
Planning School Places - revisited

City of Salford

Audit 1999/2000



DISTRICT AUDIT

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for the Audit Commission

Summary Report

Action Plan

Detailed Report

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Introduction

We undertook our initial review of Planning School Places (PSP) at Salford in 1997 (Stage 1 in our *study-implementation-audit* approach). At this stage the Council recognised the need to remove surplus places and to make progress in a number of related areas including pupil forecasting. We agreed an agenda for action with the authority and this formed the basis of Stage 2 -Implementation by the Authority. We are now revisiting this study to appraise the authority's progress in implementing their agenda for action (Stage 3 in our *study-implementation-audit* approach).

There has been much change since our initial review with numerous government initiatives affecting school admissions and organisation. We have seen requirements for Education Development Plans, School Organisation plans, Asset Management Plans, reducing infant class sizes and a new Admissions Code of Practice. Many of these initiatives overlap with areas included in our original review as illustrated by Exhibit 1.

Exhibit 1 National policy developments/areas covered in our original review

There are strong links between the Stage 1 agenda for action and national policy developments

Stage1/Stage 3 Modules	School Organisation Plans	Reducing infant class size	Asset Management Plans	Admissions Code of Practice	Education Development Plan	Fair Funding
A: Pupil forecasting	✓✓	✓✓	✓✓			
B: Measuring Capacity	✓✓	✓✓	✓✓			
B: Removal of places	✓✓	*	*			*
C: Adding new places	✓✓	✓✓	✓✓			
D: Managing admissions		✓✓		✓✓		
E: Addressing small schools	✓✓		*		*	*
E: Addressing small sixth forms	✓✓		*		*	*
E: Addressing problem schools	✓✓				✓✓	
F: Liaison with others	✓✓	*				

Source: Audit Commission- ✓✓= strong relationship * = less strong relationship

Within the LEA itself there has been a change of Chief Education Officer, together with a number of other senior officers, and the LEA has been subject to an Ofsted/Audit Commission inspection. A review of primary schools has been undertaken and a secondary school review is underway.

Scope & objectives

The aim of our follow-up review has been to assess:

- the progress made on the issues raised in our initial review (in particular the removal of surplus places and pupil forecasting)
- how well the authority has implemented PSP related government initiatives
- any barriers to further progress and possible ways to overcome them.

Audit approach

Our work has involved meetings with senior officers within the Education Department and discussions with representatives from the RC diocese.

Relevant plans and reports have been reviewed and an analysis of statistical returns has been made.

We have been mindful of the need to avoid duplication or 'over inspection' and have sought to place reliance on the conclusions of the Ofsted/Audit Commission inspection team where appropriate.

Main conclusions

Pupil forecasts

Salford have reviewed their forecasting methodology and the authority wide forecasts for 2000 were quite accurate, with forecasting errors of 1.8% in the primary sector and 0.6 % in the secondary sector. The Audit Commission's good practice accuracy indicator is within + or -1%.

Whilst good progress has been made in a number of areas, the LEA have not taken on board all the recommendations from our original review. Work towards the routine production of school and ward level forecasts is still underway and there is an acknowledgement that more could be done to improve the reliability of forecasts.

A continued decline in primary pupil numbers is forecast by the LEA. Secondary numbers are expected to remain stable for the next 2 or 3 years before entering a decline as the falling primary numbers have a knock on effect.

School occupancy

Removing surplus places

There remain significant levels of unfilled places in many of Salford's primary schools and in January 1999 only 2 other Metropolitan Districts had higher levels of unfilled primary school places.

In the secondary sector LEA proposals, if followed through, will address the surplus places problem for County and Church of England schools. However, no agreement has been reached on the removal of surplus places from RC high schools.

Overcrowding

There are still a small number of primary schools experiencing overcrowding and we suggest that the LEA considers any pockets of overcrowding as part of further primary place reviews.

The number of secondary schools with numbers on roll in excess of MOE capacity has increased from 2 in 1996 to 4 in January 2000. Following the secondary schools review the LEA will be in a better position to consider adding capacity at overcrowded schools.

Admissions and appeals

Admissions and appeals continue to be well managed and the LEA has responded well to our original recommendations and to the Admissions Code of Practice.

The feeder primary school admissions policy for secondary schools continues to be viable but may need to be reviewed following any further reorganisation of primary schools.

Managing outcomes

Changes to the small schools support element of the LMS budget formula may encourage small schools to market themselves more actively but the LEA has yet to address all underlying structural issues which have led to smaller primary schools.

Small County high schools are being addressed as part of the secondary schools review but agreement has yet to be reached on measures to tackle small RC high schools.

Legislative change

The LEA has a comprehensive School Organisation Plan although there is some scope for improvement. The School Organisation Committee has yet to address difficult denominational issues.

The LEA have secured the additional funding needed to enable the infant class size requirements, set down by the DfEE, to be met. These requirements make it increasingly important to ensure that primary admissions are administered properly, particularly for oversubscribed primary schools.

The LEA is making good progress towards satisfying DfEE asset management planning requirements and a property group has been established to help ensure that asset management and school places planning is co-ordinated.

The way forward

We have discussed the issues raised in this report with the Chief Education Officer and an agreed action plan for implementing our recommendations is attached. We will monitor progress against the action plan as part of our usual follow up arrangements.

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Legislative change

Pupil forecasting

Salford have reviewed their forecasting methodology and the authority wide forecasts for 2000 were quite accurate, with forecasting errors of 1.8% in the primary sector and 0.6 % in the secondary sector. The Audit Commission's good practice accuracy indicator is within + or - 1%.

A continued decline in primary pupil numbers is forecast by the LEA. Secondary numbers are expected to remain stable for the next 2 or 3 years before entering a decline as the falling primary numbers have a knock on effect.

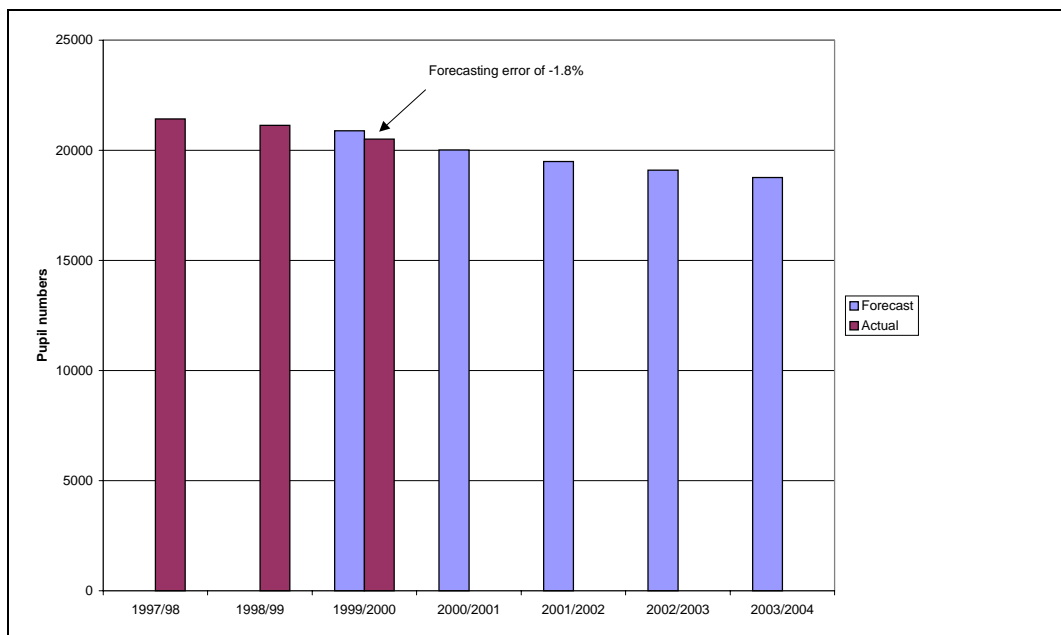
The LEA have not taken on board all the recommendations from our original review and are still working towards the routine production of school and ward level forecasts. There is an acknowledgement that there is more that could be done to improve the reliability of forecasts.

Primary pupil forecasts

- 1 The LEA have undertaken a lot of work on improving the pupil forecasting methodology they use, actively testing the reliability of forecasts against actual pupil numbers. Latest forecasts have been based on ONS population forecasts and trends in actual pupil numbers. This methodology was fairly accurate at the authority level in 1999, although the forecasting error was outside the Audit Commissions good practice accuracy indicator of + or - 1%, see Exhibit 2.

Exhibit 2 Primary pupil numbers - forecast and actual.

Primary pupil numbers have fallen and are forecast by the LEA to fall further



Source: Surplus places returns

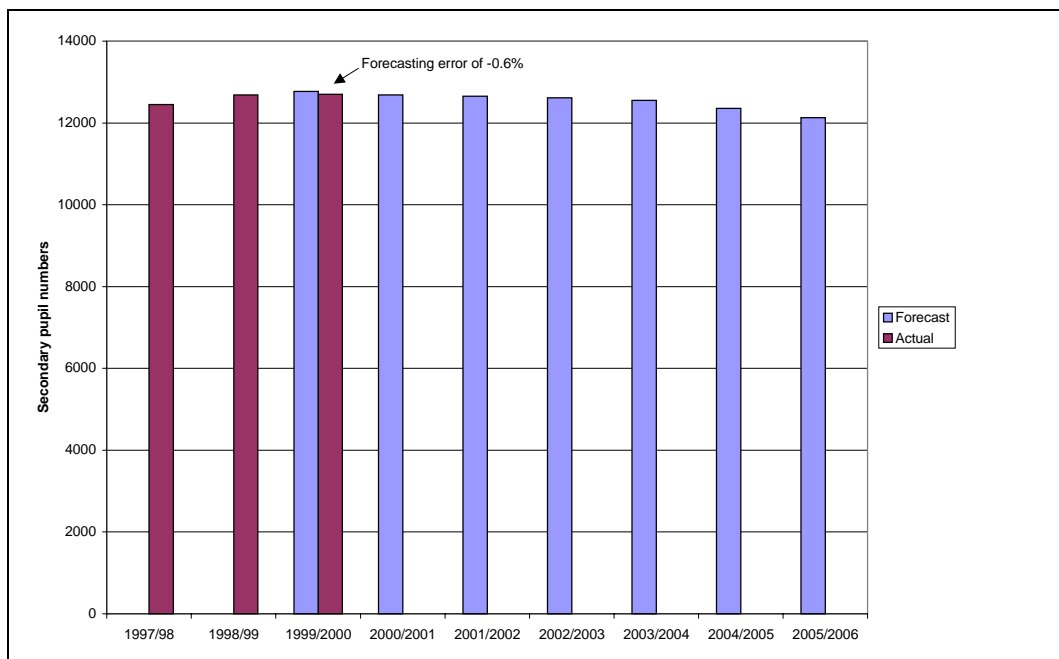
- 2 The LEA do not currently forecast primary pupil numbers to ward level and have experienced difficulty obtaining details of live births and GP registrations from the Health Authority. Live births and GP registrations by ward are needed to help make detailed forecasts more reliable.
- 3 The LEA's current forecasting methodology does not take account of housing developments or urban regeneration initiatives except so far as actual trends in pupil numbers have been effected by past initiatives. The likely impact of planned developments is not modelled.

Secondary pupil forecasts

- 4 Our original review in 1997 identified weaknesses in the secondary pupil forecasts which have been addressed by the LEA's revised forecasting methodology, with transfer rates between primary and secondary schools now more accurately reflected in the LEA's forecasting model. The 1999 forecast was very accurate with a forecasting error of less than 1% as shown in Exhibit 3.

Exhibit 3 Secondary pupil numbers - forecast and actual

Secondary pupil numbers are forecast by the LEA to remain largely stable for the next few years



Source: *Surplus places returns*

- 5 Secondary pupil numbers are forecast by the LEA to remain fairly stable for the next 3 years before starting to decline as falling primary pupil numbers have a knock on effect.
- 6 School level forecasts have recently been produced as part of the secondary school review but have not been produced on a routine basis.
- 7 As with primary forecasts no account is taken of planned housing developments or urban regeneration initiatives. Nor is any account taken of likely changes in cross boundary flows as a result changing admissions patterns in neighbouring authorities.

Recommendations

R1 Continue to refine the forecasting methodology producing forecasts to ward and school level and where appropriate take account of:

- *housing developments*
- *likely changes in cross boundary flows of pupils*
- *live births and GP registrations.*

R2 Share and validate school level forecasts with schools and diocesan bodies.

Removing surplus places

There remain significant levels of unfilled places in many of Salford's primary schools and in January 1999 only 2 other Metropolitan Districts had higher levels of unfilled primary school places.

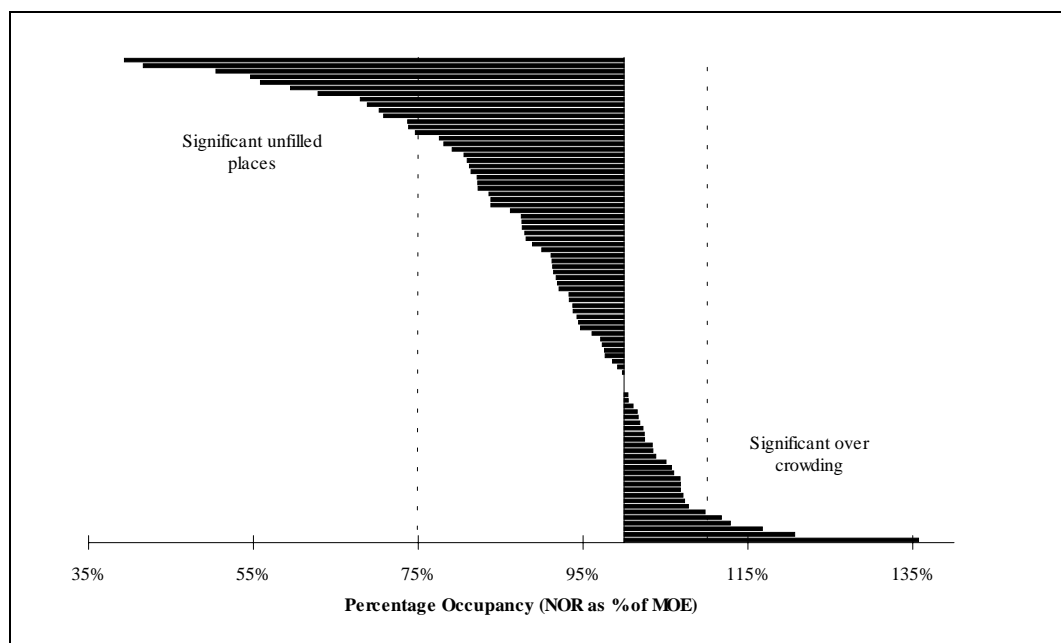
In the secondary sector LEA proposals, if followed through, will address the surplus places problem for County and Church of England schools. However, no agreement has been reached on the removal of surplus places in the RC sector.

Primary places

- 8 At the time of our original review about 2,800 unfilled primary school places were unfilled, about 12% of the total places available. We estimated that around 1,100 of these were removable. School by school occupancy at the time of our original review is shown in Exhibit 4.

Exhibit 4 Primary school occupancy January 1996: NOR as % of MOE

At the time of our original review Salford had many schools with significant levels of unfilled places

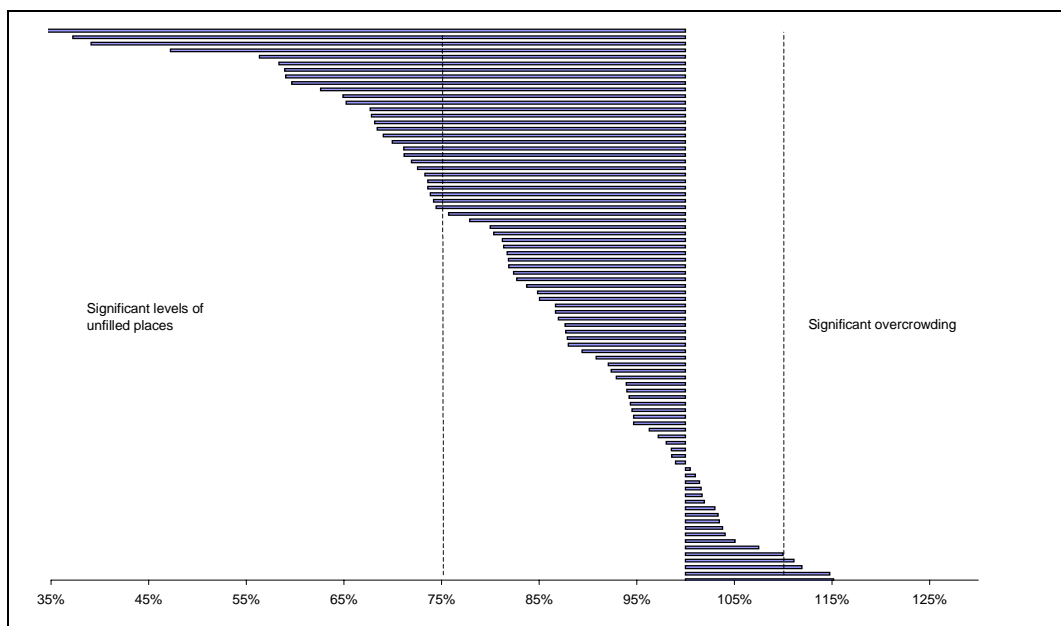


Source: Surplus places return 1996

- 9 Since our original report the LEA has undertaken a primary places review and a number of primary schools were closed. However, Ofsted/Audit Commission concluded that the LEA had not gone far enough. Falling primary pupil numbers mean that there are now even more unfilled places.
- 10 In January 2000 more schools were less than 75% full than in January 1996. Primary school occupancy in January 2000 is shown in Exhibit 5 (Exhibits 4 & 5 are shown together in Appendix 2).

Exhibit 5 Primary school occupancy January 2000: NOR as % of MOE

There are still a large number of primary schools in Salford with significant levels of unfilled places



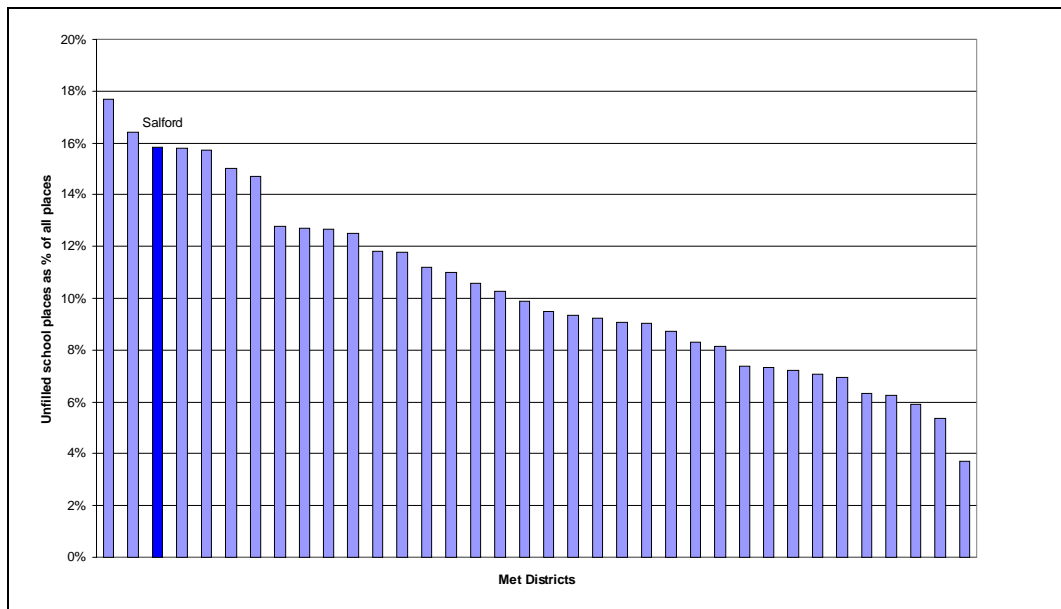
Source: *Surplus places return 2000*

- 11 Falling primary pupil numbers underlie this increase in unfilled places but there have also been changes to the declared capacities of some schools following remeasuring exercises undertaken by the LEA.

- 12 Salford now has one of the highest levels of unfilled places for any Met District, as shown by Exhibit 6.

Exhibit 6 Unfilled primary school places January 1999 – Met Districts

Only 2 other Met Districts had higher levels of unfilled primary places than Salford

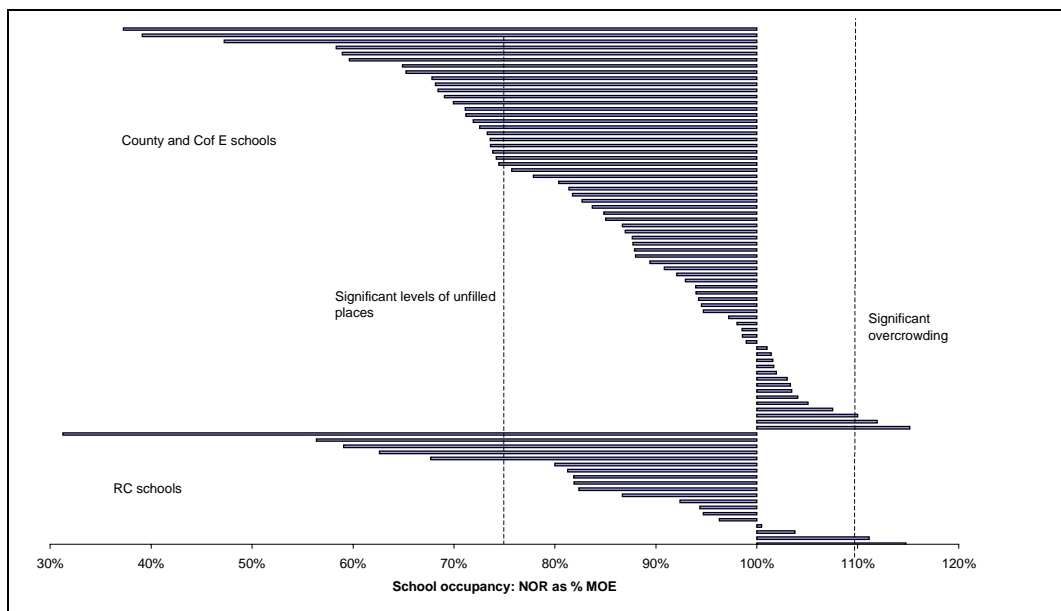


Source: Surplus places returns 1999

- 13 Comparative statistics for January 2000 are not currently available but the level of unfilled places in Salford's primary schools has increased to 19%. The position relative to other Mets is likely to have deteriorated.
- 14 An analysis of unfilled primary places by school type shows that whilst a slightly higher percentage of places in RC schools are unfilled (when compared with county and C of E schools), the proportion of schools with more than 25% unfilled places is similar across all school types, see Exhibit 7 overleaf.

Exhibit 7 Primary school occupancy January 2000: RC schools shown separately

In January 2000 21% of places in RC schools and 18% of places in County and C of E schools were unfilled



Source: *Surplus places return 2000*

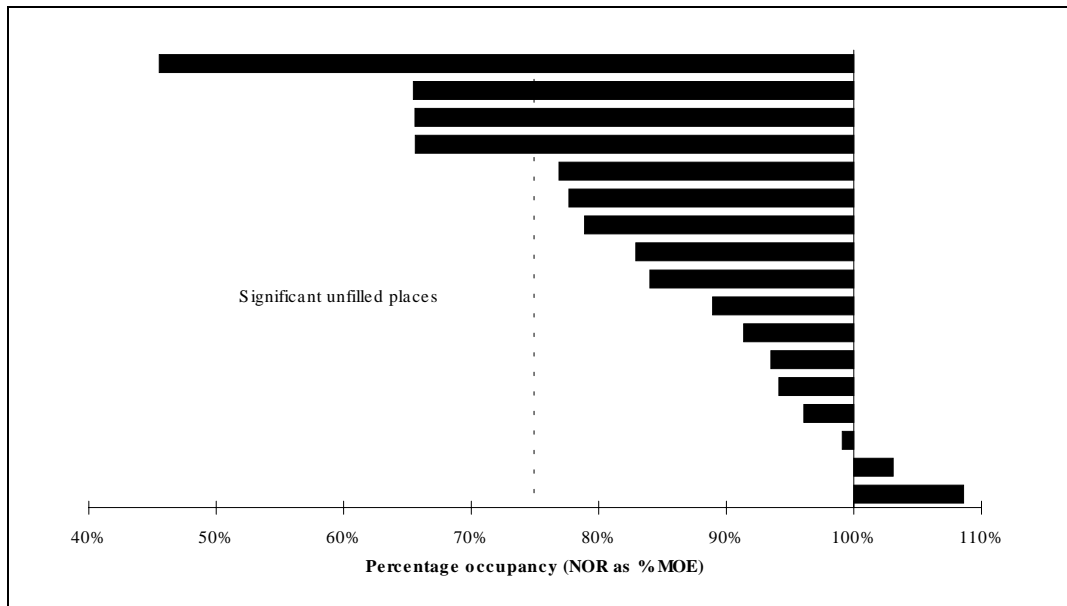
- 15 The LEA has yet to gain agreement to surplus place removal at RC primary schools with significant levels of unfilled places.
- 16 Using the Audit Commission challenge methodology we estimate that across all primary schools in Salford, some 3463 primary places should be removable (75% of unfilled places in those primary schools with more than 25% unfilled places).
- 17 There has still been no formal review of the use of temporary accommodation in Salford's schools.

Secondary school places

- 18 At the time of our original review Salford had over-capacity in the secondary sector with a number of schools having significant levels of unfilled places. The 1996 position is shown in Exhibit 8.

Exhibit 8 Secondary school occupancy January 1996: NOR as % of MOE

In 1996 there were 4 schools with less than 75% occupancy, there was no significant overcrowding

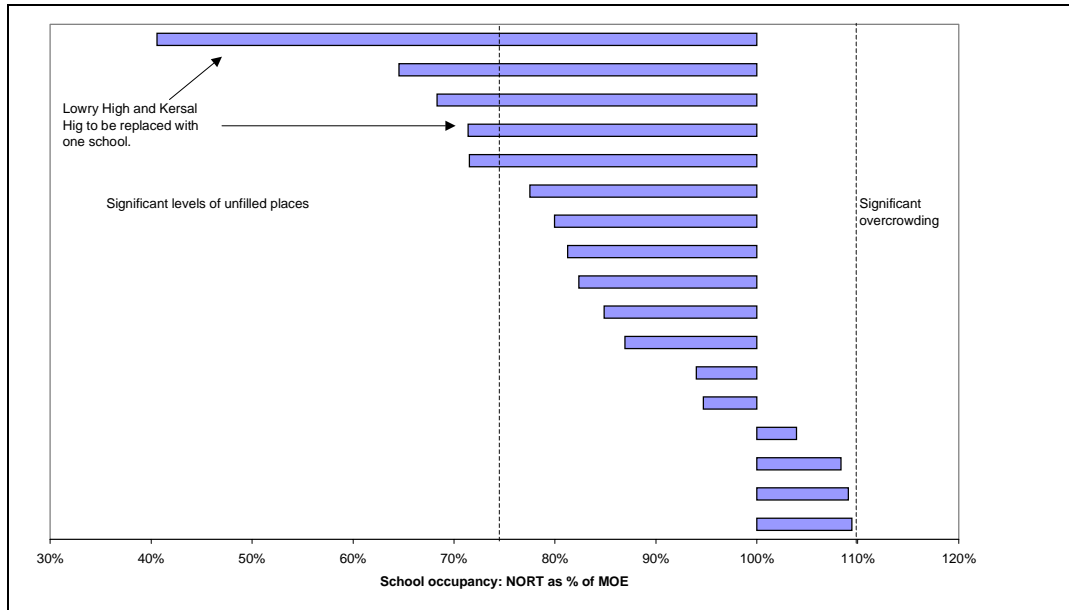


Source: Surplus places return 1996

- 19 At the time of our original review proposals had already been advanced affecting Our Lady's and Pope John Paul's and there was a recognition by the LEA that more needed to be done to address the surplus places issue in the secondary sector.
- 20 Following the establishment of All Hallows, an LEA review of school capacities and the incorporation of St Ambrose RC (previously a GM school), unfilled secondary school places in January 2000 accounted for 17.7% of available places. This is slightly higher than in January 1996 and is one of the highest levels for any met district, Exhibit 9 overleaf shows secondary school occupancies in January 2000 (Exhibits 8 & 9 are shown on the same page in Appendix 2).

Exhibit 9 Secondary school occupancy January 2000: NOR as % MOE

More schools had significant levels of unfilled places in January 2000 than in January 1996

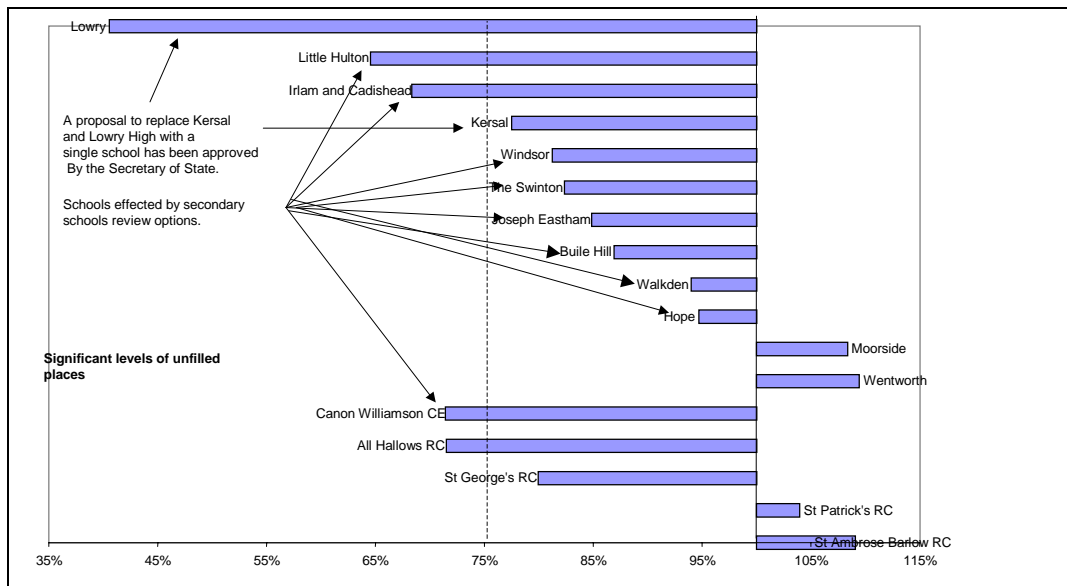


Source: Surplus places return January 2000

- 21 Secretary of State approval has been obtained to replace Kersal and Lowry High Schools with a single school with capacity for 1000 pupils and this should remove around 500 surplus places. In addition to this the LEA is currently undertaking a review of secondary schools and has made proposals to take out a further 1,785-2,145 places from County and Church of England schools. Schools effected are shown in Exhibit 10 overleaf.

Exhibit 10 Secondary school occupancy January 2000: NOR as % of MOE

LEA proposals address the surplus places problem in County and C of E schools



Source: *Surplus places return 2000 and LEA secondary school options document June 2000*

- 22 If carried through, the proposals in the secondary schools option document will reduce unfilled places in County and Church of England secondary schools to an acceptable level. Indeed there would be no schools remaining with more than 25% unfilled places. The LEA estimates that following reorganisation of secondary schools the level of unfilled places will be around 8%.
- 23 At this stage the LEA has yet to gain agreement for the removal of secondary school places in the RC sector.

Recommendations

- R3 Undertake a further review of primary school places.
- R4 Formally consider the location and suitability of temporary accommodation.
- R5 Continue with the secondary review and seek to gain agreement for the removal of surplus places in the RC sector.

Adding capacity

There are still a small number of primary schools experiencing overcrowding and we suggest that the LEA considers any pockets of overcrowding as part of further primary places reviews.

The number of secondary schools with numbers on roll in excess of MOE capacity has increased from 2 in 1996 to 4 in January 2000. Following the secondary schools review the LEA will be in a better position to consider adding capacity at overcrowded schools.

Primary Schools

- 24 As illustrated by the Exhibits in the previous section, there are still a small number of primary schools experiencing significant levels of overcrowding. Some of these schools have pupil numbers in excess of Standard Number capacity.
- 25 With falling primary pupil numbers and so many schools with unfilled places, overcrowding has not been the focus of management attention. The infant class size initiative may help to alleviate overcrowding at some primary schools.
- 26 It is not clear if there are pockets of overcrowding or any local need for additional places and we suggest that this is considered as part of the ongoing review of primary places.

Secondary schools

- 27 In January 2000 4 high schools had numbers on roll in excess of MOE capacity, 2 more than in 1996. There are still no high schools with more than 10% overcrowding.
- 28 Following the secondary schools review the LEA will be better positioned to consider adding capacity at overcrowded secondary schools.
- 29 A review of the relative costs of temporary verses permanent accommodation has been undertaken by the LEA.

Recommendations

- R6 Identify and consider any pockets of overcrowding in the primary sector as part of any primary schools review.*
- R7 Following the secondary schools review consider the need to add capacity at over crowded secondary schools.*

Admissions and appeals

Admissions and appeals continue to be well managed and the LEA has responded well to our original recommendations and the Admissions Code of Practice.

The feeder primary school admissions policy for secondary schools continues to be viable but may need to be reviewed following any further reorganisation of primary schools.

Admissions

- 30 Our original review concluded that the administration of admissions was good although information to parents could have been better (the primary admissions booklet did not contain details of the authority's admissions criteria).
- 31 Since our original review the Admissions Code of Practice has been introduced, given statutory backing in Standards and Framework Act 1998. The Ofsted/Audit Commission review of the LEA concluded that admissions procedures at Salford are administered effectively and incorporate the requirements of the code of practice.
- 32 The primary admissions booklet now incorporates details of the authority's admissions policy and work is currently underway on a revised admissions booklet for the secondary sector and the LEA is considering the need for indicating likely oversubscription.
- 33 Following the secondary school review the authority intends to keep its 'linked primary school' policy for secondary school admissions. Depending upon the extent of any primary school review there may be a need to review the secondary admissions policy. A neighbouring authority has recently adopted a first preference first admissions system, a move necessitated, in part, by school reorganisations.

Appeals

- 34 Our original review concluded that appeals were well managed although the appeals deadline for secondary appeals was early, leading to increased work from abortive appeals.
- 35 Following our recommendations the LEA effectively extended the appeals deadline to enable movement to take place and reduce the level of administration associated with abortive appeals.

-
- 36 The Ofsted Audit Commission review of the LEA concluded that levels of appeals were low.
- 37 We have not undertaken further detailed work as part of this follow up review.

Recommendations

- R8 Reappraise the viability of the feeder primary school admissions policy for secondary schools following the further review of primary school places.*
- R9 Consider the need for indicating likely oversubscription in the authority's admissions booklets.*

Managing outcomes

Changes to the small schools support element of the LMS formula may encourage small schools to market themselves more actively but the LEA has not addressed the underlying structural issues which have led to smaller primary schools.

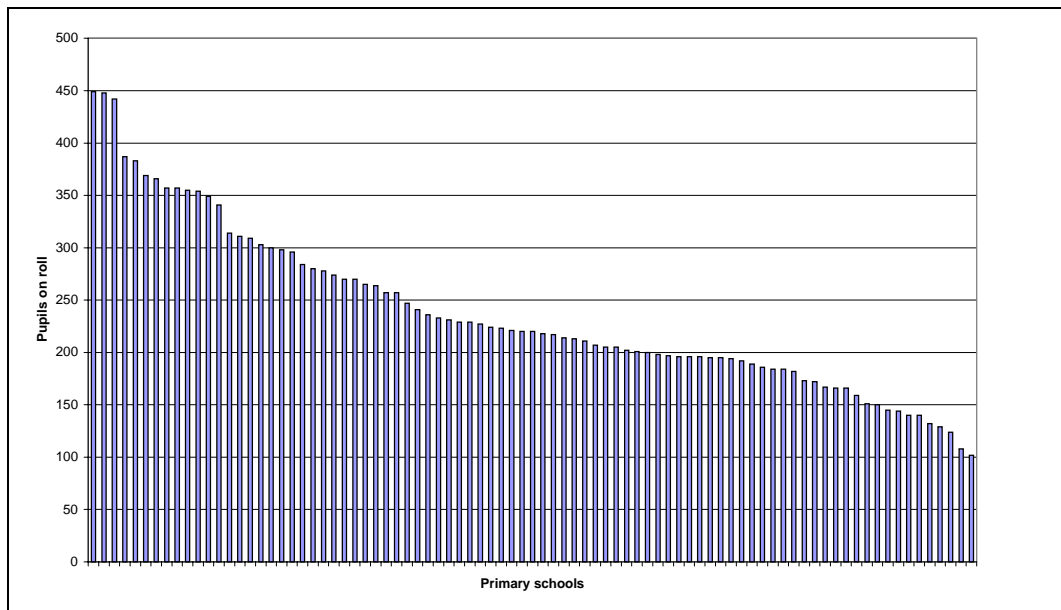
Small County high schools are being addressed as part of the secondary schools review but agreement has yet to be reached on measures to tackle small RC high schools.

Small schools

- 38 Smaller schools cost more and smaller secondary schools tend to be less effective. Our original review found that whilst no primary schools were very small, seven of the authority's secondary schools had less than 600 pupils (the Audit Commission's threshold for identifying small secondary schools). The authority's LMS formula awarded a large degree of protection to small schools.
- 39 The Ofsted/Audit Commission review of the LEA in 1999 concluded that the authority had failed to tackle the small schools issue. In January 2000 there were no very small primary schools although many had less than 210 pupils, as shown by Exhibit 11.

Exhibit 11 Primary school size: NOR January 2000

Although Salford has no schools with less than 90 pupils, many have less than 210

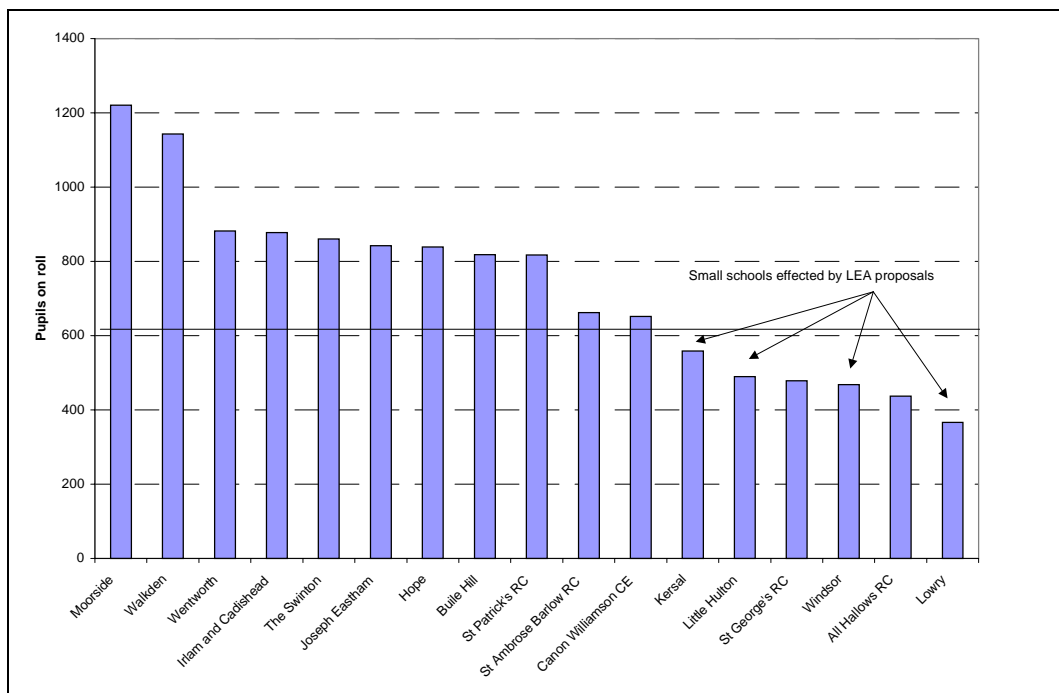


Source: Surplus places return 2000

- 40 Changes to the small schools element of the LMS budget formula have now been approved and the level of financial support provided to small primary schools will be reduced over the next 3 years. Whilst this initiative may encourage smaller schools to improve standards and market themselves more effectively, it does not address the underlying structural issues that have led to small primary schools.
- 41 LEA proposals for secondary schools should address the small schools issue for County schools. School sizes and small schools affected by approved and proposed surplus places removal schemes are shown in Exhibit 12.

Exhibit 12 Secondary school size: NOR January 2000

LEA approved schemes and proposals should address the small schools issue in County schools



Source: Surplus places return 2000

- 42 Changes to the LMS budget formula will also reduce the financial support for small secondary schools making it more important for small RC secondary schools to be tackled.

School sixth forms

- 43 Salford has no sixth forms.

Schools in difficulty

- 44 At our original review we concluded that the LEA need to better evidence its policies and systems for identifying and tackling schools with difficulties.
- 45 The Ofsted/Audit Commission review of the LEA concluded that there is now an effective and well developed comprehensive strategy for supporting schools causing concern.
- 46 We have not undertaken further detailed work in this area.

Recommendations

R10 Consider the underlying structural issues affecting primary school size.

R11 Seek to gain agreement for measures tackling small RC secondary schools.

Legislative change

The LEA has a comprehensive School Organisation Plan although there is some scope for improvement. There are currently no operational problems with the School Organisation Committee although difficult denominational issues have still to be addressed.

The LEA have secured the additional funding needed to enable infant class size requirements set down by the DfEE to be met. These requirements make it increasingly important for primary admissions to be administered properly, particularly for oversubscribed primary schools.

The LEA is making good progress towards satisfying DfEE asset management planning requirements and a property group has been established to help ensure that asset management and school places planning is co-ordinated.

School organisation plans and Committees

- 47 The School Standards and Framework Act 1998 required LEAs to set up School Organisation Committees (SOC). The SOC are new statutory bodies set up to bring together key partners in the provision of education and are responsible for some of the functions previously carried out by the secretary of state, including approval of school closures and changes to standard numbers for example.
- 48 LEAs were also required to produce School Organisation Plans for approval by the SOC, dealing with the need to add or remove school places and providing the basis against which subsequent proposals can be considered.
- 49 Salford's SOP is quite comprehensive although could be improved in a number of areas (see the good practice checklist in Appendix 3). So far there have been no operational problems with the SOC although difficult denominational issues have yet to be considered.

Infant class size initiative

- 10 The LEA have secured the additional funding needed to enable infant class size requirements set down by the DfEE to be met. Standard Number admissions limits have been amended where necessary and the appeals criteria for infant classes have been updated inline with the Standards and Framework Act 1998.
- 11 Special care will be needed in the administration of admissions policies, particularly where schools are oversubscribed. Failure to adhere to the stated policy on admissions could lead to children being admitted on appeal and to difficulty with class sizes.
- 12 The LEA should consider double checking that primary schools that are oversubscribed, have complied with admissions policy correctly.

Asset management planning

- 53 The LEA is making good progress towards meeting DfEE asset management planning requirements. A policy statement has been drafted and information systems have been developed to facilitate asset management.
- 54 Building condition surveys have been undertaken and work is underway on the assessment of 'sufficiency' (based on new capacity measures being developed by the DfEE) and suitability (appropriateness of accommodation for curriculum delivery). The LEA does not anticipate any problems meeting the DfEE timetable for production of plans.
- 55 A property team has been set up to help ensure that asset management and the planning of school places are co-ordinated. It is obviously important that repairs and maintenance programmes take account of likely changes following the schools review.

Admissions Code of Practice

- 56 The Ofsted/Audit Commission review of the LEA in 1999 concluded that the LEA's admission policy incorporated the requirements of the admissions code of practice.
- 57 Work is currently underway on a revised admissions booklet for secondary schools and the LEA are considering ways of further improving information to parents.

Recommendations

- R12 Consider the good practice checklist included in Appendix 3 when redrafting the SOP.*
- R13 Ensure that there are checks on the administration of admissions for oversubscribed primary schools.*
- R14 Continue with the development of asset management plans according to DfEE timetables.*

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School organisation plans

Progress against the stage 1 Action Plan

Progress against the action plan agreed at the time of our original review is indicated below.

Recommendations	Priority	Responsibility	Agreed	Progress/Position
R1 The Authority should update its database of pre-school age children with actual live births each year.	• •	HOSS	Yes	The Authority have been unable to obtain relevant information from the Health Authority.
R2 School level forecasts should be considered.	• •	HOSS	Yes	Undertaken as a one off exercise as part of the school's review.
R3 Pupil forecasts should be shared with schools.	• •	HOSS	Yes	School level forecasts not produced on a routine basis.
R4 Consideration should be given to refining the forecasting methodology by: <ul style="list-style-type: none"> • modelling actual catchment areas • supplementing live birth data with GP registrations • routinely taking account of housing developments. 	•	HOSS	Yes	Not Done.

Recommendations	Priority	Responsibility	Agreed	Progress/Position
R5 MOE capacity measurements should be reviewed particularly where there are: <ul style="list-style-type: none"> Large variances between MOE and SN capacities Significant levels of unfilled places or over crowding 	•••	HOSS	Yes	The LEA have reviewed MOE capacities for County Schools and the R.C Diocese have recently commissioned a review of capacities for its Schools.
R6 The LEA should explore opportunities for rationalisation or alternative use at all schools with significant levels of unfilled places.	•••	DDEL/HOSS	Yes	Primary review not gone far enough. Secondary review will address surplus places issued for County Schools but agreement had not been reached for Roman Catholic High Schools
Adding new capacity				
R7 Following a review of MOE capacities the Authority should consider the needs for adding capacity for any schools which still appear overcrowded.	••	DDEL/HOSS	Yes	Not a pending need.
R8 The relative costs and benefits of temporary and permanent accommodation should be considered if capacity is to be added.	••	DDEL/HOSS	Yes	This has been considered.
R9* Improve admissions booklets by: <ul style="list-style-type: none"> setting out the Authority's admissions criteria for primary schools naming the GM school. 	••	HOPS HOPS	Yes Yes	Grant maintained school no longer outside LEA.
R10 Consider ways of reducing workload from abortive appeals.	••	HOPS	Yes	Process delayed to enable movement to take place.
R11 The Authority should consider the cost and educational implications of small secondary schools.	•••	DDEL	Yes	Addressed as part of Secondary review.

Recommendations	Priority	Responsibility	Agreed	Progress/Position
R12 Clustering and co-operation between primary schools should be promoted.	• •	DDEL	Yes	We understand that this has formed part of the LEA's School's improvement program.
R13 Consideration should be given to the need for: <ul style="list-style-type: none"> • a written schools improvement strategy • school profiles • agreed triggers for LEA intervention. 	• • •	DDEL/PEA/ SENIOR INSP/ ADV	Yes	OFSTED concluded that the Authority has a comprehensive strategy for school improvement.
Liaison				
R14 Diocesan bodies should be fully involved at an early stage in any review of school places.	• • •	HOSS	Yes	Involved but not really onboard!

School Occupancy 1997 and 2000 Comparative Charts

Exhibit 4 Primary school occupancy January 1996: NOR as % of MOE

At the time of our original review Salford had many schools with significant levels of unfilled places

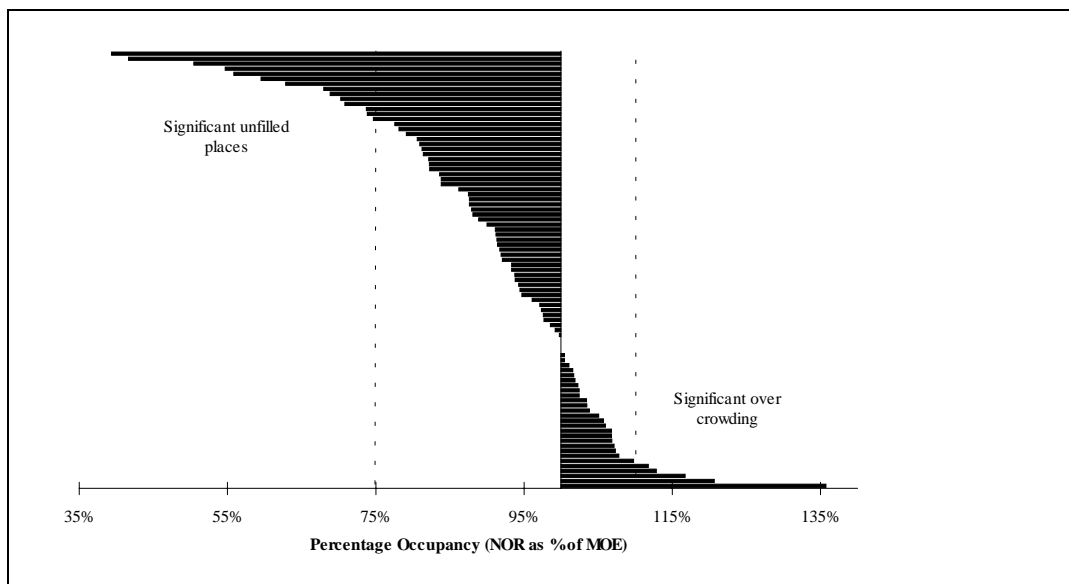


Exhibit 5 Primary school occupancy January 2000: NOR as % of MOE

There are still a large number of primary schools in Salford with high levels of unfilled places

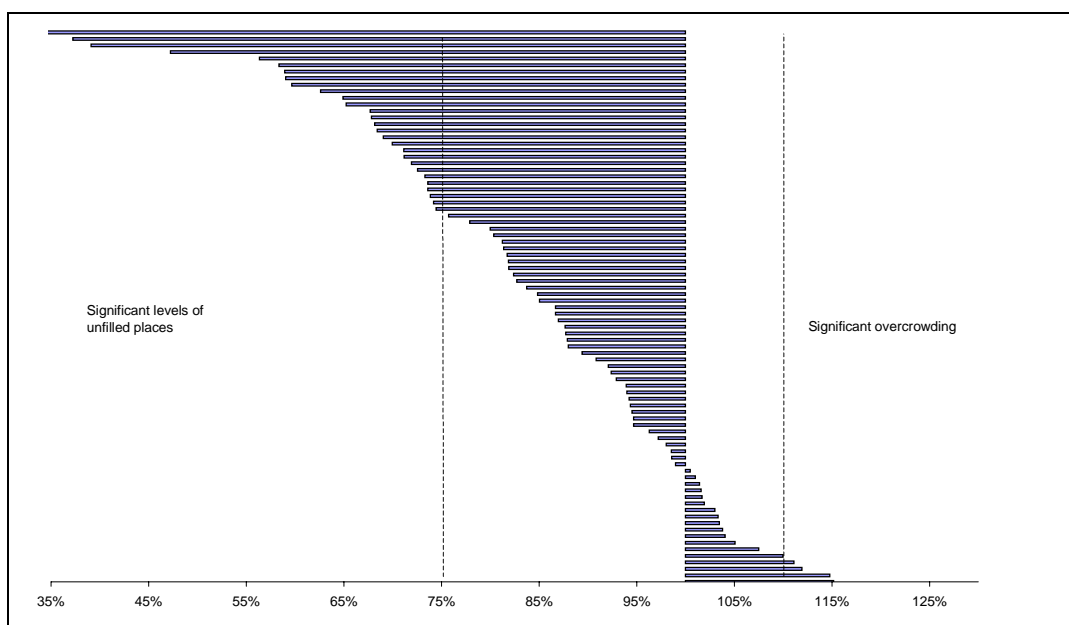


Exhibit 8 Secondary school occupancy January 1996: NOR as % of MOE

In 1996 there were 4 schools with less than 75% occupancy, there was no significant overcrowding

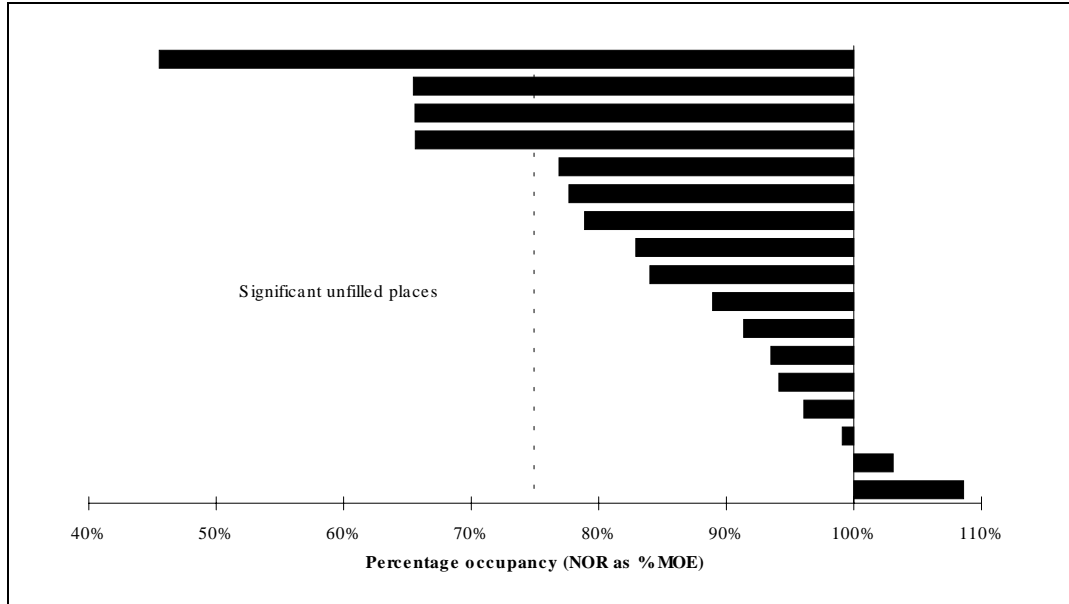
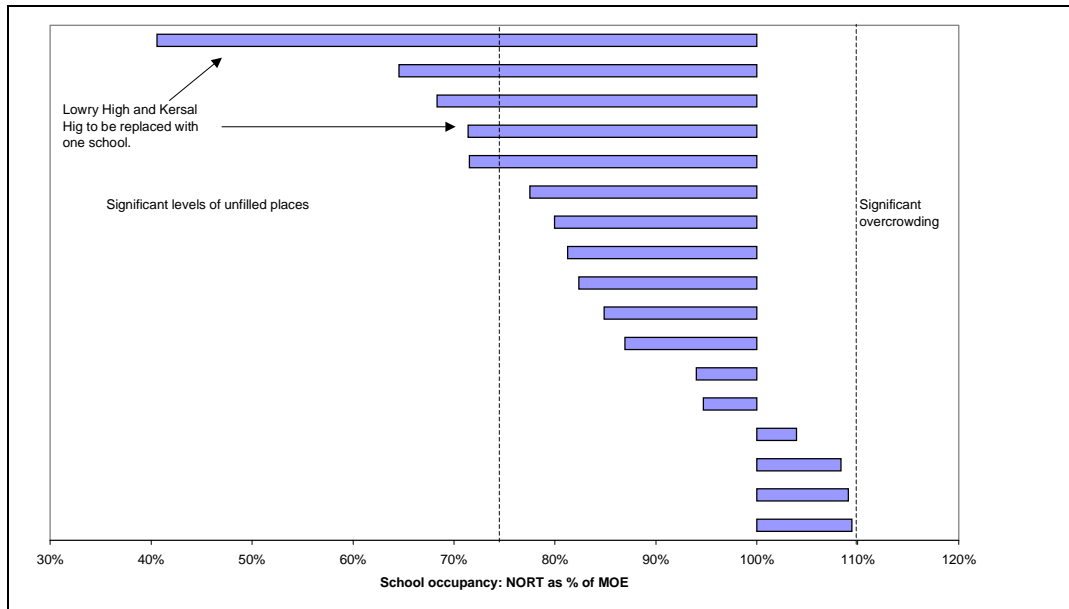


Exhibit 9 Secondary school occupancy January 2000: NOR as % MOE

More schools had significant levels of unfilled places in January 2000 than in January 1996



School Organisation Plans

DA Check List

Topic	Assessment
Does the Plan have a clear structure? Are the key messages made clear – eg through an executive summary? Does the Plan make effective use of graphs or diagrams? Is detailed information placed in appendices?	Better use could be made of headings and section breaks. No executive summary. No graphs or diagrams although tables are used. Background statistics included at back of plan.
Coverage	
Does the Plan cover all relevant aspects of school organisation? <ul style="list-style-type: none"> • Primary and secondary schools • Special education • post-16 education • early years provision. 	Yes Yes Yes Yes

Topic	Assessment
Policies and principles	
<p>What policies and principles does the Plan set out? These should be considerations that will influence decisions on school organisation. Examples might include:</p> <ul style="list-style-type: none"> • Aim to meet parental preference • The range of denominational schools • Provision for special education • Ensuring suitable size of school (both large and small) • Removing surplus places and ensuring adequate number of school places • Taking account of school performance • Accessibility (link to transport policy) • Role of schools in community • School condition, including securing appropriate facilities • Amalgamation of infant and junior schools • Making greater use of schools – eg for early years or lifelong learning. 	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes – proximity considered</p> <p>Yes</p> <p>Yes</p> <p>Only one separate infant and junior school Salford.</p> <p>No</p>
Links to other plans	
<p>Does the Plan's statement of principles illustrate links to other LEA or council plans – for example</p> <ul style="list-style-type: none"> • Education Development plan • Admissions policies • Asset Management Plan • Lifelong Learning Plan 	<p>EDP not explicitly mentioned.</p> <p>Yes</p> <p>Yes</p> <p>No</p>

Topic	Assessment
Demographic data	
Does the Plan provide a clear statement of the current provision of school places – for example, using S-curves or comparative data on surplus places?	Yes
Does the Plan cover issues such as single sex or denominational provision?	Yes
Does the Plan identify any general demographic issues likely to affect the demand for schools – for example, population movements in or out of area?	Pupil forecasts included.
Does the Plan consider sources of volatility in pupil numbers such as armed forces establishments?	No.
Does the Plan show the current provision of places in different parts of the LEA?	Yes.
How are these areas defined – for example, if ward boundaries are used, do these correspond to the actual pattern of school provision?	By area.
If catchment areas are used, have boundaries been reviewed recently?	N/A
Five year planning	
Does the Plan provide sound forecasts for the next five years?	Yes
Are trends in rolls analysed – for example, movements from primary to secondary school?	No.
Are forecasts made for individual areas where these have been identified by the Plan?	No.
Does the Plan consider different scenarios – for example, what would happen if secondary transfer rates changed?	No.
Has the impact of changes such as housebuilding or proposals by other LEAs been <i>quantified</i> ?	No.
Early years provision	
Does the Plan cover early years provision?	Yes.
Are surpluses and deficits in LEA nursery provision analysed?	No.
Does the plan indicate how the SOC and the Early Years Development Partnership will work together on early years planning?	Yes.

Topic	Assessment
Special education	
Does the Plan assess current provision for children with special educational needs?	Yes
Does this include analysis of the number of places and pupils at the LEA's special schools?	Yes
Is there information on the use of special schools run by other LEAs or independent bodies?	Yes
Is the use of special provision in mainstream schools – such as specialist units – described and analysed?	No
Does the Plan forecast the need for special education provision?	No
Are forecasts linked to the LEA's policy on special education --for example, strategic objectives to increase the proportion of SEN pupils in mainstream schools?	No
Does this cover the type of need – such as moderate or severe learning difficulties – and the way such demands might be met in special or mainstream school?	No
Post-16 planning	
<p>Does the Plan set out how post-16 provision will be planned with other providers?</p> <p>What principles have been agreed for post-16 provision – for example, maintaining sixth forms or meeting student choice?</p> <p>Are post-16 planning arrangements explained?</p> <p>What sources of data are used for post-16 numbers? (Is any use made of Careers Service data on the destinations of school leavers?)</p>	Salford does not offer post 16 provision.
Pupils out of school	
Does the Plan include information about pupils out of school for any reason?	Yes
Are numbers and reasons assessed and possible changes analysed – for example, the implications of the Government's targets for reducing the number of permanent exclusions from school?	Yes
Is there any reference to the LEA's Behaviour Support Plan?	Yes