

Draft

School Organisation Plan

2003/04 –2006/07

Changes to the previous year's plan are shown in italics

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DISTRIBUTION LIST

CONSULTEES

Headteachers and Governing Bodies of all Buckinghamshire Schools
 Headteachers/TIC of Buckinghamshire PRUs
 Neighbouring LEAs – Bedfordshire, Northamptonshire, Oxfordshire, Hertfordshire,
 Hillingdon, Windsor and Maidenhead, Wokingham, Surrey, Slough, Milton
 Keynes
 District Councils in Buckinghamshire – Aylesbury Vale, Chiltern, South Bucks, Wycombe,
 Oxford CE Diocese
 Northampton RC Schools Commission
 LSC
 FE and HE Institutions in Buckinghamshire
 Management Committees of Youth and Continuing Education Centres
 Area EBPs
 Early Years Development and Childcare Partnership
 Bucks Association of Governing Bodies
 Teachers Professional Associations
 Unison
 Buckinghamshire Admissions Forum
ConneXions
Buckinghamshire Lifelong Learning Partnership

FOR INFORMATION:

Chief Officer of the Council and Cabinet Members
 All other County Councillors
 Members of CAPS
 Strategic Managers

1. School Organisation Plan and Website

This School Organisation Plan provides the information for Buckinghamshire Schools in a summary form. The detailed information for each area, as well as the SOP, is provided on the Buckinghamshire County Council Website (address: - www.buckscc.gov.uk/schools_organisation and click on School Organisation Plan). Note that the end of the website address is school_organisation.

The use of the Website enables this document to be published in a manageable size and format. It also allows the detailed information to be updated regularly and easily so that when the Website is accessed the data provided will be the most recent and therefore the most accurate available. A copy of the SOP is also included on the Website for reference.

Data contained within the SOP is gathered from:

- ◆ *September 2002 for MOE Capacities (MOE-published as a comparison only as the calculation has been superseded by Net Capacity)*
- ◆ *January 2003 Plasc for pupil numbers (adjusted for April Rising 5 actuals)*
- ◆ *January 2003 for Net Capacities*
- ◆ *January 2003 for temporary classrooms*

2. Statutory Notice for Publication of Draft School Organisation Plan

BUCKINGHAMSHIRE LOCAL EDUCATION AUTHORITY

In accordance with the Education (School Organisation Plans) (England) Regulations 1999, and following consultation with the appropriate people, Buckinghamshire Local Education Authority is publishing by 1st August 2003 the Draft School Organisation Plan for 2003/04-2007/08. The complete Draft School Organisation Plan will be available for inspection between the hours of 9.00am and 4.00pm at:

- County Hall, Walton Street, Aylesbury;
- Wycombe Area Education Offices, Easton Street, High Wycombe;
- Chiltern District Council Offices, King George V Road, Amersham
- County Libraries and Branch Libraries.

In considering the future number of school places, which should be available within the Authority over the next five years, the Local Education Authority (LEA) has taken into account the likely demand for places at all types of maintained schools. Primary pupil numbers are expected to fall over the next five years and it is projected that there will be 6,200 surplus places by the end of the period. Secondary pupil numbers are expected to peak in 2005 with an additional 528 pupils compared with current numbers on roll. The Plan sets out, in broad terms, the steps that need to be taken to secure the needs of the Buckinghamshire population during that period. Where numbers are predicted to fall, it is planned to decrease school places accordingly and where a sustained rise is predicted, there will be an increase in places.

Objections to any aspect of the Draft School Organisation Plan can be made in writing and sent to the Strategic Manager - Schools (Ref. PH/RG), School Organisation, County Hall, Walton Street, Aylesbury, Bucks, and HP20 1UZ within the period of *eleven weeks* after the date of this notice. The Authority shall within the period of *four weeks* after the end of the objection period send to the School Organisation Committee for the Buckinghamshire LEA area, a copy of the Draft Plan together with copies of all objections made (and not withdrawn in writing) together with the Authority's observations on them. The Draft School Organisation Plan together with all objections will be considered, under the statutory procedures prescribed by the 2003 Regulations, by the School Organisation Committee within two months of receipt. The final School Organisation Plan will be published and available from the same places as the Draft School Organisation Plan.

3. Glossary

AOT	Age of Transfer (from primary to secondary school)
AMP	Asset Management Plan
AN	<i>Admission Number as agreed between LEA and admission authority or school.</i>
EDP2	Education Development Plan: <i>Published in 2002 to cover the period up to 2007 but reviewed annually and a revised plan is published yearly.</i>
<i>Catchment Area</i>	<i>Area normally served by a school</i>
CE	Church of England
DfES	Department for Education and Skills
EYDCP	Early Years Development and Childcare Plan
Fe	Forms of Entry
FE	Further Education (college)
KS1 Limit	DfES requirement that 5/6 and 7 year olds should not be taught in classes of more than 30 pupils
LA	Local Authority
LEA	Local Education Authority
LSC	Learning and Skills Council
MOE Capacity	More Open Enrolment capacity (Education Reform Act 1988). The capacity figure was calculated from a DfES formula to provide an accurate indication of the physical capacity of a school. <i>This method changed in 2003 to Net Capacity (NC).</i>
NC	<i>Net Capacity: New calculation introduced by the DfES of a school's capacity with the intention of giving a "single, robust and consistent method of assessing the capacity of schools"</i>
NDS	New Deal for Schools
NOR	Number on Roll
<i>Nursery Class</i>	<i>Class established by the LEA and "attached" to a primary school</i>
<i>Nursery School</i>	<i>Nursery Schools established and run by the LEA</i>
OFSTED	Office for Standards in Education
PLASC	<i>Annual Census Return to the DFES [formally known as Form 7]</i>
Planning Area	For school organisation planning the County has been divided into planning areas for secondary and primary schools to help to match supply and demand.
<i>Planning Gain</i>	<i>see section 106.</i>
Pupil Projections	an informed indication of the number of pupils who may need school places in future years based on established trends and information derived from a number of sources. They are not forecasts. They do not take into account parental preference.
PFI	<i>Private Finance Initiative</i>
PPP	<i>Public/Private Partnership. The use of private funds to provide new schools and other facilities.</i>
RC	Roman Catholic.
<i>Section 106</i>	<i>Planning agreements, which require a housing developer to contribute to providing additional school capacity in the area of a development.</i>
SOC	School Organisation Committee. LEAs are required by the School Standards and Framework Act 1998 to set up a SOC, which brings together the key partners in the provision of education at local level. It is not a committee of the LEA.
SOP	School Organisation Plan. LEAs are required by the School Standards and Framework Act 1998 to prepare a SOP for its area for public consultation. It should set out how the LEA proposes to provide sufficient primary and secondary school places to meet the needs of the population in its area. <i>From 2003 a SOP has to be published every 3 years and an annual demographic report will have to be published.</i>
SEN	Special Educational Needs
Standard Number	This is a previous method of calculating a schools' capacity and the minimum

(SN) number of pupils a school must legally admit if there is demand. *This methodology has been superseded by AN (Admission Number) for September 2004.*

VA Voluntary Aided

VC Voluntary Controlled

4. Conclusions from demographic data

In considering the match of pupil numbers to schools' capacities along with other related and relevant information, the following broad conclusions are drawn:

4.1 County-wide

- ◆ *By April 2008, there will be an increase in unfilled and surplus places in the primary sector if no action is taken by the LEA, with schools in particular planning areas being significantly affected, and unfilled and surplus capacity being more than 10% in 13 of the 15 planning areas.*
- ◆ *43 of the 190 primary schools in Buckinghamshire are projected have more than 25% unfilled or surplus capacity.*
- ◆ *The projected number of unfilled or surplus places in the primary sector is expected to change from 4038 (9%) in April 2003 to 6200 (14%) in April 2008.*
- ◆ *The viability of a small number of infant schools still needs to be considered.*
- ◆ *In order to bring the match of NOR and Net Capacity across the County within the 5-10% margin which is required to help to meet parental preference, an average of 375 primary school places will need to be removed each year in the period from now to 2008.*
- ◆ *The implementation of the change to the age of transfer in September 1999 caused a tight match of capacity and pupil numbers in the secondary sector with the current deficit of places overall projected to increase up to 2005.*
- ◆ *The projected deficit of places in the secondary sector will decrease from 606 (2%) in January 2003 to 411 (1%) in 2008 if no action is taken by the LEA. In 2014 the projections indicate that there will be a surplus of 1423 (4%) places.*
- ◆ *There will be shortfalls of accommodation and mismatches of in-area pupil numbers and school capacities at particular secondary schools.*
- ◆ *There will be mismatches between current Admission Number and Net Capacities at certain secondary schools, which will lead to shortfalls of accommodation.*
- ◆ *In January 2003 the median size of upper school sixth forms was 102 students with 17 of the 19 upper school sixth forms having fewer than 150 pupils.*
- ◆ *A balance will have to be achieved between the need to add accommodation in the secondary sector to accommodate the "peak" in pupil numbers, which will occur in the period 2004-2006, and the need to avoid unnecessary additional permanent accommodation being provided.*
- ◆ *In the secondary sector where the overall shortfall in places (compared to Net Capacity) is projected to peak at 1134 and between 250 and 550 additional places could be required each year in order to accommodate the peak in pupil numbers.*
- ◆ *There will be demographic changes leading to falling school rolls in established urban areas, particularly in the south of the County.*

- ◆ *There will be effects, as yet unquantified, as a consequence of changes in SEN policy and strategy, particularly to do with inclusion in both the mainstream primary and secondary phases as well as in the special school sector itself.*

4.2 Aylesbury Vale

- ◆ *It is projected that there will be 1516 (10%) unfilled or surplus primary places in Aylesbury Vale with Buckingham and North Aylesbury Vale Planning Area (Area 1) having 638 (20%) surplus places by April 2008.*
- ◆ *A considerable number (17) of village infant schools have 25% or more unfilled places, but of these only 7 have more than 30 projected surplus places.*
- ◆ *By April 2008 the Southern Aylesbury Vale Planning Area (Area 5) is projected to have more than 15% unfilled or surplus primary places.*
- ◆ *The overall position with regard to primary school places in Aylesbury Town obscures the projected deficit in 7 oversubscribed schools.*
- ◆ *There is projected to be a shortfall of Upper School places by April 2008.*

4.3 Chiltern and South Bucks

- ◆ *It is projected that there will be 2,402 (19%) unfilled or surplus primary places in Chiltern and South Bucks with Chesham & North Chiltern District (Area 6) having 860 (23%) surplus places by April 2008.*
- ◆ *Of the three education areas, Chiltern and South Bucks will experience the steepest fall in primary aged pupil numbers.*
- ◆ *By April 2008 all primary school Planning Areas except for Burnham and surrounding villages (Area 9) are projected to have more than 15% unfilled or surplus places.*
- ◆ *There is a mismatch in the Upper School Sector between in-area children and Admission Numbers indicating that a review of catchment areas will be required.*

4.4 Wycombe

- ◆ *It is projected that there will be 2282 (16%) unfilled or surplus primary places in Wycombe with West Wycombe District Planning Area (Area 12) having 319 (29%) surplus places by April 2008.*
- ◆ *Princes Risborough and North Wycombe District Planning Area (Area 11) and Great Marlow and surrounding villages (Area 14) are also projected to have more than 15% unfilled or surplus primary places by April 2008.*

5. Action Plan 2003/4-2007/8

Policies and Buckinghamshire Strategic Context

The County Council within its Council Plan for 2001-2005 has set itself amongst others, the target of being a modern top performing council, which delivers high quality services, affordable to the Council taxpayer. Within that context the SOP is one of the elements of the Council's strategy with its aim of improving the match of provision to demand in both the primary and secondary sectors. The SOP supports the work of the Council in raising standards of attainment and achievement of pupils and students in Buckinghamshire. Removing surplus places frees up resources that can then be better targeted and providing appropriate premises and facilities supports the raising of achievement and attainment.

The purpose of the SOP is to help the Council, the LEA and Governing Bodies to promote high standards in schools. In particular the following *strategies* are relevant:

- ◆ Inclusion of pupils with SEN and its implications for the use of school premises
- ◆ *The implementation of the DfES's agenda as outlined in Investment for Reform especially where it impacts on the provision for 14-19 year olds.*
- ◆ The use of school premises for early years provision.
- ◆ *Securing improved standards of achievement and attainment*
- ◆ *Increase the diversity of educational provision within the County.*
- ◆ *Promote and encourage racial equality.*
- ◆ *Encourage collaboration between schools, including different partnership arrangements.*
- ◆ *The promotion of community cohesion and the important role of schools as the focal point of their community*
- ◆ The use of temporary accommodation

To ensure that proper links are developed with other areas of planning e.g. EDP2, Asset Management Plans, EYDC Plan, the SEN Policy and Strategy for the Millennium, *the Local Learning and Skills Council Plan, the Accessibility Strategy and the Lifelong Learning Plan.*

Processes and Structures

To develop the practices and protocols relating to the identification and review of schools/area where there is a significant mismatch of capacity and demand.

To use the three area review groups (officers, advisers, elected members, heads, governors and Diocesan representatives) to advise and consult on local issues and the action required. These groups will also need to consider the implications of Asset Management Planning (a DfES Initiative which is a fully integrated approach to the management of all LEA land and property) and its interaction with School Organisation matters particularly in respect of sufficiency and suitability.

To meet at least termly with Diocesan representatives.

Action

To improve the match of provision with demand in the secondary sector by developing agreed proposals to deal with the shortfall.

In line with the service aim of the Council to provide school places where they are needed by encouraging infant and junior schools to combine where appropriate: To review the match of provision with demand in the primary sector and to bring forward to schools and governing bodies, proposals for resolving issues connected with surplus places. These proposals could include amalgamations of schools or school closures. Some 1500 surplus places in the Primary Sector have been removed since 1999 as shown in Appendix 6. There will be fewer possible amalgamations in future.

To provide additional suitable accommodation in the Secondary School sector. Since 1999 the County Council has provided significant additional provision in the secondary sector: set out below are some of the major developments: Further details of the work that has taken place and that is planned is shown in Appendix 5.

Aylesbury Vale:

Major extensions at Buckingham School, and The Royal Latin School

Additional facilities have also been provided at Aylesbury Grammar and Aylesbury High, Mandeville Upper and Quarrendon Upper.

Additional building works are planned at a number of schools, including Voluntary Aided Schools

Chiltern/South Bucks:

Music Facilities at the Chesham Park Community College.

Sports Halls at Dr. Challoner's Grammar and Dr. Challoner's High.

Performing Arts and a SEN Learning Support Unit at Holmer Green Upper.

In addition major works at a number of secondary schools in the area are planned for the next 12/18 months including specialist facilities/sports hall and the removal of temporary buildings.

Wycombe:

Learning Support Unit was completed at Cressex Community School

Science Laboratory at Great Marlow

Major renovations at Highcrest School (formerly known as Hatters lane School)

Specialist Improvements to John Hampden Grammar.

Additional projects are planned for the coming 18 months including at Voluntary Aided School, classroom blocks/major extensions and science laboratories

To review the provision of SEN to match the need and to respond to the implications of the SEN strategy.

To keep under review provision for post 16 education by liaising with the LSC, other partners and schools in relation to the wider needs of the community.

To continue to review the match of Admission Numbers to Net Capacities in both the primary and secondary sectors.

To review secondary school catchment areas and other relevant aspects of admissions policies for September 2005 and take appropriate action in order to improve the match of pupil intakes and school capacity.

6. Background Information

6.1 Buckinghamshire Characteristics and Demography

The distribution of population and its age structure in Buckinghamshire is not uniform. There are large centres of population such as High Wycombe and Aylesbury but also there are rural areas, for example, the West of Wycombe and the majority of Aylesbury Vale. Future growth in population is planned to occur in or adjacent to built up areas and the degree of development in rural areas is likely to be strictly controlled. Details of expected residential development in the County are included in **Appendices 1 and 7**.

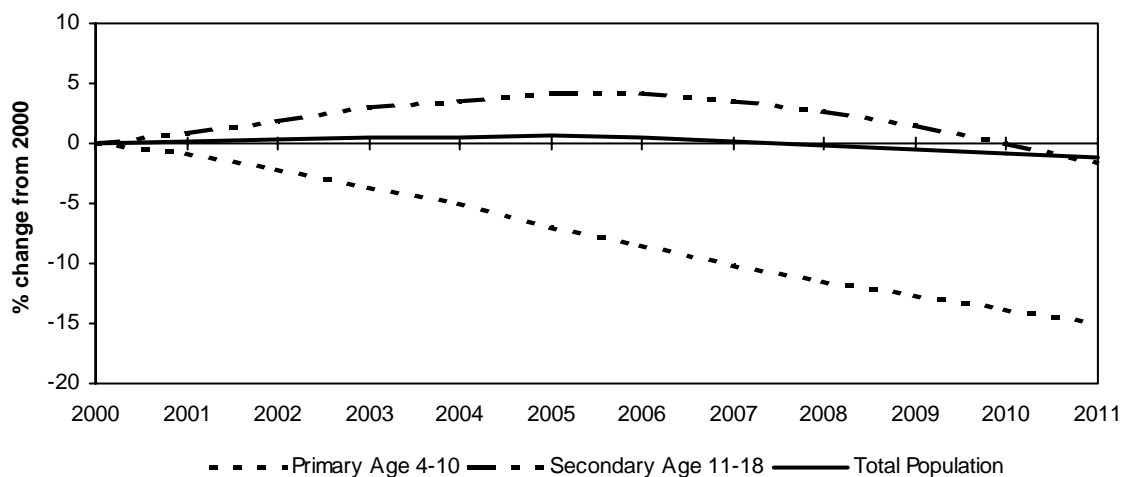
The latest population projections for Buckinghamshire are based on the housing policies contained within the County Structure Plan (adopted March 1996). These projections have been updated to reflect revised dwelling assumptions and indicate that between mid-2000 and mid-2011 the population is projected to decrease by 5,500 (1%) from 476,200 to 470,700. Whilst there is a predicted increase of 14,800 dwellings over this period, the projected decline in population is largely a result of projected changes in household formation and, in particular, predicted reductions in average household size. The population in the County is projected to increase initially and then decline, as follows:

- ◆ 2000-2005 projected increase of 3100 (0.7%)
- ◆ 2005-2011 projected decrease of 8500 (1.8%)

Over the period 2000-2011 children of primary school age (4 to 10) resident in the County are projected to decline by 6,500, whilst children and young adults of secondary school age (11 to 18) resident in the County are projected to decline by 800 (see Figure 1).

Note: The population data has not been updated since 1998 and the next update will not now be available until 2004 at the earliest, when data from the last National Census is released.

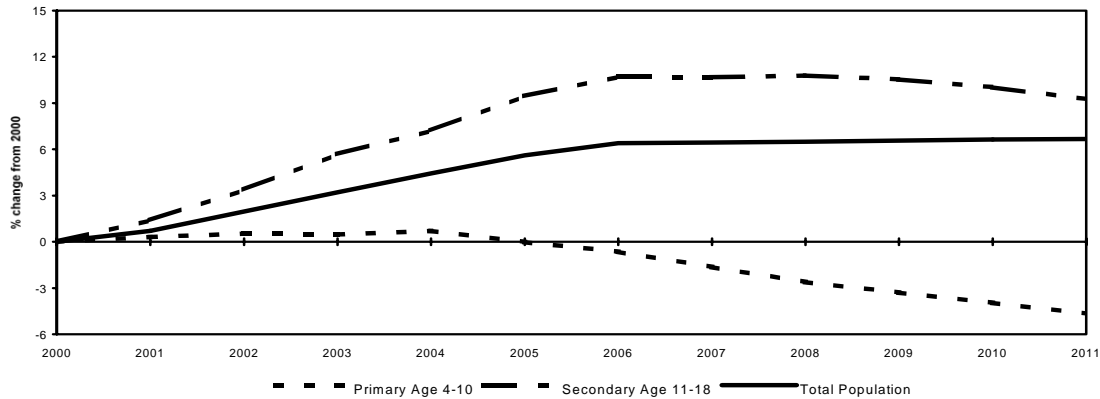
Figure 1 Buckinghamshire Projected Population Change 2000-2011



Aylesbury Vale

In Aylesbury Vale over the period 2000-2011 the population is projected to increase from 159,100 to 169,700. The primary school pupil population is predicted to remain relatively stable at around 15,300 over the period 2001-2005, then decrease to 14,600 by 2011 (Figure 2). The secondary school pupil population of 16,700 in 2000 is predicted to rise to 18,500 in 2008, and then to decline.

Figure 2 Aylesbury Vale Projected Population Change 2000-2011

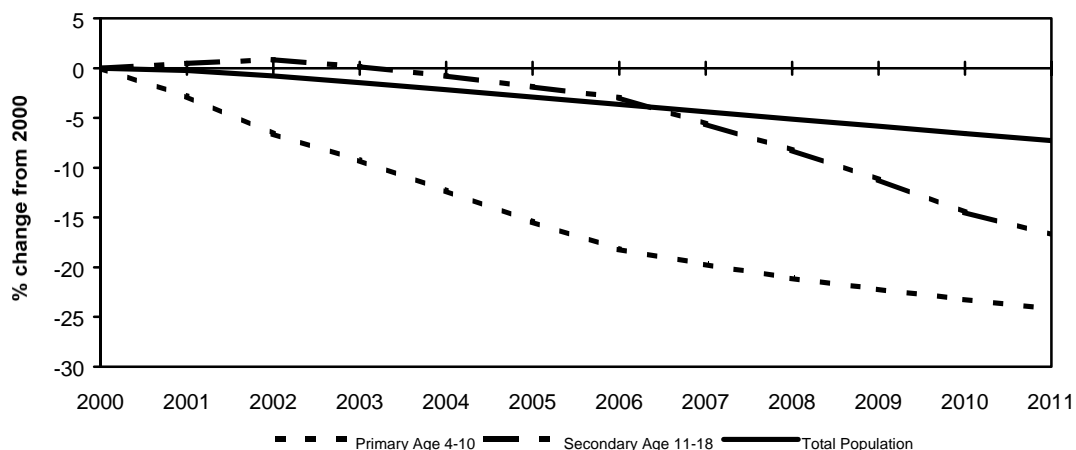


Chiltern/South Bucks

Amongst the four local district councils within the County, Chiltern's population is projected to have the greatest decrease, falling by over 8,000 from 2000 - 2011. The reason for this is the relatively low amount of new residential development expected, coupled with a projected decline in average household size. An increasingly large proportion of the population will be aged 45 or above.

The population in the combined districts of Chiltern and South Bucks is projected to decrease by 11,300 over the period 2000-2011 (Figure 3). Over the period 2000-2011 the resident population of primary school age is predicted to fall by over 3,188 (24%), whilst the resident population of secondary school age is also predicted to decline over the projection period, falling by 2,600 from 15,700 in 2000 to 13,000 (17%) in 2011.

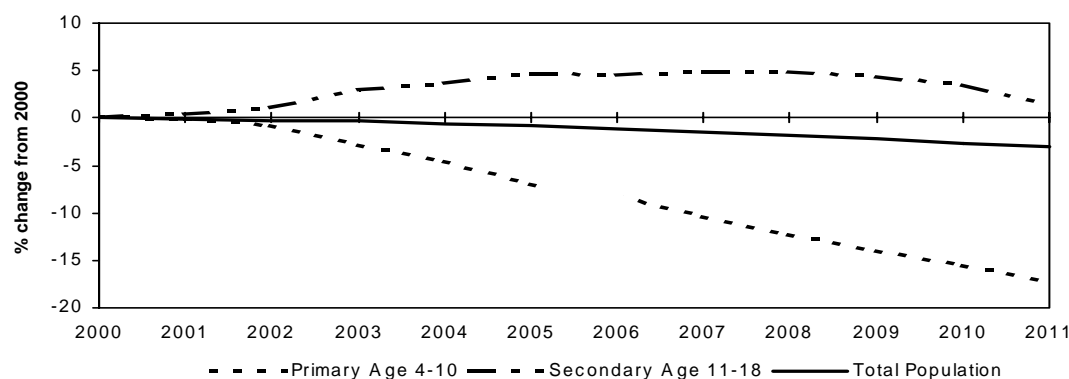
Figure 3 Chiltern South Bucks Projected Population Change 2000-2011



Wycombe

Wycombe's population is projected to fall by 4,800 between 2000 and 2011 from 162,400 to 157,600 (Figure 4). Over the same period the resident population of primary school age is projected gradually to decline from 15,000 in 2000 to 14,300 in 2004 and then to fall sharply to 12,400 by 2011. Over the period 2000 to 2001 a rise of 200 (1%) is projected in the population of secondary school aged rising from 16,500 in 2000 to a peak of 17,300 in 2007 before decreasing to 16,800 by 2011.

Figure 4 Wycombe Projected Population Change 2000-2011



6.2 School Provision

Buckinghamshire is unique amongst shire authorities in having a universal system of selective secondary education. It also operates a catchment area system although in the grammar school sector there is a significant extent of catchment area overlap which continues to be an issue but is part of a major consultation during 2003. It has experienced a considerable increase in staying on rates post 16 over the last decade, with a staying on rate of 60% in the secondary school sector.

Buckinghamshire has a number of special schools catering for children with moderate learning difficulties, severe learning difficulties and emotional and behavioural difficulties. The role of special schools will continue to be reviewed in order to accommodate the changes proposed in the Government Green Paper "Excellence for All Children: Meeting Special Educational Needs" and the subsequent paper "Meeting Special Education Needs: A Programme for Action". New duties placed on LEAs will also mean that the nature and the amount of provision for children who are out of school will also have to be reviewed.

Mainstream School Pupil figures

The table below summarises the number of mainstream schools in September 2002 and the number of pupils in Buckinghamshire as at January 2003.

Type	Number of Schools	Number on Roll
Infant	59	5775
Junior	23	5916
Combined	103	27295
Primary Total	185	38986
Grammar	13	14730
Upper	21	19491
Secondary Total	34	34221
Special Schools	14	1091
Nursery Schools	2	157
All Schools – Total	235	74455

Note:

Figures for infant and combined schools exclude 1275 pupils in 22 designated nursery classes and also 528 pupils in non-designated nursery classes.

LEA Maintained Schools at September 2002.

i: Mainstream Schools: By status

Primary		Secondary	
Community	109	Community	21
Controlled	0	Controlled	6
CE Controlled	33	CE Controlled	0
CE Aided	28	CE Aided	1
RC Aided	7	RC Aided	1
Foundation	8	Foundation	5
Total	185	Total	34

In the primary sector 12% of all pupils attend C of E Controlled or Aided schools and 5% of all pupils attend RC Aided schools as at January 2003.

ii: By educational area

Area	No. Primary Schools	No. Secondary Schools	No. Special Schools	No. Nursery Schools
Aylesbury Vale	71	11	6	0
Chiltern/South Bucks	58	12	4	1
Wycombe	56	11	4	1
Total	185	34	14	2

Current and projected pupil populations overall in Buckinghamshire are as follows:

	Primary	Secondary	Total
2002/03	39,202	34,221	73,423
2005/06	37,780	34,713	72,493
2007/08	37,040	34,026	71,066

Figures for Secondary school pupils relate to January in the academic year, figures for Primary school pupils relate to the following April (Summer term) when pupil numbers are at their highest.

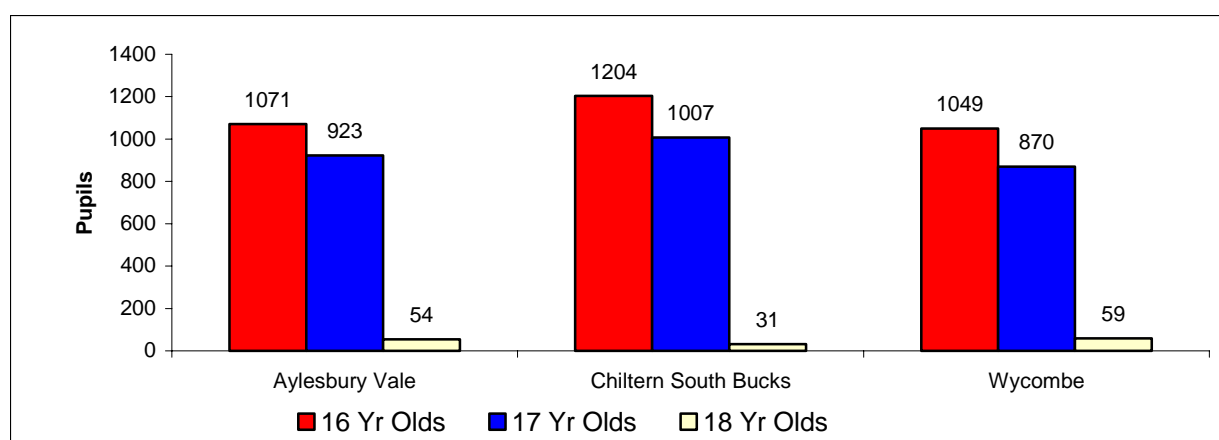
Gender Balance of School Population (Not Including Nursery or Special Schools).

	Boys	%	Girls	%
Bucks Primary	20,738	51	19,761	49
England Primary	2,276,900	51	2,183,300	49
Bucks Secondary	17,141	50	17,080	50
England Secondary	1,574,600	50	1,547,300	50

Source: Annual Schools' Census January 2003 (England figures relate to 2000).

All Buckinghamshire schools are co-educational with the exception of 4 girls only and 4 boys only maintained grammar schools and 1 girls only and 2 boys only special schools.

Post 16 Provision in Buckinghamshire Maintained Schools (January 2002)



Special Educational Needs (SEN) Provision

Other than the special schools already listed, there are 27 departments at primary and secondary schools covering a range of learning, communication and physical difficulties. The LEA currently has 6 pupil referral units: 2 in each area, catering for primary and secondary age pupils.

Under/oversubscribed schools

In previous SOPs, tables have been included showing the number of over and under subscribed primary and secondary schools. However the number of Foundation and Aided Schools who are their own admission authority has increased and it is no longer possible to provide accurate figures.

Pupil Turnover

Two primary schools in Buckinghamshire are located very close to defence establishments and they therefore suffer from a high turnover of pupils. There are also other schools that because of their proximity to say a traveller's site have a significant level of pupil turnover. In recognition of the particular issues facing these schools the LEA's policy is to support them when they meet agreed criteria by providing additional financial support through their budget allocation and the provision of a Minority Ethnic and Travellers Achievement Service (METAS).

6.3 The Arrangements for Local Decision Making on School Organisation

The County Council has the statutory responsibility to secure sufficient primary and secondary school places. The organisation of school places locally is a partnership between the LEA, diocesan authorities, school governors and LSC. The SOC is the legal body, which determines these places.

The SOP, after public consultation, sets out how the LEA will provide the appropriate places in its primary and secondary schools. It will provide the framework for the SOC to consider and then determine the organisation of individual schools.

Open and transparent planning is a key element of County Council policy and the discussions between all interested parties leading up to the publication of the final SOP are vitally important.

The SOP must enable specific links to be made between the organisation of school places and raising standards in schools.

The SOP does not replace the publication of statutory notices for change of school organisation: this formal process continues but involves the SOC and, if necessary, the Adjudicator.

6.4 The School Organisation Committee (SOC)

The SOC has taken the place of the Secretary of State in the decision-making process on school organisation proposals, and has the responsibility to approve the SOP.

The SOC is not a committee of the County Council. It is a separate statutory body, which brings together the key partners in the provision of education at a local level, giving each an equal voice.

There are regulations and guidance relating to the constitution of the SOC. There is a *minimum of 5 groups and a maximum of six involved and each group has a single* (collective) vote. The groups represent the LEA, the local CE Diocese, the local RC Schools Commission, the LSC, School Governors and a possible sixth optional group.

The SOC must have a Chairman and Vice Chairman, each from separate representative groups, elected annually from within its membership by the majority of individual votes cast. The SOC also has a Secretary (normally an officer of the County Council).

The SOC must meet at least once a year to agree the SOP. There is a requirement that any SOP should be agreed unanimously by the SOC. In the event of disagreement, the matter is referred to the Adjudicator who has the final say. This person is independent, appointed by the Secretary of State, and supervised by the Council on Tribunals.

The SOC meets as necessary to consider individual proposals for change. In Buckinghamshire meetings are arranged on a quarterly basis. *As a result of a consultation in 2003 by the DfES there have been a number of changes to the regulations governing SOCs, as well as to the guidance issued to them. This SOP reflects those changes.*

6.5 The School Organisation Plan (SOP)

This document is the SOP and it includes primary, secondary and SEN provision. It links in with many other County Council Plans, in particular the Council Plan, Educational Development Plan, Community Plan, Youth Plan and the Asset Management Plan.

As a result of a consultation in 2003 by the DfES, the future arrangements for the publication of the SOP have changed. It will now be a 3-yearly document and the draft will need to have been published by the 1st June. However demographic information will have to be published annually. Due to a delay in the DfES consultation the draft SOP for the period 2003/04-2007/08 has to be published in 2003 by 1st August.

As part of the consultation, the content and structure of the SOP was changed and this SOP reflects those changes and additional requirements.

6.6 Why Plan School Places?

The County Council has a statutory responsibility to ensure that schools in its area are sufficient in number, character and equipment to provide education suitable for the different ages, abilities, aptitudes and special educational needs of pupils of school age. Buckinghamshire not only aims to ensure there is “adequate” provision but also seeks to provide a high quality education service for all of its pupils.

Where there are significant numbers of surplus or unfilled places, funding is being wasted on unnecessary premises costs. This affects the quality of education that can be provided because overall there is less to spend.

As well as the incentive of more revenue funding across the whole system, LEAs have been encouraged to remove surplus places by Government offering capital funding for rationalisation programmes. Capital funding can also be released by the disposal of land and buildings which are no longer needed.

Too few places will limit the ability of the LEA to try to satisfy parental preference.

The ability of the LEA to add capacity within the school system is limited by the availability of capital funding for new building. Any bid to the DfES for additional places at a school is reduced by the existence of spare places at other schools nearby.

Increasingly, there will be other sources of funding available e.g. Public Private Partnerships, including the Private Finance Initiative.

The LEA will look at alternative uses of surplus accommodation e.g. linking with Libraries, Youth and Continuing Education and letting/leasing to appropriate third parties.

6.7 Admissions Forum

The 1998 Standards and Framework Act as amended by the 2002 Education Act required each LEA to establish in its area an Admissions Forum. The Forum is to be a vehicle for Admission Authorities and other interested parties to discuss the effectiveness of local admission arrangements, seek agreement on how to deal with difficult admission issues and to provide advice to admission authorities on ways in which arrangements can be improved.

The Admissions Forum has recently been reconstituted in Buckinghamshire and their role will develop over time as they consider issues to do with the distribution and sufficiency of school places.

6.8 Buckinghamshire Policies

School Size

4-11 Combined Schools

When building new combined schools (and these are likely to be the only new ones in Buckinghamshire), the minimum size is 210 places (1 fe, 30 pupils per year group and the maximum 630 places (3 fe, 90 pupils per year group) although the optimum size is likely to be 420 places (2 fe, 60 pupils per year group). A 420 place combined school allows for a convenient organisation structure along with economies of scale in providing curriculum areas. The larger staff numbers and teaching facilities enables the school more effectively to cover the breadth of the National Curriculum. The larger numbers of teaching staff facilitate professional development and generate improved career progression. However, too large a combined school can have a daunting effect on younger children as well as creating a challenging administrative load for senior staff.

4-7 Infant and 7-11 Junior Schools

National guidance indicates that these should range from 2 fe to 5/6 fe. However, Buckinghamshire guidance recommends the range of 1 fe ⁽¹⁾ to 4 fe ⁽²⁾ but it is highly unlikely, given the current County Council policy, that any new infant or junior schools will be built. The LEA does have schools smaller than this recommendation (in particular in rural infant schools) but while they continue to provide a good education for pupils with good value for money then these will continue to be regarded as *providing a viable contribution to the service and their local community*. It also has one larger infant school to which the above also applies.

⁽¹⁾ (90 place infant; 120 place junior), ⁽²⁾ (360 place infant; 480 place junior)

Upper and Grammar Schools

Curriculum analyses of Upper and Grammar Schools have shown that both types of schools would have difficulty in covering the 11-16 secondary curriculum if they were to fall below around 480 (4 fe). At the other extreme a 10 fe upper school will generate 1500 pupils aged 11-16 and 200 in the sixth form whereas a 8 fe grammar school with a sixth form of 350 to 400 the total pupil number on roll will approach 1550 to 1600 which, arguably, is becoming overlarge. Accordingly, it is recommended that the optimum sizes for Upper schools with sixth forms are 850 to 1560 pupils and Grammar schools are in the region of 1050 to 1450 (5 or 6 fe) but a few larger schools will be required for the foreseeable future to cope with the increase in demand in the secondary sector.

e.g. upper schools 5fe 850 (750 + 100) grammar schools 5fe 1050 (750 + 300)

6fe 1020 (900 + 120)
8fe 1360 (1200 +160)

6fe 1260 (900 + 360)
7fe 1470 (1050 + 420)

Note:

1. In the brackets above the first number is for pupils aged 11-16, the second for 16+ pupils
2. Assumes 100% staying on rate in grammars and at least 33% in uppers.

Securing improved standards of achievement

Through its Council Plan and EDP2 the County Council sets out the targets and improvements that it aims to achieve to ensure the continued improvement in the standards of attainment and achievement of its pupils and students.

After extensive consultation the County Council will publish by the 18th July 2003 a revised and updated version of its EDP. The eight overall priorities that were identified as being the priorities for Buckinghamshire will continue into the revised EDP. A number of the individual action plans have been achieved, and the updated plan will reflect these changes, new government legislation and any changed priorities. The SOP draws on these priorities and reflects the changes that have been incorporated into the revised and updated EDP.

Amongst other issues particular mention is made in the EDP of the strategies that would be put in place to support a school that is identified either by Ofsted or via the LEAs own rigorous monitoring procedures as giving cause for concern. EDP2 clearly outlines the procedures and monitoring that are in place should such a need arise.

The LEA policy states that schools in special measures or serious weaknesses that do not come out of those categories within proscribed timescales will be considered for closure.

Similarly the LEA will challenge those schools that through its own procedures it feels are giving cause for concern, and will establish regular and rigorous monitoring meetings so that targets for improvement are established and closely monitored.

Special Schools:

In the review of SEN Policy and Strategy for the Millennium, it is recommended that special schools should be organised so that they can offer a range of provision that will meet more complex needs. Where existing arrangements have provided for all-age schools and these are retained, the special schools will be supported to ensure pupils receive age-appropriate educational experiences. The schools are to be developed to meet the diverse and complex needs of pupils from a broad band on the continuum of special educational needs. For these reasons, therefore, proposals are being developed for special schools serving either the primary or the secondary sector. The special school consortium project has now been renamed "The Consortium Project" in the light of the move towards increased inclusion into mainstream settings. There is now a project manager in post and the intention is to further develop provision within Buckinghamshire that is matched to identified needs.

Diversity of Educational Provision

The County Council under its overall Service Aim (Service Aim 7) of promoting and facilitating the delivery of public services tailored to the needs of local communities, is committed to increasing the diversity of educational provision within Buckinghamshire.

There already is a considerable diversity of provision:

- ◆ *All Buckinghamshire schools are co-educational with the exception of 4 girls only and 4 boys only maintained grammar schools and 1 girls only and 2 boys only special schools.*
- ◆ *There are denominational schools, both primary and secondary.*
- ◆ *A number of special schools and one secondary school have boarding provision.*
- ◆ *A number of secondary schools have sought and gained Specialist Status and the LEA will be working with all secondary schools to fulfil the DfES's aim, as outlined by the DfES in February 2003, of all secondary schools acquiring specialist status*
- ◆ *The LEA will support and work with those schools and governing bodies who wish to become Academy's*
- ◆ *The Council is committed to meeting the DfES's target of having 1 extended school by 2006.*
- ◆ *As detailed elsewhere in the SOP (page 19) the County Council has a number of Leading Edge and Beacon Schools*

Secondary Schools Seeking Specialist Status.

The LEA has worked with its secondary schools in developing a co-ordinated and planned approach to seeking specialist status. A number of schools have been successful in achieving specialist status and others have been identified as potential candidates for specialist status in the future.

The government has stated that's its aim is that all secondary schools should in time acquire specialist status and the LEA will work with secondary schools to achieve this aim in Buckinghamshire. The government has also stated that new specialisms will be available, including music and the humanities. They are also encouraging schools in rural areas to introduce a rural dimension into relevant specialisms.

Additional funding (including capital funding) is available to schools successful under this initiative. This funding is available for the development and upgrading of specialist facilities.

The Buckinghamshire schools, which currently have specialist status, are:

Arts –	Sir William Ramsay School
Languages –	Aylesbury High School, The Royal Grammar School
Performing Arts –	Sir Henry Floyd Grammar School
Sports –	Dr Challoner's High School, The Wye Valley School
Technology –	Aylesbury Grammar School, Beaconsfield High School, John Hampden Grammar School, Princes Risborough School, Chalfonts Community College
Science and Maths –	Dr Challoner's Grammar School, Royal Latin School

Leading Edge and Beacon Schools

The LEA currently has 12 **Leading Edge and Beacon (Primary)** Schools and the LEA are extremely proud of there being awarded this status. The 12 schools are: -

Aylesbury High, Butlers Court Combined, Chestnut Lane Infant, Dagnall Infant, The Downley, Elangeni Junior, Gawcott Infant, Lent Rise Combined, Thomas Harding Junior, Tylers Green First, Waddesdon CE and Woodside Junior.

Each of these schools has been allocated by the DfES, a sum of money (c£30,000) each year for three years to share their good practice. This scheme, designed to reward and disseminate good practice is being phased out. In the secondary sector it is to be replaced in September 2003 by the Leading Edge initiative.

Small Schools

The Government has re-affirmed its commitment to small rural schools in DfES Guidance on Local Decision Making on Statutory Proposals (1999). SOCs and Adjudicators should not normally consider the closure of small rural schools.

Small schools in Buckinghamshire have shown themselves capable of delivering the National Curriculum and providing a high standard of education. In addition, the judgement from OFSTED inspections on the quality of education and the value for money provided by small schools is not significantly different than for the judgements on larger schools. In primary schools it is recommended that at least one class be formed for Key Stage 1, one class for Key Stage 2 and where appropriate, separate discrete arrangements be provided for early years pupils. It is also recommended that there should be no more than 2-year groups in each class.

In small primary schools there is often a disproportionate load on the Headteacher, not only in terms of teaching but also in terms of administration, leadership and relationships with the community.

The Council aims actively to encourage Infant and Junior schools to combine whilst protecting small village infant schools *Service Aim 9 Council Plan 2001-2005*.

Pre-School Provision:

Through the EYDCP the local authority provides free, part-time, good quality early years education for every 4 year old whose parents wish it and there are free sessions available for some three year olds. Government targets will extend the provision of Early Years education to 3 year olds from April 2004. In Buckinghamshire 3 and 4 year olds can attend a local authority Nursery School, a nursery class in a maintained school, a private nursery school or a pre-school playgroup. An important aspect of the provision is variety, as parents must have the right to choose what they feel is the most appropriate setting for their child.

Providers who offer places to 3 and 4 year olds must register with the EYDCP. This registration also means that they have agreed to work towards the Buckinghamshire Quality Standard and to provide the Foundation Stage curriculum, as well as adhere to the (Ofsted) National Standards. *Each provider must also maintain an SEN Policy and an Equal Opportunities Policy.*

The Buckinghamshire Children's Information Service BCIS (part of the Early Years and Childcare Service) can also provide further details on 0800 3283317.

Out of School Provision:

Currently there are six pupil referral units which cater for the needs of children who are excluded or who, for a variety of reasons, are out of school. This whole area is being considered as part of a major review of SEN provision, *so as to ensure that there is a coherent continuum of provision to meet identified needs. In addition, a number of initiatives have been undertaken to address such areas as "Not School" and "Include". A reintegration group (RIG) tracks pupils who are out of school in order to ensure that their needs continue to be met appropriately.*

Post 16 Provision:

In June 1999, the Government published the 'Learning to Succeed' White Paper. This sets out plans to modernise and reform Post 16 education and training provision in England. A national Learning and Skills Council (LSC) was set up in April 2001, taking on the training functions of the Training and Enterprise Councils and the funding responsibilities of the FEFC. The LSC is responsible for the funding, planning and quality assurance of:

Further Education sector colleges; school sixth forms; work based training for young people; work force development; adult and community learning; information advice and guidance for adults; education business links.

There are 47 local Learning and Skills Councils and they are responsible for ensuring that the needs of local communities, businesses and individuals are reflected and met through LSC funded provision. The local LSC determines allocations of funding locally against nationally agreed formulas and deploys a local discretionary budget.

The LSC is responsible for securing the provision of proper facilities for the education of those aged 16 to 19. Under the Learning and Skills Act, proper facilities are defined as of a quantity sufficient to meet the reasonable needs of individuals, and of a quality to meet those needs. In performing this duty the LSC must also secure value for money. The LSC is also responsible for strategic planning across a range of providers in order to improve the quality, flexibility and choice of school sixth form, college and other 16-19 provision.

The LEA supports the continuation of a diverse range of high quality 16 - 19 provision, which will enable students to choose between remaining at school or transferring to an FE college or pursuing training elsewhere. *Our aim is to ensure that all students are able to access an appropriate range of provision within a reasonable travelling distance from their home.* It is recognised that a greater level of liaison and co-ordination between schools and FE colleges will be required to ensure that the best use of resources is achieved whilst maintaining diversity of provision.

The LEA is supporting and encouraging collaborative work between schools and between schools and FE colleges. Some schools are jointly planning timetables for sixth form courses. Others are enabling students to complete one or more courses of study with another local provider. All but two of our secondary schools have sixth forms (and plans are in place for these two to include post 16 work in the near future). Across our schools we are able to offer a very wide range of courses, AS levels, A levels, AVCEs, GNVQs and other qualifications. Standards of achievement in Buckinghamshire are among the highest in the country.

The Promotion of Community Cohesion and the important role of schools as the focal point of their community.

In the Council Plan for 2001-2005, one of the stated aims is to encourage all aspects of learning activities within the community for all ages and the LEA will support community cohesion by working closely with its partners to ensure the implementation of this aim.

The Community Plan published in 2002 after extensive consultation including with the Bucks Partnership for Action, has amongst other aims, those of supporting Local Communities by targeting resources, widening access to Lifelong Learning and providing support to local areas of particular need.

Education improves the quality for life of Buckinghamshire's residents and visitors. To create a cultural and social environment which promotes and supports learning and drives up standards, priorities have been developed by the LEA.

These include pre-school education and care, literacy and numeracy, citizenship, employment related education, youth justice, culture, lifelong learning and health improvement.

The needs of the Youth and Community, Adult Learning and Libraries and Heritage Services will be considered when changes are being planned to an existing school site, or when a new school or education facility is being planned. *An example of where this partnership working has been implemented is the provision of a library within the campus of the new Thomas Hickman School in Aylesbury.*

To obtain maximum benefit the planning process should also engage a range of partners including the leisure departments of the district councils and local community groups as well as the Learning Partnerships.

The County Council recognises the importance of encouraging communities by providing and supporting appropriate resources and is committed to increasing social cohesion within Buckinghamshire and will work with its partners to ensure the achievement of this aim. The LEA will have one fully "extended" school, in line with DfES policy, in place by 2006 and will work closely with schools and governing bodies to promote community cohesion and schools' contribution to the life of a community.

The LEA also supports the Buckinghamshire Education Business Partnership, which provides a wide range of business support to education to enhance the learning process and to ensure that students are better prepared for the transition from school to employment.

Inclusion for pupils with Special Education Needs (SEN):

The SEN review began in April 1999 and has led to a revised SEN Policy and Strategy. It has established a set of principles *which incorporates the DfES's policies on inclusion. In January 2000 a new SEN Strategy and Policy was adopted and currently the operational and organisational implications of the policy are being worked through. A Best Value review of Special Educational Services recommended, " a clear and agreed inclusion policy for Buckinghamshire be adopted".*

A draft inclusion policy has now been completed and is about to be widely consulted upon. Inclusion is seen as one of the essential components of the SEN Strategy and Policy. The intention that underpins the inclusion policy is that, wherever appropriate, children are having their educational needs met within mainstream settings.

Admissions Policies:

There are strong links between the SOP and arrangements on admissions. The respective roles of the SOC and the recently reconstituted Admissions Forum will develop over time and when established the Forum will have opportunities to consider issues around the distribution and sufficiency of school places and to advise the LEA on issues arising from their discussions

Directly linked to admissions policies are the calculation of Admission Numbers and Net Capacities and how this may best achieve a match of pupil numbers to pupil places; the future operation of the catchment area system, and the operation of admissions criteria where schools are oversubscribed. Revised National Guidance on the Admissions Framework will have significant implications for the operation of admissions policy and will also impact on the work of the SOC. In June 2003 the LEA is starting a consultation exercise on proposals for changes to catchment areas for secondary schools, and on some over-subscription criteria and as required by the 2002 Education Act, is also consulting on changes to schools admission arrangements.

Management of Parental Preference:

In recent years around 95% of parents have secured their first preference place in the primary sector and 93% in the secondary sector. The Authority endorses the concept of parental preference and supports it through the operation of its admission policies and through the planning and management of its school provision. However, a proper balance is needed between parental preference and the management of surplus places. The DfES advises that there should be no more than 10% surplus places. Practical experience leads to a view that 5-10% total spare capacity enables a high level of parental preference to be achieved.

Accessibility and Travel

Transport is provided for in-area children aged 8 years or less if they live more than 2 miles from the school and for those aged 8 and above, transport is provided if they live more than 3 miles from the school. The LEA recognises, particularly for pupils of primary school age, that long journeys can be stressful and tiring and may have an adverse effect on the ability of a pupil to learn effectively. There are guidelines relating to journey times and a practice of seeking to minimise these wherever possible.

As a rural and selective county, transport costs are above the average and the LEA will continue to look at possible efficiencies. Other factors for consideration include the County Council's and District Councils' stated aspirations in respect of the quality of the environment and the quality of life in Buckinghamshire along with the planning requirements, which are conditional on the development of new schools or the extension of existing schools (e.g. School Travel Plans).

The LEA has recently published its Accessibility Strategy and is committed to ensuring the widest possible accessibility to premises by a school's local community and is to undertake training to support Headteachers and governing bodies in the implementation, both of their own school Accessibility Plans and of the LEA's Accessibility Strategy. The LEA is especially keen to see that appropriate arrangements and provision is made for disabled pupils and students to try to ensure that they are not disadvantaged. The LEA will work with schools and governing bodies to ensure, where appropriate, the use of school's devolved formula capital allocation so as to improve schools' accessibility.

The Use of Temporary Accommodation

Temporary classrooms are an expedient which is relatively poor value for money, arguably detrimental in their contribution to the visual environment and more difficult to integrate into a school than a traditional extension or adaptation.

Compared with many LEAs, Buckinghamshire's temporary classroom usage is low. In July 2002 there were 193 temporary classrooms (primary, secondary and special) in use across the County. In July 2003 there were 161 temporary classrooms – a reduction of 32. It is the LEA's intention to remove surplus temporary classrooms in primary schools as a priority. In the secondary sector, however, some use of temporary accommodation will be appropriate in planning to accommodate the pupil population peak in 2005-2006 and for a few years afterwards. Prudent use of temporary accommodation means that the LEA would not build permanent accommodation for the peak population and so create what will subsequently become surplus accommodation. The LEA continues to monitor how best to deploy its capital resources and to provide the optimum balance between general teaching and specialist accommodation, as well as permanent and temporary accommodation.

Linking the Quality of Provision to Raising Standards:

Governmental priorities, as in NDS and AMP and the Schools Capital Strategy, place an onus on LEAs to demonstrate that investment in accommodation is good value for money and will lead to raised educational standards. Future proposals for grant or capital borrowing approvals will be required to demonstrate the positive effects on pupil and staff morale, the provision of more cost efficient buildings, a reduction in surplus capacity (as this will allow money to be recycled back into the system for the benefit of pupils) and an improvement in specialist facilities in response to the changing demands of the curriculum.

In recent months the DfES has been actively promoting consideration of longer term developments rather than the “patch and mend” approach. A DfES consultation document “Building Schools for the Future” is promoting the building of new Secondary Schools via a Joint Venture Company (details have yet to be fully made available).

Securing Funding

Future funding regimes will be more competitive and the demonstration of the effects of investment and value for money in making those investments of public monies will be more closely scrutinised.

Specific issues which the LEA and its partners will have to consider include:

- ◆ the demonstration of explicit links under AMPs between the quality of accommodation (and the investment in that accommodation) and raising educational standards and improving pupil achievement.
- ◆ the possibilities of entering partnerships with the private sector under Public Private Partnerships (PPP) as well as external sources of funding e.g. Lottery, local sponsors and the European Union.
- ◆ The County Council strategy on surplus/disposable property and their capital receipts.
- ◆ *The Council has received Targeted Capital Funding from the DfES to enable work to start on the creation of a Primary Complex Needs Special School in Aylesbury Vale.*

Targeting

As part of the County Council’s overall raising achievement strategy, targeting of resources into areas where regeneration and rejuvenation is required or where there is the maximum likely impact on standards will be a continuing strategy.

An example of this is the work that the LEA has undertaken with the DfES on the creation of a “Fresh Start” school in High Wycombe, Highcrest School and the Excellence Cluster in Wycombe.

In addition a Wycombe Commission was established and reported on the provision of schooling in East Wycombe. A number of the recommendations of the report have been implemented, including the new “Fresh Start” School, and the rationalisation and removal of a number of surplus primary school places.

Providing Planning Information

Recent reviews by external auditors have concluded that Buckinghamshire has a good database on the number of children of pre-school age (as borne out by the accuracy figures which show error rates for both primary and secondary sectors at less than 1%). The LEA will seek to continue to provide accurate and reliable planning information and to develop the presentation and usefulness of this.

Buckinghamshire produces pupil number data at area level and individual school levels and the figures are desegregated to individual postcode level. Audit Commission good practice is followed with the LEA making use of Health Authority data. New housing development is also used as part of an annual procedure. Effective systems are in place to ensure that school capacities are accurately measured and to reduce the level of unfilled places, *this has been aided by the introduction of the Net Capacity (NC) calculation for calculating a school's capacity. For this SOP and for information only, Appendices 1 and 2 show both methods of calculation.*

The LEA also recognises the importance of improving links and partnership working at the planning and projecting stages with other bodies particularly the Dioceses, local groups (such as the Early Years Development and Childcare Partnership), neighbouring LEAs, District Councils (Strategic and Local Plans), and will therefore continue to seek to improve these links in the context of the arrangements for local decision making on school organisation.

Collaboration between schools.

In line with DfES policy the LEA is committed to seeing increased commitment amongst schools in Buckinghamshire to increased collaboration and networking. It recognises the benefits to students and pupils from a more collaborative approach and is planning additional initiatives and strategies to help schools to work together to implement the strategy.

Within the County there are a number of examples of successful collaboration amongst schools and with our other partners. These include:

- ◆ *The "Excellence Cluster" in Wycombe, which has seen the establishment of a "Fresh Start" School, Highcrest.*
- ◆ *The Aylesbury Vale Federation of Small Schools (FOSS) which is a group of (24) schools who have a long and productive history of working collaboratively: There are similar groups in Wycombe and Chiltern and South Bucks who have a track record of working together successfully.*
- ◆ *The Schools Liaison structure within the county where secondary, primary and special schools work in close and supportive collaboration*
- ◆ *The LEA is committed to working with schools and governing bodies to support those who wish to work in a formal "Federation of Schools". As part of its strategy to promote greater collaboration the LEA will work with those schools that are considering the possibility of forming or joining a Federation. The LEA will promote the benefits of a Federation where it can be clearly shown to bring benefits in terms of improved educational standards or increased community cohesion.*
- ◆ *Those secondary schools who have sought and gained Specialist Status work in close collaboration with other schools to ensure that their expertise and experience benefits as many pupils and students as possible*
- ◆ *Those schools that have acquired Leading Edge or Beacon Status are committed to working in close partnership with other schools so that their expertise can be used as widely as possible.*

Promoting Racial Equality.

The County Council with the aim of promoting race equality has adopted a Corporate Diversity Action Plan as well as a Race Equality Scheme.

The three-year strategic action plans that have been established are intended to be an integral part of the County Council's Service planning and Appraisal process, reflecting the whole council approach to this issue.

The County Council recognises that discrimination and prejudice can take many forms and through the implementation of its action plan is committed to making equality of opportunity a reality.

The County Council recognises that certain groups of people are likely to be at particular risk from discrimination and it acknowledges that this discrimination may be on many grounds including: age, gender, ethnicity, disability, social background, sexual orientation, religious beliefs and those with HIV positive status.

It has established key performance indicators and set targets related to those indicators. Advice, guidance and support on a range of connected issues is provided to schools and governing bodies.

Encouraging New Providers

The LEA is fully supportive of the requirement within the 2002 Education Act that where it decides to build a new secondary school, the LEA should publish notices inviting any interested parties to submit proposals for the new school before it publishes its own proposals. The LEA will ensure that it works with potential partners and that it will support, where appropriate, their applications.

Supporting popular and successful schools to expand

The Council Plan states that one of the County Council's aims is to raise pupils' achievement by challenging and supporting all schools within the County's successful selective education system.

The LEA will provide support and advice to schools and their governing bodies who are seeking to expand and a number of Buckinghamshire schools have had additional classrooms, general accommodation and specialist accommodation built, to enable them to accommodate additional pupils or students.

6.9 Shortfall of Places: Strategies for adding pupil places.

Where there will be a shortfall of places, the Authority and its partner providers will consider whether to provide new places or alter catchment areas or expand schools.

The LEA has made significant progress since 1999 in providing additional permanent accommodation in secondary schools. This is one of the LEAs key strands in raising the standards of attainment and achievement in its secondary schools by ensuring the provision of adequate and suitable accommodation.

The tables shown in Appendix 5 give a detailed break down showing the work that has been undertaken between 1999 and January 2003 as well as detailing the projects that are planned over the next 12-18 months.

6.10 Surplus Places: Strategies for removing pupil places

If surplus places are expected to be long term, the Authority and its partners will need to consider whether to remove temporary classrooms, alter catchment areas, close or amalgamate schools. *Appendix 6 gives details of the number of primary school places that have been removed since 1999. The LEA is committed to working with its partners to remove surplus places so that resources can be better targeted.*

6.11 Triggers for Review

Circular 281-00 (*Appendix 3*) was distributed in November 2000 to all Headteachers and chairs of governors as a means of opening up consultation over possible school amalgamations and rationalisations. As a result visits were made to around 60 schools to enable effective local consultation to take place. Following presentations to the three Area Review Groups there will gradually be some changes within the primary sector. *Appendix 6 gives details of the work that been undertaken in this area since 1999.*

6.12 Projecting Pupil Numbers and Calculating Net Capacities

This process provides useful data on which the planning of appropriate pupil places can be developed. It is important to realise that projections are not forecasts but are used as a guide to the future. The details of this process are available in *Appendix 4* on the website.

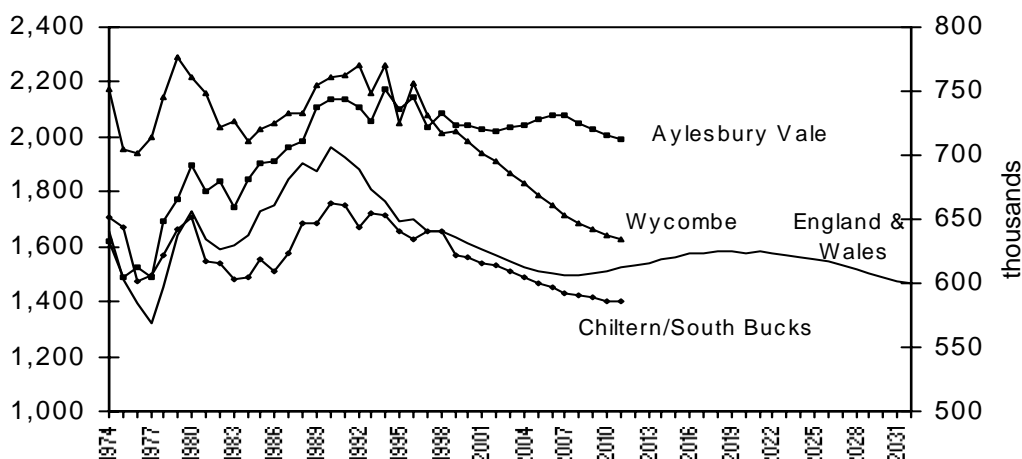
6.13 Section 106 of the Town and Country Planning Act 1990-“Planning Gain”.

The County Council takes every opportunity to secure funding through Section 106 planning agreements, through which contributions are sought from housing developers towards the cost of either improving local educational provision, or providing new educational premises needed as a direct or indirect result of their developments.

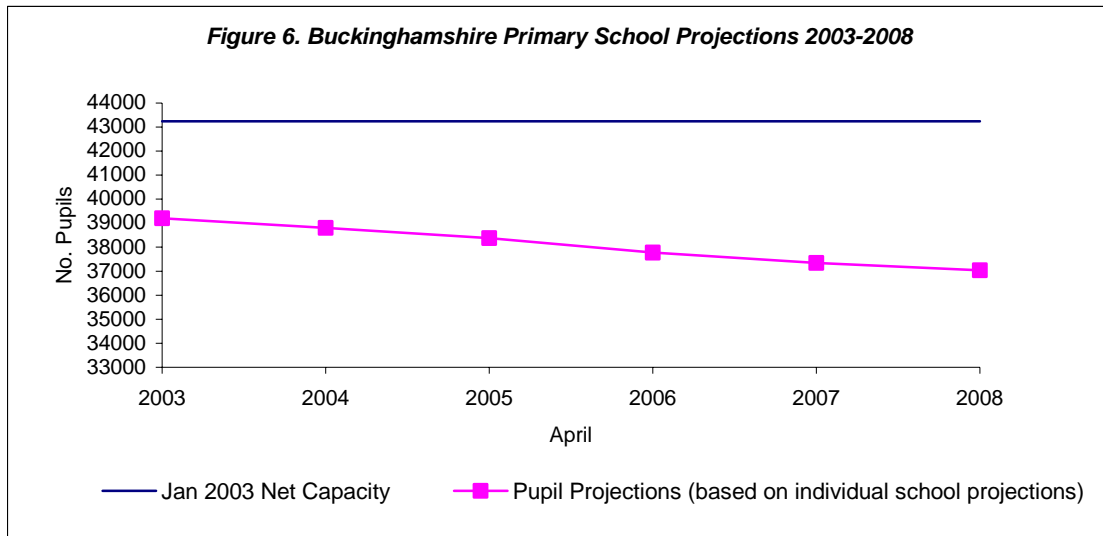
7. Supply and Demand for School Places in the Primary Sector

7.1.1 The latest review of the supply of and demand for primary school places in Buckinghamshire reflects the nationally projected fall in the birth rate that has been signalled in earlier reviews. Figure 5 shows actual and projected births to 2011 for Aylesbury Vale, Chiltern/South Bucks and Wycombe (scale on left axis) compared with projections for England and Wales (scale on right axis). The national projections show a peak in 1991 after which the birth rate declines, then rises before then declining again.

Figure 5 Actual and projected Births – by area and England & Wales



Source: Registrar General's actual recorded births, BCC Population Projections (July 1998 update) and Government Actuary



7.1.2 Summary of Primary Surplus Places at April 2003 and April 2006 for each of the three Education Areas and School Types

Area	School Type	No. of Schools	Total Net Capacity Jan 2003	Projected NOR Apr 2003	Projected Surplus/Deficit Places Apr 2003	Surplus/Deficit as a % of Net Capacity	Projected NOR Apr 2008	Projected Surplus/Deficit Places Apr 2008	Surplus/Deficit as a % of Net Capacity
Aylesbury Vale	Community & Foundation	39	10,546	9,479	1,067	10%	9,647	899	9%
	Church of England	29	4,589	4,139	450	10%	4,103	486	11%
	Roman Catholic	3	703	645	58	8%	572	131	19%
	All	71	15,838	14,263	1,575	10%	14,322	1,516	10%
CSB	Community & Foundation	40	8,621	7,962	659	8%	6,962	1,659	19%
	Church of England	16	3,471	3,146	325	9%	2,832	639	18%
	Roman Catholic	2	630	573	57	9%	526	104	17%
	All	58	12,722	11,681	1,041	8%	10,320	2,402	19%
Wycombe	Community & Foundation	38	11,352	10,085	1,267	11%	9,488	1,864	16%
	Church of England	16	2,703	2,601	102	4%	2,402	301	11%
	Roman Catholic	2	625	572	53	8%	508	117	19%
	All	56	14,680	13,258	1,422	10%	12,399	2,282	16%
Total	Community & Foundation	117	30,519	27,526	2,993	10%	26,097	4,422	14%
	Church of England	61	10,763	9,886	877	8%	9,337	1,426	13%
	Roman Catholic	7	1,958	1,790	168	9%	1,606	352	18%
	All	185	43,240	39,202	4,038	9%	37,040	6,200	14%

7.1.3 Summary of Primary Surplus Places by Education Area

District	Total Net Capacity Jan 2003	Projected NOR Apr 2003	Projected Surplus/ Deficit Places Apr 2003	Projected NOR Apr 2005	Projected Surplus/ Deficit Places Apr 2005	Projected NOR Apr 2008	Projected Surplus/ Deficit Places Apr 2008
Aylesbury Vale	15,838	14,263	1,575	14,316	1,522	14,322	1,516
Chiltern/South Bucks	12,722	11,681	1,041	11,225	1,497	10,320	2,402
Wycombe	14,680	13,258	1,422	12,826	1,855	12,399	2,282
Total	43,240	39,202	4,038	38,367	4,873	37,040	6,200
Surplus/Deficit as % of Net Capacity			9%		11%		14%

7.2 Area Summaries

Aylesbury Vale

Planning Area	Total Net Capacity Jan 2003	Projected NOR Apr 2003	Projected Surplus/ Deficit Places Apr 2003	Projected NOR Apr 2005	Projected Surplus/ Deficit Places Apr 2005	Projected NOR Apr 2008	Projected Surplus/ Deficit Places Apr 2008
Buckingham & North Aylesbury Vale	3160	2782	378	2708	452	2522	638
Western Aylesbury Vale	2195	1930	265	1955	240	1888	307
Eastern Aylesbury Vale	1937	1719	218	1753	184	1726	210
Aylesbury Town & surrounding villages	7163	6597	566	6643	520	7028	135
Southern Aylesbury Vale	1383	1235	148	1257	126	1157	226
Total	15838	14263	1575	14316	1522	14322	1516
Surplus/Deficit as % of Net Capacity			10%		10%		10%

Chiltern/South Bucks

Planning Area	Total Net Capacity Jan 2003	Projected NOR Apr 2003	Projected Surplus/ Deficit Places Apr 2003	Projected NOR Apr 2005	Projected Surplus/ Deficit Places Apr 2005	Projected NOR Apr 2008	Projected Surplus/ Deficit Places Apr 2008
Chesham & North Chiltern District	3781	3364	417	3214	567	2921	860
Amersham & surrounding villages	2158	1978	180	1916	242	1820	338
Beaconsfield & surrounding villages	1117	1027	90	996	121	913	204
Burnham & surrounding villages	1857	1816	41	1750	107	1567	290
South Chiltern & South Bucks	3809	3496	313	3349	460	3098	711
Total	12722	11681	1041	11225	1497	10320	2402
Surplus/Deficit as % of Net Capacity			8%		12%		19%

Wycombe

Planning Area	Total Net Capacity Jan 2003	Projected NOR Apr 2003	Projected Surplus/ Deficit Places Apr 2003	Projected NOR Apr 2005	Projected Surplus/ Deficit Places Apr 2005	Projected NOR Apr 2008	Projected Surplus/ Deficit Places Apr 2008
Princes Risborough & North Wycombe District	1739	1616	123	1538	201	1375	364
West Wycombe District	1084	881	203	833	251	765	319
High Wycombe & East Wycombe District	8052	7129	923	6936	1116	6862	1190
Great Marlow & surrounding villages	1946	1827	119	1747	199	1634	312
South East Wycombe District	1859	1805	54	1770	89	1762	97
Total	14680	13258	1422	12826	1855	12399	2282
Surplus/Deficit as % of Net Capacity			10%		13%		16%

7.3 Summary of Housing Developments planned for the period 2003-2008

Aylesbury Vale

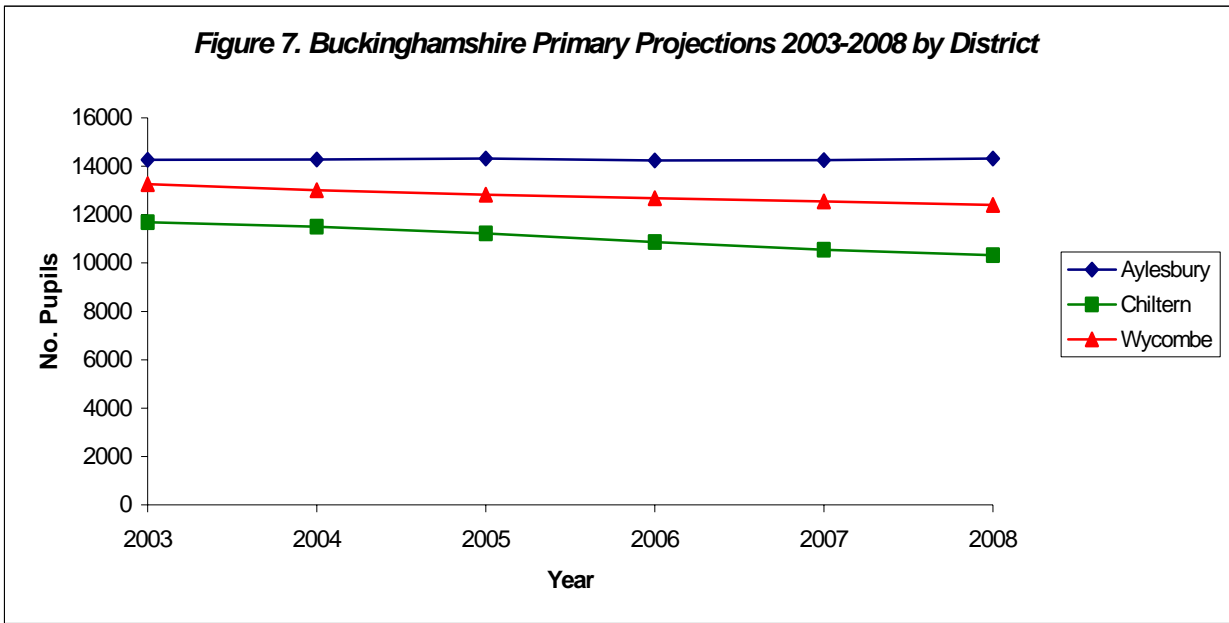
Planning Area	Net Gain of Dwellings
Buckingham & North Aylesbury Vale	301
Western Aylesbury Vale	572
Eastern Aylesbury Vale	272
Aylesbury Town & surrounding villages	3,171
Southern Aylesbury Vale	97
Total	4,413

Chiltern/South Bucks

Planning Area	Net Gain of Dwellings
Chesham & North Chiltern District	95
Amersham & surrounding villages	144
Beaconsfield & surrounding villages	93
Burnham & surrounding villages	30
South Chiltern & South Bucks	87
Total	449

Wycombe

Planning Area	Net Gain of Dwellings
Princes Risborough & North Wycombe District	111
West Wycombe District	33
High Wycombe & East Wycombe District	523
Great Marlow & surrounding villages	29
South East Wycombe District	188
Total	884

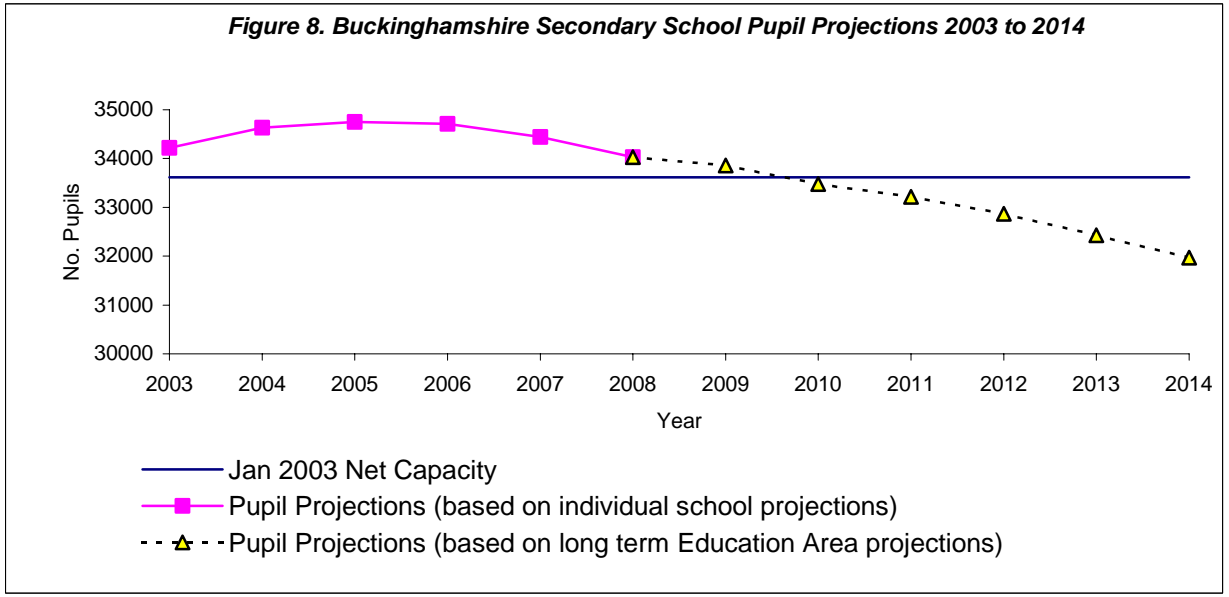


8. Supply and Demand of Places in the Secondary Sector

8.1 County Summary

Secondary school pupil numbers have been affected by the phased changes to the age of transfer in Buckinghamshire. Prior to 1997, the age of transfer from primary schools to secondary schools was 12+. In Chiltern/South Bucks and Wycombe this was changed to 11+ in September 1998, in Aylesbury Vale this change in the age of transfer to 11+ occurred in September 1999.

1999 was the first year in which the age of transfer to secondary schools throughout the County had been 11+. 2000 is the base year of the current projections.



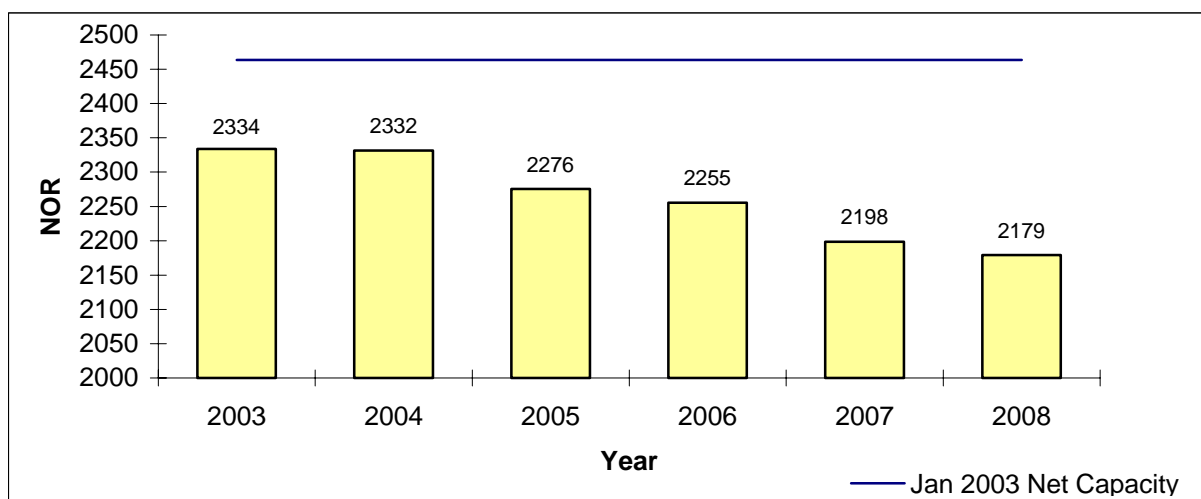
8.2 Secondary School Planning Area Summary for Buckinghamshire

Planning Area	Total Net Capacity Jan 2003	Number of Temporary Classrooms Jan 2003	2003					2008				
			11 - 15 NOR Jan 2003	16+ NOR Jan 2003	Total NOR Jan 2003	Surplus/ Deficit Places Jan 2003	Surplus/ Deficit as a % of Net Cap	11 - 15 NOR Jan 2008	16+ NOR Jan 2008	Total NOR Jan 2008	Surplus/ Deficit Places Jan 2008	Surplus/ Deficit as a % of Net Cap
1	2464	8	1872	462	2334	129	5%	1751	429	2179	284	12%
2	8357	33	6722	1510	8232	124	1%	7285	1584	8869	-512	-6%
3	1028	4	968	84	1052	-24	-2%	934	92	1026	2	0%
4	1820	11	1862	278	2140	-320	-18%	1891	360	2251	-431	-24%
5	6051	2	5236	1380	6616	-565	-9%	5183	1515	6698	-647	-11%
6	7746	21	6058	1454	7512	234	3%	5577	1452	7030	717	9%
7	1922	8	1670	402	2072	-150	-8%	1511	471	1983	-61	-3%
8	2599	14	2184	428	2612	-13	-1%	1983	462	2445	153	6%
9	1629	8	1368	283	1651	-21.8	-1%	1284	261	1545	84	5%
Total	33615	109	27940	6281	34221	-605	-2%	27399	6628	34026	-411	-1%

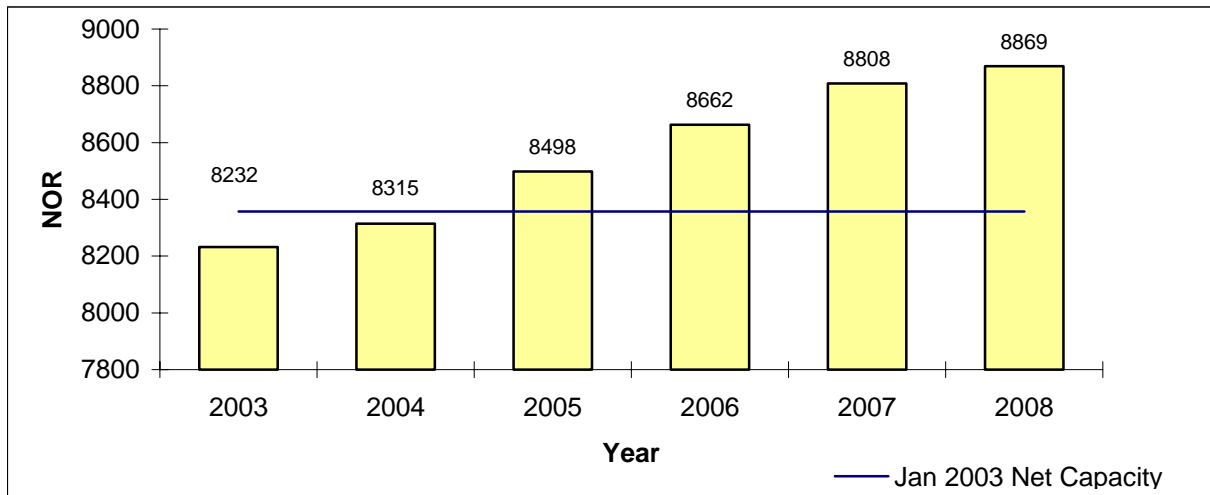
Key to Secondary Planning Areas

Planning Area	Planning Area Name
1	Buckingham & North Aylesbury Vale
2	Aylesbury Town and South & West Aylesbury Vale
3	Eastern Aylesbury Vale
4	Princes Risborough & Great Missenden areas
5	Chesham & Amersham Town plus the Chalfonts area
6	High Wycombe and West Wycombe
7	Great Marlow and surrounding villages
8	Beaconsfield & Wye Valley
9	Burnham & surrounding villages

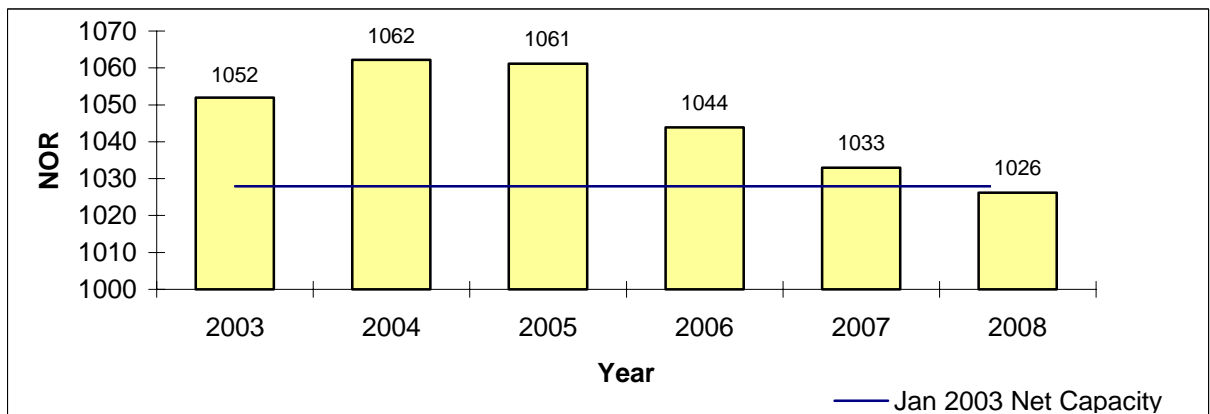
Area 1 Secondary School Pupil Projections 2003 to 2008



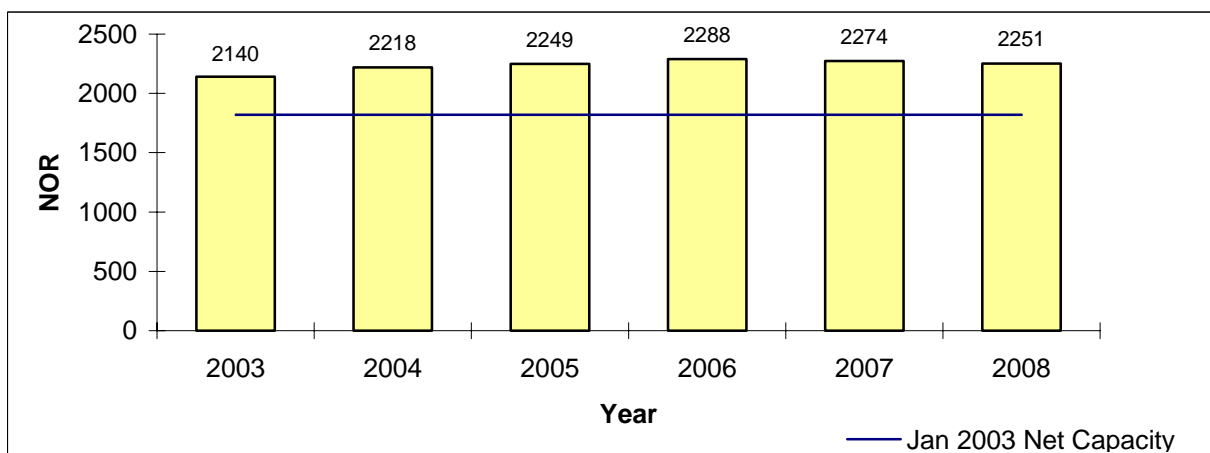
Area 2 Secondary School Pupil Projections 2003 to 2008



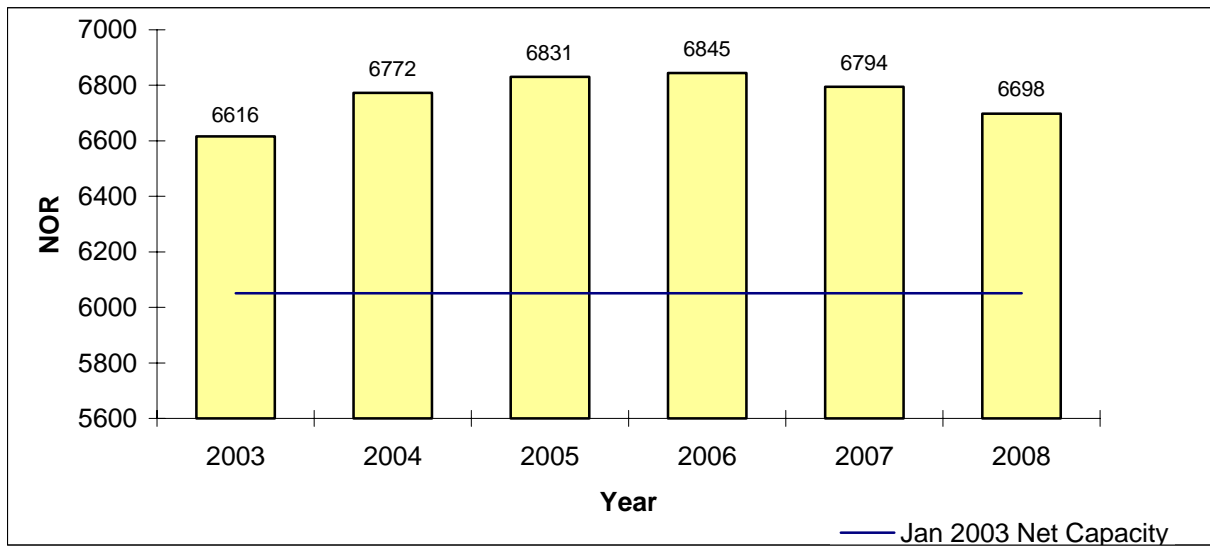
Area 3 Secondary School Pupil Projections 2003 to 2008



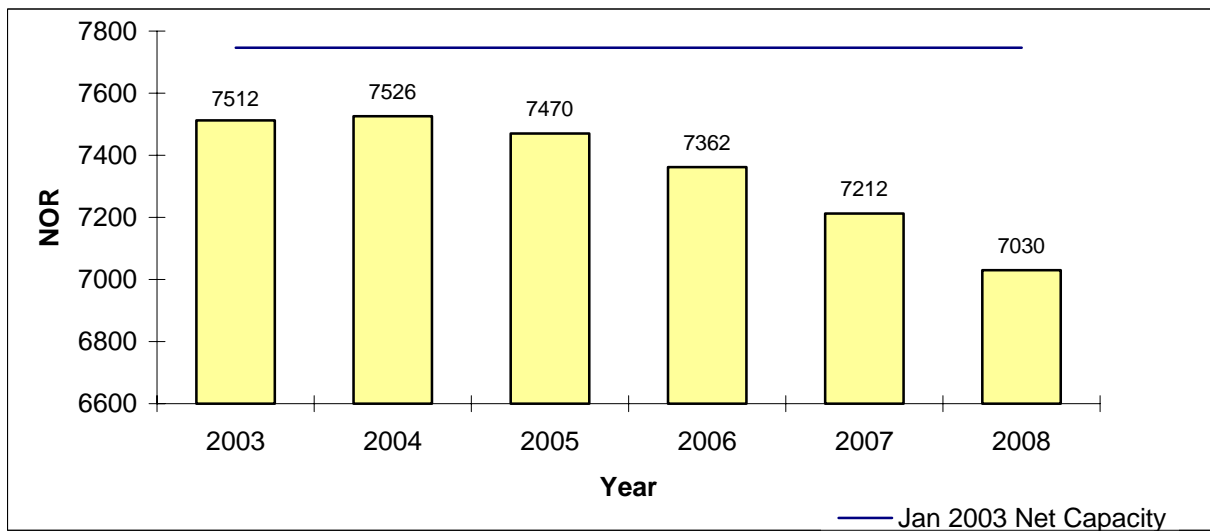
Area 4 Secondary School Pupil Projections 2003 to 2008



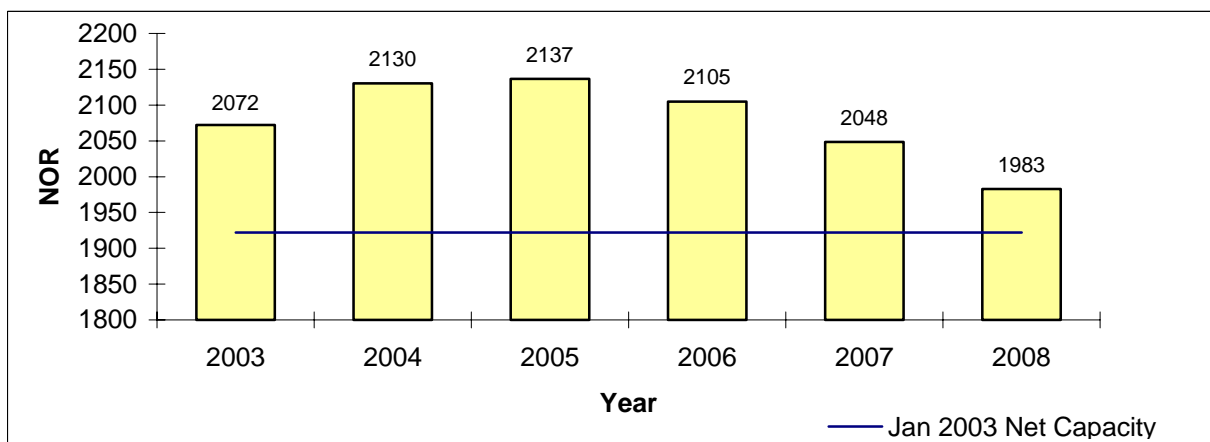
Area 5 Secondary School Pupil Projections 2003 to 2008



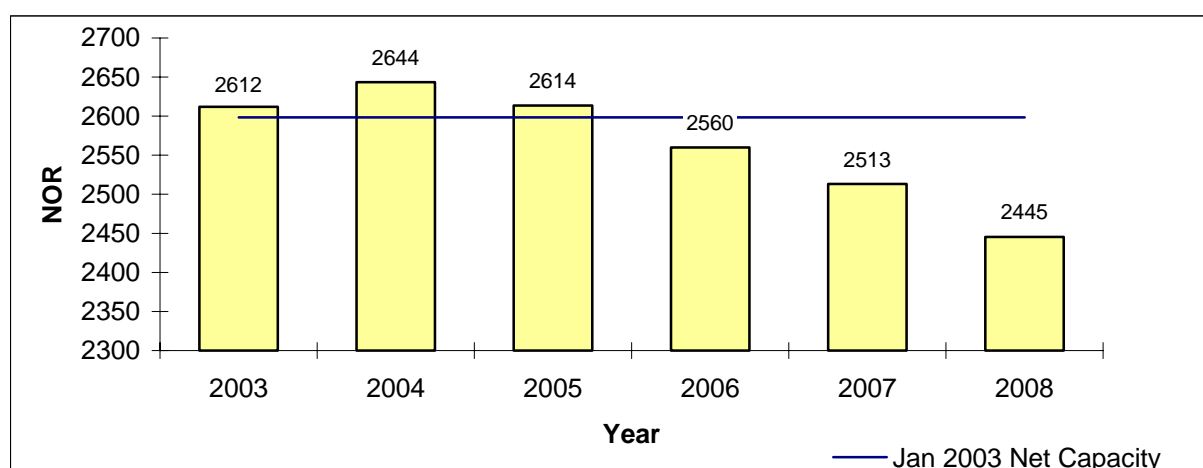
Area 6 Secondary School Pupil Projections 2003 to 2008



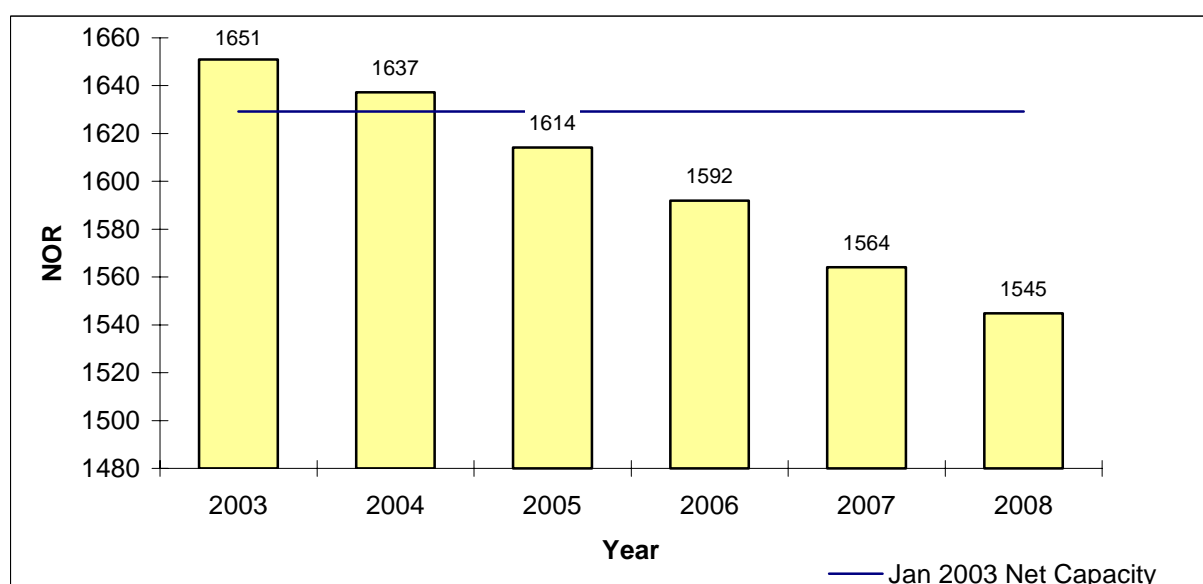
Area 7 Secondary School Pupil Projections 2003 to 2008



Area 8 Secondary School Pupil Projections 2003 to 2008



Area 9 Secondary School Pupil Projections 2003 to 2008



9. Supply and Demand of places in Special Schools and other Special Educational Needs Provision

9.1 Special Schools:

School	Age Range	Planned Places 2003	NoR (Spring 2003)
Furze Down	5-19	115	92
Kynaston	Prim	40	45.5
Park	3-19	79	79
Pebble Brook	Sec	68(28bdg)	67(18bdg)
Stoke Leys	Prim	75	66
Wendover House	Sec	73(73bdg)	68.5(19bdg)
Alfriston	Sec	115(33bdg)	124(30bdg)
Heritage House	3-19	84	78
Prestwood Lodge	Sec	60(60bdg)	31.5(38bdg)
Stony Dean	Sec	120(31bdg)	129(36bdg)
Chiltern Gate MLD	Prim	108	96
Chiltern Gate EBD	Prim	25 (25bdg)	13

Maplewood	3-19	89	72
Verney Avenue	Sec	90	67
Westfield	Prim	45	35

bdg = boarding

- In April 2003 the LEA instigated a consultation on a proposal to close Verney Avenue School, High Wycombe with effect from 31st December 2003.*

9.2 Special Provision in Mainstream Schools:

LD: Learning Difficulties

LNG: Language Difficulties

MLD: Moderate Learning Difficulties

OTH: Other

PML: Profound and Multiple Difficulties

SCD: Social Communication Difficulties

SPL: Specific Learning Difficulties

SLD: Severe Learning Difficulties

EBD: Emotional and Behavioural Difficulties

PH: Physical Difficulties

HI: Hearing Impairment

VI: Visual Impairment

COM: Communication Difficulties

School Name	Dept Type	Planned Places 2003	NoR Spring Term 2003
Aston Clinton Combined	LNG	10	9
Bierton CE Combined	LNG	10	10
Elmhurst Infant	SCM	12	13
Elmhurst Junior	SCM	12	7
Stoke Mandeville Combined	HI	12	7
William Harding Combined	PH	20	9
William Harding Combined	LNG	10	12

Chiltern/S Bucks – Primary

Bell Lane Combined	LNG	12	13
Elmtree School	LNG	20	17
Gt Missenden CE Combined	HI	5	5
Holtspur School	LNG	10	9
Iver Heath Junior School	LNG	10	10

Chalfonts Community College	HI/PH	5	5
Holmer Green Upper	SPL	6	4
Misbourne	EBD	0	4

Carrington Infant	SCM	6	6
Carrington Junior	SCM	6	7
Chepping View Primary	LNG	10	6
Claytons Combined	SCM	12	10
Disraeli School	LNG	10	9
Disraeli School	SCM	12	12
Highworth Combined	HI	17	10
Juniper Hill School	PH	10	8
King's Wood School	LNG	10	11
Princes Risborough Primary	SCM	12	11

Princes Risborough School	SCM	24	23
Sir William Ramsey	PH	10	8

Area Summary of Departmental Provision

Area	Planned Places Capacity	NoR Spring Term 2003
AV (Primary)	86	67
CSB (Primary)	57	54
Wyc (Primary)	105	90
Total	248	211

CSB (Secondary)	11	13
Wyc (Secondary)	34	31
Total	45	44

AV (P & S)	86	67
CSB (P & S)	68	67
Wyc (P & S)	139	121
Total	293	255

9.3 Number of Pupils with Special Educational Needs (May 2003):

County Totals

	AV	CSB	WYC	Total
Total No Of Statements	925	736	1037	2698
Total No Under Assessment	48	37	50	135

Appendix 9 provides a listing by school of the SEN stages pupils are on. The information is taken from the January 2003 PLASC return.

By Phase

The total number of pupils in primary schools with statements	1188
<i>Primary School Statements as percentage of Primary School Population (PLASC Jan 03)</i>	3.03%
The total number of pupils in secondary schools with statements	1510
<i>Secondary School Statements as percentage of Secondary School population (places Jan 03)</i>	4.41%

The total number of statements by SEN Category

Category	Number of Statements
Communication and Interaction	639
Cognition and Learning	1374
Emotional, Behavioural and Social	384
Sensory, Physical and Medical	301
Total	2698

Statements as percentage of population:

as a percentage of 1-19 population (census 2001)	2.15%
as a percentage of school population (PLASC Jan 03)	3.67%

9.4 Out County Placements

Numbers and Types of Places for Pupils with Special Educational Needs taken up in Independent and Non Maintained Schools or in Schools maintained by other LEAs.

	C+I	C+L	EBS	S/P+M	TOTAL
Independent/Non Maintained	41	19	26	75	161
OLEA Special	7	18	1	26	52
OLEA Mainstream	28	26	7	17	78
Total	76	63	34	118	291

9.5 Provision made for Pupils out of School and for School aged parents.

Currently the Authority has a number of pupil referral units, off-site units etc. which cater for the needs of children who are excluded (or potentially vulnerable to exclusion) or who, for a variety of reasons, are out of school.

There are six pupil referral units in Buckinghamshire: three primary and three secondary with one primary and one secondary in each of the education areas. It is not possible to give precise figures of the numbers of pupils supported by the PRUs because of the variety and level of support available and the throughput/ turnover of pupils. Typically, however, there will be 200-250 primary pupils and 250-300 secondary pupils supported at any one time. Of these, approximately one third is in receipt of full time support.

The County Council will work with its partners to ensure that adequate provision is made for vulnerable or challenging children. Home tuition is offered to some pupils who are sick, excluded, school refusers or pregnant where circumstances dictate that provision in school or at a PRU is not possible. Numbers vary over time but, typically, 70-100 pupils may be supported in this way at any one time. There is also provision for children who are in hospital, *pupils or students who are in public care and young offenders.*

Where appropriate pregnant schoolgirls and young mothers remain at school. If that is not in the young person's best interest, her education will be provided through the County Council's Pupil Referral Units. The Unit provides supported education enabling a return to school or into alternative provision wherever possible.

9.6 SEN Policy and Strategy.

The SEN Policy and Strategy for Buckinghamshire is outlined within the document: 'SEN Policy and Strategy for the Millennium'. All the work currently being undertaken within the Special Education Service is in the light of the following principles:

'Raise achievement for all'

- ◆ *Implement Education Development Plan priorities*
- ◆ *Achieve Service Plan outcome targets*

'Establish a continuum of provision, where needs are met appropriately'

- ◆ *Carry out audit of needs*
- ◆ *The establishment of a PRU Management Board*
- ◆ *The establishment of a Special Schools Placement Panel*
- ◆ *The appointment of a Continuum Project Manager to establish phase 2 of the project: a clear timeline*

'Increase the number of pupils in mainstream settings where appropriate, whilst reducing the number in special schools'

- ◆ *The appointment of placement/monitoring officers to review placements*
- ◆ *Introduce reintegration funding strategy*

'Increase preventative / early intervention work'

- ◆ *Fund additional support staff through Standards Fund for vulnerable children*

'Reduce out county placements'

- ◆ *Establish new departments to meet needs within County*

Reduce the number of statements'

- ◆ *Cease statements in line with celebrating success*
- ◆ *Provide more support at Action-Plus*

The recently released SEN Action Programme sets out the government's objectives and priorities for future action in the short and longer term and can be summarised as follows:

- ◆ *Early identification and monitoring*
- ◆ *Joint Working between Education, Health and social services*
- ◆ *Raising attainment and recognising wider achievement*
- ◆ *Access and Inclusion*
- ◆ *Monitoring and accountability*
- ◆ *Improving transition from school to adult life*

As one of the main foundations for the SEN Strategy and Policy, a draft inclusion policy will be put out for broad consultation this year.

10. The Supply and Demand for Early Years Places

Buckinghamshire's County Council Plan (2001-2005) recognized the need for the provision of high quality early years education.

Service Aim 9: Supporting Policy (f) states " support the Early Years and Childcare Partnership to improve educational opportunity for all children by reaching targets for of full provision for all three year olds whose parents want it by the target date of 2003-04 and increase childcare placement"

The Local Authority in conjunction with the EYDC partnership, in drawing up the Early Years Development & Childcare Plan, gives careful consideration as to how the Plan interfaces and links with other service areas and Plans, both within the Schools Portfolio itself and more widely across the County Council.

Statement of Proposals for Three and Four Year old Statutory Duty

There is a statutory duty laid upon the EYDC Partnership through the Local Authority to provide good quality free part-time early education places for all eligible four year olds whose parents want one. There is also a statutory duty laid upon the EYDC partnership through the Local Authority, to provide good quality free part-time early education places for **all** eligible three year olds whose parents want one *by September 2004*.

Assessment of Need

The forecast of demand and places available for four year-olds and three year olds based on the three education areas of the County is shown below:

Figures include rising fives (i.e. those children whose fifth birthday falls in the school term being described).

Table 1

Area	Summer Term 2002		Autumn Term 2002		Spring Term 2003	
	Demand	Places	Demand	Places	Demand	Places
Aylesbury Vale	2405	4100	2600	4300	2600	3900
Chiltern/S Bucks	1850	3500	1850	4060	1830	4200
Wycombe	2050	3950	2098	4300	2003	4500
Total	6305	11550	6548	12660	6433	12600

Figures for available places are based on the definition that one place is equivalent to part-time availability for 5 x 2¹/₂ hrs sessions per week.

Places funded in the current financial year (commencing Summer 2002)

During 2002-03 the Buckinghamshire Early Years Development and Childcare Partnership established a second Childminder Network for 20 registered childminders. Each Network has a co-coordinator employed through a service level agreement with the National Childminding Association. There are currently 1120 registered childminders in Buckinghamshire.

There has been a steady increase of private nurseries in the County. Additional pre-schools have now registered with the Early Years Development and Childcare Partnership in order to claim funding for three year olds. The number of providers registered in all sectors at January 2002, is as follows:

Table 2

LA reception classes	140
LA nursery classes	24
LA nursery schools	2
Full Day Care Providers	109
Sessional pre-schools	159
Independent schools	22
Total	456

Table 3 2003-2004

Type of Provision	Number of Providers	AV Area No of Places	CSB Area No of Places	W Area No of Places	Total Places in Bucks
LA Reception classes *	140	1600	1300	1329	4369
LA Nursery classes *	24	538	489	940	1991
LA Nursery schools	2	0	90	110	202
Full Day-care	109	900	1549	1245	3803
Sessional Pre-Schools	159	1445	410	706	2720
Independent Schools	22	155	513	90	780
Total	456	4638	4351	4420	13865

* All LA Figures include Rising 5

The number of places includes those for 3 year olds in private and voluntary establishments and Schools with a Nursery Class and LEA Nursery Schools.

Early Education for Three Year Olds

Policy Statement

The Partnership ensures that funded three year old places are offered to children with the greatest social need, in line with the Government Strategy. Free sessions will be available in each of the targeted areas across all types of provision that offer an appropriate setting for this age group. (A session consists of 2½ hours of early education per day).

Three year olds in reception classes

The Local Education Authority has a clear policy with regard to the admission of 3 year olds. There should be no 3 year olds in reception classes, or in nursery classes that have been set up by schools' governing bodies rather than the LEA- *unless they have been set up as part of Childcare in Extended Schools.*

By April 2004 Buckinghamshire will have universal funding for three year olds. This means that all 3 year olds whose parents want it can access a 2½ hour nursery education session 5 times a week.

Table 4 – Number of 3 year olds (part-time places)

Three year olds in:	Summer 2002	Autumn 2002	Spring 2003
Funded places in LEA nursery classes and schools	0	0	0
Non-funded places in private, voluntary and independent sector (including: nurseries; pre-schools; early years groups; independent schools; SEN schools; registered childminders in an approved network)	1771	1771	1771
Total	1771	1771	1771

Table 5 – Estimated number of 3 year olds (part-time places)

Three year olds in:	Summer 2003	Autumn 2003	Spring 2004
Funded places in LEA nursery classes and schools	750	750	750
Funded places in private, voluntary and independent sector (including: nurseries; pre-schools; early years groups; independent schools; SEN schools; registered childminders in an approved network)	3100	3100	3100
Total	3850	3850	3850

Some Current Issues

There is still a national shortage of teachers especially those qualified in Early Years Foundation Stage. The Early Years Development and Childcare Partnership will continue to address this issue over the next twelve months and look at ways of improving the situation in Buckinghamshire. The Standards Fund Programme will be involved in this.

Over the next three year Buckinghamshire will continue to work towards expanding childcare places. The Early Years Development and Childcare Partnership hopes to create in excess of 2700 places *during 2003-2004*. The Partnership hopes to work with schools in Buckinghamshire's areas of disadvantage to expand childcare in these critical areas.

As of September 2001 childcare providers *had to be* registered with Ofsted under the requirements of the National Day Care Standards.

The Partnership continues its drive to improve the knowledge and expertise of those working with children in the Foundation Stage. Early Years Advisory Teachers are in post to support providers along with a comprehensive continuing professional development programme.

The next three years will see the Early Years Development and Childcare Service expand considerably to effectively support all providers in the Foundation Stage and specifically all nominated SENCOs in private and voluntary settings.

11. Supply and Demand of Places Post 16:

Information provided by the Learning Skills Council (LSC)

SIXTH FORM NUMBERS

School Name	September 2001 Pupil Count Sixth Form Pupils	September 2002 Pupil Count Sixth Form Pupils
Aylesbury Grammar School	360	353
Aylesbury High School	361	384
Beaconsfield High School	215	237
Buckingham School, London Road	98	105
Burnham Grammar School	253	244
Burnham Upper School	40	36
Chesham High School	287	327
Chesham Park Community College	67	70
Cressex Community School	100	126
Dr Challoner's Grammar School	358	352
Dr Challoner's High School	282	274
Great Marlow School	101	103
Holmer Green Upper School	99	101
John Colet School	137	138
John Hampden Grammar School	257	273
Mandeville Upper School	71	70
Princes Risborough School	90	107
Quarrendon Upper School	20	0
Royal Grammar School	384	393
Royal Latin School	340	371
Sir Henry Floyd Grammar School	201	223
Sir William Borlase's Grammar School	299	301
Sir William Ramsay School	86	102
St Bernard's Catholic School	68	69
The Amersham School	117	136
The Beaconsfield School	86	81
The Chalfonts Community College	200	243
The Cottlesloe School	50	86
The Grange School	141	134
The Misbourne School	192	181
The Wye Valley School	123	140
Waddesdon Church Of England	197	210
Wycombe High School (Girls)	441	407
LEA TOTAL	6121	6377

Source: LSC Nat. Office based on figures from DfES from the Sept 2001/Sept.2002 Pupil Count.

LSC STRATEGIC OBJECTIVES

The LSC has five key tasks as set out in its Secretary of State's Remit letter.

- 1) To raise participation and achievement of young people
- 2) To increase demand for learning by adults and to equalise opportunities through better access to learning

- 3) To engage employers in improving skills for employability and national competitiveness
- 4) To raise the quality of education and training delivery
- 5) To improve effectiveness and efficiency.

These objectives will be measured against ambitious National Learning Targets. In addition, local targets have been agreed for the Milton Keynes, Oxfordshire and Buckinghamshire economy reflecting current levels of achievement and participation. The targets relevant to young people are illustrated below.

Key Objectives	National	Local	
	Targets for 2004	Current Position (2000)	Targets for 2004
Extend participation in education, learning and training	80% of 16-18 year-olds in structured learning	78.6% (38,667)	82.5% (43,477) of 16-18 year-olds in structured learning
Raise achievement of young people	85% at NVQ Level 2 by age 19	83.2% (13,348)	90.3% (14,486) at NVQ Level 2 by age 19
	55% at NVQ Level 3 by age 19	54.6% (8,756)	60.4% (9,682) at NVQ Level 3 by age 19
Raise quality of education and training user satisfaction	Set baselines and targets in next year's plan	n/a	Set baselines and targets in next year's plan

MILTON KEYNES, OXFORDSHIRE AND BUCKINGHAMSHIRE LOCAL STRATEGIC PLAN

The Milton Keynes, Oxfordshire and Buckinghamshire Local Strategic Plan 2002/05 is structured around a Participation Strategy, Skills Strategy and Learner Strategy.

Some of the key elements from these strategies, which impact upon provision for young people, are:

- *Putting individuals at the heart of the provision of post-14 learning.*
- *Ensuring more young people benefit from learning which is appropriate to them, which enhances their quality of life and which is relevant to their employment.*
- *Through innovation and inspiration, and by strongly promoting the benefits of learning, exciting young people to learn and to take part in creating their own learning communities.*
- *Providing all young people with access to high quality learning from an effective delivery structure. Existing high quality learning provision will continue to be supported, extended and new provision will be developed that is responsive to the needs of learners and employers for both the academic and vocational (i.e. work-based learning) routes.*
- *Exploring barriers to learning for some individuals (e.g. lack of basic education or money; family and childcare responsibilities) in order to look at ways in which access to appropriate learning opportunities can be improved.*

- *Provision for young people delivered and procured through the local LSC funds is to driven by identified needs of employers and learners. Ensuring equality of opportunity across the workplace, challenging inequalities.*
- *Co-coordinating and providing up-to-date information and guidance about learning opportunities, clearly stating progression routes and opportunities for further development. This is essential for all learners but particularly so for young people who need to clearly understand their progression routes through mainstream education, work based learning and further/higher education. The partnership between the LSC and ConneXions will be vital in the development of comprehensive information, advice and guidance for young people.*
- *A critical need to work with partners in order to achieve the above.*