

# Cambridgeshire Education Organisation Plan

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## Foreword

In Cambridgeshire our absolute priority is that children and young people achieve the best outcomes possible and go on to succeed in further learning and in work.

Crucial to this is the way that we work with schools and partners to plan and deliver a good quality place in learning for all across the County.

The provision of statutory education has been the responsibility of local authorities since the 1948 Education Act. Subsequent Acts of Parliament, notably the 1996 Education Act and the 2005 Childcare Act, have reinforced and expanded these responsibilities to include securing:

- early years and childcare provision for young children before they reach statutory education (0-5 year old);
- school places for all children and young people of statutory school age, (5-16 years old); and
- provision for ongoing education and skills development opportunities for young people who have completed their statutory education, (post-16 years of age).

The Children's Act in 2004 signalled a significant shift in the planning and provision of early years and education provision, for children and young people, 0-19 years of age. It gave local authorities a role as the commissioner of education provision through the development of a wider market beginning with changes in the provision of early years and childcare places and then in post-16 planning and commissioning.

Since 2010 the Coalition Government have continued in this theme, with the rapid expansion of the Academies programme and the introduction of Free Schools, expanding the market model for the provision of education to include statutory education.

These changes, when combined with rising birth rates and significant housing development, highlight the importance of the Council's strategic place-planning role and the need for a forward-looking strategic education plan for Cambridgeshire.

The approach adopted towards the commissioning of provision for the three phases of education – early years and childcare, statutory education provision and post-16 provision, is different. This reflects the different requirements and expectations that exist across each of these phases.

This Education Organisation Plan focuses primarily on the Council's responsibilities for providing sufficient school places for 5-16 years olds, how it assesses demand for additional provision and how it works with education providers to commission the necessary school places.

Further information about the Council's responsibilities for other age groups and how it plans and commissions that provision can be found in the:

- Childcare Sufficiency Assessment and Action Plan, which looks at provision for 0-5 year old children; and
- 'Cambridgeshire's Participation Plan 2011-2016', which underpins the planning and commissioning of education provision for the 16-19 year old age range.

***We are delighted to present this education organisation plan to you, and would welcome your continued engagement in it.***

## What the Education Organisation Plan is...

The plan provides a summary of:

- the Council's statutory responsibilities for the planning and commissioning of school places for 5-16 year olds;
- how the Council:
  - reviews demand for school places and identifies areas with a surplus or deficit of places;
  - works with education providers to commission school places;
- the pressures on school places; and
- where temporary or permanent provision is being made to meet the demand for places, and the target dates for delivery through the Council's capital programme.

## ...and how it does it.

To achieve this, the plan has three parts:

- A. Sets out the legislation and how the Council implements this locally with education providers in Cambridgeshire;
- B. How the Council reviews school-place provision and predicts where demand for additional places will arise.

***Parts A and B are reference documents that will be updated to reflect changes in legislation or local policy decisions.***

- C. A detailed assessment of predicted pressures across the County, and the solution identified within the Council's capital programme.

***Part C is reviewed and updated annually, in October, as part of the development of the Council's Integrated Planning Process.***

## The plan also...

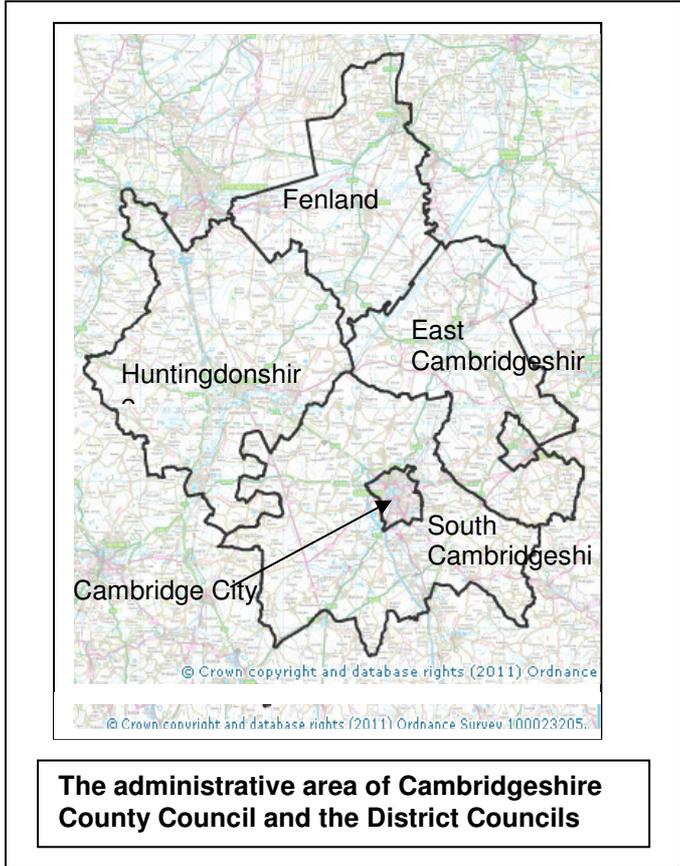
Acts as a reference library, providing links to;

- key national and local policy documents;
- useful national and local guidance; and
- background information documents.

This information can be found within the appendices at the back of the plan.

## What is Cambridgeshire like as a place?

Public services in Cambridgeshire are organised on a two-tier model of local government, with responsibilities split between the County Council and the five district councils.



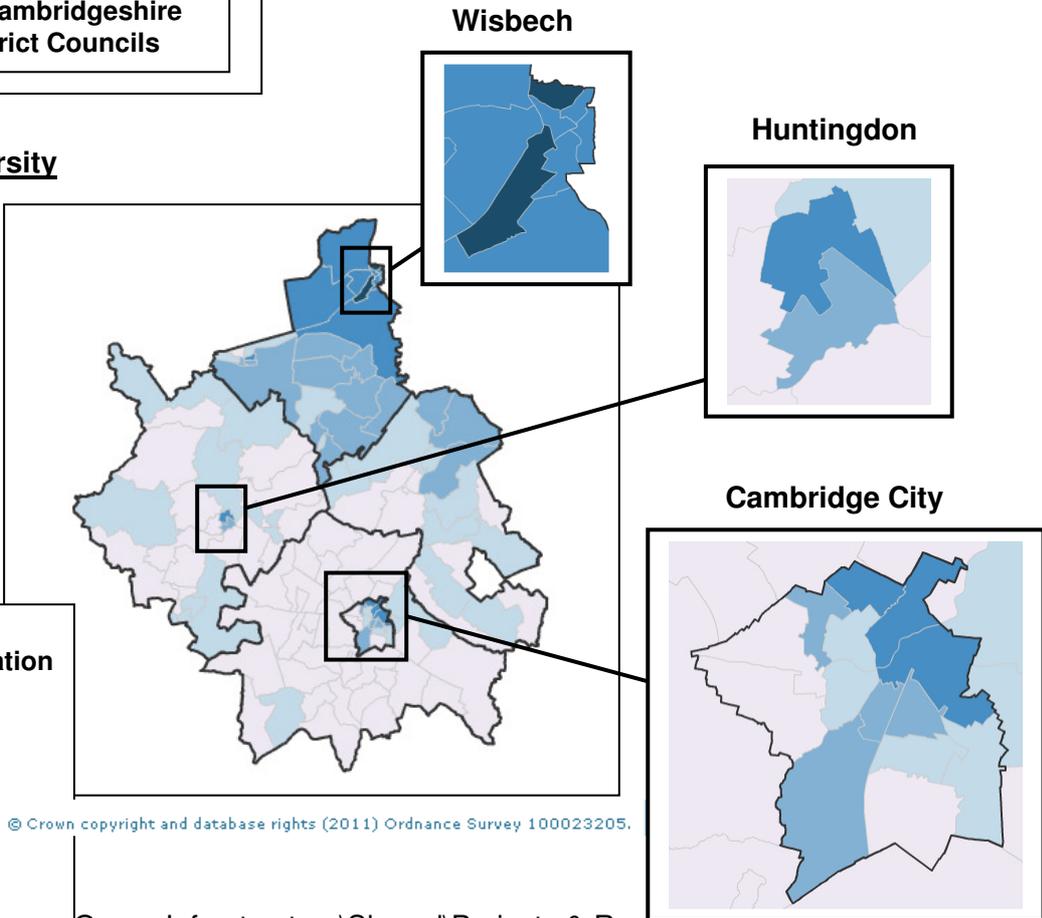
The County Council's Cabinet determines the Council's policies and operational priorities. However, some decisions, including setting the revenue and capital budgets for Council services, are reserved for full Council.

Of the County's 600,000 residents nearly 20% live in the City of Cambridge. Cambridge has national and global importance, as a centre of learning and research focused largely around the City's two Universities, Addenbrookes Hospital and associated research facilities, and a cluster of high-technology industries, known as the 'Silicon Fen'.

The other four districts are largely rural, with population centres focused around a number of market towns and the historic City of Ely.

### Social and economic diversity

Cambridgeshire is generally regarded as being a wealthy and prosperous County. There are, however, areas of the County which suffer from significant levels of deprivation.



#### Deprivation measured using the National Index of Multiple Deprivation

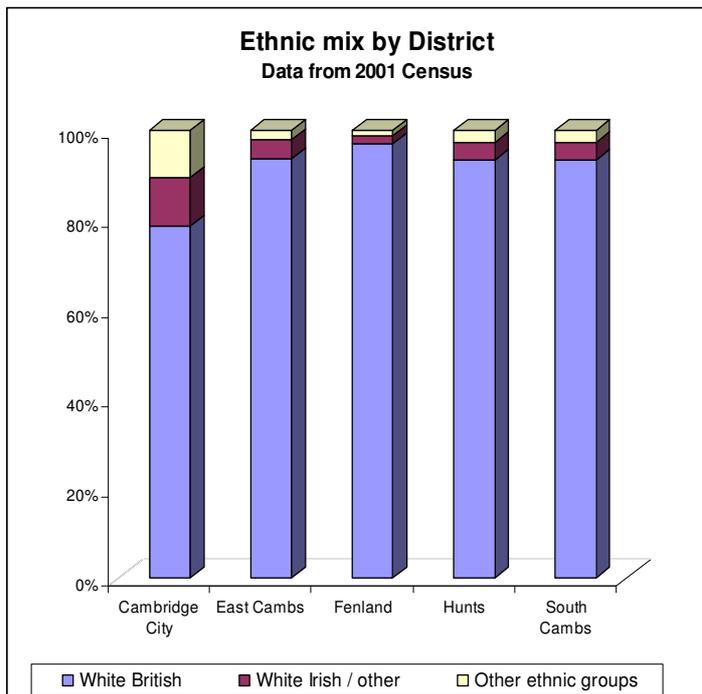
- 1 (20% most deprived)
- 2
- 3
- 4
- 5 (20% least deprived)

The population of Cambridgeshire is predominantly white-British, however, the County also has one of the largest Traveller populations in the country.

The increased ethnic diversity in Cambridge City can be linked to the number of students, academics and workers within the high-tech industries.

In rural parts of the County, especially in the north, the economy is focused largely around agriculture and associated industries. These areas have, in recent years, attracted migrants from Eastern Europe. Schools in these areas are often subject to seasonal changes to their pupil populations. A similar experience is often shared by schools near Traveller sites.

Another aspect of Cambridgeshire's diversity is the presence of a number of military bases and the relationship between these and the schools in the local area. Military deployments and troop movements can have a significant impact upon those schools, often resulting in large reductions or increases in pupil numbers with little advance warning.

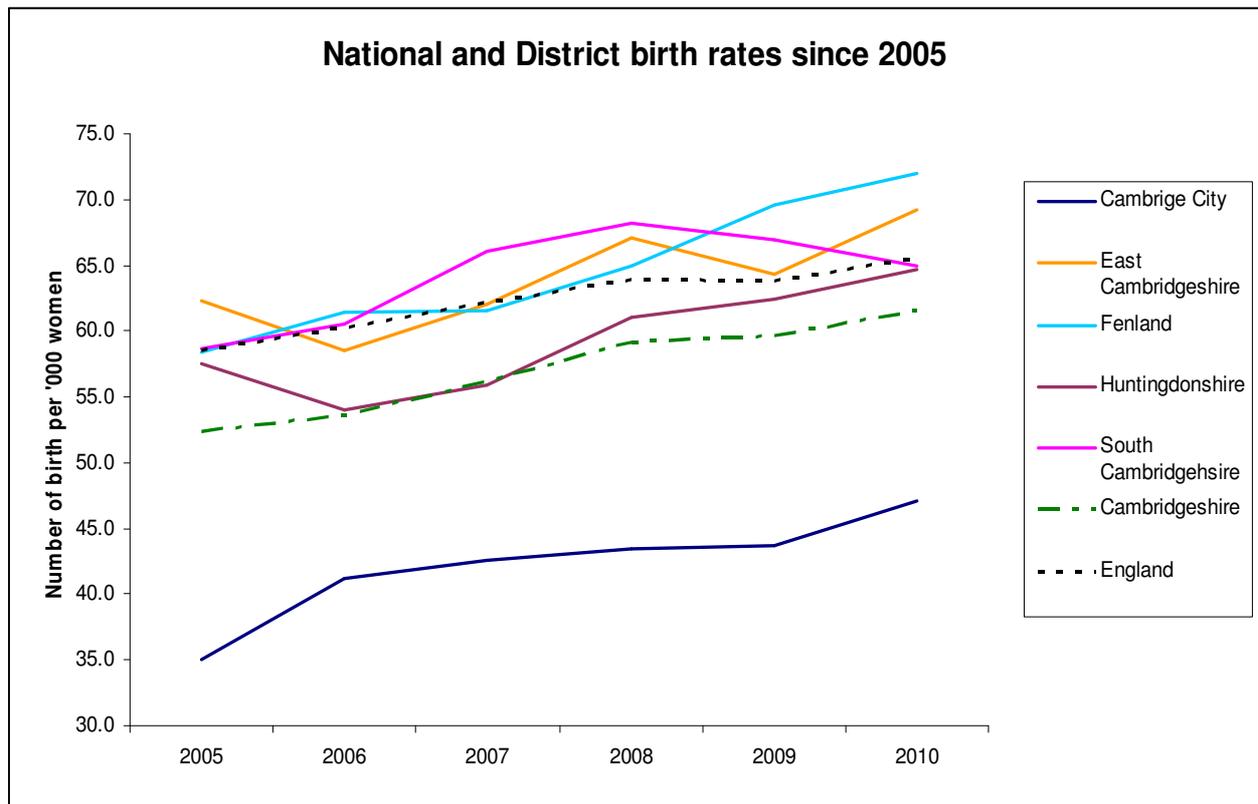


**Growth and demography**

Since 2008, some areas of the County, specifically urban areas, have experienced an increase in the birth rate and inward migration. In contrast, other, notably rural, areas have experienced static or declining birth rates and lower levels of inward migration. Alongside these demographic changes, major housing development has been taking place across the County, making Cambridgeshire one of the fastest growing counties in the country.

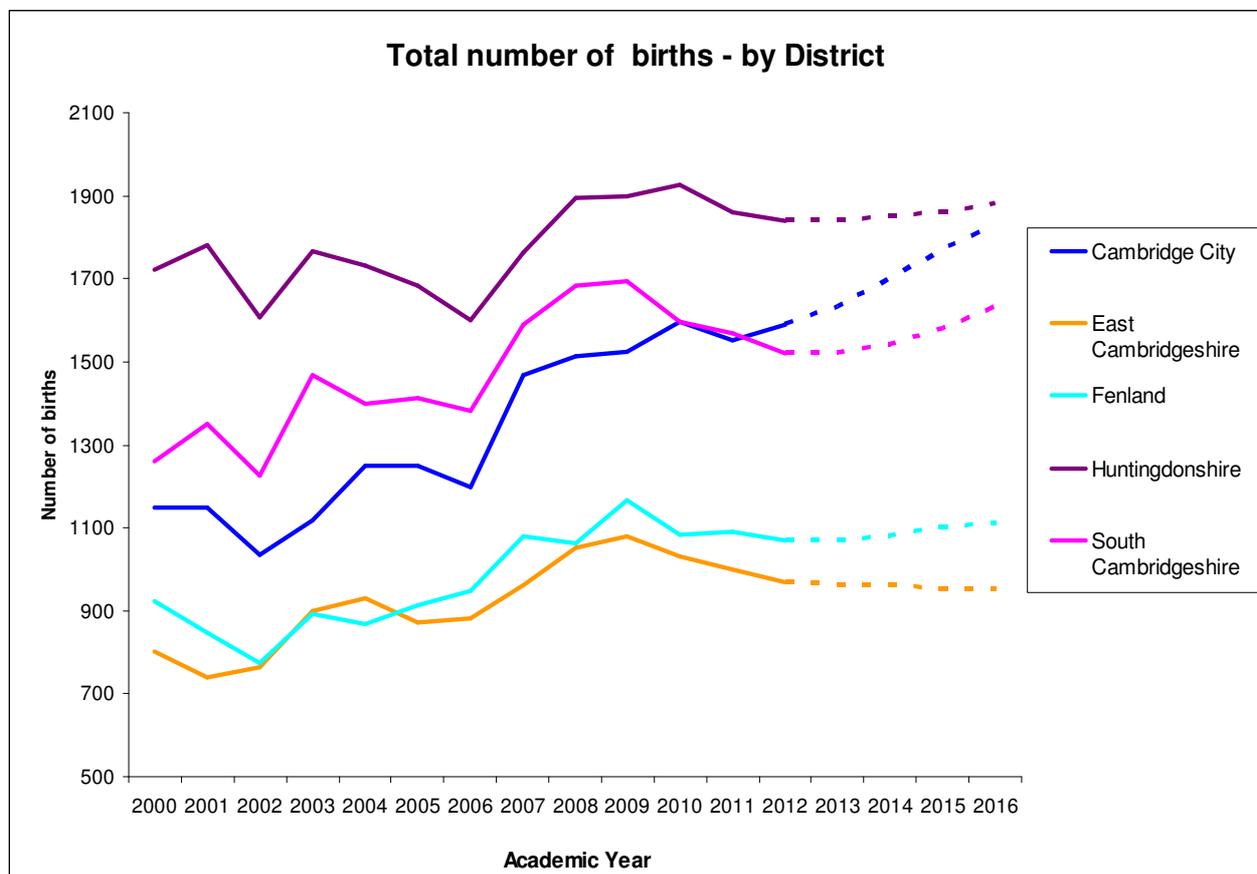
*Changing birth rates*

The changing birth rates across the County since 2005 can be seen below.<sup>1</sup>



This shows that, in line with the underlying national trend, there has been a steady increase in the birth rate across the County. However, the level of change differs between Districts. As a result of this increase, demand for school places has increased across the County, most notably within market towns and villages, where the growth is largely focused. The most significant changes have been in Cambridge City and Fenland, where there has been an increase of over 10 births per 1,000 women. The impact of this increase has been most stark in Cambridge, where the birth rate is far lower than the national average. As a result, there has been a dramatic uplift in the number of school places required in the City.

<sup>1</sup> Birth rate is expressed as a the number of live births per 1,000 women aged 15-44 years. Data source (Compendium of Clinical Health Indicators, The NHS Information Centre)



Whilst the birth rate shows the general trend in population growth, using the actual number of births per year in each District and a forecast of the future birth numbers,<sup>2</sup> Helps provide an overview of the demand for school places. Using this approach, it is clear that the increase in birth rate across the County, shown above has had a significant impact on the number of school places required.

In Cambridge City alone, there has been an increase of over 500 births a year since 2000, a sharp increase that, when combined with the level of additional housing development (discussed below), is forecast to continue over the coming years.

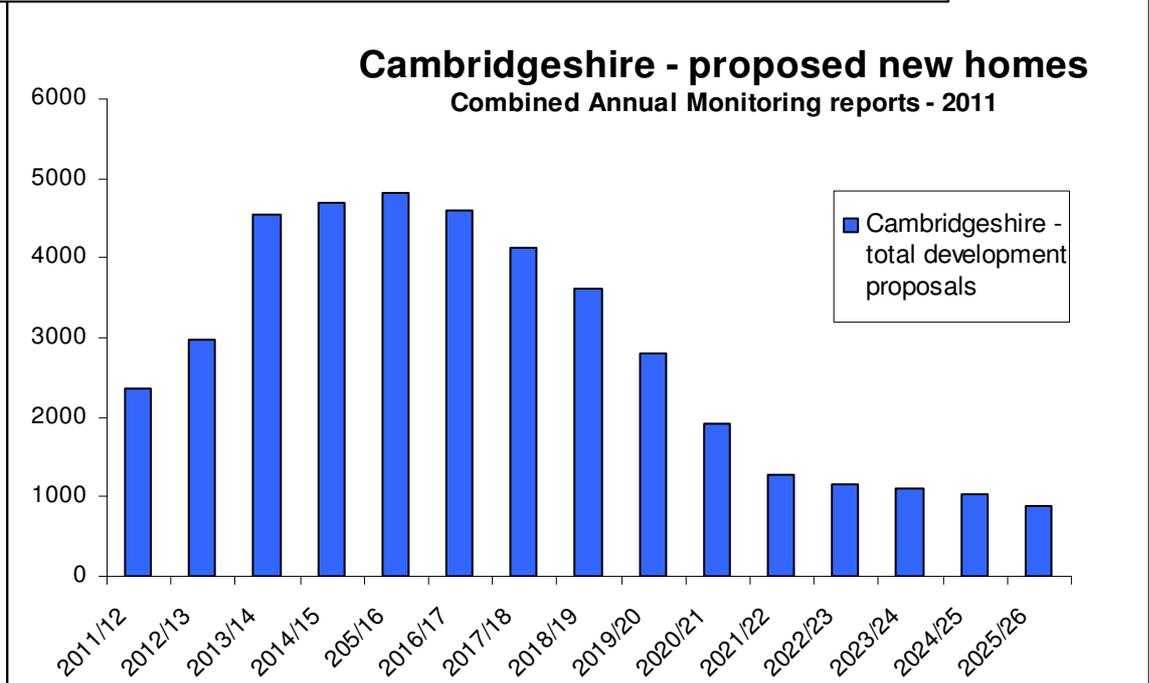
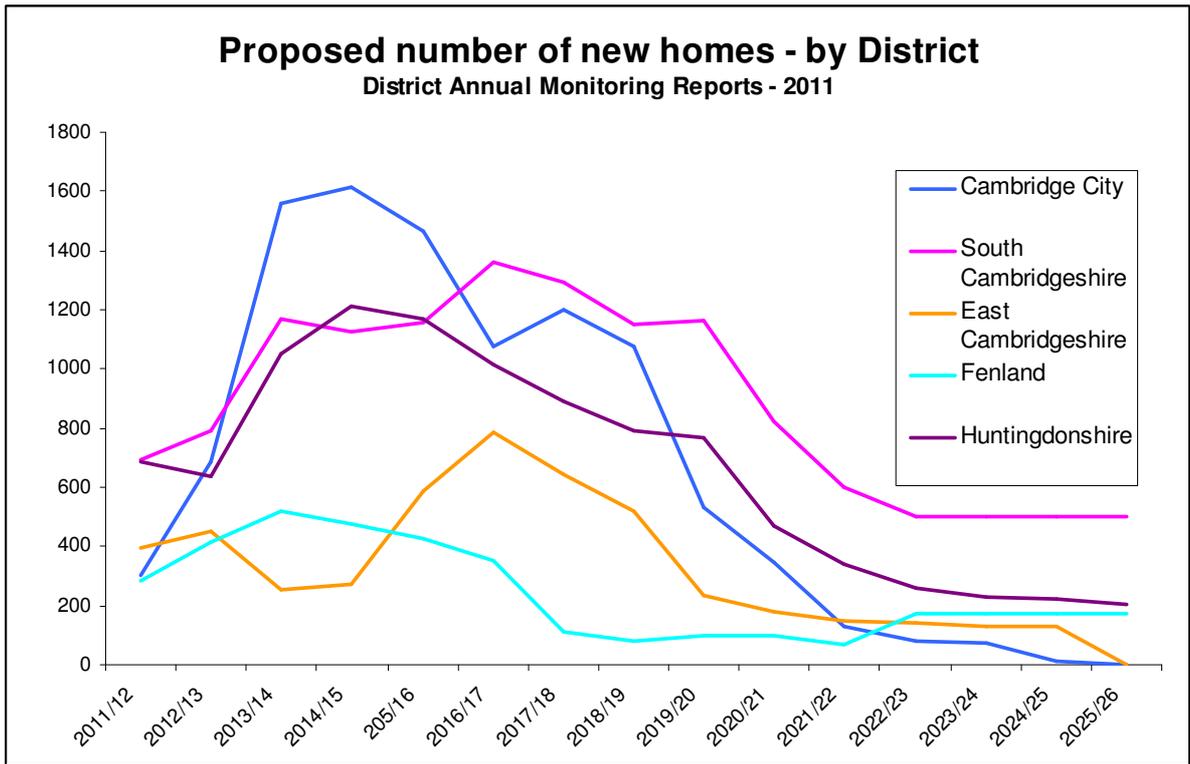
As a result, even where there has been a drop in the birth rate in South Cambridgeshire, the high levels of growth planned means that there is forecast to be an increase in the number of children born over the next five years.

### *Housing development*

Over recent years, Cambridgeshire has experienced high levels of new housing development, and is often referred to as being one of the fastest growing counties in the country. The proximity to London and the local creation of economic growth in high-tech industries in and around Cambridge City are expected to mean that these large numbers of housing developments will continue for some time. This is demonstrated by looking at the District Councils' projected housing developments trajectories.<sup>3</sup>

<sup>2</sup> Future forecasts are prepared by the County Council's Research and Performance Team.

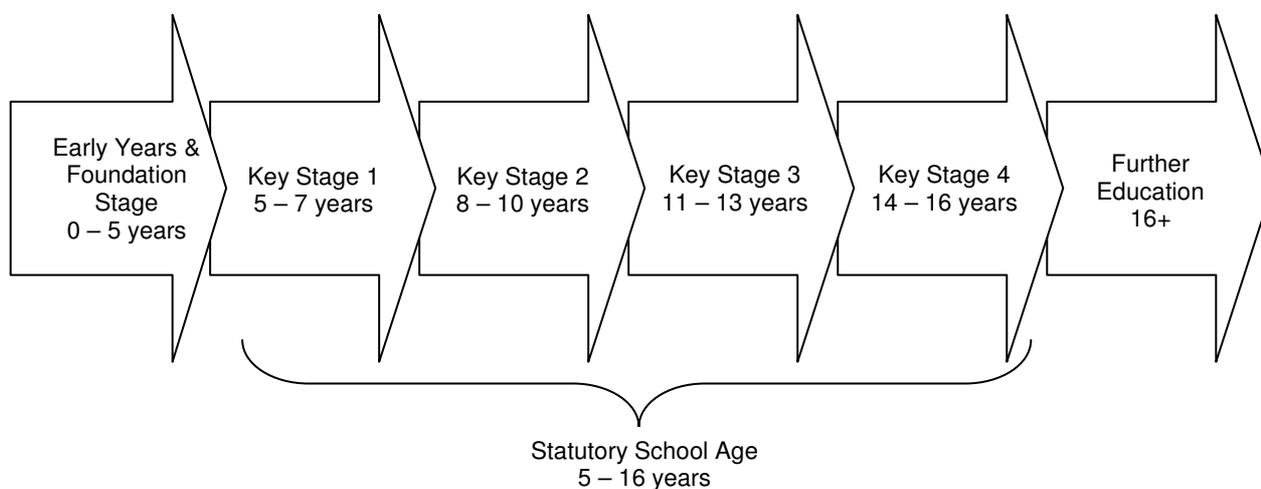
<sup>3</sup> These housing trajectories are taken from each Local Planning Authorities Annual Monitoring Report – a statutory document which includes details of the numbers of new homes built, and those projected over to be completed in coming years.



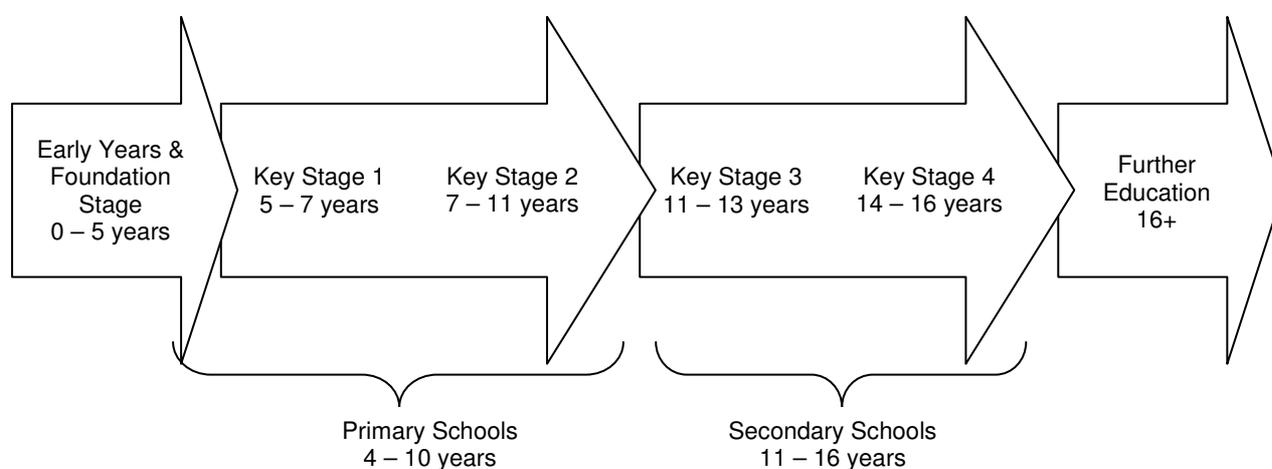
The reduction in housing development at the start of the next decade reflects the fact that each District Council produces a Local Plan, which sets out development policies and sites over a fifteen year period. The Local Plans of the five Districts in Cambridgeshire run until around 2021, with few sites being identified beyond this period. Work is underway across the county to prepare the next Local Plans, which will identify potential housing development sites that may be available up to and beyond 2031.

## **Education provision in Cambridgeshire**

Education provision is defined in six phases by the Government<sup>4</sup>:



Cambridgeshire operates a two-tier educational system, in which schools are predominantly organised into primary and secondary schools.



There are some exceptions to this, where primary school education provision is made through:

- Infant Schools (Key Stage 1); and
- Junior Schools (Key Stage 2).

Gamlingay is an exception to the broad approach, as education provision in the village follows a three tier model:

- Gamlingay First School (Reception, Years 1, 2, 3 and 4);
- Gamlingay Village College (Years 5, 5, 7 and 8); and
- Stratton Upper – located in Bedfordshire (Years 9, 10, 11 and Sixth Form).

<sup>4</sup> These are set out in Section 335 of the Education Act 1996.

## Part A – What is the Local Authority responsible for in education?

for This section sets out the Council's responsibilities, and how it fulfils these, for the delivery of education provision for children and young people aged 5-16 years (statutory school age). **Appendices A and B** provide an overview of the statutory responsibilities and the Council's local policies for securing education provision across the full 0-19 age range.

Education policy is an area which continues to experience a significant level of change as successive governments explore different means of improving the quality of education and outcomes for children and young people. However, the fundamental statutory responsibility placed upon local authorities remains unchanged.

The Education Act 1996, which consolidated previous legislation, expressed this responsibility as:

A duty to secure school places for all children of statutory school age (5-16 years old), whose parents want them to be educated in a state-funded school.

Guidance on how these places should be secured included:

Introducing a limit of 30 pupils in an Infant (Key Stage 1) class;  
Allowing parents to express a preference for which school their children should attend; and  
Introducing a national code of practice – the Admissions Code – to underpin the admissions process

The Act also established the basis on which educational support for children and young people with Special Educational Needs (SEN) should be provided. This included:

A duty to educate children within a mainstream school, unless this:

- is against their parents wishes; or
- would be disruptive to other children and young people.

In doing so, the Act:

Introduced a code of practice establishing how:

- parents can request additional support;
- assessments of SEN should be undertaken; and
- how parents can appeal against the outcomes of these processes.

The 'Education Act 2011' is the latest legislation and guidance that has changed how local authorities fulfil their duty to secure sufficient school places.<sup>5</sup> It builds upon previous Acts to consolidate moves towards increasing diversity in education provision and increasing parental choice. In doing so, it reinforces the requirement for local authorities to become commissioners, rather than direct providers, of education provision. Key elements within the Act are as follows:

Local authorities' key role is to support parents and families through promoting a good supply of strong schools;

Local authorities should enhance diversity and parental choice by promoting the expansion of Academies and Free Schools;

<sup>5</sup> A f  
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Local authorities should encourage good schools to expand and promote Academies and Free Schools to meet additional demand for places; and

Local authorities should become a commissioner rather than a direct provider of school places.

## How the Council meets its responsibilities...

### Championing children and families

The Council is responsible for the outcomes and well-being of all Cambridgeshire children. In this role, the Council works to ensure:

- All children receive the high standard of teaching and learning to which they are entitled;
- Organisational barriers do not prevent children and families accessing the services they need;
- Vulnerable children, including those with disabilities and SEN, have access to high quality provision that meets their needs;
- A narrowing of the gap for those who are vulnerable or at risk of becoming so, through partnership working across all agencies.

Despite the move to a commissioning role, the Council continues to be responsible for:

- acting as the corporate parent for Looked After Children, with responsibility for improving their educational attainment;
- securing education provision for young people in custody;
- safeguarding children and young people; and
- providing impartial advice to parents and carers of children and young people with SEN

### Working with education providers

The Council continues to respond positively to the changes in national policy direction, working closely with existing and potential education providers to promote diversity, choice and quality in education provision across the County.

The Council is committed to working in partnership with all education providers, regardless of status, in its role as a champion for children and families. In this role, the Council continues to provide advice, guidance and support to:

- promote educational development and school improvement; and
- challenge the lowest performing schools to deliver improved outcomes.

The Council also acts as a critical friend; raising concerns over educational performance and outcomes directly with schools, and where these are not addressed locally by schools, requesting Ofsted undertake an inspection.

## Planning provision

- The Council also adopts a collaborative and inclusive approach to planning education provision. The importance of engaging with children and young people and their families, as well as with different service providers, including those in the voluntary and community sector, is recognised. This engagement is important to make sure that services are planned around the needs of children and their families;
- can be easily accessed
  - without institutional barriers; and
  - using safe sustainable transport;<sup>6</sup>
- are able to maximise expertise from different providers.

The Council believes that all education provision should be inclusive, attractive and welcoming, whilst promoting safeguarding. It should also enable children and their families to access a range of support, advice and positive activities.

Services are planned, as far as possible, across the full 0-19 age range. This helps to ensure that services are effectively co-located to support children and families, especially during the transition between different phases of education.

## Special Education Needs

The Council is committed to providing a school place for all children and young people, including those with special educational needs, in mainstream schools. However, it is recognised that there are cases where the complexity of the support needed makes this impractical.<sup>7</sup>

Across Cambridgeshire, a range of specialist educational provision is available beyond that which can be offered in mainstream schools.

Within Cambridgeshire, this provision includes

Six area special schools, as well as enhanced resource provision for children and young people with:

- Behavioural, Emotional and Social Disabilities (BESD);
- high functioning Autistic Spectrum Conditions (ASC); and
- Speech and Language, and Hearing difficulties.

The Council also supports children and young people in accessing specialist provision outside Cambridgeshire, where this is judged by health, education and social care professionals to provide children and young people with the best opportunities.

<sup>6</sup> This includes ensuring that all cycling and walking routes comply with the Council's safety criteria.

<sup>7</sup> The details of how to access additional educational support and specialist provision can be found in the Council's Special Education Need Education Placement Strategy, 2011-2016.

## Part B – School Place Planning

### Identifying and Responding to Pressures

#### Demographic forecasting

The Council has its own research service, the Research and Performance Team, which provides pupil forecasts using a range of data, including birth and registration data of children aged 0-4 supplied by the NHS, school census data and the Government's ten year census. Full details of the methodologies used can be found in **Appendix C**.

#### Identifying pressures

Pupil forecasts, when compared with information about a school's capacity, can be used to identify areas where demand for school places may exceed the capacity available. They can also be used to identify if this is a pressure is a short-term bulge, or likely to extend over several years.

In urban areas, the impact of pupil forecasts on available provision is considered more widely, as often several schools may be located in close proximity. This allows the Council to work closely with education providers to provide sufficient places, without creating surplus capacity.

To help provide transparency in discussions with education providers, the Council has grouped schools within planning areas. These planning areas:

- Include schools in close proximity;<sup>8</sup>
- Link primary schools to their catchment secondary schools;
- Take account of federations and partnerships between schools; and
- Take account of natural barriers and constraints on journeys between schools.<sup>9</sup>

A full list of the planning areas and schools in Cambridgeshire is included in **Appendix D**. This will be kept under review as the Council responds to demographic changes and housing development proposals.

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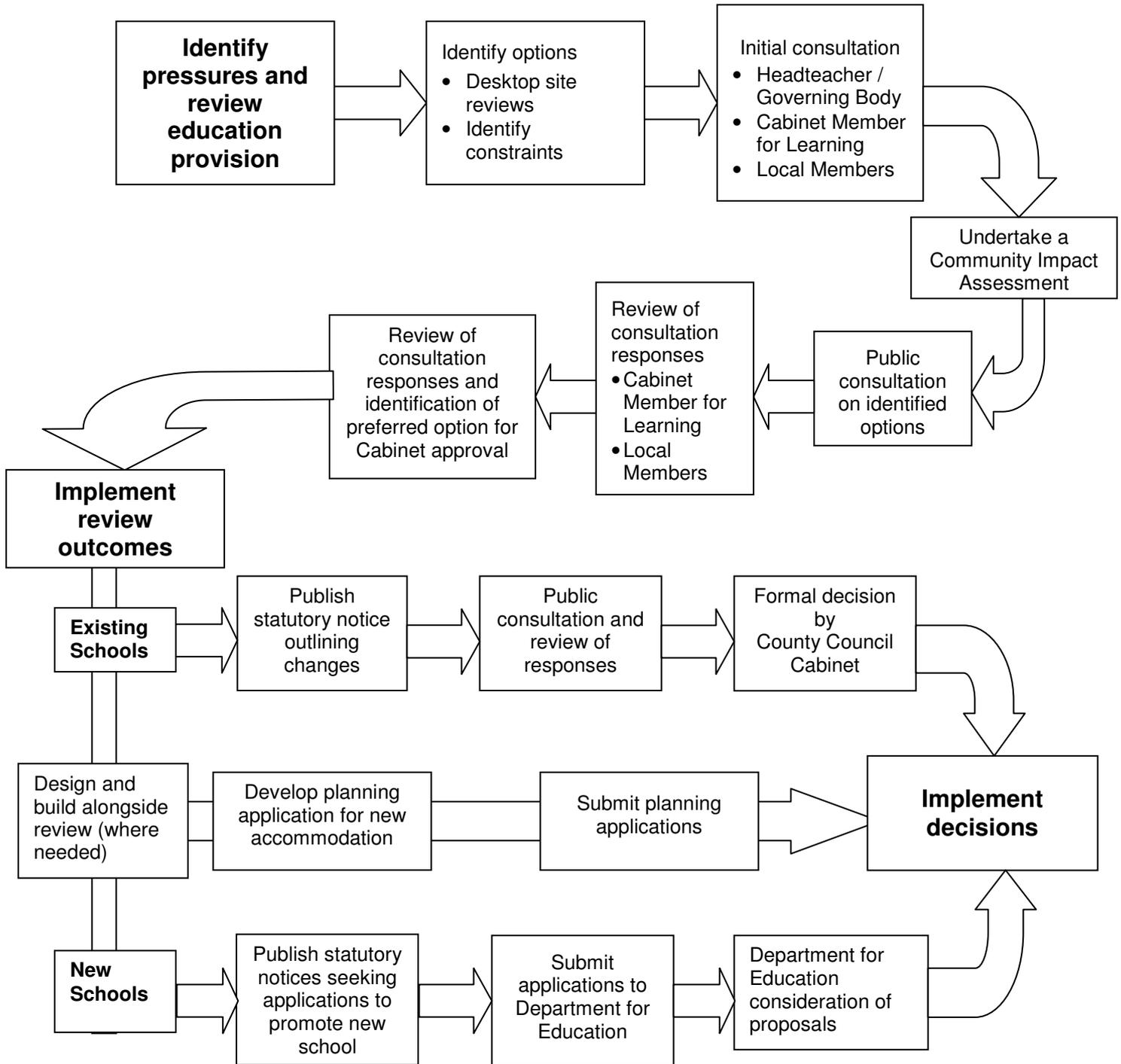
<sup>8</sup> The County Council determines this as being the statutory safe walking distance, 2 miles for primary aged pupils and 3 miles for secondary aged pupils.

<sup>9</sup> In line with standard DfE guidance, these include divisions including major trunk roads, railways and rivers, regardless of the distance between schools.

### Reviewing provision and commissioning school places

As set out in the **planning provision** section, the Council works closely with providers, headteachers, management committees, governing bodies, local Councillors and relevant partner organisations to identify solutions that meet the needs of children and young people.

Whilst reviews of provision need to respond to local circumstances, the same broad approach is adopted for all reviews. This approach allows local views, especially those of parents to be sought as part of the process for planning and commissioning school places. This approach is described below.



## **Supporting Children and Young People's Services Capital Planning**

### **Commissioning additional school places in an uncertain climate**

The impact of recent national policy changes, especially the Coalition Government's expansion of the Academies and Free School programmes, has generated significant changes in how school places are planned and commissioned.

One of the major changes has been the development of an education market, which the Government hopes will provide improvements in educational standards and promote better opportunities and choice for children and young people. However, as these changes are at an early stage, this has created uncertainty for those involved, the Council and schools as they attempt to develop an understanding of their roles within this market.

The processes for commissioning the additional places required across the County will continue to develop. In the past the Council has sought to secure additional places, by working with schools to develop a consensus, and this approach will continue to be an important. Within this role, it is likely that discussions will focus on two areas:

- the provision of additional accommodation, where needed, and what form this should take; and
- the funding of additional places and the resources needed to deliver education.

It is clear, that with many schools in Cambridgeshire having already converted, or seeking to convert, to Academy status, the relationship between schools and the Council will change. There will continue to be a need for schools and the Council to work together to develop means of providing additional school places that promote the best opportunities and outcomes for children and young people. This relationship will also need to include the Department for Education and the Education Funding Agency as understanding of the commissioning role develops.

Other factors that will shape how the Council commissions places will include;

- the potential for new schools to open which offer a different educational ethos;
- being able to facilitate open and transparent discussions, prioritising the needs of children and young people in Cambridgeshire;
- further development and changes in Government policy and expectations for relating to schools; and
- changing expectations of parents and communities with regard to education provision.

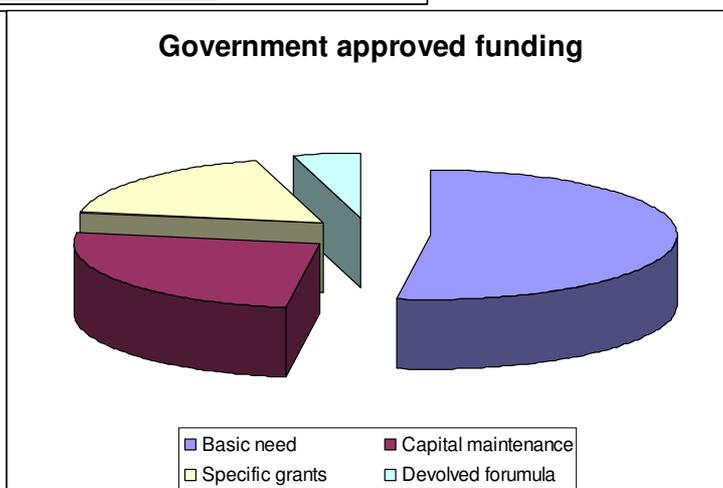
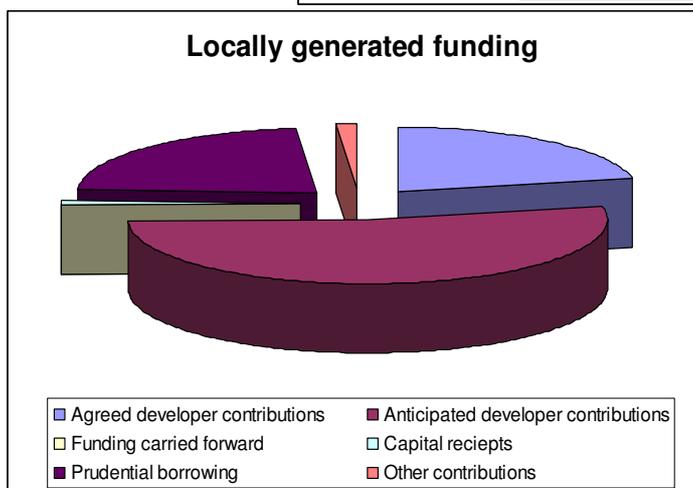
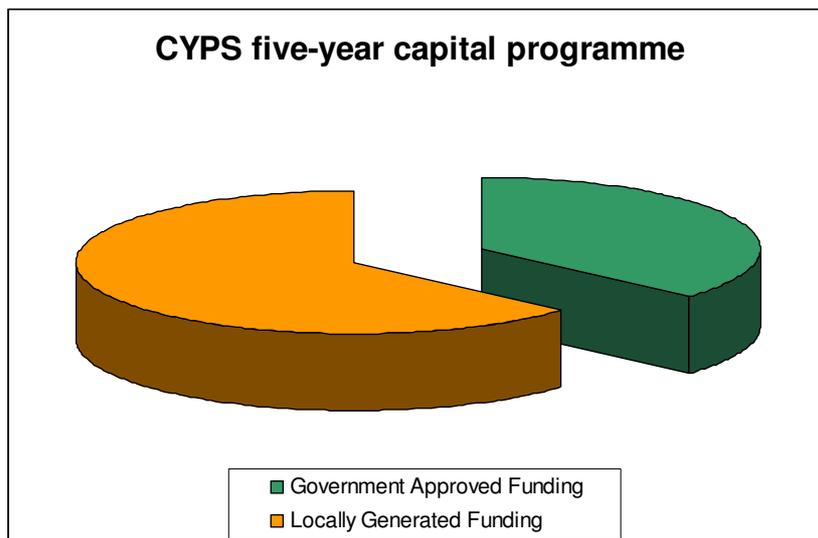
Part of supporting this commissioning role will involve ensuring that schools are able to provide the additional places needed. In Cambridgeshire, where the majority of the significant pressure for places is in urban areas, this can be complicated by limitations in capacity and condition of existing sites and buildings.

A key requirement to underpin the Council's commissioning role is therefore, a need to ensure that a strategic understanding of demand for places exists, to support the strategic planning of capital investment in school buildings across the County.

Part C of this Plan sets out the identified pressures, which supports the development of the Children and Young People's Services Capital Programme.

## Children and Young People’s Services Capital Programme

The County Council, as part of its annual budget-setting process, sets out its five-year capital spending projections. Of this capital budget, the allocation to Children and Young People’s Services is by far the largest, and accounts for over £500 million over five-years. The capital funding comes from a range of sources, which can be defined as being either central government funding allocations, or locally-generated funding.



### Developing a strategic approach to capital planning

With any budget of this size, especially combined with the demands for investment across the County’s education estate, it is critical that the Council adopts a strategic approach to planning and maintaining investment in education. In this, the Council needs to balance the amount of capital available for investment in the school estate with increasing demands being placed upon school-place provision, from a combination of increased birth rates in some parts of the County and the significant level of new housing development. The Council has recognised the importance of planning and allocating funding within a transparent framework which provides objectivity throughout the prioritisation of funding. To enable this, it has established clear criteria on which to prioritise capital allocations and the strategic planning of the five-year capital programme.<sup>10</sup>

<sup>10</sup> These criteria were endorsed by the Children and Young People’s Policy Development Group, in a paper on the Children and Young People’s Capital Programme, 4 November 2010

### **Prioritisation Criteria**

1. Health and Safety improvements to avoid school closures.
2. Investment in the provision of sufficient school places in line with the Council's statutory duties (referred to commonly as meeting basic need).
3. Implementing statutory changes, for example, increasing the age range a school serves.
4. Implementing the recommendations of a review of education provision.
5. Implementing new statutory duties or education policy changes where no other funding is available.
6. Reducing schools' maintenance costs, prioritising schools in the worst condition.
7. Improving schools' environmental performance, prioritising those with the most inefficient buildings.

In meeting basic need for school places, emphasis is placed upon providing accommodation that:

- is of high quality;
- is fit-for-purpose,
- provides value for money; and
- provides flexibility to respond to changes in need and curriculum.

All schools are expected to meet statutory requirements, including the Disability Discrimination Act, and local policies to support children and young people with SEN in mainstream schools.

- In establishing these criteria, consideration has been agreed that it is appropriate to use high quality temporary accommodation to address short-term pressures; or
- ahead of new permanent accommodation being provided, where permanent expansion is planned.

These criteria will continue to be part of the Council's strategic planning of capital investment. The development of an education market, driven by different education providers, mean that there will need to be greater involvement of all education providers in developing a strategic approach towards planning capital investment.

As well as adopting a strategic approach to capital investment, the Council, as part of its commissioning role, has to be aware of the potential impact for schools of increasing their capacity. The Council considers that wherever possible, any expansion in provision must not be detrimental to the quality of education provision. The Council remains committed to providing as much additional support as possible to schools that are expanding. However, the changing nature of education funding, with the expansion of the Academies programme and the establishment of the EFA to oversee the funding of Academies and Free School, continues to change the Council's relationship with many education providers.

The impact of these changing relationships is currently evolving, as the Government continues to review education funding arrangements.

## C – Place Pressures and Capital Planning

By using the demographic forecasts produced by the Council's Research and Performance Team, it is possible to identify where potential pressure for school places may exist.<sup>11</sup> This allows the Council to work with education providers to commission additional school places to meet this demand.

In the majority of instances, these pressures are the result of:

### ***Changes in the birth-rate***

Information about the birth-rate is obtained from NHS birth and registration data.

This data provides robust information about the number of children born in a given area. This is used as a baseline, from which it is possible to forecast the number of children who will seek to secure a school place once they reach statutory school age.

### ***New housing development***

Information about housing development is taken from the local planning authorities:

- Local Plan – which establishes policy aspirations in relation to future housing development; and
- Annual Monitoring Report – which sets out the number of new homes completed each year, and a trajectory for the number of new homes anticipated in future years.

These documents set out the aspirations and expectations for new housing development. As development is driven by economic conditions, these do not provide certainty about the level of development that will occur, but they do provide the best evidence base on which to make assumptions about the impact of development on school places.

Other changes in demand for school places can be more unexpected, for example, as the result of Traveller families or military redeployments. By their nature, these changes are more difficult to predict, and can result in sudden shifts in demand for school places. It is, as a result, not possible to develop a strategic response to these changes in the same way as for longer-term shifts in demographic patterns.

The different nature of these two types of pressure on available school places requires different approaches to commissioning school places.

### **Medium-term changes**

The impact of birth-rate and housing development can to a large extent, be predicted through the forecast information.

The Council works with education providers to commission additional education provision, using the processes set out in Part B – School Place Planning.

These pressures and the identified response are set out in the sections of the plan: **'Summary of pressures and responses'** and **'Children and Young People's Services capital programme'**

### **Short-term changes**

The impact of short-term changes to communities cannot be predicted through the forecast data.

The Council works closely with schools and education providers affected in reacting to the impact of these changes to secure sufficient school places.

Where these changes are likely to have an impact beyond one year, it is possible to plan future years responses more pro-actively using the processes set out in Part B – School Place Planning.

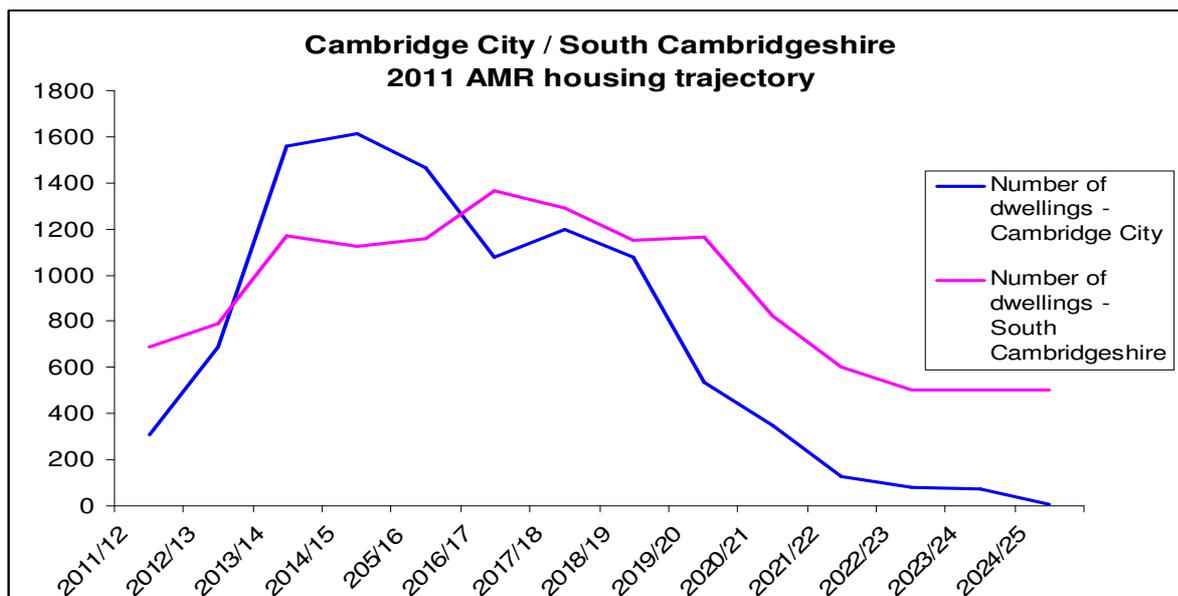
<sup>11</sup> The full demographic forecast methodology is included as **Appendix C**

## Summary of Pressures and Planned Responses

### Cambridge City and South Cambridgeshire

The Cambridge City Local Plan 1999-2016 sets an expectation that 12,500 new homes would be built within the plan period.

The South Cambridgeshire Core Strategy sets an expectation for 20,000 new homes during the 2001-2026 period.



The Cambridge City Annual Monitoring Report indicates that future development will be within major development on the fringes of Cambridge City, including:

- 4,000 homes across three development sites in the south of Cambridge (including 600 homes within South Cambridgeshire at Trumpington Meadows).
- 4,500 homes across two developments in the northwest of Cambridge (of which 1,500 on the University development are likely to be within South Cambridgeshire).

The South Cambridgeshire Annual Monitoring Report indicates that future development will be concentrated in:

- Urban extensions to Cambridge, including 600 homes at Trumpington Meadows and 1,500 homes on the University site (as outlined under Cambridge City) with a further 1,100 homes on the NIAB2 development to the northwest of the City.
- A 10,000 home, new town, Northstowe, between Longstanton and Oakington to be delivered in several phases.
- 380 homes on the Bayer Cropscience site, near Hauxton, anticipated to be built between 2012 and 2019.
- 275 homes at Fulbourn and Ida Darwin Hospital sites, between 2013 and 2022.
- A further 950 home expansion to Cambourne.

Both Cambridge City and South Cambridgeshire District Councils have begun a review of their Local Plans. Both Councils hope that these will be formally adopted in 2014, and will provide details of potential housing growth for the period up to 2031.

## Cambridge City

In recent years an increased birth rate has created pressure on reception places across Cambridge. The six-month update of birth data provided by the NHS in September 2011 indicates that the birth rate remains higher than has been the case in recent years and that the demand for reception places will continue to grow over the coming years.

### **North Cambridge - Primary school places**

North Cambridge is served by:

Arbury Primary School	420 places (2FE)	Orchard Park Primary School	210 places (1FE)
Grove Primary School	420 places (2FE)	Shirley Primary School	420 places (2FE)
King's Hedges Primary School	420 places (2FE)	St Laurence Catholic Primary School	240 places (1.2FE)
Mayfield Primary School	420 places (2FE)	St Luke's CofE Primary School	210 places (1FE)
Milton Road Primary School	420 places (2FE)		

Pupil forecasts for the north of Cambridge suggest that pressure for reception places will be felt from September 2012 with a potential shortfall in places of three reception classes by September 2014.

### **Planned response**

The Council has been monitoring NHS birth and registration data and the implications on reception places since the pressure on reception places was first identified in 2008. The pressure was initially met through working with schools to over-admit pupils into reception classes. As pupil forecasts have indicated a continued build up of demand for additional primary places, both in reception classes and across all year groups, further options for securing additional provision have been planned and implemented.

In September 2011, Orchard Park Primary School's reception class was increased from 15 to 30 places. This increase is part of a planned expansion to provide a 210 place school, the permanent accommodation for which will be completed in September 2013. This will enable it to meet the demand for additional places, including that arising from further housing development.

Agreement has been reached to increase places at The Grove by adding a second reception class from September 2012. At St Laurence Catholic Primary School the number of reception places will be increased from 35 to 45 places a year, from September 2012.

Further work is currently being undertaken to determine solutions to the need for an additional 3FE of primary school places resulting from rising birth rates, and to ensure that one additional FE is in place by September 2012 and a further two by 2014.

The two other major housing developments planned in the north-west of the city will be self-contained for the purposes of primary school provision. Work is expected to begin on the NIAB development in late-2012. It is anticipated that a new primary school, to meet the needs of this development will open by September 2014. The statutory processes to enable the Council to open a school in this timescale will commence in 2012.

The University of Cambridge currently anticipate starting work on the development of their site in 2013, with the first residents arriving in 2014. It is currently anticipated that the primary school to

serve this development will need to be open by September 2014. The timing of the statutory processes to open this school will not be finalised until planning permission for the site has been granted and timescales can be agreed.

### **South Cambridge - Primary school places**

South Cambridge is served by:

Abbey Meadows Primary School	630 places (3 FE)	Queen Edith Primary School	420 places (2FE)
Bewick Bridge Primary School	420 places (2FE)	Queen Emma Primary School	420 places (2FE)
Cherry Hinton CofE Controlled Primary School	210 places (1FE)	Ridgefield Primary School	210 places (1FE)
Colville Primary School	420 places (2FE)	St Alban's Catholic Aided Primary School	210 places (1FE)
Fawcett Primary School	210 places (1FE)	St Matthew's Primary School	630 places (3FE)
Morley Memorial Primary School	420 places (2FE)	St Paul's CofE Aided Primary School	210 places (1FE)
Newnham Croft Primary School	230 places (1.2FE)	St Philip's CofE Aided Primary School	315 places (1.5FE)
Park Street CofE Aided Primary School	120 places (0.6FE)	The Spinney Primary School	210 places (1FE)

The birth rate and demand for reception places has grown more quickly in the south of Cambridge than the north. To meet the demand for places, the Council has already implemented a range of changes, resulting in increased primary school capacity. This has included the expansion of a number of schools, making Infant and Junior Schools into all-through 4-11 primary schools and the opening of the new Queen Emma Primary School in September 2011.

As a result, in the immediate short-term, forecasts suggest that sufficient primary school places are now available to meet the anticipated need.

### **Planned response**

Work on the new developments around Trumpington commenced in mid-2011, and it is anticipated that the houses will be available for occupation from mid-2012 across the different development sites. These developments will be served by a new school on the Trumpington Meadows site, opening in September 2012. Additional primary school provision for the pupils from these new developments will be provided through the expansion of Fawcett Primary from 210 to 420 places, and at a new 420 place school will be established on the Great Kneighton site. The timing of this additional capacity is dependent upon the speed of development across the development sites.

**Cambridge City - Secondary school places**

Cambridge is served by five secondary schools:

Chesterton Community College	1,060 (7 FE) 11-16 capacity
Coleridge Community College	600 (4 FE) 11-16 capacity
The Manor	700 (4 FE) 11-16 capacity
Netherhall Community College	1,270 (9 FE) 11-16 capacity
Parkside Community College	600 (4 FE) 11-16 capacity

Additionally, St Bede's, the only Christian state secondary school in Cambridgeshire, is located in Cambridge. St Bede's draws students from across the City and the surrounding area.

St Bede's Inter-Church School	800 (5.3 FE) 11-16 capacity
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As pupils age through primary school and transfer to secondary school, the demographic forecasts show that there will be an increasing pressure for places in year 7 and beyond. This pressure is anticipated to grow, and, by 2015, as the first year of high reception numbers reaches secondary school age, there is likely to be a need for additional secondary school provision in the north of Cambridge. By the end of the decade, the forecasts indicate that there will be a significant shortfall in available secondary school places across the City.

**Planned response**

A wider review of secondary education provision across Cambridge will be undertaken, starting in 2012. This will identify a range of potential options for securing sufficient secondary provision in the City in the future. A full public consultation process will be undertaken as part of this process.

A new secondary school is planned to open in September 2015, in the south of Cambridge. This school, which will be run by the City of Cambridge Education Foundation as part of the Parkside Federation, is part of the Great Kneighton development. It will provide additional places to meet the demand arising from the new developments in the south of Cambridge and will also provide places for the existing Trumpington community

As part of the response to the NIAB and University developments, a new secondary school will be built to serve the education needs of these new communities. As the timescales for providing this new school are linked to the speed of development, it is not possible to set out the timescales for the statutory processes required for this school at this time. However, this will be linked to the overall review of secondary provision in Cambridge.

## South Cambridgeshire

### ***Cambourne - Primary school places***

Cambourne is a recently-established village of 3,500 homes. The development of a further 950 homes has recently been approved by South Cambridgeshire District Council.

The village of Cambourne is served by:

Jeavons Wood Primary School	420 places (2FE)
Monkfield Park Primary School	420 places (2FE)
Vine Inter-church Primary School	420 places (2FE)

From September 2012 the forecasts suggest that there could be a shortfall of 25 reception places, a number that is forecast to rise to 60 places by September 2013.

### ***Planned response***

It has been agreed that Hardwick Primary School should provide additional reception places, on a second campus in Cambourne, from September 2012. This will be provided in the Blue School, the temporary home of the Jeavons Wood School, which will move into its permanent accommodation in July 2012. Approval has been granted for the Blue School site to be used for a further five years. Pupil numbers will be kept under review and a decision made in due course over whether there is an identified long-term need for a fourth primary school to be established in the village.

### ***Cambourne - Secondary school places***

The initial demand for secondary provision from the development of Cambourne was met through the expansion of Comberton Village College, the local secondary school.

Comberton Village College	1,500 (10 FE) 11-16 capacity
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However, the school's governing body have made it clear that the school should not increase in size beyond its current capacity. As primary pupils age through from Cambourne, the pressure for places at Comberton means that additional places are required from September 2013.

### ***Planned response***

The Council is working closely with the Comberton Education Trust to provide a new 750 place secondary school in Cambourne which will allow Cambourne pupils to attend a secondary school in the village. It is planned to open the new school in September 2013, with the statutory processes required for this being undertaken in 2012.

### ***Cottenham - Primary school places***

Cottenham is currently served by:

Cottenham Primary School	560 places (2.7FE)
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The pupil forecasts suggest that there is sustained pressure on reception places from 2011 and that additional provision is required. Alongside this, a number of small developments have been proposed in the village, which would be expected to increase this pressure.

### ***Planned response***

Following discussions with the school, temporary accommodation was provided to enable the school to admit up to 120 Reception pupils in 2011. Discussions are continuing with the school to identify the most appropriate solution to meeting the ongoing pressure on school places in the village. Included within these options is the possibility for building a new school on land already within the Council's ownership.

### ***Cottenham - Secondary school places***

Cottenham is served by:

Cottenham Village College	900 (6FE) 11-16 places
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The current pupil forecasts suggest that, despite the small increase in primary pupil numbers, there will be no pressure on available secondary school places. No further provision would be required.

### ***Girton - Primary school places***

Girton is served by:

Girton Glebe Primary School	210 places (1FE)
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The NHS birth data shows that there could be a shortfall of around 20 reception places from 2012, rising to a full form of entry a year by 2014.

### ***Planned response***

There is a need to work with the school to identify the most appropriate solution to meeting this ongoing pressure for school places in the village.

### ***Girton - Secondary school places***

Girton is served by:

Impington Village College	1,050 (7FE) 11-16 places
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The current pupil forecasts suggest that, despite the increase in primary pupil numbers, there will be no pressure on available secondary school places. No further provision would be required.

## **Northstowe**

The development of a new town at Northstowe has been under discussion for several years. It is proposed as a 10,000-home, mixed-use development, between Longstanton and Oakington.

A revised outline planning application is anticipated in 2012. This will propose a first phase of 1,500 homes which would be built within 6 to 7 years of development starting. Further development beyond the first phase is dependent upon the upgrading of capacity on the A14.

### ***Primary Provision***

Once completed, it is expected that phase one could create demand for up to three forms of entry for primary school provision.

***Planned response***

A new primary school, providing up to 630 places will be built for the first residents of the development. The first Northstowe primary school, which is anticipated will need to open in 2014, will be run by the Diocese of Ely.

As the remainder of the development is built, further primary schools will be provided to meet the demand for places from the new community.

***Secondary school places***

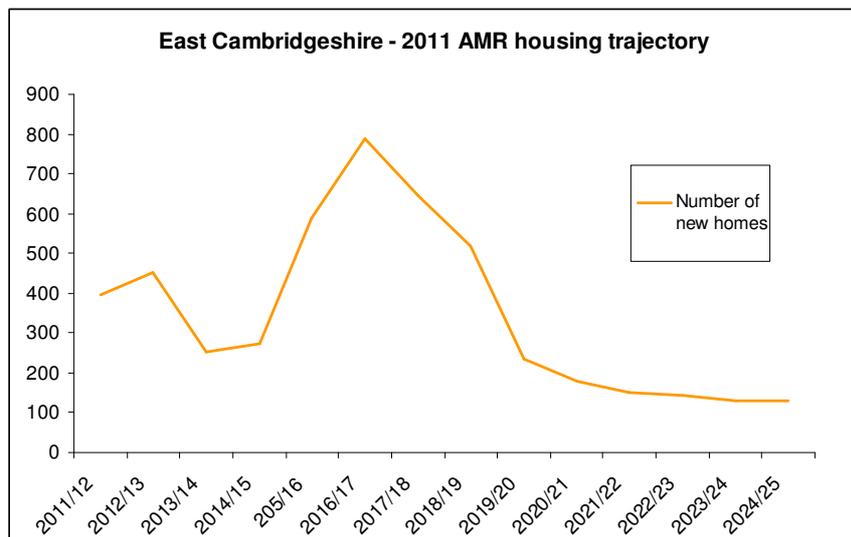
The Council is clear that there should be secondary provision to meet the needs of the Northstowe from the outset of development. It is proposed that years 7, 8 and 9 pupils would initially be co-located with the primary school, with Key Stage 4 pupils attending Swavesey Village College.

With increasing pupil numbers in the Swavesey catchment area, in which the Northstowe development is located, and the pressure from primary pupils in the new development, it is envisaged that the secondary school, which will be run by the Cambridge Meridian Trust, will open, initially as a 600 place (4FE) 11-16 school, from 2016.

## East Cambridgeshire and Fenland

### East Cambridgeshire

The East Cambridgeshire Core Strategy set an expectation that 9,980 homes would be built between 2001-2025.



This growth is anticipated to be focused around:

- 3,400 homes in Ely
- 1,730 homes in Soham
- 1,670 homes in Littleport
- 1,419 spread between Bottisham, Burwell, Haddenham, Sutton and the Newmarket fringe

Longer-term housing growth expectations include:

- Development of an Ely masterplan, including further growth to the north of the City and City Centre. A framework identifying 3,000 homes (2,500 more homes than identified in the Core Strategy) is proposed for North Ely, to be delivered over a 20-25 year period.
- The 2010 Soham Masterplan identified the potential for an additional 2,000 homes, above the Core Strategy development, during the 2026-2040 period.
- The 2011 Littleport Masterplan, identifies the potential for an additional 1,700 homes, above the Core Strategy development, to be built in the period up to 2032.

The District Council has commenced a review of the Core Strategy adopted in 2009 in response to the Coalition Government changes to the planning process announced in the Summer of 2012. It is anticipated that there will be some changes to the levels of housing growth previously proposed. However, it is unlikely that a successor to the Core Strategy will reach adoption stage for some time.

**Ely - Primary school places**

Ely is served by:

Ely St John's Primary School	420 places (2FE)
St Mary's Junior School	360 places (3FE)
Spring Meadow Infant and Nursery School	360 places (4FE)
The Lantern Primary School	420 places (2FE)

Across all primary years, a period of sustained higher birth rates means that there is forecast to be pressure on places for Key Stage 2 pupils from 2012, with an additional 30 places a year required to meet the needs of the existing community.

In addition to the impact of demographic changes, there are a number of development proposals, notably for 3,000 dwellings to the north of Ely. Discussions are underway with the developers for the first of these, Highflyer Farm for 750 dwellings, an application for which is expected in 2012.

**Planned response**

Spring Meadow Infant School was expanded to provide 360 Key Stage 1 places, in September 2011.

The Council has been working with St Mary's Junior School and the Diocese of Ely to expand the school by a form of entry, to provide 480 places, to meet the demand for Key Stage 2 places from September 2012. It is planned that the permanent accommodation will be available from September 2013.

Discussions are underway with the schools in Ely to identify an appropriate solution for providing additional capacity to meet the demand for reception places in 2012 and 2013.

Discussions with the developer of the Highflyer Farm site are underway to secure a site for a new primary school as part of the development. Timescales for the statutory processes required for opening the school will not be confirmed until the development has planning permission and the broader development programme can be established. Similar discussions and planning will be used to secure primary school provision for the remaining 2,200 dwellings as sites are identified by developers.

From 2014 onwards there is a need for further additional primary school capacity in Ely. Discussions are taking place with the developers of Highflyer Farm to bring forward the development of the school site already identified so that it can meet the needs of both the existing Ely community and the new housing.

**Littleport - Primary school places**

Littleport is served by:

Littleport Primary School	420 places (2FE)
Millfield Primary School	300 places (2.5FE)

Within Littleport there is likely to be increased pressure, on reception places from 2013. To meet this increased demand, additional primary school places may be needed. Demographic forecasts suggest that demand will peak in 2014, when an additional form of entry may be required, but after this the pressure for additional places may decrease.

In addition, East Cambridgeshire District Council have been working with Littleport Town Council on the development of a Littleport Masterplan which outlines potential growth of up to 4,000 dwellings. The East Cambridgeshire Core Strategy meanwhile establishes the potential for the development of 1,700 dwellings.

***Planned response***

It is proposed that Millfield Primary School should be expanded to 420 places, to open from September 2014 to address the demand for additional places in the town.

As part of the consultation process on the Littleport Masterplan, the Council has identified the need for a new 420 place school alongside the potential expansion of Millfield. At this stage, no firm timescale for this development being granted planning permission or commencing exists. As such, it is not possible to identify when statutory processes will be needed.

**Ely and Littleport - *Secondary school places***

Littleport and Ely are served by:

Ely College	1,200 (8FE) 11-16 places
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Forecasts suggest demand for places at the school is beginning to grow, with between 30 and 100 additional places a year being required, up to 2021. The impact of this scale of growth means that additional capacity to meet the demand for secondary places across the catchment would be required.

In addition to the existing demographic pressures, both Ely and Littleport have significant new development proposed, which would increase the need for additional secondary school places to be provided.

***Planned response***

As part of the Council's response to proposed development in East Cambridgeshire, in 2010, a review of secondary provision to serve this area was carried out. Following public consultation, it was concluded that a new secondary school was required and that this should be built in Littleport.

The uncertainty about the pace of potential development around both Ely and Littleport make planning the opening of the new school at Littleport complex. However, with the need to provide additional capacity as the larger primary cohorts age through, there is a need to open the new school before the majority of the planned development commences. The Council is currently assessing sites allocated in the Littleport Masterplan, with a view to bringing forward the new secondary school as soon as possible.

**Burwell - *Primary school places***

Burwell is served by:

Burwell Village College Primary	420 places (2FE)
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In Burwell, the forecasts show a particularly high number of reception pupils for September 2012, before reducing again previous. Whilst the forecasts suggest the potential for an annual pressure on reception places, if long-established parental preference patterns are maintained, there should not be a need for a permanent expansion of the school.

As part of the East Cambridgeshire Core Strategy, the potential for a limited amount of development in Burwell has been identified. The scale of this development is currently under review as part of work by East Cambridgeshire District Council to develop a neighbourhood plan for Burwell. This development could provide additional demand for primary school places in the village.

***Planned response***

Agreement has been reached for temporary accommodation to be provided to enable Burwell Village College Primary School to admit up to 90 children into Reception in September 2012, and to provide sufficient accommodation as these additional children age through the school. For 2013 entry onwards, the intake to the school will be limited to the PAN of 60.

***Burwell - Secondary school places***

Burwell is unique in Cambridgeshire as it has a shared secondary catchment area with:

Bottisham Village College	1,050 (7FE) 11-16 places
Soham Village College	1,350 (9FE) 11-16 places

The forecasts for these two secondary schools suggest that there is not a pressure for admission into year 7. Therefore, it is not considered that a review of secondary school provision is required.

***Soham- Primary school places***

Soham is served by:

St Andrew's Primary School	420 places (2FE)
Weatheralls Primary School	630 places (3FE)

There has been pressure on reception places in Soham for a number of years, which has been accommodated by working closely with the existing schools; Weatheralls has been admitting up to 90 reception pupils since 2010. However, demographic forecasts for the town indicate that rising birth rates will require additional capacity by 2013, when there is forecast to be a shortfall of 1FE provision across the town as reception numbers rise.

In addition to this pressure, East Cambridgeshire District Council has been working with the Town Council to develop plans for potential housing development around Soham. This growth will further increase pressure for primary school places in the town.

***Planned response***

From September 2010, Weatheralls has been admitting up to 90 children in Reception, and it is anticipated that the permanent accommodation will be completed for September 2013.

St Andrew's has also admitted additional children as a short-term measure to manage demand for places.

In addition to the extra form of entry being provided at Weatheralls, the need for a new primary school from September 2013 has been identified. This school would be a 210 place school, built on a site identified in the northern gateway to the town. This would provide for future expansion, should housing development mean that additional capacity is required. The statutory processes for opening the new school will take place in 2012 to enable the school to open in September 2013.

### **Soham - Secondary school places**

Soham and surrounding villages are served by:

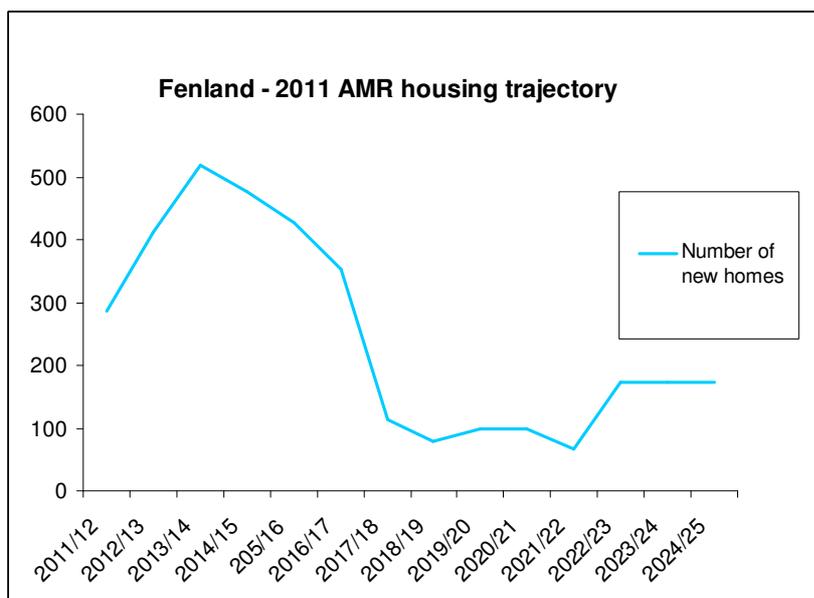
Soham Village College	1,350 (9FE) 11-16 places
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Despite the high pupil numbers entering primary school in Soham, the forecasts do not indicate that this will translate into pressure for secondary school places within the next ten years. One factor is that the school currently admits a significant number of pupils from outside its catchment area. This will need to be kept under review as the larger primary cohorts age through the school.

### **Fenland**

Fenland District Council is in the process of producing a Development Plan. This sets out broad levels of growth for the district in the period up to 2031. This suggests that between 11,000 to 16,000 new homes could be built, mainly in urban extensions, including:

- 4,350-5,050 homes to the east, south and west of Wisbech.
- 3,400-5,500 homes to the north-east, south-west, south and east of March.
- 1,150-2,400 homes to the south-east and south of Chatteris.
- 1,250-1,950 homes to the north of Eastrea Road in Whittlesey.



However, this Development Plan has not yet been adopted. The most recent Annual Monitoring Report, from 2011, which sets out much lower levels of housing growth, remains, therefore, the best basis on which to plan for housing development across Fenland.

### **Chatteris - Primary school places**

Chatteris is served by:

Kingsfield Primary School	420 places (2FE)
Glebelands Primary School	420 places (2FE)

There is currently sufficient capacity in the town to meet the demand for school places from the existing community. However, proposed housing developments, will increase demand on school places, and additional primary provision will be required.

**Planned response**

Additional provision to meet the additional demand arising from new housing will be secured through new schools within development sites.

**Chatteris - Secondary school places**

Chatteris and the surrounding villages are served by:

Cromwell Community College	1,500 (10FE) 11-16 places
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Cromwell Community College is part of Cambridgeshire’s Building Schools for the Future programme. As part of this programme, the capacity at the college was increased to reflect the anticipated housing development in Chatteris, with additional playing fields being secured. On the basis of this, it is considered that there is no need to provide additional secondary provision at the present time. This will be kept under review as future development proposals emerge.

**March - Primary school places**

March is served by:

All-Saints Primary School	210 places (1FE)
Cavalry Primary School	350 places (1.5 FE)
Burrowmoor Primary School	420 places (2FE)
Maple Grove Infant School	270 places (3FE)
Westwood Junior School	360 places (3FE)

A combination of increased birth rate and small scale housing developments means that there is a pressure on reception places in the town, with the need for a full form of entry (30 places) by 2014. As in other areas, this pressure is not distributed evenly across the different catchment areas, and is focused within the Cavalry and Maple Grove catchment areas.

The potential for future growth, of 3,400-5,500 homes, in March, is identified in the Fenland Core Strategy.

**Planned response**

Options for providing further capacity in the town are being reviewed. The include, in conjunction with the Church of England Diocese of Ely and Catholic Diocese of East Anglia, exploring the feasibility of expanding All-Saints Primary School to become a 420 place primary.

In respect of the Fenland Core Strategy, no details of potential allocations or sites for development in March are available yet. When they are, proposals will be developed in conjunction with the ongoing review of primary place availability elsewhere within the town. However, based on the scale of growth proposed, (3,400 – 5,500 homes) it would be anticipated that up to 3 new 420 (2FE) place primary schools would be needed to meet the demand of the new developments.

**March - Secondary school places**

March and the surrounding villages are served by:

Neale-Wade Community College	1,500 (10FE) 11-16 places
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Despite the growth in primary school numbers, the forecasts suggest that there is sufficient capacity at Neale-Wade College to meet the demand for secondary places from March and

surrounding villages in its catchment area. This will be kept under review, but at this stage it is not considered that further provision is required.

Should the development proposed by the Fenland Core Strategy occur, it is considered that there would be no need to expand the provision at Neale-Wade. At the moment the school admits a significant number of pupils from outside its catchment area, who could be accommodated in existing schools.

**Wisbech town - Primary school places**

Wisbech is served by:

Orchards Primary School	420 places (2FE)	Nene Infant School	180 place (2FE)
Peckover Primary School	420 places (2FE)	Clarkson Infant School	180 place (2FE)
Elm Road Primary School	210 places (1FE)	St Peter's Junior School	240 place (2FE)
		Ramnoth Junior School	240 place (2FE)

As a result of demographic changes, there is pressure on primary school places across the town. This pressure has been accommodated for 2012. However, from September 2013, more permanent solutions are being sought.

The potential for future growth, of 4,350-5,050 homes in Wisbech, is identified in the Fenland Core Strategy.

**Planned response**

A review of potential options for providing additional accommodation in the town is underway. This includes assessing the capacity of existing schools to be expanded to provide the additional accommodation needed, as well as exploring potential sites for new schools. No preferred solution has yet been identified.

In respect of the Fenland Core Strategy, no details of potential allocations or sites are available yet. When they are, proposals will need to be developed in conjunction with the ongoing review of primary-place availability elsewhere within the town. However, based on the scale of growth proposed, it would be anticipated that 2-3, 420 (2FE) place schools would be needed to meet the demand of the new developments.

**Wisbech town and surrounding villages- Secondary school places**

Wisbech and surrounding villages are served by:

Thomas Clarkson Community College	1,500 (10FE) 11-16 places
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The catchment forecasts indicate that there is little pressure for places in year 7 until 2017, when the larger cohorts of reception pupils will reach secondary school age. At this point, the potential pressure for places at Thomas Clarkson could increase dramatically with a potential need for an addition 60 places a year by 2018.

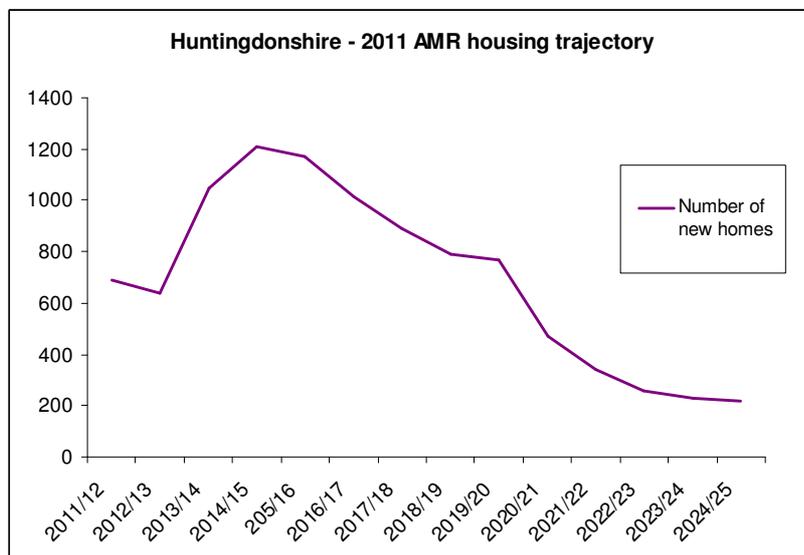
Should the development proposed in the Fenland Core Strategy occur, additional secondary school provision would be needed in the town.

***Planned response***

Given the timescales before the potential pressures emerge, there is the opportunity to continue to review and assess the forecasts before determining the scale of additional provision which may be required.

## Huntingdonshire

The Huntingdonshire Core Strategy establishes the expectation that 14,000 new homes will be built during the 2001-2026 period.



New development will be focused around key spatial planning areas identified by the District Council which include:

- Huntingdon, with 1,800 homes in Huntingdon, Godmanchester and Brampton.
- St Neots, with 2,650 homes in St Neots and Little Paxton.
- 500 homes planned in St Ives.
- 300 homes in Ramsey.
- 250 homes in each of Fenstanton, Sawtry and Yaxley.

The 2010 Eastern Expansion of St Neots framework outlines proposals for a further 3,500 homes, in addition to those already committed at Love’s Farm, to be delivered in the period 2013 to 2026 and beyond.

The District Council has consulted recently on an Urban Design Framework for St Ives West, which sets out proposals for an additional 500 homes. With the homes already proposed in the area, this could lead to a total of 750 homes being built up to 2026.

A framework for creating a 400 home, mixed-use development at RAF Brampton, once the base is vacated in 2013, is being developed. This development could continue until 2026.

In addition, proposals for a new 5,000-home, mixed-use development on the former RAF Alconbury base have been announced as part of a new Enterprise Zone. Development of the site could commence from 2014.

### **Huntingdon - Primary school places**

Huntingdon is served by:

Huntingdon Primary School	420 places (2FE)	Stukeley Meadows Primary School	420 places (2FE)
St John's Primary School	420 places (2FE)	Hartford Infant School	180 places (2FE)
Thongsley Fields Primary School	420 places (2FE)	Hartford Community Junior School	240 places (2FE)
Cromwell Park Primary School	210 places (1FE)		

As a result of an increase in the birth rate, potential pressure on reception places across areas of Huntingdon and Godmanchester was identified in September 2011. This pressure is forecast to increase over the coming years from a shortfall of at least one form of entry in 2012, to potentially over three forms of entry by 2015.

#### **Planned response**

The expansion of St John's to a 2FE school was approved in 2010, additional accommodation to support this expansion is planned to be developed by September 2013. Cabinet have approved the expansion of Thongsley Fields to a 2FE school from September 2012, with new accommodation being provided from September 2013.

The new development at Ermine Street will create demand for an additional primary school, which will be provided as part of the development.

### **Godmanchester - Primary school places**

Godmanchester is currently served by:

St Anne's Primary School	210 places (1FE)
Godmanchester Primary School	420 places (2FE)

As a result of an increase in the birth rate, potential pressure on reception places across areas of Huntingdon and Godmanchester was identified in September 2011. There is insufficient capacity within the two schools to meet the demand from the increased birth rate and that anticipated from the proposed housing development.

#### **Planned response**

The planned development of 600 homes in Godmanchester is forecast to generate demand for an additional form of entry of primary provision. This will be provided through a new school as part of the development.

### **Brampton - Primary school places**

Brampton is currently served by:

Brampton Primary School	420 places (2FE)
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It does not provide sufficient capacity to meet the needs of the proposed major housing redevelopment on the former RAF Brampton base.

#### **Planned response**

It is planned to meet the demand for additional primary school places from the RAF Brampton development through the expansion of the village's existing primary school to provide 630 places.

### **Huntingdon / Godmanchester and surrounding villages - Secondary school places**

Huntingdon has two secondary schools which serve the town and surrounding villages:

Hinchingsbrooke School	1,500 (10FE) 11-16 places
St Peter's School	1,385 (9.2FE) 11-16 places

The current pupil projections indicate that there is sufficient capacity at the two secondary schools to meet demand for places within their respective catchment areas. Pupil forecasts will be kept under review as the larger primary cohorts' age through and as the new developments are built.

### **Alconbury**

Proposals for the re-development of the former RAF Alconbury site as a 5,000-home, mixed-use development have been proposed as part of a Government-approved Enterprise Zone. An outline planning application is expected for the site in 2012. This will propose completion of the first residential units in 2014, with an anticipated build rate of 250 homes a year from 2015 onwards.

#### ***Primary school places***

It is anticipated that a development of this size will generate the demand for between 1,250 and 1,750 primary school places.

#### ***Planned response***

Primary school places for the new community will be secured in new primary schools within the new development site.

#### ***Secondary school places***

It is anticipated that a development of this size will generate the demand for between 900 and 1,250 secondary school places.

#### ***Planned response***

The response to securing sufficient provision to meet the demands from the new community will be developed during pre-application discussions with the developer and Huntingdonshire District Council. It is likely, given the growing pupil numbers within Huntingdon, the limitations on the existing Huntingdon secondary school sites and the size of the development being proposed, that a new secondary school will be needed as part of the development. The final proposals and timescales will be identified as further details about the development emerge.

### **St Neots - Primary school places**

St Neots is served by:

Bushmeads Primary School	300 places (1.5FE)	Priory Park Infant School	270 places (3FE)
Crosshall Infant School	360 places (4FE)	Priory Junior School	360 places (3FE)
Crosshall Junior School	480 places (4FE)	St Mary's Primary School	210 place (1FE)
Eynesbury Primary	210 place (1FE)	The Roundhouse Primary	210 place (1FE)

School	(1FE)	School	
Middlefield Primary School	210 place (1FE)	Winhills County Primary	277 places

Within Huntingdonshire District Council's Core Strategy, St Neots is identified as a location for potential future housing growth. This includes the expansion of the current major development at Love's Farm, where the additional housing is likely to increase pressure for school places. Other major housing developments include Wintringham Park, a 4,000-home development to the east of the Railway.

### ***Planned response***

Proposals are already being implemented to expand The Roundhouse School from its current 210 places to 420 places, with temporary accommodation being provided to allow the admission of an additional reception class from 2012. It is planned that the expansion of the school in permanent provision will be completed by September 2013.

Ongoing monitoring and review of school capacity across the town will continue to take place.

The anticipated need from the Wintringham Park development is for up to three 420 place (2FE) primary schools.

### ***St Neots - Secondary school places***

St Neots is served by two secondary schools:

Ernulf Academy	1,160 (7.7 FE) 11-16 places
Longsands Academy	1,450 (9.6FE) 11-16 places

Currently the forecasts suggest that there will be sufficient secondary school capacity in the town to meet the demands from the existing community. However, as the 4,000 home development of Wintringham Park is built, additional provision will need to be made at the town's two secondary schools.

### ***Planned response***

It has been agreed to increase provision at Ernulf and Longsands Academies to meet the anticipated need resulting from the Wintringham Park development. Proposals have been developed to inform the level of developer contributions required to achieve these expansions.

### ***St Ives - Primary school places***

St Ives is served by:

Thorndown Primary School	420 places (2FE)
Wheatfields Primary School	420 places (2FE)
Eastfields Infant School	240 place (2.7FE)
Westfields Junior School	320 place (2.7FE)

An increase in birth rates and plans for the rapid development of 500 new homes around St Ives means that there is a forecast to be a shortfall in reception places from September 2012. This pressure will increase as the new housing developments planned are built.

### ***Planned response***

The County Council has been undertaking a review of primary provision across St Ives, working closely with the schools and local Councillors. Following a public consultation exercise options for securing additional provision will be considered by Cabinet, for a decision on the approach to be implemented.

### ***St Ives - Secondary school places***

St Ives is served by:

St Ivo School	1,480 (9.8FE) 11-16 places
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Although there is increasing pressure on reception places across the town, the pupil forecasts indicate that there is sufficient capacity at St Ivo School to meet the demand for places both within the existing catchment, and from the new developments. This will be kept under review as the larger primary cohorts age through, but at this stage it is not considered that additional secondary provision is required.

### ***Yaxley/Farcet - Primary school places***

These villages are served by:

Farcet Primary School	140 places (1.1FE)
Fourfields Primary School	420 places (2FE)
Yaxley Infant School	180 place (2FE)
William de Yaxley Junior School	240 place (2FE)

In recent years the number of pupils entering reception classes in Yaxley and Farcet has been increasing. Pupil forecasts suggest that from 2012 there could be pressure on reception places in both villages. This pressure could increase from 2013, especially in Yaxley, where pressure in places is forecast to be sustained over the current forecast period.

### ***Planned response***

The Council is working with the local schools to identify the most appropriate way of providing for the identified need from September 2012 onwards.

### ***Yaxley/Farcet - Secondary school places***

The catchment secondary school for pupils from Yaxley and Farcet is Stanground College, Peterborough. The Council works closely with Peterborough City Council to monitor school places to ensure that sufficient provision is made. Additional school places are being provided in Peterborough, both through the opening of a new secondary school in the City in 2013, but also through the expansion of Stanground College by a form of entry during a refurbishment programme. As a result of this additional capacity, there is no immediate pressure on secondary school places for Yaxley and Farcet pupils.

## Special School Provision

The increase in number of children and young people, through a combination of increased birth rate and new housing developments, is forecast to result in an increase in demand for specialist educational provision. National evidence suggests that, even without the increase in population, there is an increase in the number of families with disabled children.

As well as an increase in demand for specialist educational provision, the type of support being sought is changing, with an increase in the number of children and young people with severe and complex needs. This change can, largely, be attributed to improvements in medical care, meaning that children with more complex and severe disabilities are surviving childbirth. Another factor is improved understanding and diagnosis of conditions, such as children and young people on the Autistic Spectrum.

Currently, across Cambridgeshire there are six Area Special Schools, which offer a range of support for children and young people with complex special educational needs:

Castle	150 places	Samuel Pepys	103 places
Granta	140 places	Highfield	106 places
Spring Common	170 places	Meadowgate	120 places

It is forecast that there will be a shortfall in special educational provision across the County within the next five years, and that pressure for places will continue to grow.

### ***Planned response***

The Council recognises that there is a need to respond to both the increasing demand for special educational provision, and the increased range and complexity of needs. To meet this additional demand the Council is preparing to increase both the supply of number of places it commissions as well as the types of needs this provision can support. This includes:

- the review of existing Area Special School provision and the development of proposals for opening a new Area Special School<sup>12</sup> will take place during 2012. It is considered that new provision would be required by 2016, and would include some residential provision to enable children and young people with the most complex needs to be supported in Cambridgeshire rather than out of County.
- The development of a standardised specification for commissioning future places in Behavioural Emotional and Social Disorder Schools. This includes commissioning some residential places to enable children and young people with the most complex needs to be supported in Cambridgeshire rather than out of County.
- Commissioning an Autistic Spectrum Conditions day-school, to open in 2013, which will focus primarily on supporting children in Key Stages 1 and 2, as well as providing support for children and young people's transition into secondary education, either in mainstream schools, or specialist provision both within and outside Cambridgeshire.

<sup>12</sup> New Special School provision will be commissioned using the Cambridgeshire Area Special Schools: A Specification document.

## Children and Young People's Services capital programme

The following projects have been identified as part of the Council's planning of school place provision in line with its statutory duty.

### South Cambridgeshire and Cambridge City

School / catchment area	Description	Purpose	Target Timescale	Status
Bewick Bridge Primary	New classrooms to enable all-through provision	Existing need <sup>13</sup>	To be completed September 2012	Construction ongoing
Cherry Hinton Primary	New classrooms to enable all-through provision	Existing need	To be completed September 2012	Construction ongoing
St Matthew's Primary	Expansion of school to 630 places	Existing need	To be completed September 2012	Construction ongoing
Orchard Park Primary	Expansion of school to 210 places	New development	To be completed September 2012	Planning ongoing
Trumpington Meadows Primary	Provision of a new 420 places school	New development	To open September 2012	Construction ongoing
Fawcett Primary	Expansion of school to 420 places	New development	September 2014 (TBC)	Dependent of housing development
Great Kneighton Primary	Provision of a new 420 place school	New development	TBC	Dependent upon housing development
Trumpington Secondary School	Provision of a new 750 place secondary school	New development	To open September 2015	Promoter procurement
NIAB Primary School	Provision of a new primary school – potentially up to 630 places	New development	Anticipated opening September 2014	Dependent upon housing development
University Primary School	Provision of a new primary school – potentially 540 places	New development	Anticipated opening September 2014	Dependent upon housing development
NW Secondary School	Provision of a new 900 place secondary school	New development	TBC	Dependent upon housing development
Jeavons Wood Primary	Provision of permanent 420 place school	Existing need	Transfer to site in September 2012	Construction ongoing
Cambourne Secondary School	Provision of a new 750 place secondary school	Existing need	To open September 2013	Planning ongoing

<sup>13</sup> Existing need refers to demand arising from changes in the birth rate and inward migration into existing communities leading to an increase in demand for school places.

School / catchment area	Description	Purpose	Target Timescale	Status
Northstowe Phase 1 Primary	Provision of a new primary school – potentially up to 630 places	New development	TBC	Dependent upon housing development
Northstowe Secondary School	Provision of a new secondary school – up to 1,500 places	New Development	TBC	Dependent upon housing development

### East Cambridgeshire and Fenland

School / catchment area	Description	Purpose	Timescale	Status
St Mary's Junior	Expansion of Junior School to 480 places	Existing need	To be completed September 2013	Planning ongoing
Millfield Primary	Expansion of school to 420 places	Existing need	TBC	
Weatheralls Primary	Expansion of school to 630 places	Existing need	To open September 2013	Planning ongoing
Soham 3 <sup>rd</sup> Primary	Provision of a new 210 place primary school	Existing need	To open September 2013	Planning ongoing
Littleport Secondary School	Provision of a new secondary school	Existing need and New development	To open September 2014	
Highflyer Farm Primary	Provision of a new primary school	New development	TBC	Dependent upon housing development

### Huntingdonshire

School / catchment area	Description	Purpose	Timescale	Status
St John's Primary	Expansion of school	Existing need	To open September 2013	Planning ongoing
Thongsley Field Primary	Expansion of school to 420 places	Existing need	To open September 2013	Planning ongoing
Brampton Primary	Expansion of school to 630 places	New development	TBC	Dependent upon housing development
Godmanchester	Provision of new 210 place school	New development	TBC	Dependent upon housing development
Northbridge	Provision of a new primary school	New development	TBC	Dependent upon housing development
Roundhouse Primary	Expansion of school to 420 places	Existing need	To open September 2013	Planning ongoing

School / catchment area	Description	Purpose	Timescale	Status
Wintringham Park	Provision of up to 3 new 420 place schools	New development	TBC	Dependent upon housing development
St Neots Secondary School – Ernulf Academy/Longsands Academy	Expansion of secondary schools to meet demand from Wintringham Park development	New development	TBC	Dependent upon housing development
Alconbury – primary provision	Provision of up to 8FE of primary school provision	New development	TBC	Dependent upon housing development
Alconbury – secondary provision	Provision of up to 8FE of secondary school provision	New development	TBC	Provision of up to 8FE of primary school provision

The following areas for further review of existing education provision have been identified as part of the Council's planning of school place provision in line with its statutory duty.

#### South Cambridgeshire and Cambridge City

School / catchment area	Description	Timescale	Status
Cambridge City	Review of secondary provision in response to population growth and housing development	To be completed 2012	Not started
Cottenham	Review of primary school provision in Cottenham in response to population	To be completed 2012	Ongoing

#### East Cambridgeshire and Fenland

School / catchment area	Description	Timescale	Status
Wisbech	Review of possible options for providing additional primary school provision in response to population growth	To be completed 2012	Ongoing
March	Review of possible options for providing additional primary school provision in response to population growth	To be completed 2012	Ongoing

**Huntingdonshire**

<b>School / catchment area</b>	<b>Description</b>	<b>Timescale</b>	<b>Status</b>
St Ives	Review of possible options for securing additional primary school places in response to population growth and housing development	To be completed 2012	Ongoing
St Neots	Ongoing review of primary school provision across St Neots in response to population growth and potential housing development		Not started
Yaxley & Farcet	Review of potential options for providing additional primary school places in response to population growth	To be completed 2012	Ongoing

**Special School Provision**

<b>School / catchment area</b>	<b>Description</b>	<b>Timescale</b>	<b>Status</b>
Cambridgeshire	Review of Area Special School provision and development of a business case to support commissioning a new, purpose built, special school.	To be completed 2012	Ongoing
Cambridgeshire	Develop a standardised specification for Behavioural, Emotional and Social Disorder Schools including the delivery of residential places	To be completed 2013	Ongoing
Cambridgeshire	Commission and development of Autistic Spectrum Conditions school for KS1-2.	To be completed 2013	Ongoing
Cambridgeshire	Commissioning and development of new Area Special School provision.	To be completed 2016	Not Started

## D – Useful Documents / Internet links

The Education Organisation Plan is one of a suite of three documents that set out how the Council plans and commissions education provision for children and young people aged 0-19 years. The others are:

- The Childcare Sufficiency Assessment, which underpins the review and commissioning of early years (0-5 year old) provision.

The Childcare Sufficiency Assessment can be found at:

<http://www.cambridgeshire.gov.uk/NR/rdonlyres/92D1BD92-8E0B-40BF-9A5B-7094A6550739/0/ChildcareSufficiencyAssessmentFullReport.pdf>

and the Childcare Sufficiency Action Plan can be found at:

<http://www.cambridgeshire.gov.uk/NR/rdonlyres/920FC1F2-2DF8-47B5-8C61-C20AB89341D9/0/CSAAActionPlan201114.pdf>

Information about the range of childcare provision in the County, and support and guidance for parents can be found on the Council's website at:

<http://www.cambridgeshire.gov.uk/childrenandfamilies/childcare/>

- Cambridgeshire's Participation Plan 2011-2016, which underpins the planning and commissioning of education provision for the 16-19 age range.

The Participation Plan 2011-2016 can be found at:

(linked to be added once plan on website)

Alongside this, the Council's strategy for increasing the number of young people engaged in education, training and work, in line with the requirements of the Education and Skills Act 2008, can be found at:

<http://www.cambridgeshire.gov.uk/NR/rdonlyres/88ADC2BE-06AD-4D94-B021-C548325CAC4F/0/CYPSParticipationStrategy20092012.pdf>

Information about different post-16 education providers and details of the range of courses offered across the County can be found on the Council's website at:

<http://www.cambridgeshire.gov.uk/childrenandfamilies/education/furthereducation/>

Details about ongoing school reviews and changes to education provision across the County are publicised through the County Council's website. These can be found at:

(link to be added once website re-structure complete)

### **Information about schools**

The primary and secondary school admissions guidance booklets provide a range of information about schools across Cambridgeshire which may be of interest, including the:

- School's status (Academy, Community, Voluntary Controlled, Voluntary Aided or Free School)
- capacity of the school;
- age range of the school
- number of admissions preferences in the previous year
- number of pupils admitted in the previous year

- number of pupils currently on roll.

Information about Academy and Free Schools in Cambridgeshire can be found at:

<http://www.cambridgeshire.gov.uk/childrenandfamilies/education/schools/typesofschools/academiesfreeschools.htm>

### **Primary school admissions guidance**

General guidance;

<http://www.cambridgeshire.gov.uk/childrenandfamilies/education/primaryeducation/applyprimary/>

Admissions guide booklet:

<http://www.cambridgeshire.gov.uk/NR/rdonlyres/FCB681B7-9F58-439F-BE72-46549B4D9CD7/0/FirstStepsAdmissiontoPrimarySchool.pdf>

### **Secondary school admissions guidance**

General guidance

<http://www.cambridgeshire.gov.uk/childrenandfamilies/education/secondaryeducation/applyforsecondaryschool/>

Admissions guide booklet

<http://www.cambridgeshire.gov.uk/NR/rdonlyres/39C1A7EC-1575-4FCC-9122-10FB51658895/0/NextStepsAdmissiontoSecondarySchool.pdf>

Other sources of information, advice and support include:

The Directgov website:

[http://www.direct.gov.uk/en/Parents/Schoolslearninganddevelopment/ChoosingASchool/DG\\_10038421](http://www.direct.gov.uk/en/Parents/Schoolslearninganddevelopment/ChoosingASchool/DG_10038421)

The Ofsted website, which provides the latest Ofsted Inspection reports for schools:

<http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/results/type/21/authority/873/any/any>

and parents' views of schools:

<http://parentview.ofsted.gov.uk/parent-view-results>

### **Special Educational Needs**

Advice about Special Educational Needs provision and support can be found on the County Council's website at:

<http://www.cambridgeshire.gov.uk/childrenandfamilies/specialneedsdisabilities/schoolagespecial/>

Independent advice in Cambridgeshire is available to parents and carers from:

- The Parent Participation Service  
<http://www.cambridgeshire.gov.uk/childrenandfamilies/specialneedsdisabilities/supportforparents/parentpartnership/default.htm>

and

- PinPoint (a local independent organisation)  
<http://www.pinpoint-cambs.org.uk/>

Other information and support can be found through:

The Directgov website:

[http://www.direct.gov.uk/en/Parents/Schoolslearninganddevelopment/SpecialEducationalNeeds/DG\\_4008600](http://www.direct.gov.uk/en/Parents/Schoolslearninganddevelopment/SpecialEducationalNeeds/DG_4008600)

The Advisory Centre for Education, a charity providing educational advice and support to parents of children and young people with special educational needs:

<http://www.ace-ed.org.uk/>

### ***Establishing new schools***

Guidance on establishing new schools, either as Academies or Free Schools can be found at:

<http://www.education.gov.uk/schools/leadership/typesofschools>

Additional support is provided by the New Schools Network, a charity established to provide advice and support to promoters of new schools:

<http://newschoolsnetwork.org/>

Details about the range of services offered by the Council to schools, including Academies and Free Schools can be accessed using:

<http://www.ccschoolservices.org.uk/>

## Appendix A – Legislative Framework

### Early Years 0-5

#### ***Childcare Act 2006***

The '[Childcare Act 2006](#)' formalised the important strategic role that Local Authorities play in the planning and commissioning of early years provision. The Act takes forward some of the key commitments from the '[Ten-year childcare strategy](#)', published in 2004, and sets out a number of statutory duties that Local Authorities must fulfil. These are to:

- improve the well-being of young children
- reduce inequalities between children
- secure for working parents who need it, sufficient childcare for children up to 14 years old, and for disabled children up to 18 years old.
- prepare assessments of the sufficiency of childcare provision every three years and to keep this under review
- secure the minimum hours of early years provision for 3 and 4 year olds free of charge, (revised statutory guidance issued in September 2010 increased this to 15 hours a week, 38 weeks a year); and
- provide a parental information service

The Childcare Act 2006 makes it clear that Local Authorities should be the childcare provider of last resort and should seek to facilitate provision by alternative providers.

#### ***Children's Centres***

Following the adoption of the Childcare Act 2006, Sure Start Children's Centres were established across the country. They provide a [core offer](#) of advice and support for parents and carers, from pregnancy right through to children entering school at age 4+. The duties that accompanied the Childcare Act 2006 were further clarified in [statutory guidance](#) published in 2010, building upon the 'Apprenticeships, Skills, Children and Learning Act 2009'. Under the 2009 Act, children's centres were defined as a place, or a group of places managed by, on behalf of, or in arrangement with the Local Authority. In order to secure early childhood services in their area in an integrated manner, Local Authorities are required to:

- Secure sufficient children's centre provision to meet local need.
- Establish governance arrangements, including children's centres advisory boards, and undertake consultation regarding the opening, closure of centres, or the amendment of services provided.

#### ***Early Years Foundation Stage***

The Childcare Acts 2004 and 2006 provide the legislative framework for children from birth until they turn five, to support their development, care and learning. The [Early Years Foundation Stage](#) (EYFS) combined the existing educational frameworks with the National Standards for Under 8s Day care and Childminding. It was published in May 2008 and became mandatory from September 2008, forming a central plank of the then Government's Ten-year childcare strategy, 'Choice for Parents'.

### **5-16 statutory provision**

The '[Education Act 1996](#)' consolidated the Education Act 1944 and subsequent legislative changes that had been enacted. Section 14 of the Act placed Local Authorities under a general duty to

secure school places for every child living in their area of responsibility who was of school age and whose parents wanted their child educated in the state-funded sector.

Subsequent Acts have further developed and defined the duties of Local Authorities and other education providers in terms of securing, monitoring and maintaining sufficient education provision.

The '[Standards and Framework Act 1998](#)' introduced a wide range of duties and responsibilities for Local Authorities, schools and governing bodies, including:

- the introduction of a limit on Infant Class size, subsequently determined as being 30 pupils within a single class to one teacher;
- the requirement to rationalise school places in line with guidance produced by the Secretary of State;
- the introduction of the Code of Practice (Admissions Code) issued by the Secretary of State to underpin admission arrangements nationwide; and
- the requirement to enable parents to express a preference for the school they wished their children to attend.

The Learning and Skills Act 2000 introduced proposals for city academies. These were developed further in the '[Education Act 2002](#)'. Academies, as city academies have since become known, are independent state schools which receive their funding directly from Central Government, and which have greater flexibility over curriculum, contracts of employment and staff pay than other schools in the public sector.

The '[Education Act 2005](#)' made provision for Federations between schools and a competition process to be undertaken by Local Authorities prior to establishing new secondary schools.

The 'Education and Inspections Act 2006' subsequently placed requirements on Local Authorities to:

- exercise their duties to ensure that the provision of education promotes high standards, ensures fair access to educational opportunity and promotes the fulfilment by every child of their educational potential;
- secure diversity in the provision of schools and increase the opportunities for parental choice; and to
- give considerations to parental representations.

It also extended the new school competition requirement to include primary and special schools.

The '[Academies Act 2010](#)', provided for existing maintained schools to apply to the Secretary of State to become Academies. Initially this option was open only to schools graded as 'outstanding' by the Office for Standards in Education (Ofsted), but this has subsequently been extended to all maintained schools. The Act also provided for the Secretary of State to make failing schools<sup>14</sup> become an Academy.

In addition to allowing changes in the status of existing schools, the Act introduced a new category, namely, additional schools. Included in this category are:

- Free Schools, which are intended to increase diversity within the education 'market' in response to community or parental demand. Free Schools cannot replace maintained schools that have been, or are to be discontinued, and cannot be a school that could otherwise secure academy status; and
- University Technical Colleges (UTCs), Academies serving the 14-19 age range, with links to Universities and local employers, and providing a more vocational curriculum.

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<sup>14</sup> Schools requiring intervention, as defined within Part 4, sections 59-62 of the Education and Inspections Act 2006

The 'Education Act 2011', gained Royal Assent in November 2011. Key elements of the Act are as follows:

- Local Authorities' key role would be to support parents and families through promoting a good supply of strong schools – encouraging the development of Academies and Free Schools which reflect the local community;
- Local Authorities would encourage good schools to expand and encourage Free Schools or Academies to meet demand;

To support this, the Act:

- modifies arrangements to establish new schools, giving priority to Academies to become the promoters of new schools; and
- amends the Academies Act 2010 to enable the provision of 16-19 academies and alternative provision academies.

Alongside the development of the Education Act 2011, the government undertook a review of the Admissions Code. The final version was published in November 2011, to come into effect from admission to school in September 2012.

### **Special Educational Needs (SEN)**

The Education Act 1996 defines a child as having SEN if they have a learning disability which calls for special educational provision to be made for them. This is defined as being when:

- a child has a greater difficulty learning than the majority of children of their age; or
- has a disability which either prevents or hinders them from making use of educational facilities of a kind generally provided for children of their age by the Local Authority.

Part IV of the Act sets out the duties of the Local Authority regarding education provision under a Code of Practice. These include a duty to educate children

- without a Statement of SEN within a mainstream school.
- with a Statement of SEN within a mainstream school unless that is incompatible with
  - the wishes of their parent, or
  - the provision of efficient education for other children.

The duties upon Local Authorities and other responsible bodies in relation to undertaking assessment and statementing of children's SEN, and the process through which parents can request and appeal against these processes, are set out in detail within Part IV of the Act.

### **Post-16 provision (16-19)**

The 'Learning and Skills Act 2000', led to the creation of the Learning and Skills Council (LSC) to oversee the co-ordination of further education and training for young people aged 16 years and older.

The Education and Skills Act 2008 introduced legislation that all 17 year olds should participate in education or training by 2013 and all 18 year olds by 2015.

The 'Apprenticeships, Skills, Children and Learning Act 2009', led to the abolition of the LSC. The LSC's duties were split into two areas.

- The responsibility for overseeing the management and co-ordination of the national capital programme passed to the Young People's Learning Agency (YPLA). The Education Act 2011 transferred the YPLA's responsibilities to the Education Funding Agency.
- The duty to undertake strategic commissioning of education and training opportunities for those over 16 years old passed to Local Authorities, including securing:

- Sufficient suitable education and training opportunities to meet the reasonable needs of all young people in their area - defined as over compulsory school age but under 19, or aged 19 to 25 and subject to a learning disability assessment. Local Authorities also have a duty to secure sufficient suitable education and training for young people subject to youth detention; and
- Sufficient education and training for young people who wish to travel into their area to learn.

In deciding whether education or training is suitable, the Local Authority must have regard to, amongst other things, the quality of the education and training and may challenge where this is poor or inadequate.

## Appendix B – Local Policy

The policies that have been endorsed by Cabinet which are directly pertinent to the planning and review of educational provision for the 0-19 age range are set out below. Alongside these, a number of other key policy preferences, that have not been formally endorsed by the Cabinet, but which form either long-standing working practice in Cambridgeshire, or have been the subject of consultation with Cabinet Members, are included.

### How we work with education providers

The Council has responded proactively and positively to the increased emphasis on diversity of provision and the new school competition legislation. It has made clear that it is for schools to determine their status, including whether they should convert to Academies, and that it will support their decision-making through the provision of up-to-date information and guidance.

In March 2011, following the passing of the Academies Act 2010, and in response to the conversion of maintained schools to Academies, the Council developed a statement setting out its approach to working with all schools, including Academies. This is set out below:

“In its role as the champion of children and families, the Council is responsible for the outcomes and well-being of all Cambridgeshire children, irrespective of whether they are attending a community, voluntary controlled, voluntary aided, foundation school, setting, academy or free school and will work to ensure that they receive the high standard of teaching and learning to which they are entitled. In particular, we will continue to ensure that vulnerable children including those with disabilities and with SEN have access to high-quality provision that meets their needs. Recognising the ‘market-conditions’ that exist, the Council operates a fair and transparent system in which all providers and potential providers are treated equally, to ensure that all children and young people receive high-quality education and in particular, to narrow the gap for those who are vulnerable or at risk of becoming so.

The following key principles underpin our approach to working with providers:

- we are committed to working in partnership with all schools/settings, including academies, to narrow the attainment gap, improve outcomes for children and their families, and ensure that teaching and learning experiences are of the highest quality;
- we consider schools to be best placed to make decisions over their status, but advocate the need for such decisions to take account of feedback from consultation undertaken with staff, parents/carers, pupils, unions and the wider community;
- we are committed to ensuring that organisational structures do not present a barrier to children and families accessing services when and where they need them;
- we are committed to promoting and facilitating school and setting networks and clusters which focus on sharing and disseminating best practice, knowledge and expertise, new ideas and innovation and which, therefore, directly contribute to raising standards and workforce development;
- we remain committed to the principles of fair access and inclusion for every child, including those being educated other than at school; and
- we are committed to ensuring that effective multi-agency and multi-disciplinary support continues to be available for children and young people who may be vulnerable or at risk of becoming vulnerable. This will be evident through early and

staged intervention, the Common Assessment Framework (CAF) and to the team around the child (TAC) approach.

Within the context of the changing legislative background and move towards a commissioning role, the Council continues to:

- be the corporate parent for Looked After Children, with a key role in improving their educational attainment;
- secure the provision of education for young people in custody;
- be responsible for safeguarding children;

and to provide:

- advice, guidance and support on educational development and school improvement;
- support and challenge to the lowest performing schools to effect educational transformation;
- leadership for educational excellence in Cambridgeshire, to ensure successful outcomes for all children;
- impartial advice and support to parents and carers of children and young people with SEN; and
- advice, guidance and support on management and operational matters to pupils, parents and the wider community in respect of complaints.

In addition, the Council continues its role raising concerns over the educational performance of academies and free schools directly with the schools concerned and, where these concerns are not addressed by local action, to ask Ofsted to undertake an inspection.”

### **Cross-phase planning principles**

In addition to the above, the Council has also developed and adopted the following set of **broad principles** to underpin the planning of educational provision developed over a number of years.

- children, young people and families should be engaged in order to influence decision making about the development and provision of services;
- services should be planned around the needs of children, young people and their families. They should be planned so that they are within easy walking and cycling distance along routes which meet the Council’s safety criteria for children and young people to use, accompanied by an adult as necessary;
- sufficient and suitable high quality early years and childcare facilities should be provided to support children’s development in the early years and facilitate parents/carers to either remain in or return to work;
- services and facilities should be designed to be inclusive and young person friendly, with a focus on access to support, advice and positive activities;
- the Voluntary and Community Sector (VCS) should be engaged at an early stage to identify opportunities for provision of positive activities for young people and families;
- sufficient and suitable high quality facilities dedicated to the use of young people should be provided and should be developed in partnership with the VCS;
- education and care facilities, including those used for before and after school activities, should be designed to enable children and young people to be known and valued as individuals;
- services and provision should be designed and located to facilitate the transition from early years and childcare to primary school, from primary school to secondary school and from secondary school into post-16 learning or work-related learning and then into Further or Higher Education or employment;

- sufficient provision should be made to support families with social and emotional needs; and
- experienced headteachers – ideally those with experience of teaching in a new community - should be involved, from the earliest stages, in the development of schools in new communities. The broadest possible professional influence on the process should be encouraged, from master-planning to school layout and classroom design.

## **Specific age-related policies**

### **Early Years 0-4**

In Cambridgeshire, the majority of children attend private, voluntary or independent (PVI) childcare settings to access their free early years' entitlement.

In September 2007, in line with the objectives of the 2006 Act, Cabinet approved the following recommendations:

- nursery provision should be taken on a case-by-case basis, and should include consideration of alternative models for meeting this need;
- Where planning of children's centres is undertaken in response to demographic or housing growth, this should be integral to planned primary school provision.
- A continuation of established practice for developing 'community rooms' on primary schools, which are available for use by pre-school and early years providers.

### **5-16 statutory provision**

In April 2007, the Council published its 'Vision for Education: Schools for the Future', to support the Council's aspiration for 'Achieving the potential of children and young people in Cambridgeshire'.

In September 2007, a number of long-standing policies and policy preferences were reviewed and reaffirmed by Cabinet. In the period since, a number of operational and planning circumstances have highlighted areas where exceptions to these policies and policy preferences should be considered on a case-by-case basis in consultation with the Cabinet Member for Learning.

#### ***Primary schools***

Since the 1990s, Cambridgeshire has operated a policy of admission to primary school in the September term following a child's fourth birthday with schools providing for the 4-11 age range.

Whilst the Authority has a diverse range of successful schools for children of primary age, from small rural primary schools to larger urban schools, and infant and junior schools, its established practice has been to create all-through primary schools, rather than separate infant and junior schools. This policy preference also informs reviews of educational provision, specifically proposals to amalgamate Infant and Junior schools.

Generally, schools are established as either 210 (1 form of entry (FE)), or 420 (2FE) place schools. This facilitates single year group teaching and compliance with existing infant class size limits, introduced in the 1998 Act. However, in November 2009, it was agreed, in consultation with Councillors, that in response to rising birth rates and increased demand for places in areas of the County with limited site options, the Council should consider on a case-by-case basis:

- Single schools of up to 630 places (3FE); and
- Schools operating over two sites, including Infant and Junior schools, providing up to 840 places (4FE).

Where there is no statutory size limit, the Council's practice is to admit up to 32 children in mixed-age classes and up to 34 children in single year group classes.

### ***Secondary schools***

Across Cambridgeshire, there exists a mixed pattern of 11-16 and 11-18 secondary schools, reflecting different historical approaches to the provision of post-16 education. In September 2007, Cabinet agreed that the Council's policy would be to establish 11-16 secondary schools, unless the best option for providing additional post-16 provision was identified as being through the establishment of an 11-18 school.

Cambridgeshire secondary schools range from 600 places (4FE) to 1,750 places (11FE), excluding sixth form provision. In September 2007, Cabinet agreed that the Council should not operate a strict policy on secondary school size, but that only in exceptional circumstances should schools be outside the Council's preferred range of 4FE – 11FE schools

### ***School site size and locations***

The general requirements for the size and location of school sites are set by Government guidance and policy documents, including Building Bulletins which set standards for buildings and wider site facilities. Following experience of establishing new schools, both for new communities and to meet the demands arising from population growth, and the amalgamation of Infant and Junior schools, in 2007, Cabinet agreed that the following policy principles should be used in seeking sites for, and supporting the ongoing planning of admissions to, schools:

- schools should be sited as close to the centre of the communities they serve as possible, unless physical constraints or other opportunities to reduce site size requirements exist;
- schools should be sited, where possible, so that the maximum journey distance for pupils is within the statutory walking distance, 2 miles for children up to 9 years old and 3 miles for older children, as set out in section 444 of the Education Act 1996;

### **Post-16 provision (16-19)**

Following the 'Apprenticeships, Skills, Children and Learning Act 2009', the Council has new powers and a duty to ensure sufficient suitable education and training provision. The Council's approach to implementing these new duties is set out within Cambridgeshire's Participation Plan 2011-2016. This sets out how services and provision for post-16 education and training provision will be strategically commissioned across the County and informs the Council's work with partners to shape the future pattern and delivery of provision in the area.

The Post-16 Plan is a companion document to this Plan, and informs the development of the Ten-Year Capital Strategy and Five-Year Capital Programme.

## Appendix C - Demographic Forecasting Methodology

The Council has its own research service, the Research and Performance Team. This team undertakes research and analysis of population data, including birth data supplied by the NHS, school census data and the Government's ten year census. From this data, a range of population and school place forecasts are produced

### **Pupil forecasts for existing communities**

This section sets out the different datasets and forecasts that are used to plan future education provision.

#### ***Pre-School Forecasts***

Future demand for pre-school provision is assessed on the basis of the number of children born in the County each year. Data is obtained from the NHS, providing counts of children aged 0 to 4 that are registered with a doctor, by school catchment area and by lower super output area<sup>15</sup>. Patterns of demand for childcare are difficult to predict, as families often choose to take up provision close to their workplaces rather than close to their home, therefore the NHS data is considered alongside the broader Childcare Sufficiency Assessment.

#### ***Statutory School Age Forecasts***

District and County level forecasts are produced twice a year. These show the number of pupils forecast to attend schools within each District Council area. The key inputs to the forecasting model are the latest data on actual school rolls (taken from the annual September and January school census counts) and NHS GP Registration data, showing the number of 0-4 year olds in each district. The forecasts are based on the assumption that recent trends - generally those in the past three years - will continue over the next ten years. In detail, the assumptions used are as follows:

- 4 year-old pupils: Intake of 4 year-olds into reception classes the following year is projected on the basis of the relationship over the last three years between the numbers of children aged 4 arriving at school and the numbers of births five years earlier – currently an average arrival rate of 104% across Cambridgeshire<sup>16</sup>.
- 5-10 year-old pupils: Projected on the basis of the average change in the size of year-groups over the last three years.
- 11 year-old pupils: Projected on the basis of the average proportion transferring from the top primary year-group to secondary school over the last three years – currently a transfer rate of 97% averaged across the county. The net loss on transfer mainly represents moves into the private sector.
- 12-15 year-old pupils: Projected on the basis of the average change in the size of year-groups over the last three years.

While the district and County level forecasts of pupil numbers are the most robust for planning future provision at a strategic level, they do not give sufficient geographical detail to enable

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<sup>15</sup> A Super Output Area (SOA) is a geographical area designed for the collection and publication of small area statistics. It is used on the Neighbourhood Statistics site, and has a wider application throughout national statistics. SOAs give an improved basis for comparison throughout the country because the units are more similar in size of population than, for example, electoral wards. Further information can be found at: <http://www.idea.gov.uk/idk/core/page.do?pageId=7175806>

<sup>16</sup> This is the average across the whole of Cambridgeshire. Different arrival rates can be calculated looking at smaller areas, for example, the average arrival rate within Cambridge over a three year rolling period is around 83%.

planning at a local level or to assist individual schools with their plans. Therefore, two other kinds of pupil forecasts for existing schools and communities are produced, these are:

- future pupil numbers, determined by the school they are forecast to attend (**trend based**);
- future pupil numbers, determined by catchment areas (**catchment based**).

**Individual school forecasts** are produced twice a year and are trend-based. These forecasts apply recent trends of parental preference, as well as taking current catchment numbers into account. These forecasts are primarily used to support individual schools' budgetary and organisational planning.

For strategic planning purposes, **catchment area forecasts** are produced. These forecasts take full account of all pupils living within each primary school catchment area, and are not limited by the capacity at any school. These forecasts make no assumptions about which school pupils will go to; therefore they do not attempt to model the impact of parental preference. Experience has shown that parental preference can change dramatically over relatively short periods of time. The catchment forecasts also follow a trend-based approach, specifically:

- Numbers of 4 year olds living in each catchment and attending a school are forecast on the basis of the relationship between the numbers of children recorded as living in the catchment in the NHS GP Registration data and the numbers attending maintained schools and living in each area (as shown by the January school census) over the previous three years.
- Year-groups are assumed to progress through the school phases, within the same catchment area, adjusted for the average net gains and losses experienced within those areas over the past three years.

This approach provides a sound basis for ensuring that the over-riding statutory duty to provide a school place for all pupils who want one is met. It is particularly effective when considering not just capacity and demand for places at individual schools, but those within geographical areas, enabling effective utilisation of resources. Using this approach and not looking specifically at demand and capacity of individual schools also means it is possible to make allowances for parental preference.

The County Council is able, through data gathered during the admissions process to collate data about parental preference. This information, in combination with other information gathered, provides a means of assessing patterns of parental preference. A range of information is available through the [Cambridgeshire Atlas](#) web tool. Although patterns of parental preference, can and often do, change on a regular basis, it is important that due consideration is given to promoting choice during reviews of education provision.

Whilst accepting the rights of parents to express a preference for a school place, this is considered to be secondary to the Council's duty to secure sufficient school places. This is especially important in terms of making efficient use of limited capital resources. However, where pressures are identified, due consideration is given to parental preference in determining solutions to providing additional capacity.

### **Exceptions**

There are a limited number of instances where schools have shared catchment areas. In these cases, the numbers of pupils in the catchment area are shared equally between both schools to ensure that demand for places are not double-counted. Where the catchment area is shared across a number of schools, for example, Queen Emma primary school, in the south of Cambridge, to avoid generating discrepancies within the forecasts no pupils are allocated to the school.

However, the capacity available at the school is accounted for in determining whether pressure on school places exists.

There are three church schools, St Alban's Catholic Primary, St Laurence Catholic Primary and St Bede's Inter-church Secondary School which do not have defined catchment areas. For these schools the approach outlined above for catchment areas shared with a number of schools is adopted. This ensures that the capacity of these schools is accounted for, but that pupils are not double counted.

## **Demographic Changes**

In 2008 it became clear that after in many of areas of the County, particularly in Huntingdon, Wisbech, Cambridge and Soham birth rates were beginning to rise.

The latest available data from the NHS indicate that this trend is continuing; requiring action to be taken to address the resulting increased demand for school places.

### **New community demographic pressures**

One of the major sources of demographic pressures is from new housing developments. The scale and likely impact of housing growth within the County is assessed from each district council's<sup>17</sup> development plans, and specifically their Core Strategies and Site Specific Development Plans. It is important to emphasise that these Plans do not provide assurance that this level of development will occur, as housing development is driven by economic conditions and market forces. Likewise, these strategies do not preclude additional 'speculative' development being proposed. However, they provide the best information available on which to base planning of future education provision in relation to proposed development.

Housing developments range in size from major development sites, often of 100+ homes, to smaller windfall developments which can be as small as 1-2 dwellings.<sup>18</sup> Whilst windfall developments are not identified within them, most Core Strategies will include references to areas and circumstances under which such development may be welcomed.

As the scale of development is lower on windfall sites, the impact on demographic pressures from these sites is less than from major developments and can be incorporated within general forecasts. In contrast, major developments require specific forecasts, and often require additional provision to be made. However, as this can be over extended periods, it is important to understand the likely short and long-term impact of these developments to support strategic planning of future provision.

The scale and pace of development is assessed by the County Council's Strategic Planning Research and Monitoring Team, who prepare and publish an annual [development survey](#) of housing development across the County.

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<sup>17</sup> Each district council is also the Local Planning Authority, overseeing the planning process for their geographical area.

<sup>18</sup> Windfall housing is any residential development that is granted consent on land or buildings not specifically allocated for residential development within a Core Strategy or Local Plan. Typical examples of a windfall development include:

- Infill plots in settlements;
- Development on unexpected brownfield sites such as at a factory which suddenly closes down;
- Properties in people's gardens or the intensification of sites by demolishing one property and replacing it with several new ones; and
- Conversions of rural buildings to residential properties.

### ***New Community Forecasts***

All forecasting is an inexact process, heightened by the number of unknowns that exist in relation to future developments. While some key variables - such as dwelling size and tenure mix - can be identified, many – for example, the impact of place and design influencing the desirability of a development – cannot. Added to this is the need for infrastructure to evolve to meet the needs of the population as the development settles and matures.

To aid its forecasting for new housing developments, in 2009, the Council adopted the following assumptions for the numbers and age-range of children likely to live in different types of housing. These assumptions are known as multipliers:

25-35 pre-school aged pupils per 100 dwellings  
25-35 primary children per 100 dwellings,  
18-25 secondary pupils per 100 dwellings

Underpinning the 'general multipliers' are detailed multipliers for different tenures and dwellings sizes. The full details of this methodology are outlined in a paper discussed by the Cambridgeshire Horizons [Joint Strategic Implementation Committee](#) in 2009.

The general multipliers, together with projections of the pace of housing delivery, enable the build up of demand for school places to be modelled and planned at an early stage. As development proposals progress, the forecasts continue to evolve, as details of housing and tenure mix and pace of development become confirmed. These forecasts will be monitored alongside pupil numbers obtained from school census data and NHS GP Registrations, and revised forecasts are produced.

## Appendix D – Planning Areas

Planning Area	Primary School	Secondary Schools	Secondary Planning Area
<b>Cambridge City</b>			
Cambridge North	Arbury Grove Kings Hedges Mayfield Milton Road Orchard Park St Laurence St. Luke's C of E Shirley	Chesterton CC The Manor	Cambridge North
Cambridge South	Abbey Meadows Bewick Bridge Cherry Hinton C of E Colville Fawcett Morley Memorial Newnham Croft Park Street C of E Queen Edith Queen Emma Ridgefield St Alban's St Matthew's St Paul's C of E St Philip's C of E The Spinney	Coleridge CC Netherhall School Parkside CC	Cambridge South
St Bede's <sup>19</sup>	N/A	St Bede's	N/A
<b>East Cambridgeshire</b>			
Burwell	Burwell Village College	Bottisham /Soham VC	Bottisham VC <sup>20</sup>
Bottisham	Bottisham	Bottisham VC	
Cheveley	Cheveley C of E		
Swaffham Bulbeck	Swaffham Bulbeck C of E		
Swaffham Prior	Swaffham Prior C of E		

<sup>19</sup> St Bede's Inter-Church School, the only Church secondary in Cambridgeshire, is located in the south of Cambridge City. It does not have a defined catchment area or feeder primary schools, and draws pupils from schools across Cambridgeshire.

<sup>20</sup> Bottisham VC's catchment area crosses between East Cambridgeshire and South Cambridgeshire. The primary schools which feed into the Village College are listed in the District in which they are located. Bottisham is included within the lists for both Districts.

Planning Area	Primary School	Secondary Schools	Secondary Planning Area
<b>East Cambridgeshire (continued)</b>			
Little Downham	Downham Feoffees		
Ely	Ely St John's Spring Meadow Infant St Mary's Junior The Lantern	Ely College	Ely
Littleport	Littleport Millfield		
Dullingham	Kettlefields		
Fordham	Fordham C of E		
Isleham	Isleham		
Kennett	Kennett		
Soham	St Andrew's C of E The Weatheralls	Soham VC	Soham VC
Haddenham	Robert Arkenstall		
Lt Thetford	Little Thetford C of E.		
Mepal	Mepal and Witcham C of E		
Stretham	Stretham	Witchford VC	Witchford VC
Sutton	Sutton C of E		
Wilburton	Wilburton.		
Witchford	Rackham C of E		
Woodditton	Ditton Lodge First School		
<b>Fenland</b>			
Benwick	Benwick		
Chatteris	Glebelands Kingsfield		
Doddington	Lionel Walden	Cromwell CC	Cromwell CC
Manea	Manea		
Wimblington	Thomas Eaton		
Guyhirn	Guyhirn C of E		
March	All Saints Burrowmoor Cavalry Maple Grove Infants Westwood Junior	Neale Wade CC	Neale Wade CC
Christchurch	Townley		
Whittlesey	Alderman Jacobs Coates New Road The Park Lane I	Sir Harry Smith CC	Sir Harry Smith CC

Planning Area	Primary School	Secondary Schools	Secondary Planning Area
<b>Fenland (continued)</b>			
Elm	Elm C of E	Thomas Clarkson CC	Thomas Clarkson CC
Friday Bridge	Friday Bridge		
Gorefield	Gorefield		
Tydd St. Giles	Kinderley		
Leverington	Leverington		
Murrow	Murrow		
Outwell	Beaupre		
Parsons Drove	Payne		
Wisbech	Elm Road Clarkson Infants Nene Infant Orchards C of E Peckover Ramnoth Junior St Peters C of E Junior		
Wisbech St Mary	Wisbech St. Mary C of E		
<b>Huntingdonshire</b>			
Bluntisham	St Helen's	Abbey College	Abbey College
Bury	Bury C of E		
Earith	Earith		
Ramsey	Ramsey Junior Ramsey Spinning Infants		
Ramsey St Mary's	The Ashbeach		
Somersham	Somersham		
Upwood	Upwood County		
Warboys	Warboys		
Abbots Ripton	Abbots Ripton C of E		
Brampton	Brampton Village		
Brington	Brington C of E	St Peter's School Hinchingsbrooke School	Huntingdon
Buckden	Buckden C of E		
Houghton	Houghton		
Huntingdon and Godmanchester	Cromwell Park Godmanchester Hartford Community Junior Hartford Infant Huntingdon St Anne's C of E St John's C of E Stukeley Meadows Thongsley Fields		
Offord Darcy	Offord		
Spaldwick	Spaldwick		
Wyton	Wyton		

Planning Area	Primary School	Secondary Schools	Secondary Planning Area
<b>Huntingdonshire (continued)</b>			
Alconbury	Alconbury C of E	Sawtry CC	Sawtry CC
Gt Gidding	Great Gidding C of E		
Holme	Holme C of E		
Sawtry	Sawtry Infant Sawtry Junior		
Stilton	Stilton C of E		
Holywell	Holywell C of E	St Ivo School	St Ives
St Ives	Eastfield Infant Hemingford Grey Thorndown Westfield Junior Wheatfields		
Gt Paxton	Great Paxton C of E	Longsands Academy Ernulf Academy	St Neots
Gt Staughton	Great Staughton		
Lt Paxton	Little Paxton		
Overhills	Overhills		
St Neots	Barnabas Oley C of E Bushmead Crosshall Infant Crosshall Junior Eynesbury C of E Middlefield Newton Priory Junior Priory Park Infant St Mary's C of E The Round House Winhills		
Elton	Elton C of E	Out of County (Peterborough)	Out of County (Peterborough)
Farcet	Farcet C of E		
Folksworth	Folksworth C of E		
Yaxley	Fourfields William de Yaxley C of E Yaxley Infant		
<b>South Cambridgeshire</b>			
Bassingbourn	Bassingbourn	Bassingbourn VC	Bassingbourn VC
Guilden Morden	Guilden Morden		
Orwell	Petersfield C of E		
Steeple Morden	Steeple Morden C of E		

Planning Area	Primary School	Secondary Schools	Secondary Planning Area
<b>South Cambridgeshire (continued)</b>			
Fen Ditton	Fen Ditton	Bottisham VC	Bottisham VC <sup>21</sup>
Fulbourn	Fulbourn		
Gt Wilbraham	Great Wilbraham		
Teversham	Teversham C of E		
Barton	Barton C of E	Comberton VC	Comberton VC
Bourn	Bourn C of E		
Caldecote	Caldecote		
Cambourne	Jeavons Wood Monkfield Park The Vine		
Comberton	Meridian		
Coton	Coton C of E		
Hardwick	Hardwick		
Haslingfield	Haslingfield	Cottenham VC	Cottenham VC
Cottenham	Cottenham		
Waterbeach	Waterbeach		
Willingham	Willingham	Impington VC	Impington VC
Dry Drayton	Dry Drayton C of E		
Girton	Girton Glebe		
Histon	Histon and Impington Infant Histon and Impington Junior		
Milton	Milton C of E		
Oakington	Oakington C of E	Linton VC	Linton VC
Balsham	Meadow		
Burrough	Burrough Green C of E		
Castle Camps	Castle Camps C of E I		
Gt Abington	Great Abington	Melbourn VC	Melbourn VC
Linton	Linton C of E Infants Linton Heights Junior		
Barrington	Barrington C of E		
Fowlmere	Fowlmere		
Foxton	Foxton		
Harston	Harston & Newton		
Hauxton	Hauxton		
Melbourn	Melbourn		
Meldreth	Meldreth		
Thriplow	Thriplow C of E		

<sup>21</sup> Bottisham VC's catchment area crosses between East Cambridgeshire and South Cambridgeshire. The primary schools are listed in the District they are located. Bottisham is included within the lists for both Districts.

Planning Area	Primary School	Secondary Schools	Secondary Planning Area
<b>South Cambridgeshire (continued)</b>			
Babraham	Babraham C of E	Sawston VC	Sawston VC
Duxford	Duxford C of E		
Folksworth	Folksworth C of E		
Sawston	The Bellbird The Ickniel		
Shelford	Gt & Lt Shelford C of E		
Stapleford	Stapleford		
Whittlesford	William Westley C of E		
Bar Hill	Bar Hill Primary School	Swavesey VC	Swavesey VC
Elsworth	Elsworth C of E.		
Fen Drayton	Fen Drayton		
Fenstanton	Fenstanton & Hilton		
Longstanton	Hatton Park		
Papworth	Pendragon		
Over	Over		
Swavesey	Swavesey	Out of County (Bedfordshire)	Gamlingay Village College / Out of County (Bedfordshire)
Gamlingay	Gamlingay First School		

## Appendix E – Area Special Schools

School / Location	Age Range	Secondary Catchment Areas encompassed
Castle School, Cambridge	2-19	Chesterton CC Coleridge CC Cottenham VC Impington VC The Manor Parkside CC Swavesey VC
Granta School, Linton	2-19	Bassingbourn VC Bottisham VC Comberton VC Linton VC Melbourn VC Netherhall School Sawston VC
Highfield School, Ely	2-19	Ely College Cromwell CC Witchford VC Soham VC
Meadowgate School, Wisbech	2-19	Downham Market High School (Norfolk) Neale Wade CC Sir Harry Smith CC Thomas Clarkson CC
Samuel Pepys School, St Neots	2-19	Gamlingay VC Hinchingbrooke (Offord Primary, Buckden Primary) Longsands Academy Ernulf Academy Stratton Upper (Bedfordshire)
Spring Common School, Huntingdon	2-19	Abbey College Hinchingbrooke (Cromwell Park, Brampton, Spaldwick, Brington, Godmanchester, St Anne's) Sawtry CC St Ivo St Peter's Stanground