kirklees Post 16 Strategic Needs Assessment can be found at <http://observatory.kirklees.gov.uk/explorer/resources/>

The Post-16 landscape

The Post-16 landscape remains a complex and changing one, however Kirklees' young people have access to a highly successful and aspirational sector. The quantity and distribution of places is impacted not only by changing demographics but by school outcomes, changes to the condition of funding and the national curriculum, in response to the requirements of Higher Education and employment, and by the distribution of academic and vocational choices.

A slight dip in overall numbers of year 12s between 2015 and 2018 returned to an upward trajectory by 2019, with approximately 1000 more young people predicted to enter year 12 compared to the 2018 numbers by 2025, as the growth in primary and secondary numbers in previous years works its way through the education system¹. On top of this, the change to Centre Assessed Grades as a result of the coronavirus pandemic meant an increase in the numbers of young people eligible for full level 3 study, adding significant pressure to level 3-focused providers, especially Greenhead College and Huddersfield New College in 2020. This pattern will likely be repeated under the 2021 Teacher Assessed Grade system.

Locally, Post-16 provision remains rationalised. The West Yorkshire Area Review in 2016 noted that Kirklees is unusual in that 82% of funded places for young people in 2015/16 were provided by just two SFCs (both rated Outstanding) and one GFE College (rated Good)² and this pattern has been maintained throughout the past 5 years, with the vast majority of young people attending 3 large institutions. Alongside significant investment in the Dewsbury Learning Quarter, aligning with the Leeds City Region Economic plan, the strength and quality of Post-16 provision locally suggests that the sector is well placed to respond successfully to future change. However, flexibility remains crucial in this complex, changing environment – something that was successfully evidenced by the swift and flexible response to the experience of Centre Assessed Grades in summer 2020.

The LA continuously maintains strong links and undertakes productive discussions with a range of providers, in order to ensure that the system can respond swiftly to changes in examinations, national curricula, the employment market and the needs and aspirations of young people.

¹ Post-16 Learning and Skills – Kirklees District Strategic Needs Assessment, March 2016, p. 15 <http://observatory.kirklees.gov.uk/resource/view?resourceId=4556> ,

² Post-16 Learning and Skills – Kirklees District Strategic Needs Assessment, March 2016, p.3 <http://observatory.kirklees.gov.uk/resource/view?resourceId=4556> ,

³ The Post-16 Employment and Skills Kirklees District Strategic Needs Assessment, May 2018, p.14 <http://observatory.kirklees.gov.uk/resource/view?resourceId=4696>

5 Planning Sufficient Places in Kirklees Council

5.1 Kirklees Planning Areas

It is normal practice for local authorities to undertake their duty to ensure there are sufficient school places by forecasting and planning at a level above the individual school. Being an authority that consists of a mix of urban and semi-rural settlements, the geography of Kirklees is an important contextualising factor in understanding the impact of areas of growth. For place planning purposes the areas of Kirklees have therefore been divided into “planning areas” which are customised to fit the local geography at primary and secondary (including middle schools) level.

Rationale for grouping primary schools into planning areas

The primary schools have been organised into planning areas that are reflective of the geographical make up of Kirklees. The planning areas are subdivisions of the secondary school priority admission areas, localised into clusters of schools that match the spread and density of population. The planning areas correlate to the predominant patterns of parental preference, taking into account faith provision and reasonable travel distance in urban areas as well as in the more rural areas of the authority.

Rationale for grouping secondary schools into planning areas

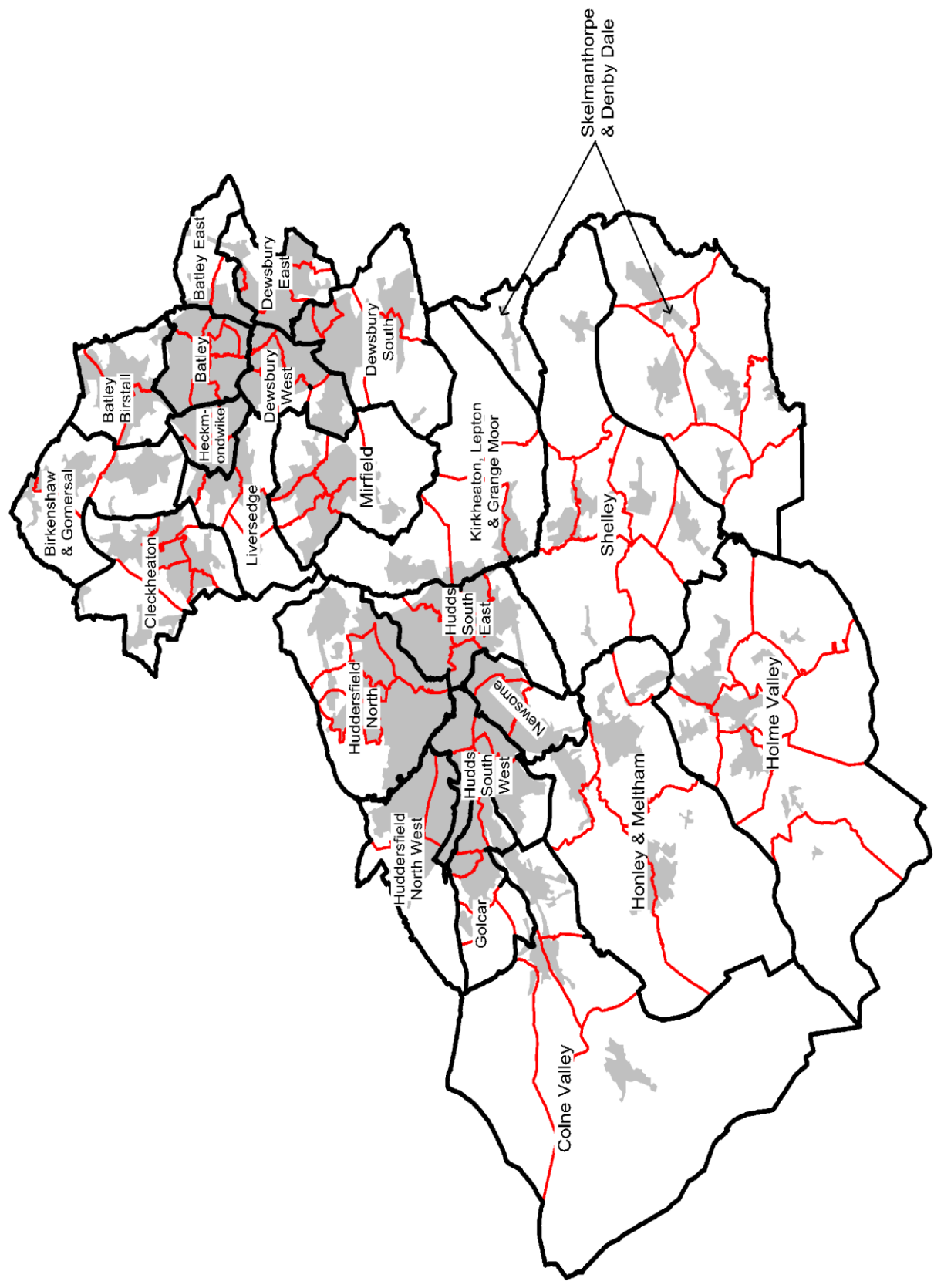
The secondary and middle, deemed secondary, schools have been organised into planning areas that too are reflective of the geographical make up of Kirklees. The secondary planning areas are aggregated from the primary planning areas and grouped, broadly mirroring the priority admission areas (where applicable), matching the spread and density of population. The planning areas correlate to the predominant patterns of parental preference, taking into account selective and faith provision as well as reasonable travel distance in urban areas as well as in the more rural areas of the authority.

Specialist provision and special schools

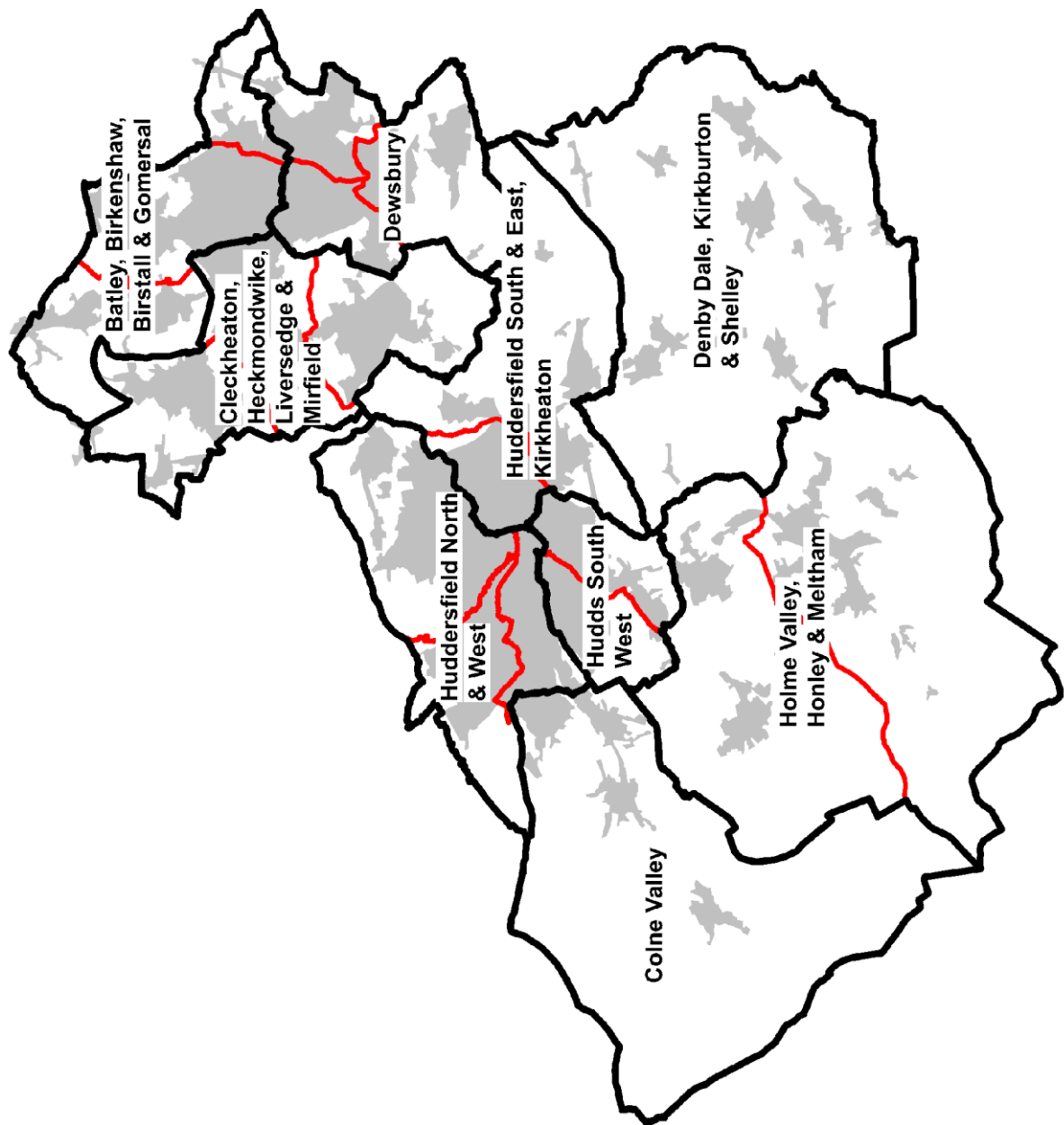
Given the relative demand, a bespoke approach is taken when assessing the need for specialist provision and special school places. Where appropriate, this takes into account a north and south Kirklees offer.

The following pages provide an illustration of the primary and secondary planning areas.

Kirklees Primary School Planning Areas



Kirklees High School Planning Areas



5.2 The Kirklees Partnership Approach

Kirklees Council has developed shared outcomes in conjunction with our partners, these include:



Best start

Children have the best start in life



Sustainable economy

Kirklees has sustainable economic growth and provides good employment for and with communities and businesses



Well

People in Kirklees are as well as possible for as long as possible



Safe and cohesive

People in Kirklees live in cohesive communities, feel safe and are protected from harm



Independent

People in Kirklees live independently and have control over their lives



Clean and green

People in Kirklees experience a high quality, clean, sustainable and green environment



Aspire and achieve

People in Kirklees have aspiration to achieve their ambitions through education, training employment and lifelong learning



Efficient and effective

Kirklees Council works smart and delivers efficiently and effectively

In particular, the Aspire and Achieve and Best Start outcomes underpin the approach for meeting future demand for school places in Kirklees. This of course does not diminish the importance and interconnectivity of the other outcomes. Kirklees Council will continue to work in conjunction **with** the existing family of schools in the authority and providers of education, for example the Catholic Diocese of Leeds and the Church of England Diocese of Leeds, Multi Academy Trusts as well as any new providers, to secure the right number of high quality places in the areas where they are needed. Kirklees believes strongly in a collaborative approach where stakeholders share a moral purpose that serve the best interests of our children and young people to give them the best start in life.

There is a long history of strong partnership and collaboration in Kirklees between schools and the council. This continues to be underpinned by the **Kirklees Education and Learning Partnership Board**. Stakeholders including head teachers and governors form a significant proportion of the Board which is Chaired by the Cabinet member for Learning and Aspiration.

The Board holds strategic oversight for the development, leadership and quality-assurance of the Kirklees school and educational improvement strategy and draws on and complements regional and national strategies. It also directs, develops and takes decisions about services used by schools and education settings. In doing this, it ensures that the services the council provides for schools are of the highest quality, are fit for purpose, innovative, draw on best practice and promote financial resilience.

As national and local requirements for education evolves, it is anticipated that the Board will have the opportunity to proactively respond and where necessary extend its focus. The Board will be the vehicle for consolidating existing arrangements in the learning system and removing duplication.

To maximise its effectiveness, the Board has three two Committees:

- **Education Improvement Committee** using data and intelligence to monitor school achievement, prepare applications for funding, monitor the impact of the funding expenditure.
- **Education Services Committee** to monitor services provided to schools and learning settings and identify and champion proposed improvements to these services, informed by data and intelligence and manage consequential changes.
- **Places, Access and Inclusion Committee** to monitor and inform a system wide approach to meet the future demand for school places which is inclusive to the needs of all children.

The agreed principles for an effective education and learning partnership are:

- That improvement systems and distribution of resources are most effective when they are based on mutual respect, partnership and collaboration.
- That school leaders, leaders of learning settings, teaching school alliances, multi-academy trusts, governors and the Council will work in equal partnership with children and young people at the heart of all decision making.

- That local solutions, supported by national best practice, are often best placed to drive improvement and meet the needs of Kirklees communities.
- That challenge, support, and services across Kirklees should be transparent, clearly understood by all and open to scrutiny to ensure the greatest impact on outcomes and opportunities for our children and young people.
- That the Council, as a strategic champion for securing the highest standards of education and outcomes for all children and young people will responsibly enable and lead its partners and communities to manage resources effectively to shape services that schools need.
- That all business and discussions are communicated openly, and are underpinned with a shared moral and social purpose to improve outcomes for children and young people in Kirklees.

As school finances continue to come under pressure a careful balance needs to be struck between the duty to ensure there are sufficient places and risks associated with the oversupply of places. Any oversupply of school places can lead to instability and inefficient use of resources, equally challenging is being able to provide places in the right geographical locations for communities. It falls to local authorities both for practical reasons, and, as part of a statutory duty to collect the data and to forecast demand for school places as accurately as possible.

In response to priorities identified in previous school place planning documents to meet the forecast peaks in demand for secondary school places, collaborative work has been taking place with Kirklees High School Heads. A mutually agreed set of guiding principles for introducing additional school places continues to underpin this work:

- Placing children and their families at the heart of decision making
- Provide more places in the right geographic locations at the right time identified by the available evidence
- Building upon what is already good (The DfE expects additional places created to be 'good' or 'outstanding')
- Prioritising value for money solutions with consideration for modern building standards
- Taking opportunities to improve financial resilience of schools (e.g. with economies of scale) and managing the risks associated with the over provision of places
- The type of governance in a school is not a factor in place planning decision making (e.g. academy/maintained school)
- Full transparency where expressions of interest to provide additional school places are shared with and discussed with Kirklees High School Heads and the Kirklees Education and Learning Partnership Board (including relevant subcommittee) before any decision making

It has to be recognised that whilst there is enormous strength in the Council working in partnership with the school system, not everything is in their collective control.

The DfE continues to launch mainstream free school 'windows' open to proposers to express an interest to establish a new school wherever they see fit. In doing so they are required to undertake a local consultation. Whilst the DfE provide the opportunity for Councils to express their views it is not the Council who are the decision maker, the decision rests with the DfE.









Similarly, when a new school is to be opened under the free school presumption process (instigated by a local authority), whilst the Council is able to recommend to the DfE its preferred provider, the final decision rests with the Regional Schools Commissioner (RSC).











Recent experience suggests that there is a willingness for the DfE and its agencies (the RSC and Education and Skills Funding Agency) to work closely with Councils with regard to free school applications, academy conversions and the re-brokerage of academies where required. It is vital that this continues and the Council will do all it can support this relationship to represent local communities and the local school system in the best interest of outcomes for children and their families.






6 Conclusions

6.1 Primary Demand 2021/22 to 2023/24 at Planning Area Level

The following table provides a summary of the key evidence and conclusion referred to in Appendix B, plus an additional column to indicate the proportion of unused places.

PA No.	Planning area name	Trend in no. of children living in this PA per year group towards 2023	Percentage of unused Reception places within the planning area *	Additional capacity required?
1	Batley	slight decline 	11.2%	No need for additional places.
2	Batley Birstall	broadly static 	7.3%	No need for additional places.
3	Batley East	broadly static 	9.3%	No immediate need for additional places. However, longer term it is anticipated that there will be a requirement for additional primary places through additional infrastructure across a larger strategic area that would include Dewsbury East associated with future demand from a strategic housing development.
4	Birkenshaw & Gomersal	decline 	5.0%	No need for additional places. The area will continue to be kept under review because of potential housing development in this and neighbouring areas.
5	Cleckheaton	broadly static 	1.5%	No need for additional places. This planning area borders Bradford and so monitoring of cross-LA pupil distribution and liaison with colleagues in neighbouring authorities will continue.
6	Colne Valley	slight decline 	14.8%	No need for additional places. The demand for places will be broadly similar and is not expected to exceed places available in the planning area. Housing development in the area may have an impact on demand further into the future.
7	Dewsbury East	broadly static 	4.5%	No immediate need for additional places. However, longer term it is likely that there will be a requirement for more primary places through additional infrastructure across a larger strategic area that would include Batley East.
8	Dewsbury South	decline 	23.8%	No immediate need for additional places This will be kept under review in light of potential housing development.

PA No.	Planning area name	Trend in no. of children living in this PA per year group towards 2023	Percentage of unused Reception places within the planning area *	Additional capacity required?
9	Dewsbury West	slight decline 	8.9%	No need for additional KS1 places. The area will remain under review to ensure there are sufficient KS2 places. The LA will continue to review the demand for places in the area as there is potential housing growth in the neighbouring planning areas of Dewsbury South and Mirfield that could result in a change to the current trend of pupils who are able to secure places away from the Dewsbury West planning area.
10	Golcar	broadly static 	25.2%	No need for additional places.
11	Heckmondwike	slight decline 	22.3%	No need for additional places.
12	Holme Valley	slight decline 	22.4%	No need for additional places.
13	Honley & Meltham	slight decline 	15.8%	No need for additional places.
14	Huddersfield North	decline 	10.7%	Additional places have been injected into this area partly to address expected demand in Huddersfield North West. There is an identified area of large strategic development indicated in the draft Kirklees Local Plan which would have a significant impact on local demand for places in the future.
15	Huddersfield North West	slight decline 	0.7%	No need for additional places. Increased demand expected from housing development in this area can be met by available capacity within the neighbouring Huddersfield North planning area, with a re-balancing of demand and parental preference over time. This is likely to result in fewer children from neighbouring planning areas securing places at schools in this planning area.
16	Huddersfield South East	decline 	12.2%	No need for additional places.
17	Huddersfield South West	slight decline with fluctuations 	22.8%	No need for additional places.
18	Kirkheaton, Lepton & Grange Moor	broadly static 	12.4%	No need for additional places.

PA No.	Planning area name	Trend in no. of children living in this PA per year group towards 2023	Percentage of unused Reception places within the planning area *	Additional capacity required?
19	Liversedge	decline 	2.9%	No need for additional places
20	Mirfield	slight decline with fluctuations 	11.5%	No need for additional places.
21	Newsome	broadly static 	9.3%	No need for additional places
22	Shelley	slight decline 	4.8%	No need for additional places.
23	Skelmanthorpe and Denby Dale	decline 	9.8%	No need for additional places. This will be kept under review in light of potential housing development.

*The percentage of unused places has been calculated by taking an average of the numbers on roll in Reception and Year 1 in each planning area (Jan 2020 school census) and comparing this to the number of Reception places available in each planning area (PAN 2020/21)

6.2 The position at February 2021: Primary Places

The Kirklees level population trend for Reception age children has been declining since a peak in 2015/16. This decline is expected to continue at a similar rate towards 2023/24 which is as far forward as the NHS GP registration data is available (as a full cohort of children beyond this point have not been born). Office of National Statistics predictions do stretch beyond this period and they show a more stable picture beyond 2023/24.

At a primary planning area level there is no sign of population growth in any area, even those where there has been significant house building. Some planning areas are seeing a sustained decline in their local child population.

It therefore remains the case that there is **no evidence to suggest any additional primary places are required at this time.**

Generally, the decline in population provides greater choice for parents, and their preferences continue to have a significant impact on the demand for school places at planning area and individual school level. A combination of falling population and the dynamics of parental preference is placing a different pressure on the school system, where surplus places in some areas are impacting upon the budgets of individual schools. With school budgets predominantly based upon numbers of children on roll, schools with falling numbers of pupils are having to make budget cuts, including the reduction of staff.

Housing development could change this position in some specific areas, but this is likely to be over a period of time. Monitoring of this position will continue with a particular focus on:

- Areas surrounding large strategic housing development sites

- Areas where development may have a disproportionate impact on basic need demand for places such as near semi-rural schools where an alternative school place cannot be offered within a reasonable distance.

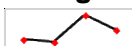

There remain areas where there is a mismatch between key stage 1 and key stage 2 places, but with no evidence to support the addition of further places, expansion is not a solution likely to be considered in the near future.




In table 6.1, a column has been included to indicate the level of unused capacity within each planning area. This has been included in recognition of a declining population trend in Reception cohorts. At a Kirklees level, the average unused capacity in the Reception age group over the past two years is 12.3%. The planning areas most affected are Dewsbury South, Golcar, Heckmondwike, Holme Valley and Huddersfield South West.


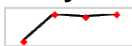


This analysis is based on census information versus available places. It highlights where there is likely to be pressure on school budgets, although the extent of this will depend upon whether unused capacity is spread across a number of schools or focused on one or two schools.

6.3 Secondary Demand 2021/22 to 2023/24 at planning area Level

The following table provides a summary of the key evidence and conclusion referred to in Appendix C:

PA No.	Planning area name	Trend in no. of children living in this PA per year group towards 2023	Additional capacity required?
24	Batley, Birkenshaw, Birstall & Gomersal	incline to 2022, followed by declining trend 	It is anticipated that in the wider area of North Kirklees due to the rising population and the impact of housing development there will be a need for a modest number of additional places on a more permanent basis which are supplemented with some bulge classes in peak years. Capital investment may be required to support the permanent increase. The expected modest increase in pupil numbers does not support the need for a new secondary school. This is particularly important when the current trend of declining primary pupil numbers starts to feed into the secondary phase in around 3 to 4 years' time. The goodwill and collaboration of the Kirklees school system demonstrated by the introduction of additional places for both 2019/20 and 2020/21, provides confidence that a similar approach can meet future need with investment in some cases. Further engagement will take place to identify solutions within existing schools for 2021/22 and beyond.
25	Cleckheaton, Heckmondwike, Liversedge & Mirfield	broadly static with significant fluctuations 	It is anticipated that in the wider area of North Kirklees, due to the rising population and the impact of housing development, there will be a need for a modest number of additional places on a more permanent basis which are supplemented with some bulge classes in peak years. Capital investment may be required to support the permanent increase. The expected modest increase

			in pupil numbers does not support the need for a new secondary school. This is particularly important when the current trend of declining primary pupil numbers starts to feed into the secondary phase in around 3 to 4 years' time. The goodwill and collaboration of the Kirklees school system demonstrated by the introduction of additional places for both 2019/20 and 2020/21, provides confidence that a similar approach can meet future need with investment in some cases. Further engagement will take place to identify solutions within existing schools for 2021 and beyond.
26	Colne Valley	slight decline 	It is not anticipated there is a need for establishing additional places on a permanent basis, although a moderate bulge may be required again in 2022/23. This will be kept under review. Engagement with secondary schools will continue to explore a cohesive approach to ensure sufficient secondary school places are available in the wider South Kirklees area.
27	Denby Dale, Kirkburton & Shelley	Slight decline for Y6 and broadly static for Y9 with fluctuations 	The current pupil on roll modelling (January Census 2020) assumes children in the first schools will move through the three-tier system regardless of where they live. This modelling indicates numbers building each year to a peak of 1119 pupils of high school age in 2023/24, against a capacity of 1080 places. Beyond this time there are indications that numbers will return to recent 'normal levels'. There may therefore be a need to consider some additional bulge places on a temporary basis. However, the impact of house building and parental choice will need to remain under review.
28	Dewsbury	broadly static with fluctuations (including an incline to 2022) 	There has been pressure on places in this area for the last two years and this pressure is expected to continue for at least the next three years. It is anticipated that in the wider area of North Kirklees, due to the rising population and the impact of housing development, there will be a need for a modest number of additional places on a more permanent basis which are supplemented with some bulge classes in peak years. Capital investment will be required to support the permanent increase. The expected modest increase in pupil numbers does not support the need for a new secondary school. This is particularly important when the current trend of declining primary pupil numbers starts to feed into the secondary phase in around 3 to 4 years' time. The goodwill and collaboration of the Kirklees school system demonstrated by the introduction of additional places for both 2019/20 and 2020/21, provides confidence that a similar approach can meet future demand, but as numbers of pupils increase there will need to be investment in school facilities to support this. Further engagement will take

			place to identify solutions within existing schools for 2022/23 and beyond.
29	Holme Valley, Honley & Meltham	broadly static with significant fluctuations 	Levels of demand in this area must be considered in the context of recent declining population and indications of future declines beyond this period. There are significantly more places available in this area than the numbers of pupils expected, therefore, there will remain sufficient places available even when future house building is taken into account. It is important to note that currently, if additional places were established in this planning area, this would impact on neighbouring planning areas by creating a higher level of unfilled places in the neighbouring areas. This is because there are enough places for the local demographic with unfilled places being taken up by those living further away.
30	Huddersfield North and West	slight increase then broadly static 	An important factor affecting future demand for places in this planning area will be changing cross-border movement to Calderdale. A modest number of additional places on a permanent and/or bulge basis is likely to be needed in this area. Engagement with secondary schools has taken place and this will continue to explore a cohesive approach to ensure sufficient secondary school places are available in the wider South Kirklees area.
31	Huddersfield South & East and Kirkheaton	broadly static with fluctuations 	There are established trends of pupils resident in this planning area accessing a school place in surrounding planning areas. In making the decision to change the age range of Almondbury Community School via a statutory process, evidence was provided to show that there would remain sufficient school places in the wider area of Huddersfield South & East and South West. The LA continues to work with King James's School and Netherhall Learning Campus high School to normalise their PANs at a level which will match local demand for places. Longer term, the population data demonstrates a declining trend which may be lessened by the impact of future housing developments. This area will remain under review in the context of the wider South Kirklees area.
32	Huddersfield South West	broadly static with fluctuations 	A modest number of bulge places may be required to manage the expected peak in 2022. This area will continue to be kept under review. Engagement with secondary schools will continue to explore a cohesive approach to ensure sufficient secondary school places are available in the wider South Kirklees area.

6.4 The Position at February 2021: Secondary Places

There continues to be high demand for year 7 places due to peaks in population, as larger cohorts in the primary phase work through the system. As previously predicted, the largest peak

is expected in 2022/23. Because the population has increased within each cohort, the 2022/23 peak is greater than previously anticipated. Whilst population will then begin to decline, this will be a gradual yearly reduction and the demand in 2023/24 will remain high. Fluctuations in the population are not uniform across Kirklees. 2022/23 is expected to be a peak year in both North Kirklees and South Kirklees and declines are expected in each of these areas thereafter, although the rates of decline will vary from year to year.

Demand is expected to decline for an extended period of time after these peaks. For this reason, in 2018 it was agreed with the school system that introducing one or more new secondary schools to manage the expected peaks in demand was not the right solution. Doing so would have created an over-provision of places in the longer term which would have had a destabilising impact on the school system.

Instead, Kirklees Council has been co-ordinating the offer of additional places on a temporary basis by a number of secondary schools. The following table illustrates the places offered to date and the projection of additional places required in the next few years:

Year	Additional Year 7 bulge places to meet population peaks
2019/20	102 across 6 schools
2020/21	184 across 6 schools
2021/22	180 expected to be required
2022/23	300 expected to be required
2023/24	180 expected to be required

Notes:

1. Additional places introduced from 2020/21 as part of the plan to cease the secondary provision at Almondbury Community School are excluded from this table
2. With the support of secondary schools, the exact number of additional places required can be adjusted in the lead up to national offer day when actual application data begin to emerge.

On national offer day 2020 every year 7 child was offered a place with a limited number of schools retaining some vacancies.

The numbers of young people joining the secondary phase at year 7 remains in excess of young people leaving schools at the end of year 11, therefore the total number of pupils in the secondary phase continues to increase.

There remains significant movement between planning areas and across local authority boundaries at the secondary phase, demonstrating the impact of parental preference. In the case of movement across borders, there is evidence of significant fluctuations in numbers from year to year, which adds a greater challenge when predicting future demand for school places within Kirklees.

In two planning areas, Dewsbury and Huddersfield North and West, high levels of demand are expected to be sustained for a longer period as existing cohorts of children move through the school system. In addition to this, both areas contain large strategic housing development sites

as part of the Kirklees Local Plan. With this available evidence, it is therefore prudent to start to explore the option of a modest number of permanent additional places in these specific areas.

There remains some pressure on places at the points of transition (Y6 and Y9) in the Denby Dale, Kirkburton and Shelley secondary school planning area, where a three-tier school system operates. However, evidence suggests that this pressure will now start to ease, initially with the first school to middle school transition at year 6. Housing development will continue to be a factor in this area over the next few years, requiring close monitoring.

6.5 Other factors

There are challenges when popular schools fill on national offer day, meaning late applicants and families moving into an area are unable to secure a place. This can lead to families having to choose between a school further away from where they live or even having to place siblings at different schools. This can be a greater challenge in semi-rural areas where the distance between schools is greater and transport links can be more limited. Introducing additional places does not necessarily resolve these challenges. However, the Council will continue to work flexibly with schools, where required, in the best interests of children and their families. Parents also have a right to appeal where they do not secure the place or places they want.

The availability of places for children with special educational needs and disabilities in specialist provision of all kinds is not included within the scope of this document. This remains an important area of work and there are clear connections between this and ensuring there is sufficient mainstream places.

7. Summary of priorities

Primary

- Engage with the school system about opportunities to reduce the number of available places where there is evidence of a significant surplus.

Secondary

- Continue to work with secondary schools in North Kirklees and South Kirklees to introduce additional places bulge places for September 2020 and beyond
- Continue to work with secondary schools in Dewsbury and North Huddersfield to explore the opportunity for a modest number of additional places on a permanent basis
- Publish interim data such as population and cross border movement in order to inform the above decisions
- Continue work to introduce a modest expansion of middle school places at the earliest opportunity to match the number of first school places

Cross phase

- Continue to monitor the impact of actual and proposed housing development on the basic need for school places, whilst developing options associated with large strategic development sites proposed in the Local Plan

7.1 Next steps

The challenge is to balance the evidence of basic need for additional places and the timing of this need with the resources and options that are available to provide sustainable, high quality places in the right areas.

Using the principles articulated above, Kirklees Council in its strategic role must ensure that there is a response to changes in demand over time. The local authority wishes to continue working in partnership to deliver the growth needed to secure sufficient learning places using a mixed approach of short-term and longer-term value for money strategies.

Some solutions can be implemented more quickly than others. Other changes take time to achieve given the commitment to work with schools and the community to identify options, undertake consultations about those options, publish statutory proposals where applicable and secure Schools Adjudicator, Council or Secretary of State approval. Following this process there is the need to secure capital resources, plan, design, seek tenders and carry out building works. Therefore, depending on the solution, there can be a significant planning period that has to be included in the forward planning process.

Kirklees Council is committed to working with schools and other partners to explore creative solutions for meeting basic need. Where necessary, it will instigate open and transparent processes to establish new schools, ensuring high quality learning places are available at the right time. This involves engagement with maintained schools, Dioceses, multi-academy trusts and other groups of schools. Whilst there are differences in decision-making responsibilities and

processes for different types of schools, e.g. own admission authorities, all schools play an important role in supporting the supply of school places, using an approach that is collaborative and avoids competitiveness.

Given the various capital funding routes and processes it is vital that Local Authorities work with the DfE and its agencies: the Education and Skills Funding Agency (ESFA) and the Regional Schools Commissioner (RSC).

7.2 Progress on the priorities set in 2018

Primary

- Complete capital schemes to ensure permanent solutions for places already introduced to meet historic growth.

Progress: The Birkby Junior School scheme has been completed and the new school building is progressing well for Brambles Primary Academy following some site challenges.

Secondary

- Continue to work with secondary schools in North Kirklees to introduce additional places from September 2019 (estimated 30 permanent places and 30-60 bulge places).

Progress: 104 bulge places were introduced for September 2019 and 180 places for September 2020 following revised forecasts as new evidence became available.

- Continue working with schools in North Kirklees and South Kirklees to review the basic need and options for additional secondary places.

Progress: Engagement continues looking forward to 2021 and beyond.

- Work with the middle schools to explore options for a modest expansion of places at the earliest opportunity to match the number of first school places.

Progress: development of a scheme is underway at Scissett Middle School to add 5 additional places per year group.

Children with Special Educational Needs and/or Disability

- Implement the High Needs Review Action Plan.

Progress: A 10-point plan has replaced the High Needs Review Action Plan.

Improvements have been made to the Specialist Provision facilities at Newsome Academy, work is in progress at Honley High School Specialist Provision and is at an advanced stage of planning at Ravenshall School. A bid placed for an Alternative Provision free school was unsuccessful. A new post-16 facility has been completed for Ravenshall School in the former Thornhill Library. Work continues on a SEND Master Plan and reviews of Specialist Provision and Alternative Provision have been undertaken. Further updates will be provided outside the scope of this document.

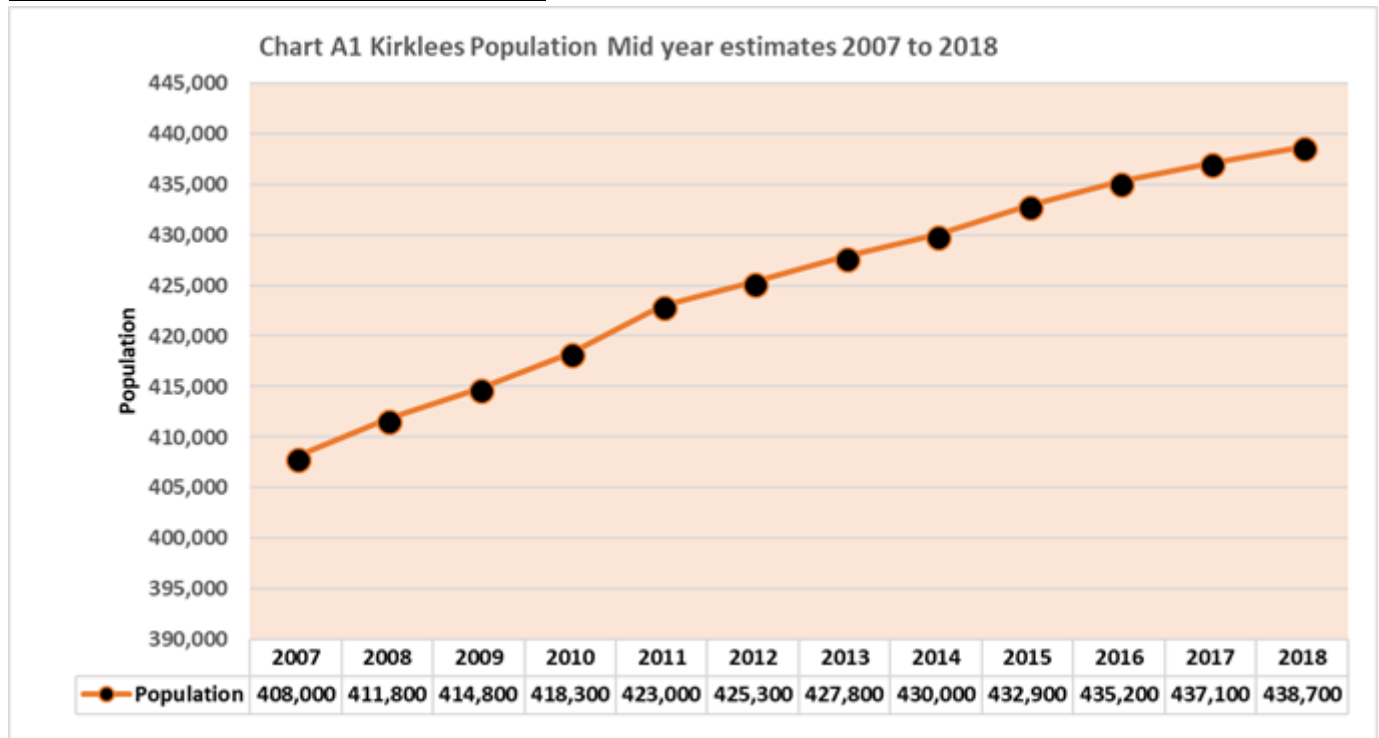
Cross-phase

- Continue to monitor the impact of actual and proposed housing development on the basic need for school places, whilst developing options associated with large strategic development sites proposed in the Local Plan

Progress: This is a continuing process. However, the falling population means that the timing of when new schools may be required on the large strategic housing development sites is likely to be further into the future than first envisaged.

Appendix A: Kirklees Population Data

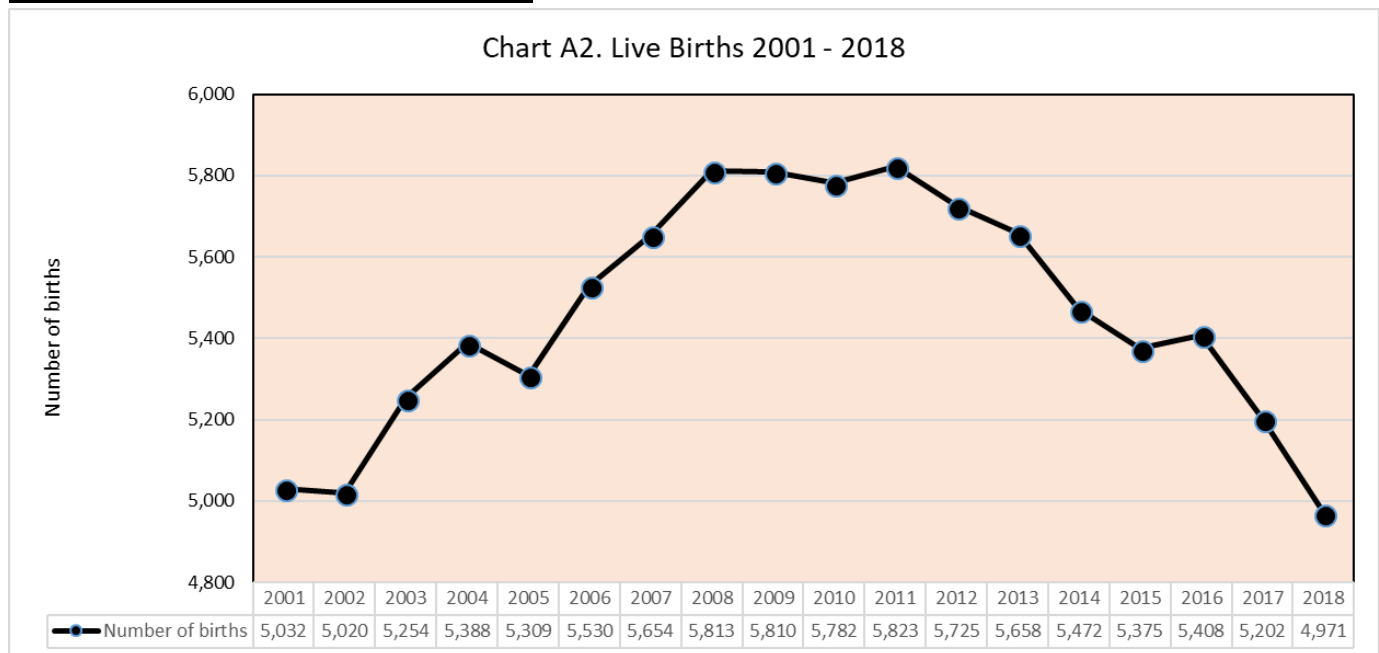
A1 Kirklees Population 2007-2018



Source: Office for National Statistics, Population Estimates Unit

Chart A1 above shows that the overall population in Kirklees has grown steadily from 2007 to 2018.

A2 Kirklees Birth Rate 2001-2018

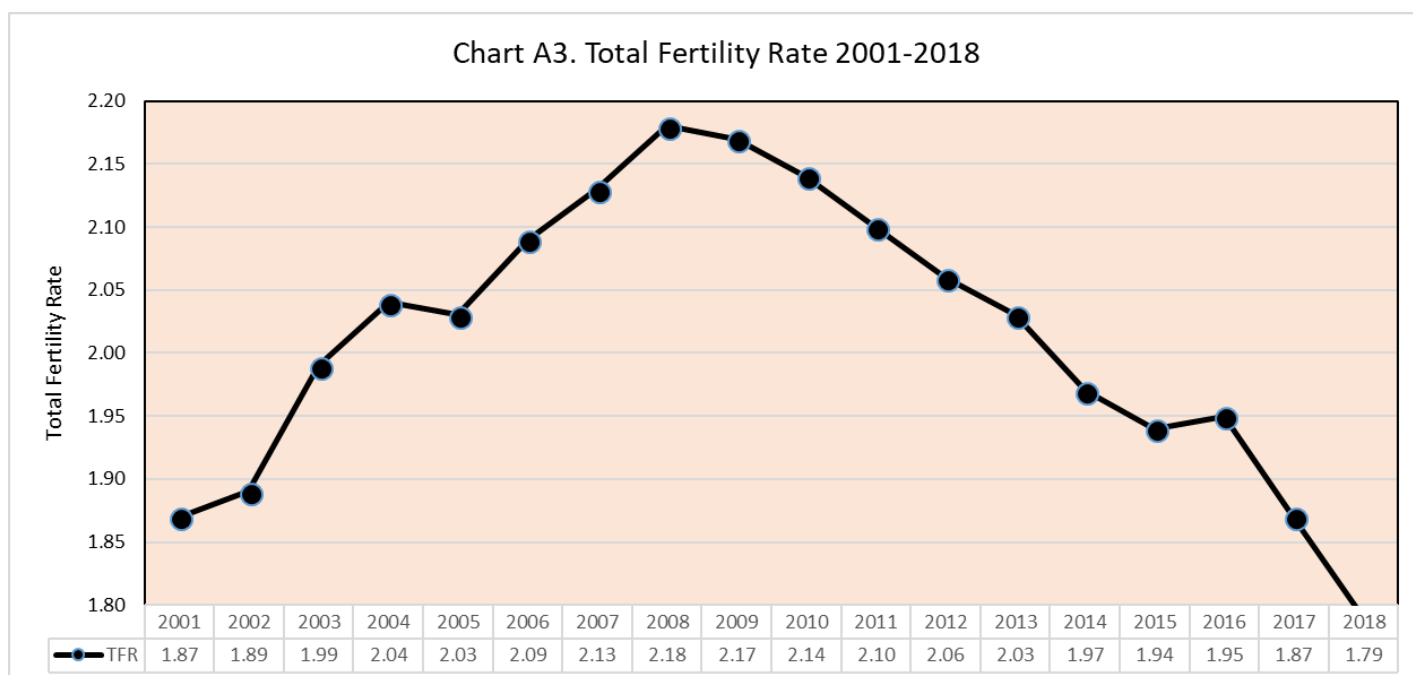


Source: Office for National Statistics, Key Population and Vital Statistics

Chart A2 above shows the pattern in births in Kirklees from 2001 to 2018. There is an overall decline in birth rate from 2011 to 2018.

A3 Kirklees Total Fertility Rate 2001-2018

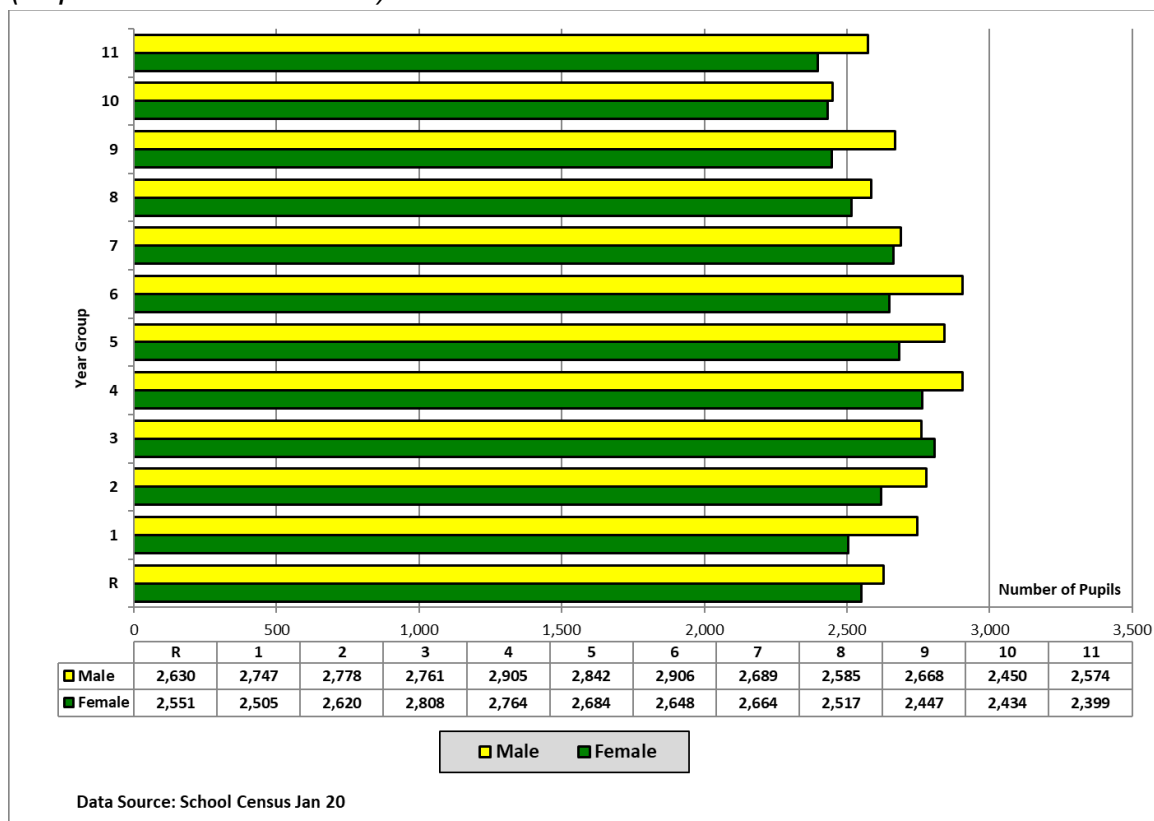
Kirklees data is available up to 2018 as shown in Chart A3 below. The change in fertility rate mirrors the pattern of live births.



Source: Office for National Statistics, Key Population and Vital Statistics

A4 Gender: School Year Groups by Gender

(Pupil census in Jan 2020)



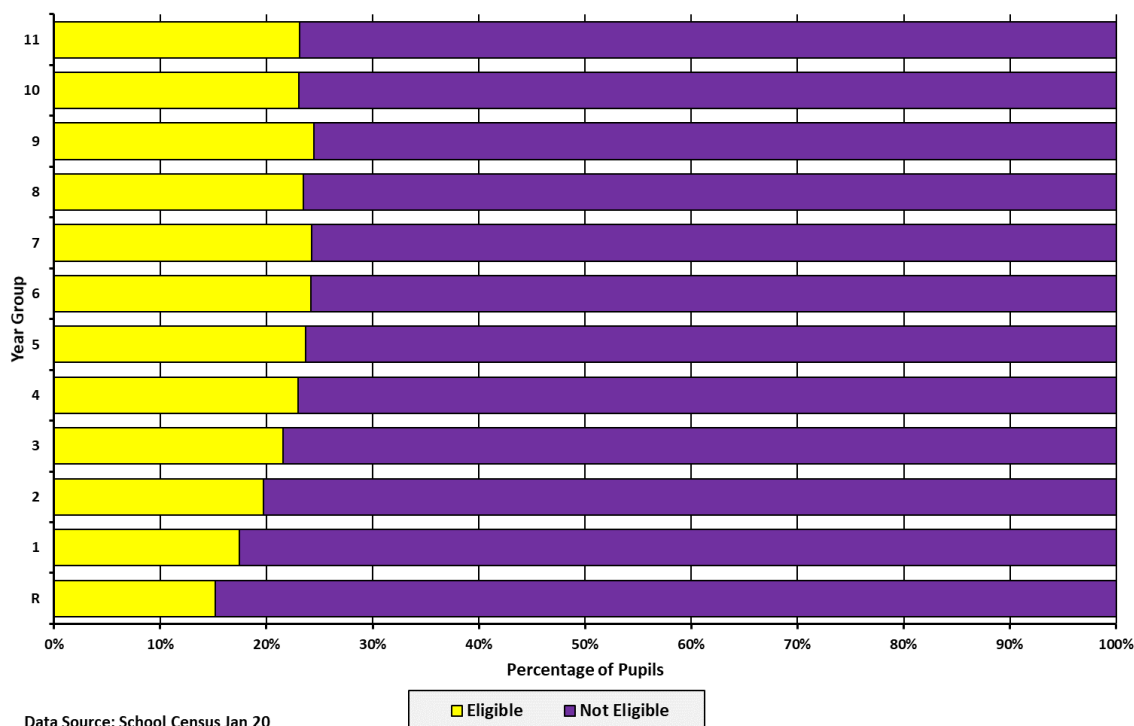
A5 Ethnicity: School Year Groups by Ethnicity

(Pupil census in Jan 2020)



A6 Free School Meal Entitlement: % of school year groups recorded as meeting the criteria for free school meals

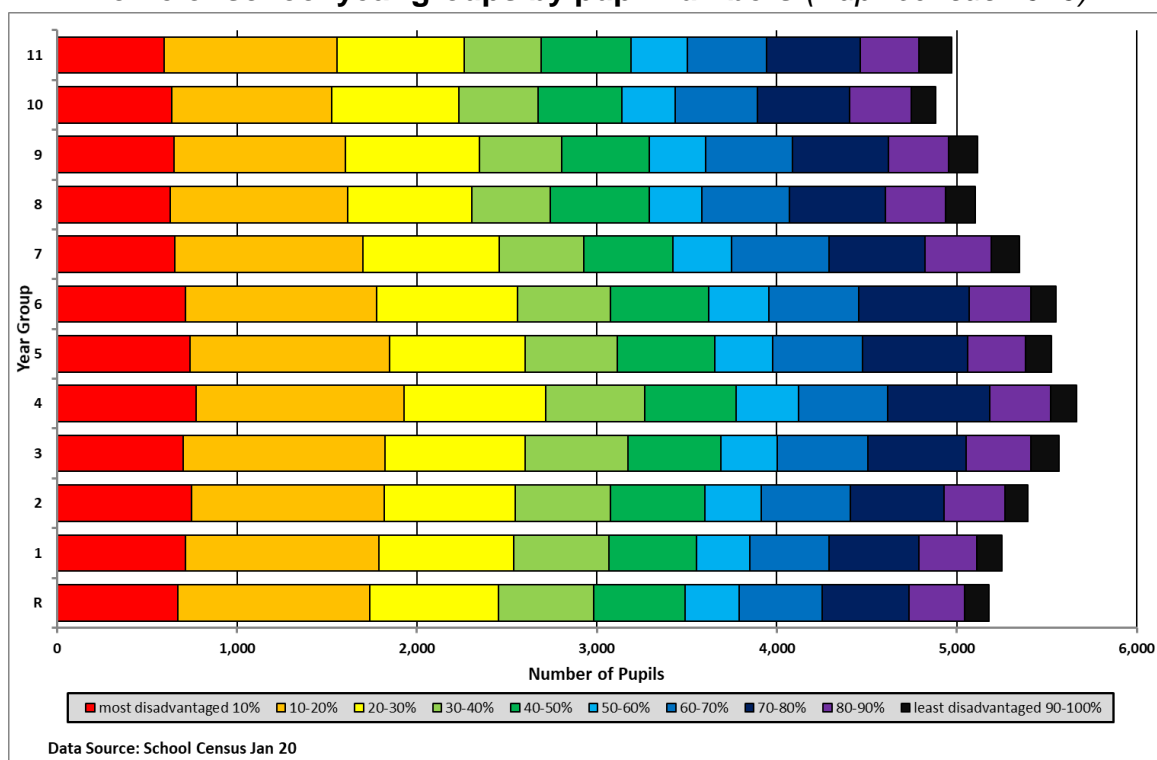
(Pupil census 2020)



- Chart A6 shows that the percentage of year groups recorded as meeting the Free School Meal criteria. Since the introduction of universal free school meals for children in key stage 1 the incentive for parents to apply for free school meals has reduced. This is a significant factor in the lower percentage of eligible pupils shown above in R, year 1 and year 2.

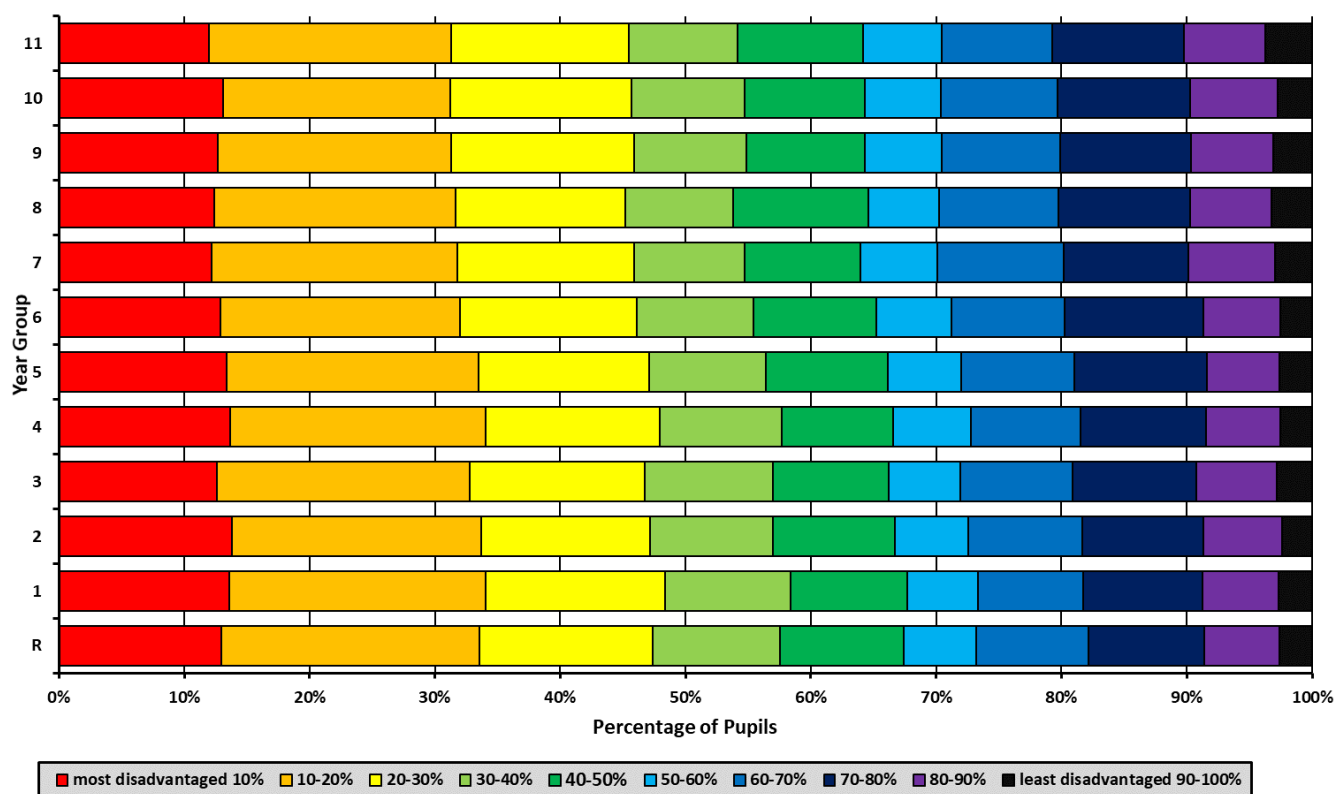
A7 Socio-economic Disadvantage: Index of Multiple Deprivation (IMD)

IMD Profile of school year groups by pupil numbers (Pupil census 2020)



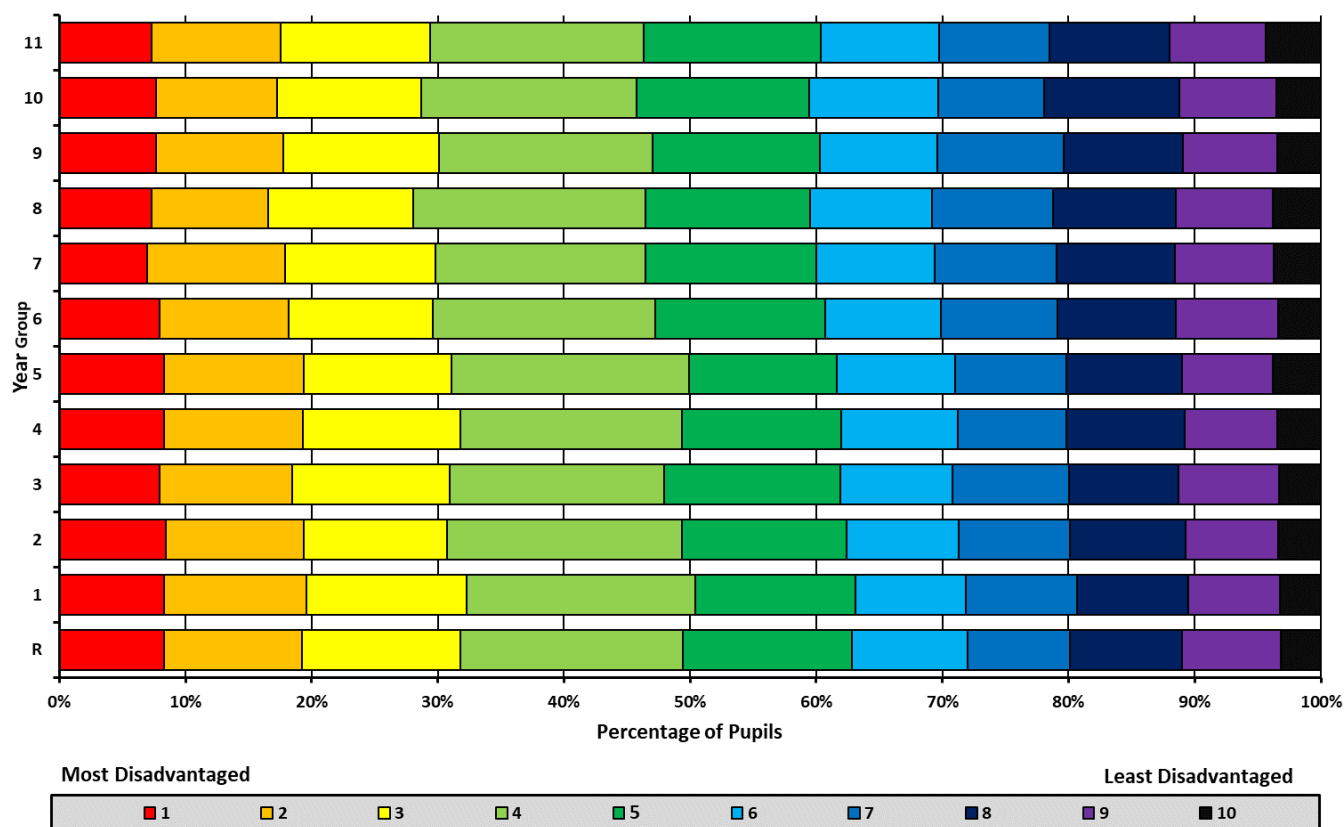
A8 IMD Profile of school year groups by year group percentage

(Pupil census 2020)



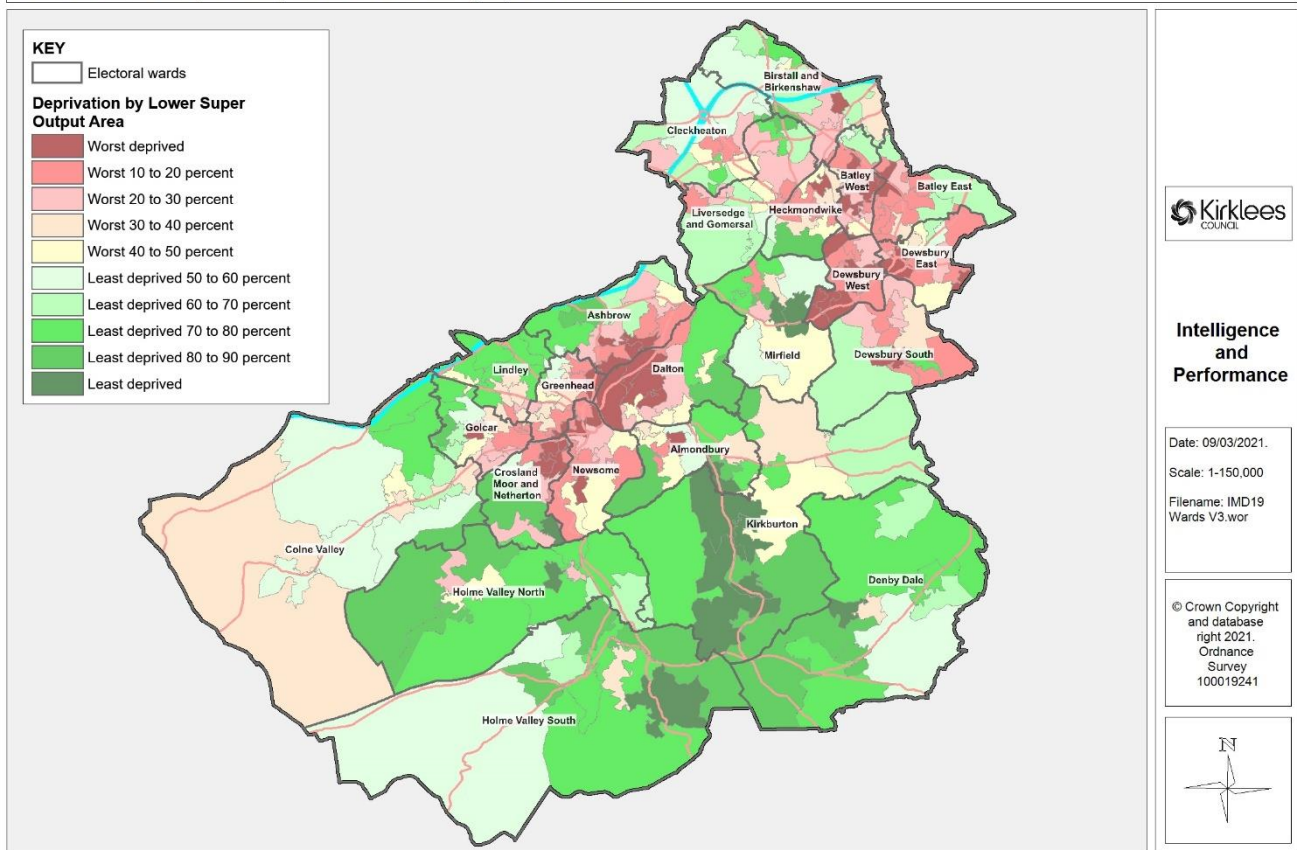
Data Source: School Census Jan 20

A9 Socio-economic Disadvantage: Income Deprivation Affecting Children Index (IDACI) of school year groups by year group percentage (Pupil census 2020)



Data Source: School Census Jan 20

Index of Multiple Deprivation 2019 (%) in Kirklees



Index of Multiple Deprivation (IMD) calculations show that Kirklees has become more deprived in the 2019 release compared to 2015, relative to other local authorities in England. This relative change does not necessarily mean that actual levels of deprivation have worsened.

Over 30% of the Kirklees population live in areas of high deprivation (within the most deprived quintile across the country). Deprivation follows the national pattern of being primarily concentrated in urban areas.