



Doncaster
Council

Organisation of Learning Provision Strategy



December 2017

The Organisation of Learning Provision in Doncaster

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1. The Strategy

This Strategy sets out key components and approaches contributing to the Learning Landscape in Doncaster by:

- Capturing the main opportunities and challenges we work with in a mixed economy, multi-provider infrastructure in meeting the demand for appropriate and varied learning provision in a range of settings over the next five years.
- Providing a framework for planning and generating the necessary resources to ensure that we meet the requirement to commission high quality learning settings and thus provide appropriate environments for effective learning over the next five years
- Enabling a coherent and connected response to growth and diversity in Doncaster.
- Ensuring there are sufficient places to meet the needs of learners with individual needs, including those with Statements of Special Educational Need or Education, Health and care Plan and those who have been excluded from school.

The Strategy sets out the main challenges that Doncaster faces in meeting demand for learning provision over the next 3 - 5 years, as well as the key approaches through which the Council will meet this need with high quality learning provision in response to the ongoing analysis of local pressures and the changing demand for learning places. This will inform the commissioning of Early Years provision, school places, and post 16 development and training and hence help to improve educational outcomes and aspirations in Doncaster. More detail regarding the implementation of this strategy and Doncaster's priorities for securing sufficient learning places for each locality is outlined in Sections 10 and 11.

2. The National Social Economic Context

Growth in the UK economy during the second half of 2016 continued unaffected by the EU referendum result. GDP increased by 0.6% in Q3 2016 compared with the previous quarter and by 0.7% in Q4 2016, supported by robust consumer spending. In 2016, GDP growth was 1.8%. Growth in UK services has been strong since the recession, but manufacturing and construction have lagged behind. Growth in consumer spending and the services sector slowed contributing to weaker GDP growth. Considerable uncertainties remain regarding the anticipated scenarios around inflation with a range of predictions between 1% and 3% by mid-2018.

Relatively strong post-Brexit trends in the services and manufacturing sectors have tailed off in the second half of 2017 and sterling remains weak against the dollar and euro, pushing up UK import prices and inflation. The Office of Budgetary Responsibility predicts that UK growth is likely to ease in 2017-18 due to Brexit-related uncertainty and slowing consumer spending growth. Growth in real earnings is projected to remain negative as inflation picks up and wage growth stays subdued.

This means that it is very unlikely that there will be any significant increase in levels of public sector spending that will enable the planning of learning organisation provision to be boosted by additional funding sources from central government unless they are within in the pipelines already identified.

Concerns about the spending pressures faced by schools have been intensified by the planned introduction of a National Funding Formula in England. As with any change of this type there are expected to be winners and losers. Even after taking Government steps to limit the impact into account, some schools will face reductions in cash funding per pupil towards the end of this Parliament.

3. The Local Social Economic Response

3.1 Strategic Vision

Doncaster Growing Together is the Mayor’s four-year strategic plan to improve the lives of Doncaster residents. It focuses on four key policy areas: Living, Working, Caring and Learning. There is a portfolio of eight programmes which have been agreed as partnership priorities over the forthcoming four years, which will deliver transformational change across many critical areas, including economic growth, the re-design of the behaviour system in schools and the implementation of the independent Education and Skills Commission recommendations. Each programme is currently being defined to ascertain the major reforms that will take place and when, what the benefits of these changes will be, and who will be responsible for the delivery them. The intended impact of the combination of the programmes is to reduce poverty, increase social mobility and foster community enterprise and resilience.

Of particular relevance to this Plan is the Doncaster Learning theme and the Doncaster living theme, as these respond directly to the challenges we face in terms of housing and access to high quality education.

3.2 The Corporate Plan

Corporate Plan Strand	Component	Relevance of Organisation of Learning Provision Strategy
Doncaster Learning	Residents have the knowledge and skills for life, creativity, and employment All children are able to access high quality education Learning and creativity is supported through a whole person, whole life focus Residents have the skills, abilities and attributes that employers need	The capacity, nature and effectiveness of environments within which effective learning takes place in Doncaster is clearly fundamental to success
Doncaster Working	Residents benefit from a thriving and resilient economy Existing businesses and new start-ups are supported to grow and create more quality jobs Residents are supported to access job opportunities and higher	Effective Learning Provision will support excellence in training and learning and thus a resilient and positive economy

	<p style="text-align: center;">wages</p> <p>Doncaster's social and economic assets are enhanced, supporting inclusive growth, increasing inward investment and attracting visitors</p>	
Doncaster Caring	<p>Residents live safe, healthy, active and independent lives Care and support will harness community strengths to help residents maximise their independence, health and well-being</p> <p>Children and families access the right services and support at the earliest opportunity</p> <p>Children have the best start in life to achieve their full potential</p> <p>People in urgent need or crisis are healthy and safe</p>	Effective Learning generates an environment in which a knowledgeable, well-educated and aware set of residents can reach their full potential
Doncaster Living	<p>Doncaster is a modern, thriving and safe place to live in, work in, and visit</p> <p>Our built and natural environment is enhanced and protected</p> <p>Working with our partners we will reduce crime and anti-social behaviour</p> <p>Residents lead more active, healthy lives</p> <p>The number and quality of homes in Doncaster meet housing needs</p>	Effective Environments for Learning support, model, and encourage positive lifestyles

The Corporate Plan sets out annually the 4 ways in which Doncaster as a “Connected Council” is ready for the future.

Clearly the effective Organisation of Learning Provision is fundamental to all 4 of the following strands of work and thus helps in ensuring the connectivity we expect by addressing at least **one** of the key objectives in all 4 strands.

4. The National Educational and Young People's Context

4.1 National Pupil Projection Results

In SFR 31/2017 13 July 2017, the DfE identify the future trends in pupil numbers nationally up to 2026 as follows:

- **Early Years:** The population of under 5 year olds in state funded schools is projected to decrease slightly from 865,000 fte in 2017 to 824,000 fte in 2019 before rising again slightly to 859,000 fte by 2026. The drop is mainly due to the number of births in 2013 and 2014 feeding into this age group. The vast majority of both current and projected early years pupils are in primary schools.
- **State Funded Primary schools:** There was a 1.8% increase in the population in state funded primary schools between 2016 and 2017. The annual rate of increase is expected to fall gradually to 0% for 2020 and remain stable up to 2026. This is due to the drop in births in 2013 and 2014 and the expected recovery in birth rates in later years. There will be a 2.2% increase over the projection period.
- **State Funded Secondary schools:** In 2017 the overall number of secondary school pupils increased for the second year, reaching 2,797,000. This is primarily because increased births from 2002 onwards increased the numbers entering secondary schools at age 11 compared with those leaving at 16. The rate of increase is expected to increase in 2018 to 2.4% and to remain high until towards the end of 2026. There is thus forecast to be a continuous increase in demand for secondary places until 2026 when the secondary population is predicted to be 3,331,000 – 534,000 higher than 2017.

Migration and birth rate trends have been factored into the above calculations but the predictions acknowledge possible variations. Modelling indicates that the total number of children in the system is unlikely to vary from the predictions until 2022 since it takes several years for changes in birth rates to feed through and affect the size of the school aged population.

4.2 Legislation affecting Children and Young People

4.2i Early Years

Related legislation is contained in The Childcare Acts 2006 and 2016. The Children and Families Act 2014 is also relevant. Councils have a duty to:

- Ensure there are sufficient places for two year olds from disadvantaged and low income families to access 15 hours a week of funded early learning from the term after their second birthday

- Ensure there are sufficient places for all 3&4 year olds to access 15 hours a week of funded early learning from the term after their third birthday until the child reaches statutory school age or joins a Reception class
- Ensure there are sufficient places for 3&4 year old children of working parents to access 30 hours of weekly early learning/childcare until such time as they go to school.

It is important to note that while there is a duty to ensure sufficient early education places and encourage take up, there is no legal requirement for parents to make sure their children attend pre- statutory school age provision.

4.2ii Schools

It is a national requirement that parents, and carers, make arrangements for children to be educated from the first term that they begin as a five year old to the end of the academic year in which their sixteenth birthday falls. The Local Authority has to make sure there is school sufficient provision to meet this expectation. These school places must be available either in mainstream schools or in special schools or non-school forms of special provision where the individual needs of the child dictates.

The Academies Act 2010 enabled all schools to become academies which are state funded schools independent of the local authority. The same legislation allowed the creation of “Free Schools” which are new state funded independent schools with the same legal status as academies. As at 1 October 2017 all of Doncaster’s secondary schools and 44% of primary schools have converted to academy status.

This changing pattern means that there are a growing number of schools where the governing body is increasingly autonomous with regard to pupil places and admissions policy. The governing bodies of Voluntary Aided, Academy, and Free Schools are all responsible for determining the school’s admissions policy in line with the Admissions Code. Academy and Free Schools can independently consider expansion through amendment of their Academy Funding Agreement with the Secretary of State, whilst changes to school organisation legislation allow governing bodies of all types of maintained mainstream schools to expand without following a statutory process under the provisions of The School Organisation (Prescribed Alterations to maintained Schools) (England) Regulations 2013.

Significant changes were also embodied in the Education White paper: “Educational Excellence Everywhere” (March 2016) which set out plans up to 2021 that build upon and extend reforms to achieve educational excellence everywhere covering Teaching and leadership, Behaviour, Curriculum, Assessment and Qualifications, New Schools Systems, Accountability, School Improvement, and School Funding.

These changes extend the government’s approach towards increasing autonomy through school led systems with every school an academy, empowered pupils, parents and communities, allowing schools to have more control when making decisions about their size and composition.

Local Authorities have become “Champions of Choice” and are required to work collaboratively with schools and other partners to commission a supply of school places in order to effectively discharge their duty to ensure that every child is allocated a place of learning.

4.2iii 14-19 and beyond

Councils are the lead strategic commissioners of 14-19 education and training, so the LA has the responsibility to ensure that sufficient education and training opportunities are accessible to all young people in the Borough aged 14 -19 and up to age 25 for those with learning difficulties and /or disabilities.

The Academies Act 2010 makes provision for University Technical Colleges (UTCs) which are technical schools for 14-19 year olds, working alongside employers and universities. They operate as a type of academy within the terms of their funding agreement with the Secretary of State for Education.

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5. The Local Education and Young People’s Context

5.1 Children and Young People’s Plan 2017 -2020:

The Children and Young People’s Plan (CYPP) 2017 – 2020 sets out how the overall ambition for children and young people translates into action and how we can assess the impact we are having. The Plan has the following four priority themes that have been identified by young people across the partnership and the Strategy for Organisation of Learning Provision supports all four themes as follows:

CYPP Theme	CYPP Priorities	Relevance to the Learning Provision and Organisation Strategy
Safe	Knowing that they can safely live and thrive in the borough.	Students in safe and effective learning environments will develop increasing awareness and self confidence
Healthy and Happy	Better knowledge of services	Students operating in effective and appropriate learning environments will be happy and will develop an appreciation of healthy ways of life
Achievement	Life skills – making sure that they are well prepared for adulthood	Appropriate and effective learning provision provides the environment within which our children and young adults can thrive
Equality	Treated respectfully and seen as valuable members of society	An appropriate and effective learning provision demonstrates that we value our young people and provide them with a learning environment that will meet their needs.

Through consultation with children and young people we know that they want an education that equips them for adulthood, providing them with the right skills, aptitudes and real-world experiences that can positively inform and impact upon their ability to achieve their aspirations.

During the development of the CYP Plan, we ran two large scale consultation events with children and young people to test their priorities. These sessions were grounded in consultation that had taken place over the previous three years, and allowed us to better understand both what’s good about Doncaster from a young person’s perspective and the challenges that they continue to face. This marked a step change in the way that we work with children and young people, moving from a deficit based approach to an asset based approach – in simple terms, we are focussing not on what the matter is, but what matters to them. This engagement culminated with a group of young people who had been involved in shaping the Plan running the launch event at the Keepmoat Stadium in May, designing the format and structure for the launch and helping to develop a child friendly version of the Plan in the form of a video which was aired at the event.

We understood that to ensure we deliver on our ambition to be the most child friendly borough, we need specific actions for how we engage with children and young people, and a clear set of principles to guide this engagement. This allows for the partnership to be consistent in its approach to working with young people, and that everyone can be held to account for the extent to which they deliver on

our shared ambition. As a result, we developed a Participation & Engagement (P&E) Strategy to sit alongside the CYP Plan, which details the journey that we have been on over the course of the previous Plan, how and why our approach has shifted in line with the new Plan, and how we will move from consultation to an approach grounded in co-production and advocacy. This strategy was agreed at the October meeting of the Children & Families Executive Board and is now in full effect. This approach will inform future iterations of this Strategy

Regarding the current strategy, a consultation/engagement event was held with the Doncaster Youth Council as part of the development of the first version of the document. Young People welcomed the fact that they were able to express a preference to go to a particular school but felt that Home School transport arrangements could be reviewed to better coincide with evolving choice patterns, destinations, and points of origin. They also welcomed the fact that a review of post 16 provision was being carried out and that new arrangements for vocational education, such as UTC's, were being actively explored. When asked about the long term improvements they would like to see, they could not understand why some areas had Infant and Junior Schools (often next door to each other) that were run as two separate establishments while students in other areas had no worries about transition until the age of 11. They identified continuity of experience and family cohesion as the aspects that would benefit from a single transition from Primary to Secondary.

6. Demand and Growth

6.1 Responsibilities

a) Early Years: Under the Education Act 2011, the LA has the duty to secure free early years provision for each eligible two year old and for every three and four year old in their area. There is also a requirement to secure sufficient childcare places, as is reasonably practicable for working parents, parents who are studying and /or training for employment, for children aged 0 to 14 (or up to 18 for disabled children).

Sections 6 and 11 require LAs to assess the local childcare market and secure sufficient childcare within their area. The Childcare Sufficiency Assessment undertakes a gap analysis to inform forward planning which is based on the supply of places against demand, taking into account birth rates and demographic information.

b) Schools: The Local Authority (LA) has a key role in the commissioning of school places and has the statutory duty to ensure that there are sufficient school places for children of "statutory age" (Reception to Year 11 for most pupils) who wish to access state education. The LA produces a detailed analysis of education need based upon local population trends by age cohort and also derived from the Borough's housing development plans.

Where a shortfall of places is identified, the LA determines where to provide solutions to address the need for additional places. This can be at any publicly funded school, including all Community, Voluntary Aided, Academy, and Free Schools. LA's thus rely on co-operation from individual schools to expand existing provision, as whilst a local authority can direct the expansion of community and voluntary controlled schools, it cannot direct others, including academies and free schools.

The LA has a number of learning settings provided and supported by different faiths. It is expected that any changes in faith provision would be part of a Local Area Plan, which had been fully consulted upon, or initiated by faith groups themselves. Such developments would either be the result of changes in pupil populations, reflecting the demographics of the population or in response to evidence of demand.

Every child should have access to a school place within a reasonable travelling distance of their home. Where children are not able to access a place at their nearest school the LA has the responsibility to provide suitable transport to the nearest school with capacity, resulting in increased pressure on the school transport budget.

c) Post 16: The Local Authority is the commissioner for post 16 provision and has the broad duty to encourage, enable and assist young people to participate in education or training. More specifically the LA should secure sufficient suitable education and training provision for all young people in their area who are over compulsory school age but under 19 or aged 19 to 25 and for whom an Education, Health and Care (EHC) plan is maintained. This is a duty under the Education Act 1996.

To fulfil this, local authorities need to have a strategic overview of the provision available in their area and to identify and resolve gaps in provision.

Every young person who reaches the age of 16 or 17 in any given academic year is entitled to an offer of a suitable place, by the end of September, to continue in education or training the following year. Local authorities are required to lead the September Guarantee process for 16 year olds who are educated in their area; and 17 year olds who are resident in their area.

6.2 Doncaster's Population

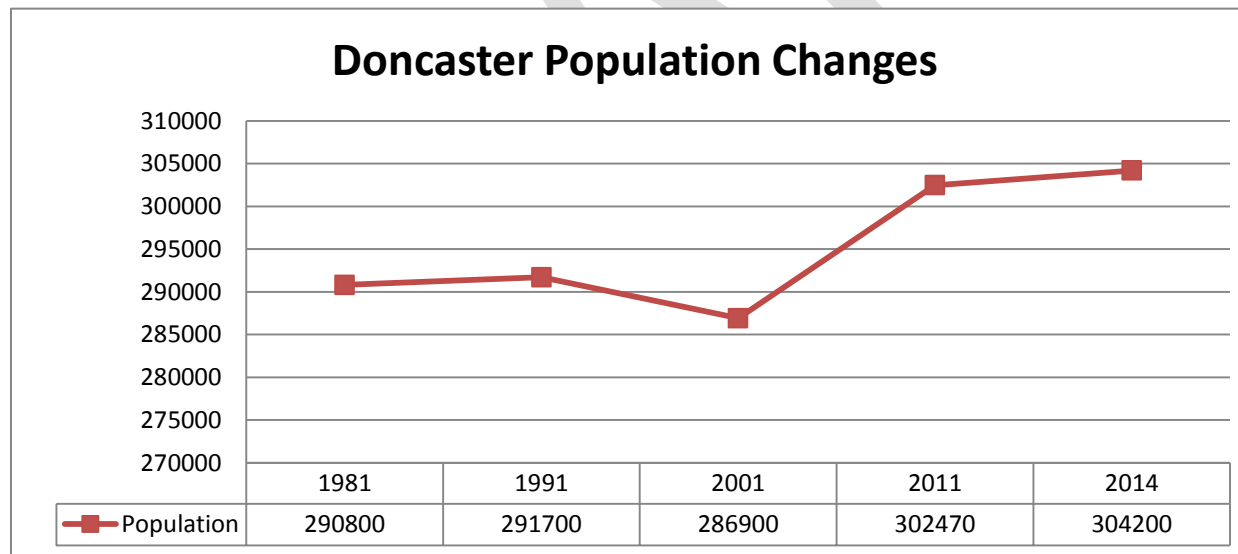
The 2011 Census shows that the population of Doncaster was 302,470 and was made up of approximately 51% females and 49% males. The population has grown and is projected to grow as shown in the graphs below.

The Census also shows that nearly 18 700 people resident in Doncaster on census day were born outside the UK. Over 7500 residents arrived over ten years ago, or 40% of non-UK born Doncaster residents – a little lower than the regional average of 47% Nearly 1300 people resident in Doncaster arrived during 2010 and 2011; this equates to 7% of the non-UK born population. Most non-UK born residents in Doncaster arrived as children or up to the age of 45. 20-24 years was the most common age range on arrival in Doncaster.

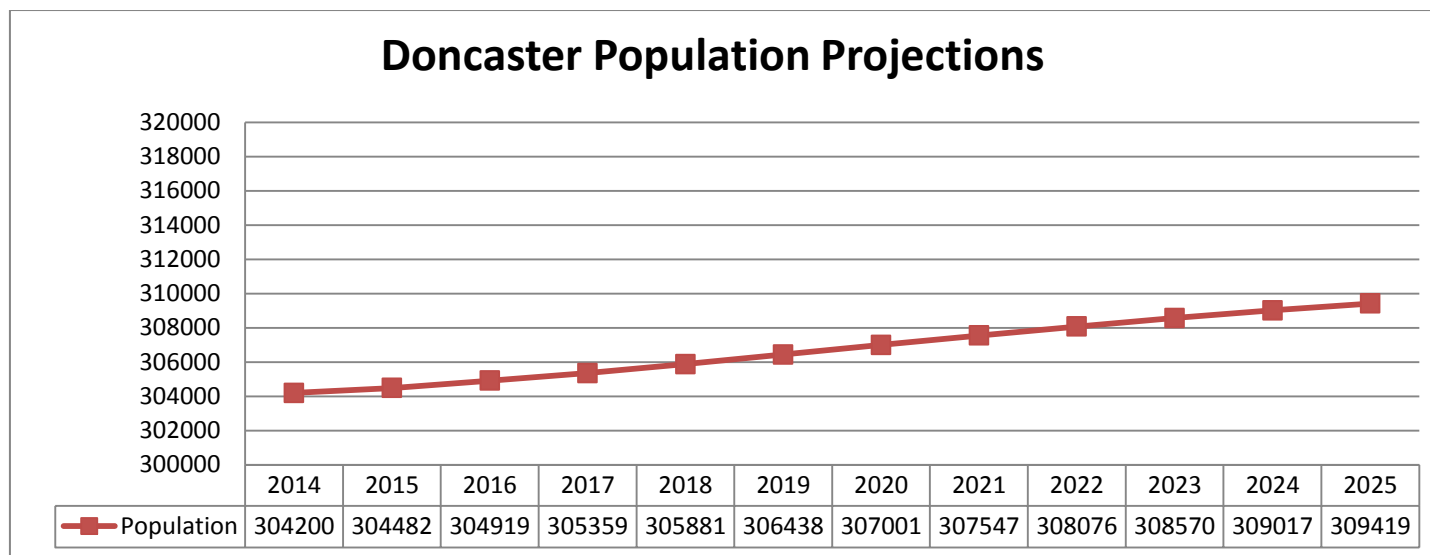
Poland is the most common country of birth for non-UK born residents and accounts for 1.6% of the whole population and arrivals from other countries in Europe [EU and non-EU] are also significant when combined.

'White other' is the predominant minority ethnic group – a change from 'Asian' in 2001 which is now the second largest group

In 96% of households, all adults have English as a main language – higher than the regional average of 93%. Only in 3% of households does nobody have English as a main language



Data Source: Subnational Population Projections, Local Authorities in England: 25/05/2016 (Office National Statistics)



Data Source <http://population.city/united-kingdom/doncaster>

6.3 Housing

Future housing development is captured in the Local Development Framework Core Strategy (adopted May 2012) which provides the strategic planning policy framework for growth up to 2028 and sets out the level and distribution of development. This includes support for 18,450 new homes (1,230 dwellings per annum) over the plan period, as well as other land uses. New housing is distributed in accordance with a sustainable settlement hierarchy that directs a significant number of new homes to the most sustainable locations in the borough, such as the Doncaster Main Urban Area; 6 Principal Towns; and 2 Potential Growth Towns.

Full Council took the decision in Autumn 2014 to commence work on a new Local Plan for the borough which, once adopted, will replace the Local Development Framework. The emerging Local Plan, and its associated evidence base such as the Housing Needs Assessment (2015), identifies that the borough needs to build 920 net new dwellings per annum, so slightly lower than the Core Strategy target. However, the Local Plan is subject to further consultation and Examination and carries no weight at present. Again, growth is directed to a sustainable settlement hierarchy, but the proposed approach introduces a larger number of settlements compared to the Core Strategy hierarchy, such as the Service Villages, where more modest levels of growth will now be supported.

As at 1st April 2017, there are planning permissions granted that equate to 9,840 net new homes with the delivery and timing of these dependent on market demands. At the time of drafting, annual housing completions (see summary table below) are at an all-time high, although housing delivery is cyclical and follows economic trends. The starting point for the new Local Plan and housing site allocations will be this supply of planning permissions first and foremost before new sites need to be identified. However, the number and distribution of permissions will be insufficient on their own to meet the Local Plan objectively assessed housing need target of 15,640 net new dwellings (plan period 2015 – 2032) so ‘new’ sustainable and deliverable/developable housing sites are likely to be required in several geographical locations, including the Doncaster Main Urban Area; Conisbrough-Denaby; Mexborough; and, Adwick-le-Street-Woodlands.

Government planning reforms and drive for localism has also seen a significant demand from Town/Parish Councils in the borough preparing Neighbourhood Plans, with numerous at various stages of production, including 2 that are now “made” (adopted) and used for determining planning applications and form part of the statutory development plan. Some of these plans, such as the emerging Armthorpe Neighbourhood Plan which has been through Examination and now carries significant weight, are now making decisions for themselves as to the exact location of housing development, in this case the plan identifies 2 housing sites to accommodate up to 800 new dwellings to the north of the settlement.

Local projections include information regarding the impact of housing developments in the area where planning permission has been granted. Its inclusion since 2013 continues to be refined each year. From 2013 the LA included housing developments within its projections. At that time, the LA undertook a thorough review of all potential housing developments across the Borough working in partnership with colleagues in Planning as part of the Council’s Local Development Framework. As set out above, this is to be replaced by the emerging Local Plan, work on which continues with consideration of the impact on local schools through the Local Plan’s Infrastructure Delivery Plan and Sustainability Appraisal evidence base documents.

The trend in house building in the area has risen significantly as follows in recent years and post-2008 recession:

Year	Completions
2011 - 2012	457
2012 - 2013	316
2013 - 2014	654
2014 - 2015	792
2015 - 2016	1,170
2016 - 2017	1,057

Whilst the Local Plan is being finalised those sites with planning permission continue to be monitored on an annual basis with significant increases in houses being proposed/built in the following planning areas:-

Balby
Hayfield
Rossington
Hall Cross
Hatfield
Armthorpe

Education provision is considered as part of the infrastructure planning figures here.

The methodology for determining how many pupils each development will generate has resulted in applying a ratio of 3 pupils per year group per 100 dwellings. Each housing development is reviewed individually depending on the scale of the development, the type of dwellings and the predicted timescales of the development. In accordance with good practice, a 5% error margin is built into the process.

6.4 Business

The cornerstones for developing a suitably skilled workforce are:

- broad availability of good-quality education as a foundation for future training;
- a close matching of skills supply to the needs of enterprises and labour markets;
- enabling workers and enterprises to adjust to changes in technology and markets;
- and anticipating and preparing for the skills needs of the future.

When applied successfully, this approach nurtures a cycle in which more and better education and training fuels innovation, investment, economic diversification and competitiveness, as well as social and occupational mobility.

Good-quality primary and secondary education leading into relevant vocational training and skills development opportunities will prepare Doncaster's future generations for their productive lives, endowing them with the core skills that enable them all to continue learning.

Young women and men looking for their first jobs are better prepared for a smooth transition from school to work as a result.

Ensuring that every young person has access to effective learning provision generating a wide range of opportunity ensures a high quality basic education that gives everyone a basis for the development of their potential, laying the foundation for employability.

7. Skills Development

7.1 Education and Skills Commission:

The Independent Commission on Education and Skills in Doncaster in their “One Doncaster” report identified the need for the education and skills system in the borough to thrive. The Local Authority will work with strategic Partners, school leaders and governors, national agencies and other partners and stakeholders to ensure that the system delivers what is expected and required. The Organisation of Learning Provision Strategy supports the key tenets of the reform programme that tie in with Skills development:

By ensuring that every young person is assured of a positive learning environment in their local context everyone will have every chance to take advantage of the opportunities they are given. See Section 9.3 below.

The Organisation of Learning Provision Strategy supports the recommendations of the “One Doncaster” report.

In January 2017 the Secretary of State announced that Doncaster would be part of the expansion of the Opportunity Areas programme which enables local partnerships to be formed to build young people’s knowledge and skills and provide them with the best advice and opportunities to enable them to meet the challenges emerging in an area of high deprivation and mobility. The Opportunity Area Programme is focused on four priority themes; Building Solid Foundations at primary school; Brilliant Teaching and Leadership for all secondary school pupils; No Career Out of Bounds (post-16, careers IAG); and Opportunities Extend to All (aspiration, ambition, character and resilience, including the more vulnerable children and those with high rates of exclusions). The Organisation of Learning Provision Strategy will dovetail with the emerging Opportunity Area Delivery plan to ensure that all students can access high quality education at every stage.

The development of this Strategy for the Organisation of Learning Provision in Doncaster is a key strand of the Strengthening Schools section of the Council’s Education and Skills Delivery Plan being driven by the Doncaster Education and Skills Partnership Board. This is being monitored and supported through the Board. Business Change Managers have been identified to ensure benefits of the programme are realised and translated into business as usual and to ensure service improvement. (See Education and Skills Delivery Plan).

8. Improving Outcomes for Children and Young People

8.1 Environments for Effective T&L

In order to ensure that we have the best possible environments for learning, and that teaching is at its most effective in our settings, it is very important that the organisation of provision is locally co-ordinated and that there are Area Plans in place to meet demographic change. The Organisation of Learning Provision Strategy provides the context for growth in each area so that coherent school plans can be established in advance giving us to time for the partnership work that will provide excellent learning environments rather than meeting demographic change through a “bolt on” approach such as those often applied when rapid expansion is required and there is not the time for exploration of wider solutions.

By planning for provision within this strategy the opportunity also arises for partnership or pooled funding for building solutions, for full needs analysis for commissioning innovative solutions, or for pooling funding so that more beneficial or more holistic proposals can be delivered to generate improved environments for learning and thus improve outcomes.

Due attention can also be paid to ensuring that proposals meet basic national and regulatory expectations and guidelines such as those set out in Building Bulletin 103 “Area Guidelines for Mainstream Schools” which sets out simple, non-statutory area guidelines for mainstream school buildings (part A) and sites (part B) for all age ranges from 3 to 19. Such guidance assists architects, sponsors and those involved in creating a design brief for new school buildings, or for school refurbishment or conversion projects. It may also be of interest to head teachers, governors and others who need advice on the appropriate amount of space for teaching and learning activities. This guidance can be used to estimate the area needed for new schools, as well as the extra building area that may be needed for schools increasing in size.

By exploring solutions in a timely fashion we can also ensure that all our settings fulfil a range of expectations that will attract and retain excellent teachers and enable them to orchestrate the effective, exciting, and varied activities that will engage all our learners. Such an approach enables us to expect all our emerging solutions to include the following:

- Classrooms that will enable rather than restrict inventive and innovative teaching and learning and will thus support the development of engaged young people
- Environments that are easy to keep clean, well maintained, and attractive.
- Spaces that meet environmental needs such as warmth, lighting, and comfort.
- Classrooms that are equipped to satisfy the various rhythms of effective learning, movement, seating density and arrangement etc.
- Appropriate and easily maintained technologies for learning such as ICT and whiteboards.

- Spaces that enable flexible and multiple uses and are adaptable to enable the full variety and styles of required for outstanding teaching and learning.

8.2 Local Educational Landscape

There have been changes to the ways schools are supported and these changes have seen the role of the LA change from being a direct provider of support to maintained schools to becoming a broker of support with a focus on evaluating the impact that the support has had on a school. The local authority is working closely to develop a strategic partnership with Partners in Learning, (PiL) the Teaching School Alliance that centres on Doncaster. A key role for the local authority continues to be to ensure that the overarching organisation of Learning Provision matches and supports this thrust towards excellence by ensuring that every child has a place in a learning environment that supports outstanding teaching and learning.

Doncaster is largely unique in that all of its secondary schools are Academies or part of Multi Academy trusts. This shift in the locus of control for education has perhaps best been characterised by the introduction of a regional schools commissioner.

The renewed focus on diverse provision through Free Schools, University Technical Colleges and Studio Schools, is leading to a large increase in the range of providers that are responsible for the education and training of children and young people. This requires a consultative and collaborative approach to planning for the provision of learning places throughout the Borough. To ensure such a collaborative approach to full provision of effective learning places within the Borough is realised, a Learning Provision Organisation Board has been established to monitor and support the process. (See Section 15.1)

Although there is an increasingly diverse landscape of designation of learning provision, DMBC holds responsibility for the quality of education provision in all settings irrespective of their funding source. We are also accountable for educational opportunities offered to the most vulnerable learners. This includes helping to ensure that all settings are in an environment that is fit for purpose and safe.

8.3 School Improvement

8.3i Doncaster's Vision: All Schools aspiring to be Outstanding - No One Left Behind

The local authority, schools and all professionals involved in education in Doncaster have a clear vision for learning provision in Doncaster. We are committed to achieving excellence in education and believe that all children and young people are entitled to be educated in successful local schools. These schools should be good or outstanding, and improving. The local authority is challenging all school leaders, Multi Academy Trust (MAT) leaders and governors to move their schools to outstanding within five years. It is only by accessing outstanding provision do children and young people have the best chance of fulfilling their potential and competing on favourable terms with their peers nationally for higher education places at prestigious universities or for high value apprenticeships.

This is underpinned by our ambition, as set out in the Children and Young people’s Plan, to become the most child friendly borough in the country. This ambition is twofold: firstly, to ensure that the provision of direct services in Doncaster, be they related to education, employment, leisure or otherwise, are of the highest standard and capable of delivering improved outcomes for children and young people; secondly, to ensure that the voice of children and young people is at the heart of what we do, by adopting an approach with spans from consultation and engagement through to co-production and advocacy. By combining these two crucial strands of our ambition, we believe that this strategy can help to deliver improved social mobility and an education and skills system that is outstanding.

The improvements to the quality of provision in Doncaster schools colleges and settings will lead directly to improved outcomes for children and young people at all stages. This will be reflected in the position of Doncaster in performance tables where, by 2018, Doncaster will be at the national average for key outcomes and in the top 25% of Local Authorities the year after. These improved outcomes will not be limited to a narrow range of academic areas but across the whole curriculum. Children and young people will be skilled and enthusiastic learners who are willing to embrace new learning challenges. Their learning success will not stall at the point of transfer to another school, college or into the workplace.

The means to moving forward are set out in the Raising Aspiration and Achievement Plan.

8.3ii Doncaster Raising Aspiration and Achievement Plan

The Plan captures 6 Priorities for raising achievement and the Organisation of Learning Provision Strategy supports these priorities as follows:

	Strategic Priority	Relevance of the Organisation of Learning Provision (Examples only – not a definitive list)
1	Improving leadership: To reduce by half the number of schools that are categorised as Schools Causing Concern and to improve the LA Ofsted Schools’ profile	Schools in Categories will reduce as a result of: <ul style="list-style-type: none"> • The schools being located in appropriate positive community contexts • Schools being sustainable and having positive group sizes that reflect the diversity of the community
2	Improving leadership: To improve the quality of leadership in Doncaster schools	Leadership will improve as a result of: <ul style="list-style-type: none"> • Motivated young people as a result of schools being located in the optimum places to meet local demand • As a result of the above, schools having a sustainable and secure future so that

		<p>they enable governors to attract and retain the best leaders available.</p> <ul style="list-style-type: none"> • Effective colocation of phases of provision to facilitate the continuity of learning that will develop good leadership and attract good leaders
3	Improving provision: To improve the quality of teaching in Doncaster schools	<p>High quality teaching is sustained when:</p> <ul style="list-style-type: none"> • Good and outstanding teachers are attracted and retained because they feel that local provision is well planned and maintained. • Learning provision reflects the community and engages with that community in both planned and informal ways. • Schools and Classes are neither overcrowded nor too small for effective shared learning experiences.
4	Improving provision: To improve the behaviour and attendance for vulnerable students in Doncaster	<p>Behaviour and attendance for vulnerable children will improve because:</p> <ul style="list-style-type: none"> • The organisation of learning provision ensure that the identified needs of vulnerable children are met in line with the SEN and Behaviour Review outcomes (See Section 9.4) • A judicious blend of mainstream and alternative provision to meet the needs of all learners.
5	Improving provision: Curriculum	<p>Curriculum coverage and delivery is enhanced because:</p> <ul style="list-style-type: none"> • When establishing new schools or modifying existing provision in response to changing demand there is an opportunity to redefine each schools learning strategy. • There is the potential to develop new provision in response to changing teaching and learning approaches • There is an opportunity to determine new provision in ways that will minimise disruptive transitions and maintain continuity of learning.
6	Improving support: To improve the ability and capacity of parents and carers and the broader community to support children and young people achieve in school and college	<p>Parental and carer support for schools will be enhanced because:</p> <ul style="list-style-type: none"> • Learning provision is geographically best placed to enable ready access by parents and carers during the learning day and beyond. • New provision benefits from an “all through approach” in order to build upon relationships established during Early Years.

9. Continuity and Progression

9.1 Resourcing Continuity and “all through” settings

The Council believes that there are clear benefits for student performance and well-being that result from consistency and continuity in learning provision. In making proposals for future provision the principles of co-location of learning establishments, campus approaches, “all through” arrangements for learning, and the minimisation of the number of transitions through learning phases will be key drivers when carrying out any analysis of options. As a result, when considering developments and approaches within each Local Area Plan, the Council will seek solutions that capture the benefits of continuity and all age provision in Teaching and Learning.

9.2 Early Year’s Platform

Outcomes for Doncaster children in Early Years Foundation Stage settings continue to improve as below:

Percentage of Children achieving good level of development in Foundation Stage Provision					
LA / Region / England	2013	2014	2015	2016	Change from previous year
Doncaster	43.30	53.20	65.30	69.70	4.4
Yorkshire and Humber	50.10	58.70	64.60	67.40	2.8
Statistical Neighbours	49.29	57.78	64.62	67.74	3.12
England	51.70	60.40	66.30	69.30	3.0

To maintain and accelerate this improvement, it is essential that the Strategy for the Organisation of Learning Provision in Doncaster ensures that there is sufficient high-quality provision for all those requiring it. See Section

9.3 Post 16 settings and provision

Post 16 learning in Doncaster is provided in a range of settings: One Sixth Form College, Doncaster College, and 15 11 -18 Secondary Schools.

Following the “One Doncaster” recommendations the Education and Skills Programme Board has commissioned a review of Post 16 provision to explore Access; Standards and Quality; Progress and Pathways; Curriculum Offer; and Value for Money. Of direct relevance to the Organisation of Learning Provision Strategy, the Review is also charged with exploring current post 16 provision and making

recommendations relating to future post 16 demand, sufficiency of places over time and geographically, and access to learning both within and out of the borough.

The final report (expected March 2018) will include an options appraisal and series of detailed short and medium-term recommendations on how Doncaster can seek to strengthen and improve the post-16 educational offer for children and young people in the borough. This will include what practical steps can be taken to lay the groundwork for longer term reforms, a clear view of baseline data and insight, compare it to regional and national data, identify the characteristics of successful post 16 education, and look at what is required for demand-led needs locally.

Clearly the Learning Provision Strategy will be informed by the review going forward.

9.4 SEND and Alternative Provision

The Council has the responsibility to ensure that there are sufficient places to meet the needs of children with individual needs. This strategy, therefore, also sets out how the Council ensures there are sufficient numbers of places available in alternative provision, including Special Schools and Pupil Referral Units.

Many children will, at some stage in their educational career, experience barriers to or difficulty with their learning. About one fifth of all children may be expected to experience longer-term difficulties accessing some part of the academic or social curriculum. The majority of children with special educational needs have their needs met by their mainstream school.

For a small minority of children their needs and rate of progress evidence the importance of them having a formal assessment of their special educational needs. After this, a proportion of children are provided with a Statement of Special Educational Needs (SEN) or EHCP.

All schools in Doncaster comply with the requirements of the Code of Practice for Special Educational Needs and have a Special Educational Needs Policy that details how the school will support children with additional needs

A Statement of Special Educational Needs or EHCP must name the school the child attends, and the procedure followed to amend the statement to name a new school are those that are specified in the Code of Practice for SEN. We are required to try, wherever possible, to place children in accordance with parental preference if the school requested by parents can meet the child's needs and the request does not compromise the efficient use of resources or the efficient education of other children. In Doncaster, a wide range of educational provision is available for children with identified barriers to learning. The requirements of the Code of Practice for Special Educational

Needs are implemented, and these ensure that children with Statements of Special Educational Needs or ECHP are not disadvantaged in their choice of school at any age.

In 2016, 40% of those with statements/EHC plans attended a special school which is around the National average (4.3%). The number of placements in special schools has increased over the years and is at its highest in 2017 (4.3%). The majority of these special school placements are in LA maintained special schools (35%) with this proportion considerably higher than the national average. This is probably because there are no special academies in the Doncaster area. To account for this, analysis combining Doncaster and comparators for maintained special schools and special academies has been undertaken and shows that, the use of state-funded special schools is around that of national average, and has decreased over the past three years (4.5%). There are similar proportions of children and young people attending non-maintained special schools and independent special schools between 2014 and 2015 (an increase of 58%), this slowed in 2016 but remains at its highest (4.6%)

Following the SEN reforms in 2014, there has been a significant growth in the number of young people attending a post 16 provision, with 17% of the total cohort equating to this. 13% of children and young people attend a general further education, higher education or tertiary college, this is 4.5 above the national average. There are a slightly higher percentage of young people attending specialist post 16 institutions in Doncaster than seen nationally (4.2%)

9.4i The Special Needs Review 2017

In order to establish a clear rationale for future provision, a SEN Review was completed in 2017 and strategic demands have emerged to inform and shape the development of capacity, alternative provision, support services, and commissioning. The key principles for the development of SEN Learning Provision in Doncaster have been defined within the review as follows:

- Supporting the capacity of mainstream schools to enable them to be more inclusive.
- Enabling Quality First teaching in every setting
- Ensuring sufficient quality alternative provision in settings that enable us to meet the needs of individual pupils leading to improved outcomes
- A transparent, accountable, and principled system that enables targeted work and sustainable challenge.

It is likely that the Action Plan meeting these principles and following the Review will require modification of the management of existing provision as well as the expansion of provision in line with growth in demand. This will include such things as developing areas in mainstream schools where SEN outreach work can be effective, satellite provision, short term provision, and environments within which commissioned services can be deployed.

9.4ii Behaviour Review 2017

During 2017 a full review of Doncaster's approach to meeting Behavioural Needs was completed and a management group has been established to ensure that the 99 recommendations arising from the review are met. There will be recommendations regarding provision that will go forward into the determination of appropriate options that will inform local plans

9.4iii Meeting SEND and Behavioural Needs

Clearly the Learning Provision Strategy will be informed by and will support the SEND and Behaviour Policies and associated action plans going forward. It is important to be certain that the future demand for SEND provision and for meeting Behaviour Needs arising from demographic changes are given full consideration when considering the options proposed within each Pyramid's Local Plan.

9.5 Introduction of Big Picture Learning as Alternative Provision

In addition to absence and exclusions it is also known that young people that are accessing alternative provision due to their behaviour do not fare well academically and struggle to progress later in life. Furthermore, due to their limited engagement in learning and the environments they grow up in, they are at a higher risk of engaging in risk taking behaviours/anti-social/criminal activity and potentially could suffer with low self-esteem/resilience/mental health.

We have applied to Life Chances Fund which seeks to secure a 20% contribution to the proposed Social Impact Bond that would introduce Big Picture Learning as a new model of alternative provision in Doncaster with up to 60 places at full capacity. We expect to hear whether our application has been successful by January 2018. If we are successful, we anticipate that provision will open in September 2018.

10. Assessment of Demand for Learning Places

10.1 Demographics

The number of births is the most significant factor for the Borough in determining the number of school places it needs. The birth rate in Doncaster was in excess of 4000 per annum through the 1980s. The 1990s saw a steady annual fall in the birth rate leading to an overall decrease of over 1000 births per annum (25%) between 1989/90 and 1999/2000. Birth rates continue to be maintained at their higher levels over the last 7 years.

The current population is gathered regularly from the Health Service and is modified annually by the actual admissions to the reception class the respective school - averaged out over a four-year period. (Two years in areas which have seen a rapid increase in numbers due to a large volume of houses being built)

10.2 Capacity and Projections

Section 11 of the Childcare Act 2006, subsequently updated within the Early Education and Childcare Statutory Guidance March 2017 placed a duty on local authorities to manage the childcare market ensuring there are sufficient childcare places to meet the needs of working parents and our population in general. This involves a comparison of supply and demand data and the undertaking of a gap analysis to identify areas of unmet demand (parents unable to access suitable childcare provision) whether due to the lack of availability of childcare places, costs of childcare, suitable hours of provision or any other pertinent reasons. Each local authority is then required to publish an annual childcare sufficiency assessment.

Projections for Primary Schools were significantly revised for 2015 with GP data being used for the first time. This data has not been available from Health colleagues in 2016 and live birth data has had to be used as a basis for the primary projection data, as the best available source. Information Sharing protocol issues and agreements are being pursued by the Council with Health to formalise permissions and the release of appropriate GP data in future years. Each child is allocated a primary school catchment area determined by their post code.

Secondary school projections use the top year from the primary schools, multiplied by a variable created using historic figures of pupils from the catchment Primary schools entering the Secondary schools at Year 7. This therefore takes into account historical migration of pupils to enable us to forecast where our Year 6 pupils enter Year 7. This approach is reviewed annually.

Sixth Form projections follow a similar method, by looking at historical migration of Year 11 pupils into Years 12 and 13 we can project figures for how many will enter those school years in the forecasted years. A four year historical percentage rate is calculated for each school to forecast future student numbers.

In all the above cases, Heads are also asked to comment on their projections in view of their experience and developments within their catchment area (e.g. Housing regeneration proposals/progress, significant new housing).

10.3 Pupil Place Planning

a) Early Years

The School Organisation Service collects occupancy data (supply) from childcare providers and schools who provide childcare three times per year termly. The annual parental childcare needs survey (demand) provides an assessment of the needs of families across Doncaster. Both the supply and demand are assessed together as part of a comprehensive gap analysis exercise. Identified gaps form part of our action planning and directly inform how we manage the childcare market. Specifications for numbers, access, space, health and safety, and safeguarding will be in line with those set out in the statutory framework for the Early Years Foundation Stage.

b) Schools

The Local Authority (LA) has a key role in the commissioning of school places and has the statutory duty to ensure that there are sufficient school places for children of “statutory age” (Reception to Year 11 for most pupils) who wish to access state education. The LA produces a detailed analysis of education needs based on demographic population trends by age cohort, factoring in the Borough’s own housing development trajectory. The Council plans, organises, and commissions places for all maintained schools in Doncaster in a way that supports the raising of standards and manages rising and declining pupil numbers. The Council seeks to fulfil this work in partnership with Dioceses, governing bodies, Trusts, head teachers, local communities and other stakeholders. Wherever possible Doncaster Council will promote diverse and sustainable communities and minimise reliance on school transport by ensuring that places are provided where the demand is rather than seek to fill surplus places elsewhere.

The demand for school places changes over time. This strategy document sets out, in the Local Plans in Section 11 below, where the Council believes there will be a need to provide more school places in the future and where there may be a need to provide fewer places. Increases in demand can lead to the commissioning of a new school or the expansion of existing schools. Surplus places will also mean the reduction of school provision in an area through the rationalisation of school places. Any reviews of school provision carried out by the LA involving closure, federation, amalgamation, expansion, or contraction of schools, will be prompted by the methodology for projecting the need for school places contained in this document.

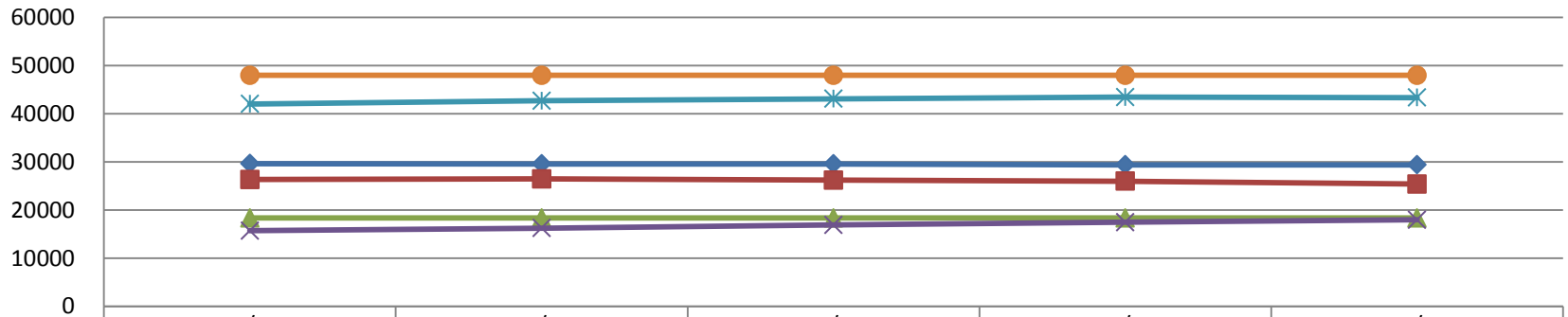
Predicting school demand is a challenging and complex task. Determining where children go to school involves a number of interrelated considerations and, at times, there can be a conflict between these factors. These factors include migration, responding to local need, raising standards, promoting diversity, and ensuring that scarce resources are used efficiently. Many of these factors change over time and are also influenced by such things as changing school performance, popularity of schools, government policy, and school funding. This Strategy, and the Local Plans within it, is thus a “live document” and will be updated on a regular basis.

Because schools are at the very heart of their communities, it is essential that they are sustainable and that the Council is open and transparent about any issues emerging regarding any potential over or under supply of school places. Rumours about a school's future can be self-fulfilling and can damage the potential for students to thrive. It is essential that we manage expectations regarding school organisation proposals that may, or may not, happen. This strategy provides the overview of the likely supply and demand issues that will arise. The Council will only make specific school reorganisation recommendations when there is sufficient confidence that the proposal will be implemented. This means that the issues will have been explored with the school(s) and key stakeholders in advance, a proposed solution discussed, and viability confirmed.

The Authority has a number of full primary schools for admission in September 2017 and projections through to 2020 indicate significant pressures on infant classes in a number of planning areas. Previous years' expansions have helped to stabilise the level of oversubscription particularly in the urban area of Doncaster. The pressure on primary places is driven by birth rates coupled with migration into the urban area and significant housing development schemes in specific areas of the Borough. The principal hotspots continue to be the Urban area, Hayfield, and Armthorpe. Significant new current and future housing developments in Hayfield, Armthorpe, Edenthorpe, Hatfield (DN7), Rossington and Bessacarr present significant pressures.

The secondary sector also mirrors the national trend as the increase in primary school pupil numbers progresses through the secondary sector. Planning in the secondary arena is based upon current capacity assessments and dialogue with Doncaster secondary academies will continue to be undertaken to review existing net capacity assessments and evaluate potential expansion options. A key focus for this Strategy and of School Organisation work over the next three years will be developing solutions to increasing demand in the secondary schools. The overall situation is as follows as we head into the next 4 years:

Current NOR & Pupil Projection's inc Capacity



	17/18	18/19	19/20	20/21	21/22
Years R-6	29617	29577	29577	29367	29367
YEAR R-6 CAP	26331	26449	26197	25978	25380
YEARS 7-11 NOR	18340	18340	18340	18340	18340
YEARS 7-11 CAP	15684	16228	16884	17453	17960
Total R-11 NOR	42015	42677	43081	43431	43340
Total R-11 Capacity	47957	47957	47957	47957	47957

Please note that the above projections do not include the 5% contingency to allow for pupil movement. More detailed information by Pyramid and Area is set out below and indicates where there are likely to be the greatest capacity pressures over time.

c) Comparative Pyramid Level Data 2017 to 2022

Pyramid	2017/18						2021/22					
	Primary			Secondary			Primary			Secondary		
	CAP	NOR	Diff	CAP	NOR	Diff	CAP	NOR	Diff	CAP	NOR	Diff
Adwick	1890	1643	247	1050	995	55	1890	1518	372	1050	1087	-37
Armthorpe	1260	1119	141	900	488	412	1050	1156	-106	900	575	325
Balby Carr	2520	2082	438	1050	889	161	2520	2226	294	1050	1149	-99
Campsmount	1320	961	359	750	679	71	1320	816	504	750	779	-29
Conisbrough	1450	1232	218	750	704	46	1450	1167	283	750	785	-35
Danum	2450	2186	264	1400	993	407	2450	2157	293	1400	1152	248
Don Valley	1960	1752	208	1120	878	242	1960	1821	139	1120	1112	8
Edlington	1890	1615	275	1050	797	253	1890	1515	375	1050	938	112
Hall Cross	2170	2074	96	1400	1391	9	2170	2051	119	1400	1712	-312
Hatfield	1750	1424	326	1260	687	573	1750	1380	370	1260	808	452
Hayfield	1120	1159	-39	900	971	-71	1120	1026	94	900	1050	-150
Hungerhill	1680	1666	14	1120	1166	-46	1680	1566	114	1120	1252	-132
Mexborough	1505	1321	184	1120	681	439	1505	1340	165	1120	804	316
Rossington	1220	1020	200	750	666	84	1180	983	197	750	689	61
Ridgewood	1862	1723	139	1200	1179	21	1862	1586	276	1200	1209	-9
McAuley	1820	1752	68	1400	1399	1	1820	1625	195	1400	1588	-188
Thorne	1750	1602	148	1120	1121	-1	1750	1447	303	1120	1271	-151
TOTAL	29617	26331		18340	15684		29367	25380		18340	17960	

The gap analysis above has informed the proposal to develop Local Plans (see Section 11) in 3 tranches with plans for those areas with more immediate needs being addressed first.

ii) Comparative Area Level Data 2017 to 2021

Primary					Secondary				
	CAP 17/18	NOR 17/18	CAP 21/22	NOR 21/22		CAP 17/18	NOR 17/18	CAP 21/22	NOR 21/22
Central	8960	8094	8960	8059	Central	5250	4672	5250	5601
North	7032	6079	7032	5741	North	4120	3731	4120	4187
East	6440	5811	6230	5549	East	4400	3462	4400	3906
South	7145	6347	7145	6031	South	4570	3819	4570	4266

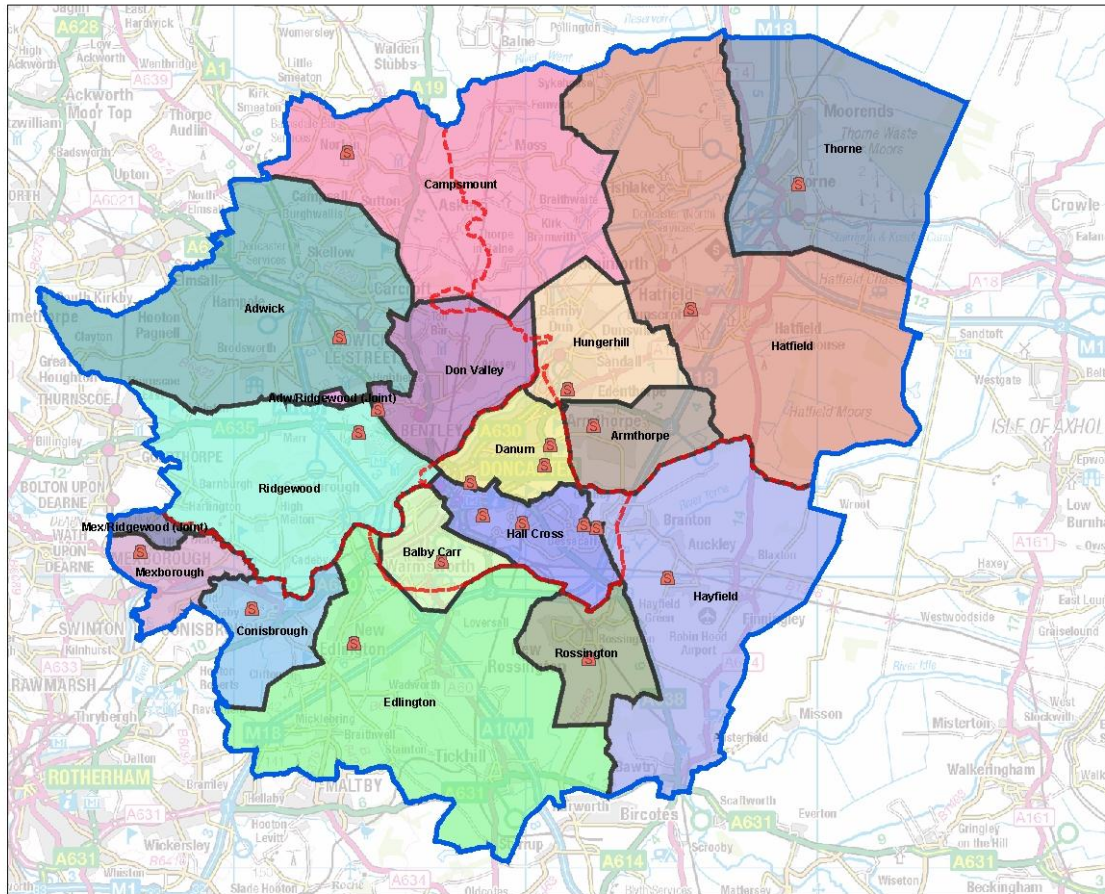
d) Post 16






Pending the outcomes of the post 16 review, current post 16 placements are reflected below:

Post 16 Summary	Yr 12	Yr 13	Yr 12-Yr 13 Total
In Education	2425	2175	4600
School Sixth Form	1292	1230	2522
Sixth Form College	103	67	170
Further Education	1013	856	1869
Higher Education	0	8	8
Full time education - Other	9	0	9
Special Post-16 Institution	8	14	22
Employment	548	911	1459
Training	75	47	122
NEET Group	171	187	358
Other (not EET or NEET)	2	1	3
Current situation not known	43	89	132
Cohort total	3264	3410	6674

11. Local Area Plans

The map below shows the current School Organisation Pyramids, the location of Secondary Schools, and their relationship with Family Hub areas.



 Doncaster Metropolitan Borough Council	
Doncaster Council Map Showing - Secondary Pyramid Areas - Family Hub Areas - Secondary Schools	
Key :  Secondary Schools  Family Hub Areas  Secondary Catchments  Doncaster Boundary	
School Organisation Service	
Reference : 271117MapSecondaries	
Date : 27/11/2017	
Scale : 1:124,727	

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As a fundamental part of the evolution of this Strategy it is envisaged that during 2017 2018 this strategy document will be developed to include a web link to a detailed Local Area Plan that will present the data underpinning demand for school places and proposals for satisfying that demand in each pyramid in two components as shown in the diagram below:

11a The Pyramid Key Data Report

LOCAL AREA PLAN COMPONENT ONE (Needs Analysis)	
PYRAMID KEY DATA REPORT	
Context	Demographics and Population Ethnicity and Migration Indices of Multiple Deprivation (IMD) Working Tax Credits Free School Meals Birth Data Structure of Learning Provision Academy Status Geographical Map Housing Growth and Schools Capacity (SCAP) Pupil Admission Numbers and Number on Role Capital Projects
Pupil Places	Primary School Projections Secondary School Projections Childcare Places and Availability Childcare Projections for Spring Term Local and Borough wide SEND Provision Childcare Costs
Early Education Funding	2 Year Old Early Education Eligibility Criteria and Take Up 3 and 4 Year Old (Universal Entitlement) Eligibility and Take Up 30 Hours Free Childcare
Parent Feedback	Overview of the 2017 Survey of Parents Childcare Needs
Summary	Analysis and overview of findings

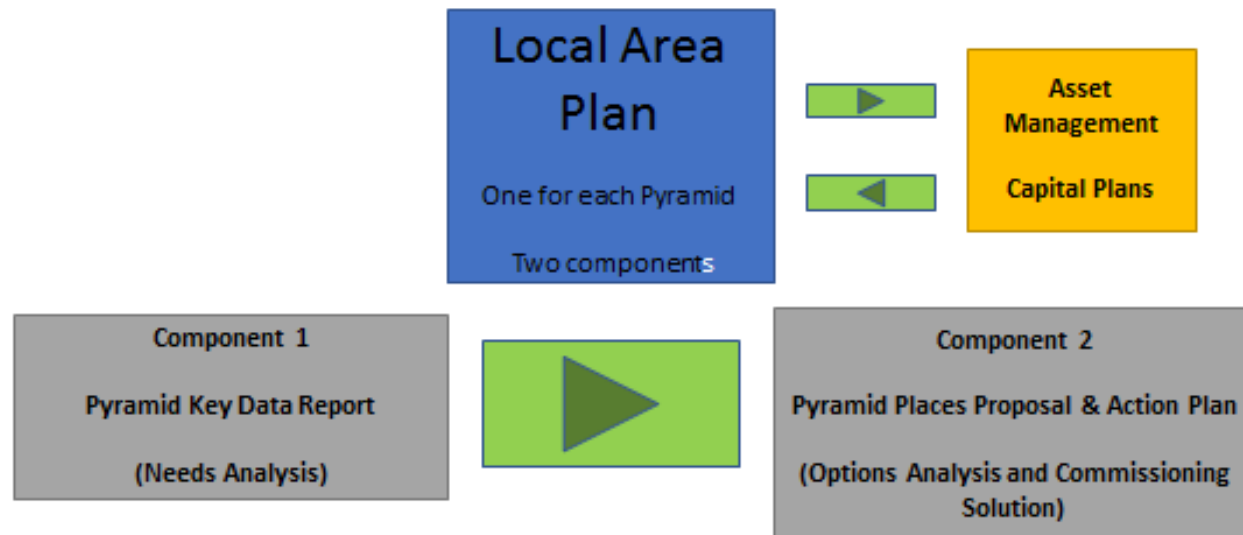
11b The Pyramid Places Proposal & Action Plan:

LOCAL AREA PLAN COMPONENT TWO (Commissioning Solution)	
PYRAMID PLACES PROPOSAL & ACTION PLAN	
School Places	Introduction and Summary Essential Elements of Place Planning Section 106 Developer Contributions School Place Planning Potential Solutions
Options and Potential Plans	Potential Solutions, School by School Capital Appraisal School Pedagogical Considerations Pre-Feasibility Estimates
Childcare Places	Childcare Sufficiency Gap Analysis 30 Hours Sufficiency of Places Sufficiency Action Plan Childcare Sustainability and Business Planning
Summary	Conclusions and Recommendations

11c Local Area Plan

Each Local Area Plan will be the key document in informing the Council's proposed capital budgets for the maintenance and provision of Learning Settings going forward – See Sections 12 – 14.

Organisation of Learning Provision in Doncaster



There will be a [Web link](#) to each Local Plan that will enable stakeholders to identify quickly local needs and how the Council proposes to commission a solution. Local Plans will be developed in 3 tranches during 2017 – 2018 with the areas with greatest and most immediate needs being approved by the Learning Provision Organisation Board in March 2018 and the remaining two tranches being approved by the end of the Autumn Term 2018.

12. Asset Management

Doncaster's Asset Management Strategy 2017 – 2027 sets out a clear overall vision for the Council's property portfolio which is "an efficient and effective estate which supports the delivery of the strategic objectives set out in the Council's Corporate Plan".

12.1 Meeting maintenance priorities in existing schools

Maintenance priorities for the next 3 years for the Council's maintained schools are based upon condition surveys and maintenance work is funded through the School Condition Allocations to the LA and from each individual school's own budgets. Current priorities and expenditure are set out in Section 14.

Capital Condition Programme The LA identifies a programme of works through the annual survey of schools, the programme is revised if essential work is identified or issues relating to safeguarding and school closure are a potential consequence.

The Capital Condition project delivers the planned maintenance programme across maintained community schools i.e. not academies or church schools. The current focus is on mechanical (new heating & water tanks), electrical (mains upgrades and classroom lighting) and fabric (windows, external cladding and drainage) Cat A graded (TF Database) works as identified by the Building Inspectors and annual scheduled inspections are prioritised by those identified as most at risk of failure leading to school closure. Alongside the allotted programme slots we also from time to time need to respond to urgent works where failure has occurred or is imminent and the risk of school closure is high.

The **School Roof Programme** delivers the replacement or improvement to school roofs identified within the annual surveys. We have an identified programme of works through the annual survey of schools, the programme could change if essential work is identified or issues relating to safeguarding and school closure are a potential consequence. Each year a small number of school roofs in most urgent need of repair have been addressed. However many more schools are now experiencing a large number of minor leaks and damaged areas that are starting to overlap with each other and the problems are now highlighted in recent site visits as category D, Bad (life expired and/or serious risk of imminent failure) and 1, Urgent/immediate requirement (urgent work that will prevent immediate closure of premises and or address an immediate high risk to the H & S of occupants and/or remedy a serious breach of legislation).

Ongoing capital maintenance needs in Academies and Free Schools are funded separately – see 13.1 below.

12.2 Expansion and development of Learning Provision to meet needs identified in Local Plans

Meeting the capital demand for new or modified buildings in response to growth in local areas, is funded through Basic Need Capital Funding and through the development of Free Schools as set out in 13.1 below. This funding is added to by building developers through the Section 106 arrangements. The Pyramid Place Pressure Analysis within the Local Plan identifies the organisational arrangements proposed to meet need in each local area and the associated capital proposal to ensure that the need is accommodated in appropriate provision.

12.3 Safeguarding

Within the LA's Safeguarding of Children Policy, it is important that solutions to pressures on capacity are developed with due attention to the health and well-being of all children and young people. All Organisation of Learning Provision proposals within Local Area Plans will provide a context within which the LA, schools, and other providers, can fulfil all their safeguarding requirements.

12.4 Diversity and Equality

Doncaster Council is committed to being a truly inclusive organisation that promotes equality, achievement and diversity. Our work is centered on building meaningful, enduring and respectful relationships across different cultures. The Council is committed to providing an environment which recognises and values people's differences, capitalises on the strengths that those differences bring to the council and supports everyone in maximising their potential to succeed. Fundamental to this aim is the belief that everyone has the same rights and will be treated fairly and with respect, irrespective of their cultural background, race, religion or belief, disability, gender, sexual orientation, or age. We expect everyone to share and champion inclusion, to challenge and eradicate practices and behaviours that are contrary to this aim, and play an active role in ensuring that all programme and project participants enjoy equality of opportunity.

All Local Area Plans developed within this Organisation of Learning Provision Strategy will fulfil these expectations through thorough options appraisals and associated impact assessments.

Any proposals to change in education provision will also be considered in the light of social and community cohesion both locally and across the LA. The Council will consult those directly and indirectly affected by any proposals in order to identify concerns and address them.

13. Capital Funding

13.1 Potential Sources of Capital Funds to meet Local Plans

There are a range of sources of capital funding for schools, reflecting differing objectives and the need for both national and local approaches. This capital funding aims:

- to provide more school places both to meet demands and to increase choice; and
- to improve the condition of existing school buildings.

In 2015-16 the Department spent £4.5 billion on capital funding. Half was spent creating school places either in new or existing schools and half on maintaining existing schools. The Department allocates funding to local bodies to build, maintain, refurbish and, sometimes, rebuild schools. Most local authorities provide extra funding to help meet their responsibilities to provide sufficient school places and to maintain school buildings. The Department manages centrally a programme of school rebuilding under the Priority School Building Programme. It also manages the Free Schools Programme. Free Schools are a type of academy that can be set up by people or organisations as an alternative to existing local schools.

AS identified in 4.2ii, by exploring opportunities across the sources outlined in the table below, the LA can act as a commissioner and draw upon these sources to meet the shortfalls in funding these needs. This partnership and commissioning approach requires considerable negotiation with existing and potential providers. The principles for the generation and approval of such solutions are as set out in this Strategy.

	Source of Funding	Targeted Activity	Commissioning and partnership opportunity?
1	Capital Basic Need	Providing Buildings to meet demand for school places	Impact can be enhanced by pooling with other sources and grants (e.g. those from sporting bodies)
2	Devolved Formula Capital Allocations (DFC)	Direct funding for individual schools rather than those managed by LAs or large Multi Academy Trusts	As above
3	School Condition Allocations (SCA)	To help pay for the maintenance needs of existing LA schools	As above Schools should also set aside an amount for this from their revenue funding
4	Condition Improvement Fund (CIF)	To help Trusts pay for the maintenance of existing Academies and Free Schools	As above Academies should also set aside an amount for this from their revenue funding

5	Priority Schools Build Programme (PSBP)	LA's and Academies can bid to this centrally managed scheme which is designed to replace a number of schools in the UK that are in extremely bad condition	There have been two phases of this programme announced in May 2012 and May 2014 and no further allocations are currently planned.
6	Free School Programme	When a new Free School is approved the new building is funded and project managed for the sponsors by the EFA.	Central Government has identified the Free School programme as a key element of their approach to meeting Basic Need in all authorities alongside the allocations in 1.
7	University Technical College (UTC) Funding	When a new UTC is approved, the new building is funded and project managed for the sponsors by the EFA.	This programme also part meets Basic Need up to 16.
8	Section 106 Funding	Under the Town and Country Planning Act 1990, contributions can be sought from developers towards the cost of providing community and social infrastructure that has arisen as a result of a new development.	
9	Other specific one off or irregular allocations	E.g. The Safeguarding and Access Provision Funds	Such allocations can frequently be used to complement work on other strands. However, they are rarely embedded and can't be relied upon in planning provision.
Notes	Condition Funds	The results of a national condition survey are expected to become available in late 2017 and the next round of allocations will be based upon this.	Clearly the findings will inform Maintenance Strategy for Maintained Community Schools going forward
	Curriculum Suitability	There is currently no provision beyond LA's and schools' "own funds" to support changes in buildings in response to changes in curriculum priorities.	Any building adaptations to meet changing T&L approaches have to be funded by careful use of other funding streams.

13.2 Capital Allocations to Doncaster

School Places:

Basic need funding allocated by Government (Not ring-fenced)					Targeted basic need funding (TBN)	Total basic need funding (inc TBN)	Basic need funding allocated				Total basic need funding
2011-12	2012-13	2013-15	2015-16	2016-17	2013-15	Total 2011-17	2017-18	2018-19	2019- 20	Total 2017-20	Total 2011-20
3,609,851	3,017,949	2,664,707	1,732,666	4,612,646	6,497,890	2,135,709	8,220,879	4,379,648	0	12,600,527	34,736,236

Basic need places funded through the above allocations (Not ring-fenced)			
2017-18	2018-19	2019-20	Total 2017-20
789	271	0	1,060

Identified Section 106 Contributions – Signed Agreements (Subject to house completions - Ring-fenced)
11,015,000

School Condition:

School Condition Allowance (Capital Maintenance Grant – Maintained Schools)								(Not ring-fenced)	
2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19 (est)	2019/20 (est)	
5,610,567	3,561,747	2,985,603	2,866,952	2,302,001	2, 230,983	1,966,542	1,666,542	1,666,542	

14. The Capital Programme

The School Organisation Team manages the capital allocation process and makes recommendations to LPOB for final approval by Cabinet. It is important to stress that the Council will exhaust and search for all funding sources as they become available. This will include preferential borrowing if appropriate.

14.1 Current (to 2020/21)

The total Capital Budget for 2017/18 to 2020/21 is £13.6 million including agreed Section 106 contributions. These funds are being used to meet growth in the Armthorpe, Hall Cross, Hayfield, Rossington, and Hungerhill Pyramids.

14.2 Medium Term (beyond 2020/21)

As yet Government has not released any information regarding capital funding beyond 2020. Once known, capital projects will be informed by each Pyramid's Local Plan. The Strategy for Organisation of Learning Provision will drive the Council's approaches to deploying any capital resources allocated by Central Government going forward and will provide the overarching context for bidding for additional resources, working with potential partners, and commissioning new learning environments.

Access to Section 106 Developer Funds is subject to the delivery of the sites identified and is not therefore guaranteed but it is very important that the Council is able to maximise the amounts raised through this route. The Organisation of Learning Provision Strategy will ensure that we have immediate reference to the needs of each Local Area Plan. This will subsequently mean that the Council can very quickly make explicit to planners and developers the learning provision contributions that we expect from developers before each project is agreed.

15 Leadership and Governance

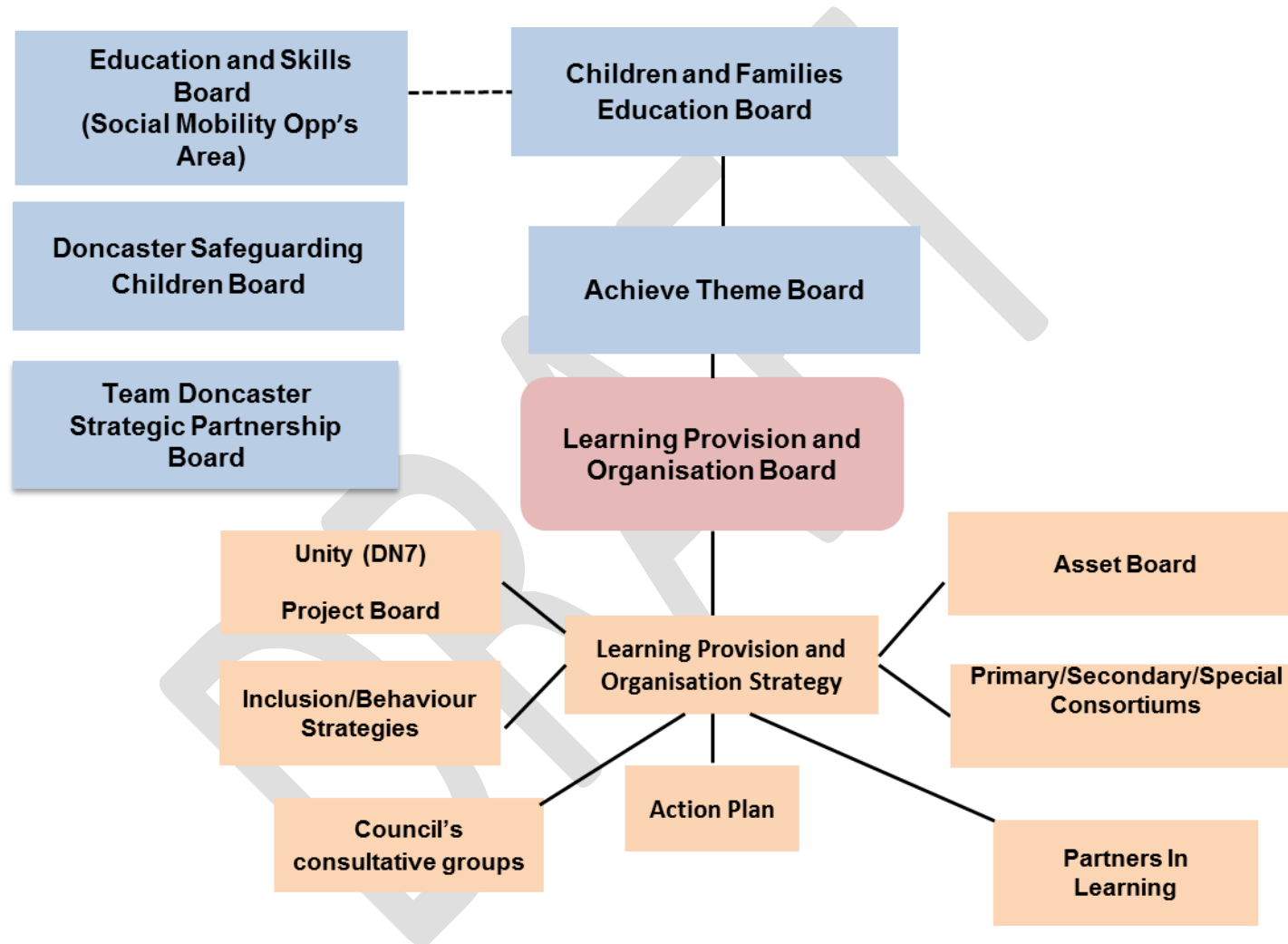
15.1 The Learning Provision and Organisation Board

The Learning Provision and Organisation Board has been established to improve outcomes for all children by building strong partnerships, working effectively together, and providing rigorous and regular performance management.

The Board's primary role is to ensure the effective delivery of the Learning Provision and Organisation Strategy. The Board will provide strategic direction and challenge for:

- The Review of Education Places including Early Years
- The Capital Strategy
- Monitoring the Capital Programme (Delivery & Approval)
- Establish a protocol for allocation of funds from the safeguarding and access capital provision budget
- Monitor the allocation of the funds from the safeguarding and access capital provision budget
- The identification and application of Funding Opportunities
- School Organisation – Responding positively to national developments such as Academisation
- Section 106 Capital
- Partnership Development
- Working together with Schools
- Developing appropriate settings for those with Additional Needs
- Ensuring that appropriate environments are in place for supporting those with Behaviour Needs.

The Learning Provision and Organisation Board



15.2 Operational Leadership Arrangements

The responsibility for the management of the Organisation of Learning Provision in Doncaster rests with the School Organisation team within the Commissioning and Business Development strand of the People Directorate.

16. Maintenance and Review of the Strategy

16.1 Methodology

The Organisation of Learning Provision Strategy has been developed during the Autumn term 2017 following extensive visits to settings; consideration of the Borough's other existing and emerging plans; meetings between the School Organisation team and other teams and individuals, and reference to other models from other local authorities.

The draft Strategy has been shared with the Learning Provision and Organisation Board and approved by Cabinet on December 12 2017.

It is proposed that the Strategy will be kept under review and scrutiny by the Learning Provision and Organisation Board and will, in turn, inform the work of the Education and Skills Programme Board.