



Doncaster  
Council

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# Organisation of Learning Provision Strategy

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## 1. About this 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 Education, Health and care Plan and those who have been excluded from school.

It also 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 Section 8.

## 2. Our Local Social Economic Response

The learning provision strategy supports and is driven by a number of local strategies and plans, including:

- Education and Skills Strategy 2030 (Appendix 1)
- Children Young Peoples Plan 2017-2020 (Appendix 3)
- Future Placements
- Growing Together - Doncaster Borough Strategy
- Doncaster Place Plan 2019-22 (Appendix 4)

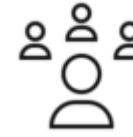
Our vision for 2030 is for Doncaster to become a learning city, where lifelong learning is directed towards individual and collective wellbeing – empowering all residents to flourish in life and work. Led by expert and collaborative professionals, working together with a diverse set of committed partners, we will create a hybrid model of learning that encompasses a leading technical and vocational education offer that both meets the needs of the modern economy and widens access to high-quality employment through industry-driven career pathways – enabling all residents to fulfil their aspirations. See Appendix 1 for more details on our approach, which includes 6 priorities and works on three key principles:



Learners for Life



Expert & Collaborative  
Professionals



Diverse & Committed Partners

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. It has already driven 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. Of particular relevance to this learning provision strategy is the Doncaster Learning and living themes, as they respond directly to the challenges we face in terms of housing and access to high quality education. The intended impact of the combination of the programmes is to reduce poverty, increase social mobility and foster community enterprise and resilience.

### 3. The National Social Economic Context

The UK is the fifth largest economy in the world and London is a world-leading hub for financial services and a city with global reach. Nearly 20% of the world's highest ranked leading research universities are in the UK.

However, there are also deep-rooted inequalities across the UK for example in terms of wealth, health, education, skills and employment. These inequalities are especially concentrated within the neighbourhoods of towns and cities, as well as between nations and regions. Over the last decade, real growth in productivity (GDP per capita) has been almost twice the UK average in London, and nearly 50% of employment growth in the UK being in London and the Wider South East.

The imperative of moving to a zero-carbon economy and the fourth industrial revolution, could exacerbate these inequalities, but could also provide real opportunities if properly harnessed. The Government has set out its intention to address spatial inequalities and 'level up' the UK by creating opportunities for everyone. It is within this context that the Covid-19 pandemic has had an unprecedented impact on the world that will reverberate for years to come. It has affected every child, adult, family and community in the UK.

The UK economy suffered its biggest slump on record between April and June 2020 as Covid-19 lockdown measures pushed the country officially into recession. The economy shrank 20.4% compared with the first three months of the year. Whilst the technical recession (GDP falling for two quarters in a row) may be short-lived, unemployment could stay at elevated levels for several years. This could have a long lasting 'scarring' impact on individuals who find it increasingly difficult to reconnect with job opportunities. The biggest impacts are already being felt by the most economically disadvantaged, particularly young people. These economic impacts risks widening inequalities between

different parts of the country. A sustained recovery is by no means assured, particularly given the dual threats of further spikes in Covid-19 and slow progress over the Brexit negotiations.

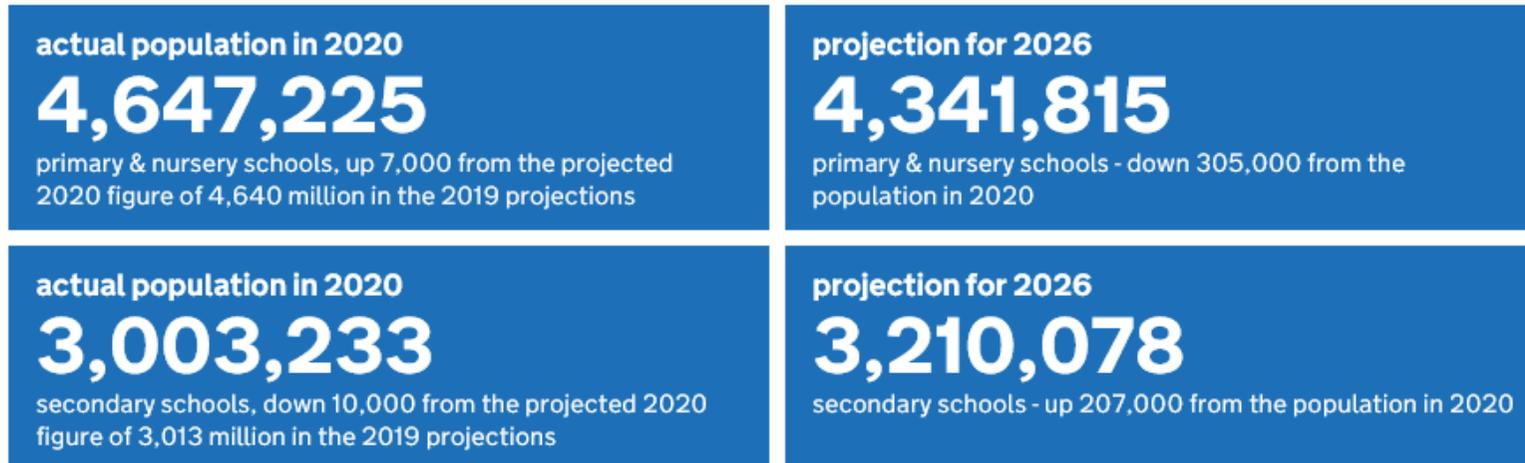
It is now even more essential that the Government delivers its 'levelling up' commitment through a place-based, well-being perspective that supports, at scale, the regional and local efforts get people back into work and to enable as many businesses as possible to bounce back.

The objective of 'building-back better' for the longer term must underpin this – to improve the long-term well-being of people and places. This includes building a culture of learning that enables everyone to up-skill and retrain, supported by clear pathways into quality employment.

<sup>1</sup> UK 2070 Commission Final Report

## 4. The National Picture

### 4.1 The National Educational and Young People's Context



Headline Data from the 2020 National Pupil Projections:

- The nursery and primary school population has been rising since 2009 but has now plateaued, as the drop in births in 2013 feeds into the main school population, and is projected to drop for the whole projection period to 2030. The drop is steeper than previously projected due to lower births recorded since the end of 2016.
- The secondary school population began rising in 2016 and is projected to continue increasing until 2024 before gradually dropping until the end of the projection period. The peak and then fall is primarily due to the lower births seen in 2013 and beyond, which start to reach secondary school age in around 2025.
- The population in special schools has been increasing for a number of years, at least partly driven by the increase in the overall population, and this is projected to continue until 2024, before also very gradually dropping.
- The alternative provision population is projected to increase slowly before stabilising.

Data sourced from <https://explore-education-statistics.service.gov.uk/find-statistics/national-pupil-projections>

## **4.2 Legislation affecting Children and Young People**

### **4.2i - 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.

### **4.2ii - Early Years**

A) Early Years: Under the Childcare Act 2016, the LA has the duty to:

- secure sufficient childcare for working parents
- secure early years provision free of charge:
  - 15 hour entitlement for the most disadvantaged two-year-olds:
  - 15 hour entitlement for parents of three- and four-year-olds (the universal entitlement); and
  - 30 hour entitlement for working parents of three- and four-year-olds (the extended entitlement).

Local Authorities are required to report annually to elected council members on how they are meeting their duty to secure sufficient childcare, and make this report available and accessible to parents.

Local authorities are responsible for determining the appropriate level of detail in their report, geographical division and date of publication.

#### **4.2iii - Schools and Academies**

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 September 2020, all of Doncaster’s secondary schools and 62% of primary schools, an increase from 44% in September 2017, 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.

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

Local Authorities continue 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.

#### **4.2iv - 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. At GCSE they offer a similar curriculum to a typical 11 – 18 secondary school, including English, Maths and Sciences as well as their specialist subjects. Their aim is to ensure young people achieve excellent GCSE or A level results along with high value

technical qualifications delivered via employer and university contextualised challenges, that support high level technical and employability skills.

This approach continues to gain momentum in Doncaster with the opening of Doncaster's own UTC in September 2020 following a successful bid to the DfE. The UTC opened in the heart of Doncaster's Civic Quarter making it accessible to students across the Borough and specialises in Engineering and Creative & Digital Technologies.

In addition, The Academies Act allowed for applications for Free School schools and following a successful application a new sixth form College, New College Doncaster opened in September 2017. The College caters for students aged 16 to 19 and provides access to a range of A levels and Level 3 BTEC qualifications. Whilst based outside of the centre of Doncaster, transport links are provided for students across Doncaster and beyond. (See Appendix 5).

#### **4.2v - Post 16 settings and provision**

Post 16 learning in Doncaster is provided in a range of settings and the Doncaster Association of Secondary Heads is working collaboratively with external partners and the Opportunity Area to ensure that provision is appropriate to the needs and aspirations of our young people. Recent developments included the opening in September 2020 of a University Technical College (UTC) in the town centre Civic Quarter which provides technical and vocational options for 13-19 year olds.

A number of Town Centre providers are collaborating to meet the challenge of offering accessible, high quality P16 pathways to suit all abilities and interests. Doncaster Central 6th Form, or "DC6", is a partnership comprising Doncaster College, Doncaster and Bassetlaw Teaching Hospitals Trust, Hall Cross Academy and the new UTC (with ongoing talks with others in or close to the Town Centre and no notional limit in the numbers of partner institutions). In its first year the UTC and Hall Cross have recruited learners in addition to those who might have applied for one or the other (or elsewhere) who will access teaching on both campuses. The College offers further hybrid options for learning and the pilot phases will focus on those areas identified as Centres of Excellence for the University City. Pathways for Health and Social Care have provided particular focus initially, with DBHT collaborating closely with the College and also with Hall Cross which became a Foundation School in Health in 2018.

The DC6 partners offer differing but complementary routes into future employment, characterised by innovative engagement with employers, a curriculum involving real-life problem solving and enhanced support into higher education. Learners are able to see that high level graduate opportunities are available in Doncaster. DC6 models capacity-building which will be able to meet the needs of increased numbers of Post 16 learners.

Post -16 Education has been identified as Priority 3 in the 2030 Education and Skills Strategy, A new model for Post-16 Education. There are three aims to this strategic priority:

- An Education and skills system that is responsive to the needs of the local and national economy
- A co-ordinated post-16 offer that gives learners the skills they need to prosper in the local economy
- A University City that provides advanced learning through centres of excellence.

The Learning Provision Strategy will have a pivotal role to play in the delivery of these priorities, ensuring that there is sufficient, high quality provision to meet the needs and aspirations of our young people, providing them with the skills and knowledge they will need to prosper in a rapidly changing world.

#### **4.2vi - 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, to children and young people with additional needs including Special Schools and Pupil Referral Units and in Alternative Provision

We are currently developing a long term SEND sufficiency plan as part of a wider SEND strategy. This work will reflect key findings such as enhancing early intervention approaches within mainstream and developing satellite and short term provision in line with a new graduated approach to meeting need.

This strategy accompanies other key work including the development of the Bader School for communication and interaction difficulties and the opening of SEMH places through the Pupil Referral Unit.

## 5. Demand and Growth

### 5.1 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 of the Education Act 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. LAs 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.

Sufficiency of SEND places is embedded within the SEND strategy and sets out to ensure the below priorities:

- Ensuring a clear, needs led approach to the commissioning of special school places.
- Special school places will be supplied only in circumstances where needs can't be met in mainstream by employing the graduated approach
- Supporting the graduated approach so that that special school places are accessible for those who require them, as close to home as possible.
- Ensuring that where ever possible needs are met within or close to local mainstream schools.

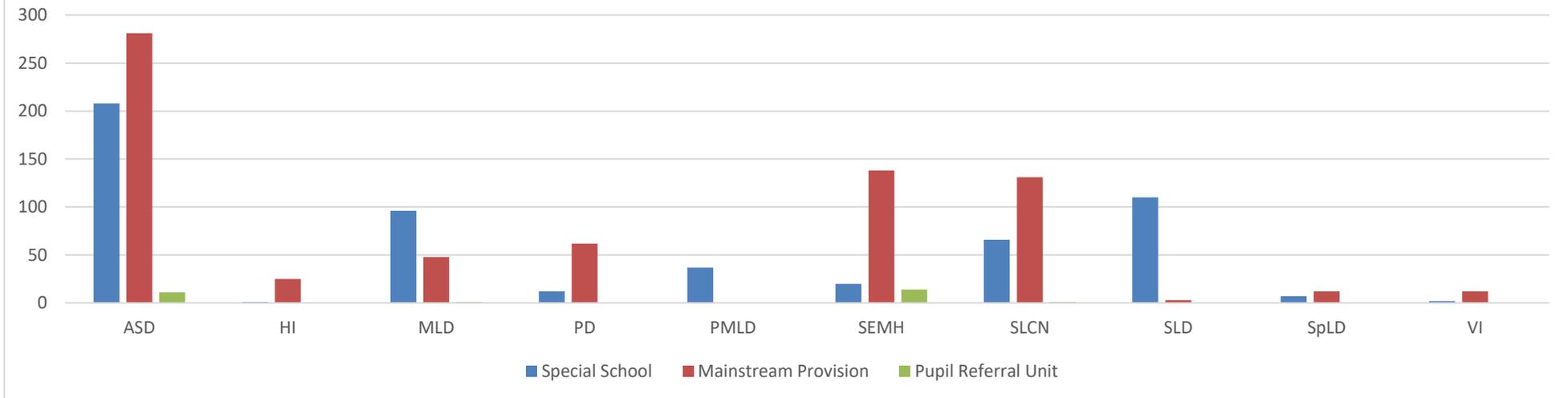
### The Current Position

The current special school estate in Doncaster consists of six schools including one new academy, which opened in the autumn term 2020. The breakdown of provision is as follows:

### The Special School Estate

School Name	Specialism	Capacity	Number on Roll (Spring 2020)
Coppice School	ASD / SEMH / SLD	130	129
Heatherwood School	SLD / PMLD	73	123
Pennine View School	MLD	130	120
North Ridge Community School	SLD	138	121
Stone Hill School	MLD	125	123
Bader Academy	ASD / SLCN	100	(Opened Autumn 2020)
<b>Total</b>		<b>696</b>	<b>616</b>

## Placements of Pupils with an EHC Plan Spring 2020



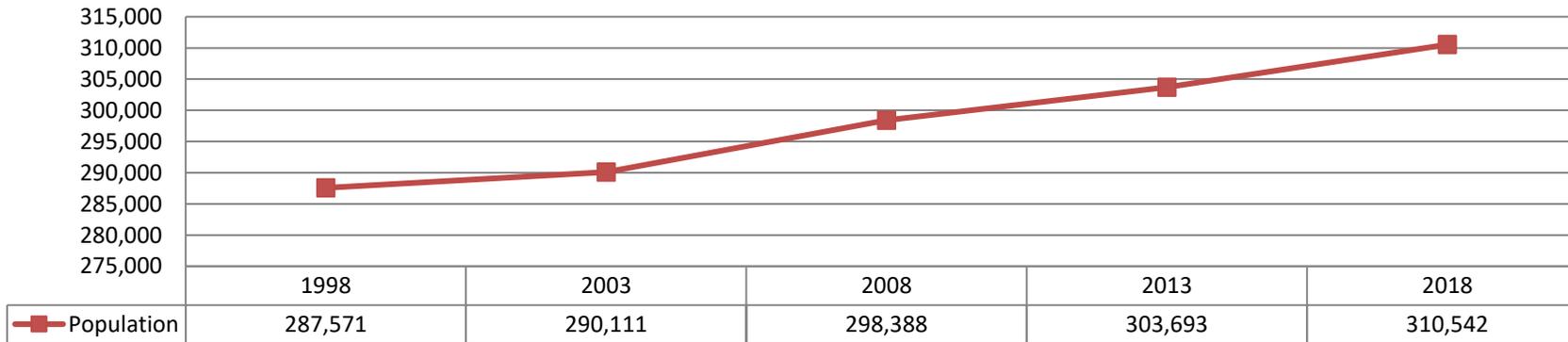
*Key: ASD: Autism Spectrum Disorder, HI: Hearing Impairment, MLD: Moderate Learning Difficulties, PD: Physical Disabilities, PMLD: Profound Multiple Learning Difficulties, SEMH: Social Emotional Mental Health, SLCN: Speech Language Communication Needs, SLD: Severe Learning Difficulties, SpLD: Specific Learning Difficulties, VI: Visual Impairment*

### 5.2 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.

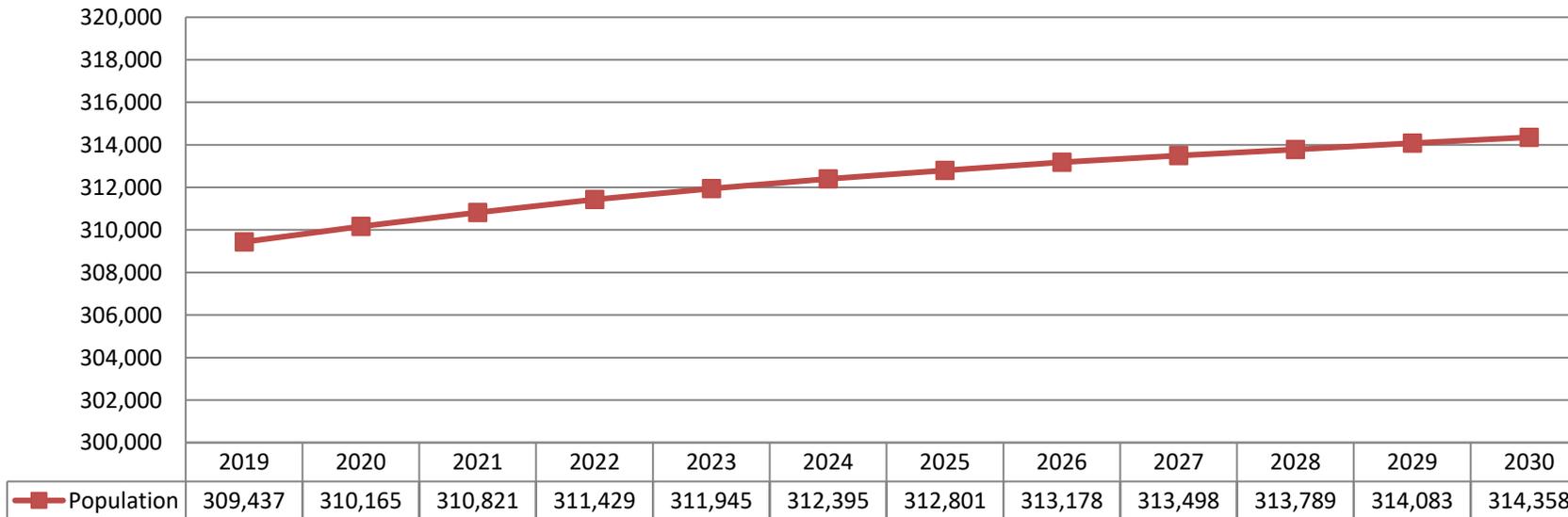
The Census also shows that nearly 18 700 people resident in Doncaster on census day were born outside the UK. Over 7500 residents arrived over ten years ago, or 40% of non-UK born Doncaster residents – a little lower than the regional average of 47%. Nearly 1300 people resident in Doncaster arrived during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

## Doncaster Population Changes



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

## Doncaster Population Projections



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

Doncaster population is due to increase by 3,816 people (1.2%) in 2030. Projected growth is lower than comparators; similar authorities are due to increase by 3.3%, Yorkshire & Humber by 3.6% and England by 6.4%.

### **5.3 Housing**

The Council is currently preparing a new Local Plan covering the period up to 2035. The draft Local Plan was submitted to Government in March 2020 and, at the time of drafting, is currently being examined by a Planning Inspector with an anticipated adoption date of Spring 2021. The Local Plan is planning for at least 920 new homes per annum over the plan period which equates to 18,400 dwellings in total, 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 and 7 Main Towns. More modest levels of new housing are directed to the 10 Service Towns and Villages.

The Local Plan identifies specific housing sites (known as allocations) to meet the Borough's development needs and these are a combination of sites that already have planning permission (capable of building 5 or more new homes) as well as a number of 'new' allocations where further sites are required to ensure each town/villages' housing requirement is met. The starting point for the new Local Plan and housing site allocations has been the supply of planning permissions first and foremost, before new sites have been identified. However, the number and distribution of permissions are insufficient on their own to meet the Local Plan housing requirement so 'new' sustainable and deliverable/developable housing sites are required in several geographical locations, including the Doncaster Main Urban Area (see table below for details).

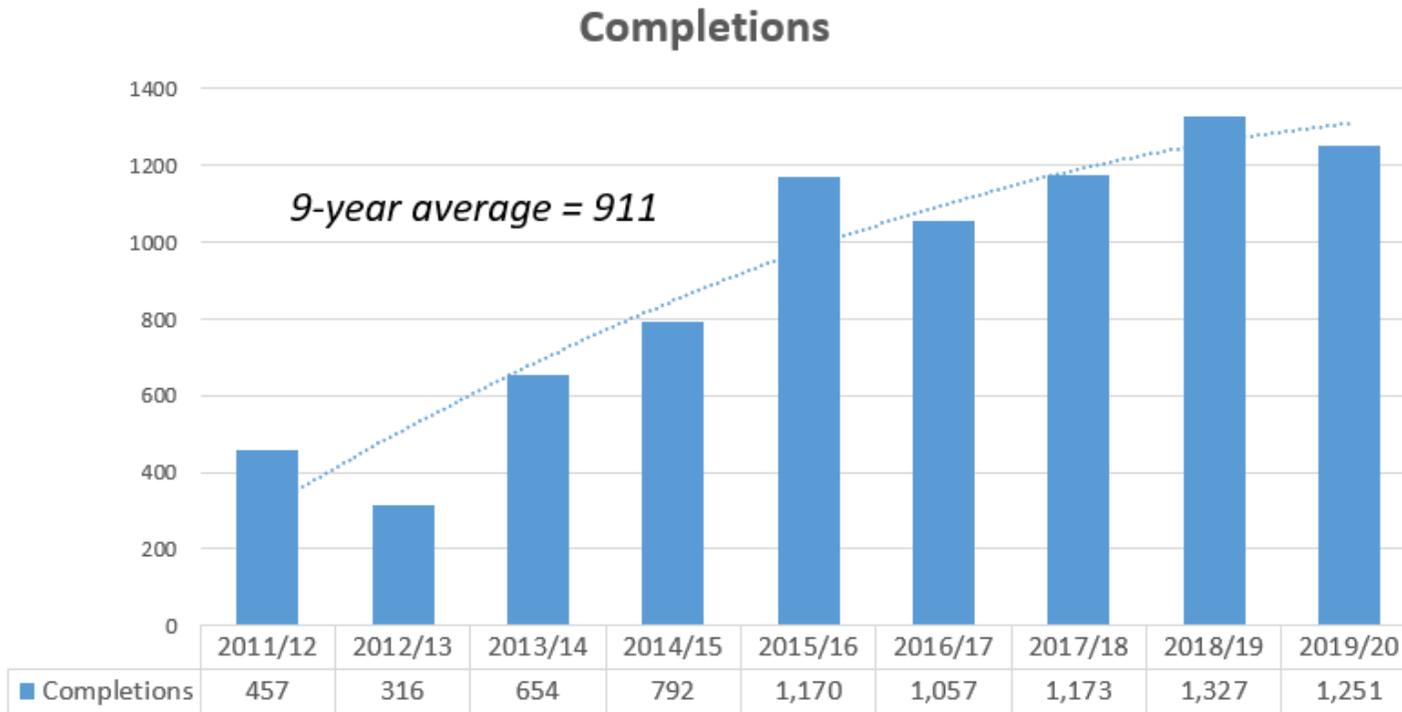
Government planning reforms and drive for localism has also seen a significant demand from Town/Parish Councils in the borough preparing Neighbourhood Plans, with numerous at various stages of production, including 5 that are now "made" (adopted) and used for determining planning applications and form part of the statutory development plan. Some of these plans, such as the Armthorpe Neighbourhood Plan, has made decisions for themselves as to the exact location of housing development.

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 (back then 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 has continued with consideration of the impact on local schools through the Local Plan's Infrastructure Delivery Plan and Sustainability Appraisal evidence base documents. These were used to

inform decisions on which sites to allocate, as well as the need for developer contributions towards increasing capacity of schools and the implications on whole plan viability.

At the time of drafting, annual housing completions (see summary table to right) are at an all-time high, although housing delivery is cyclical and follows economic trends and there will be some inevitable impact due to Covid-19. The trend in house building in the area has risen significantly as follows in recent years and post-2008 recession:



*Please note, these completion figures are largely derived from net additions to the Council Tax Register*

Whilst the Local Plan is being finalised those sites with planning permission continue to be monitored on an annual basis. The following table then combines the supply from sites already with planning permission (as at 1<sup>st</sup> April 2018), to the ‘new’ allocations supported through

the Local Plan and, subject to these sites being allocated in the adoption version of the plan itself, are the areas where the Council expects the majority of new housing to come forward over the plan period by 2035.

Location	Planning Permissions (5+ Units)	'New' Allocations (5+ Units)	Total Plan Period Supply
Doncaster Main Urban Area	3,489	3,693	7,182
Adwick-le-Street & Woodlands	437	45	482
Armthorpe	486	563	1,049
Conisbrough & Denaby	203	325	528
Hatfield-Stainforth (including Dunscroft & Dunsville)	1,860	108	1,968
Mexborough	108	202	310
Rossington	897	385	1,282
Thorne & Moorends	391	345	736
Askern	564	127	691
Auckley-Hayfield Green	115	140	255
Barnburgh-Harlington	0	66	66
Barnby Dun	6	98	104
Bawtry	54	36	90
Carcroft & Skellow	7	300	307
Edlington	622	43	665
Finningley	50	0	50
Sprotbrough	0	80	80
Tickhill	0	74	74
<b>TOTAL</b>	<b>9,289</b>	<b>6,630</b>	<b>15,919</b>

In addition to this, Policy 7 of the Local Plan supports up to 1,200 new homes on land at Doncaster Sheffield Airport, but the majority of this development is conditional to the delivery of new jobs in and around the Airport first in line with the draft Airport Masterplan's ambitions. Education provision is considered as part of the infrastructure planning figures. 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. Suitable Settings for Effective Teaching & Learning

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. OO

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” and Building Bulletin 104 “Area guidelines for SEND and Alternative Provision” which set out simple, non-statutory area guidelines for school buildings. 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.

## 6.1 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 the system. 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, the Learning Provision Organisation Board, meets each term to monitor and support the process. (See Section 12.4)

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.

## 6.2 Impact of COVID-19 On Settings

The impact of Covid is being felt across all aspects of Learning Provision from curriculum delivery to the built environment which are being adapted and designed to accommodate enhanced health and safety regimes from social distancing measures to approaches to personal hygiene and ability for students and staff to mix on site. Changes are being considered and implemented across a whole range of aspects starting well before families approach their settings, from their journeys to and from school through to the movement around sites. Whilst many measures have been implemented already, an assessment of our current estates and assets will need to be carried out to inform future planning in areas such as:

- *Curriculum delivery models;*
- *Hygiene and social distancing;*
- *Ability to compartmentalise;*
- *Impact of the use of Personal Protection Equipment*
- *Capital investment in new methods of delivery i.e. remote learning.*

## 7. Assessment of Demand for Learning Places

### 7.1 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, although a lower rate is now becoming apparent.

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

### 7.2 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 is based on birth data from Health colleagues with a rolling 3 year variance based on actual uptake through parental preference and taking into account pupils generated from projected housing. Each child is then 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).

### 7.3 Pupil Place Planning

#### *a) Early Years*

Part B of the Early Education and Childcare Statutory Guidance prescribes that local authorities are required by legislation to secure sufficient childcare, so far as is reasonably practicable, for working parents, or parents who are studying or training for employment, for children aged 0-14 (or up to 18 for disabled children).

The Learning Provision 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 and 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.

A Childcare Sufficiency Assessment measures the nature and extent of the demand and supply of childcare within a local authority area. It identifies where there are gaps in the childcare market and informs a market management action plan to ensure there are sufficient childcare and early education places. The government has set a number of factors, which can be regarded as the benchmark of sufficiency:

- There are sufficient childcare places overall in each pyramid
- Provision is flexible and accessible to fit in with working patterns
- There is a range of childcare provision that is affordable and of a high quality

Childcare sufficiency is not just about having the right number of childcare places to meet the needs of working and training parents, it is about ensuring: the provision is of a high quality; it improves the outcomes for children; narrows the gap in attainment; prepares children for school; and is inclusive and flexible to meet families' needs. The provision needs to ensure continuity of care and service by being a sustainable business with affordable fees. A sufficient, sustainable, quality childcare market underpins the poverty agenda, supports local economic development and the Councils Starting Well Service early intervention and preventative strategies.

There are 16 locality based pyramids across Doncaster. Data and information has been collated and a gap analysis undertaken to provide a localised picture for each area. The Learning Provision Organisation Service has worked in partnership with a range of public, voluntary and private sector partners, early help, schools / academies, service providers and families to collate the information within this report.

Each year we publish a Childcare Sufficiency Assessment which presents these findings on the local authority website. The most recent version can be found at: <https://www.doncaster.gov.uk/services/schools/securing-sufficient-childcare>

### *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 beyond a reasonable travelling distance. This is balanced against opportunities for co-location of services such as sports and fitness or community health facilities.

The demand for school places changes over time. This strategy document sets out in the Local Area Plans in Section 8 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 and opportunities for co-location. 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. This links in closely with the Doncaster’s Place Plan. (see Appendix 4).

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.

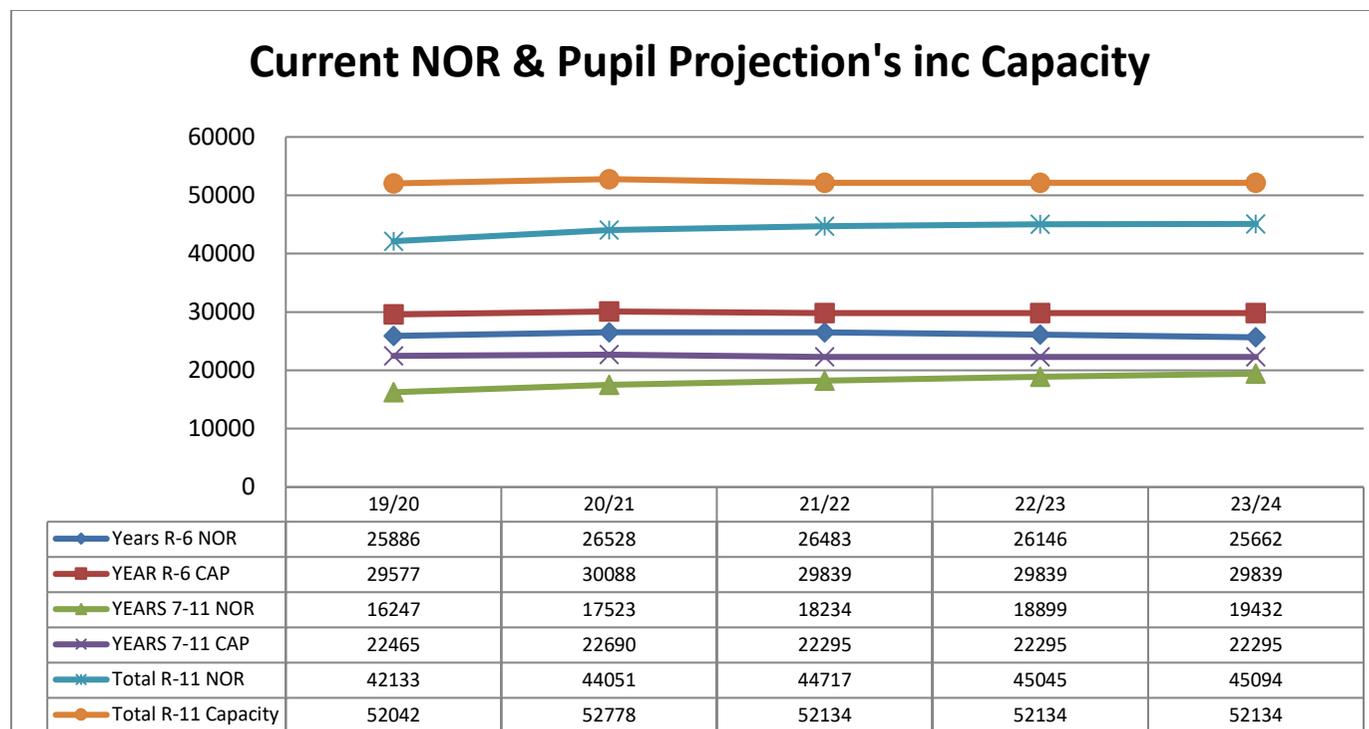
Because schools are at the very heart of their communities, it is essential that they are sustainable and that the Council is open and transparent about any issues emerging regarding any potential over or under supply of school places. Rumours about a school's future can be self-fulfilling and can damage 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 2020 and projections through to 2024 indicate 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 Learning Provision 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:

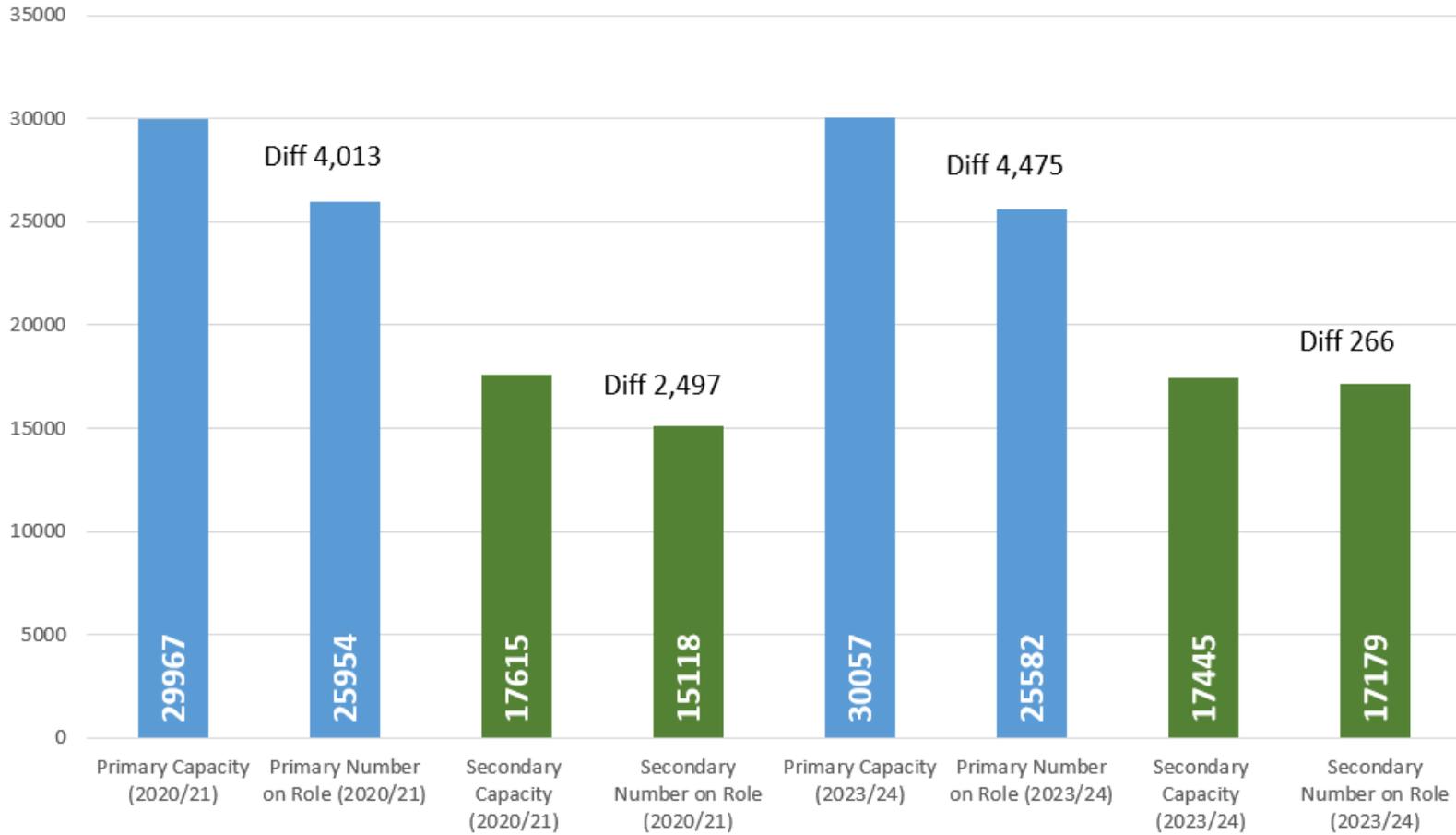
c) Comparative Pyramid Level Data 2019 to 2024



Please note that the above projections do not include the 5% contingency to allow for pupil movement.

The gap analysis in the table below has informed the proposal to develop Local Area Plans (see Section 8) in 3 tranches with plans for those areas with more immediate needs being addressed first. The full breakdown by school for 2019 to 2024 is show in Appendix 8 and indicates where there are likely to be the greatest capacity pressures over time.

### Comparative Sector Level Data 2019 to 2024



d) *Post 16*

Current post 16 placements for July 2020 are reflected below:

Post 16 Summary	Yr 12	Yr 13	Yr 12-Yr 13 Total
In Education	2674	2250	4924

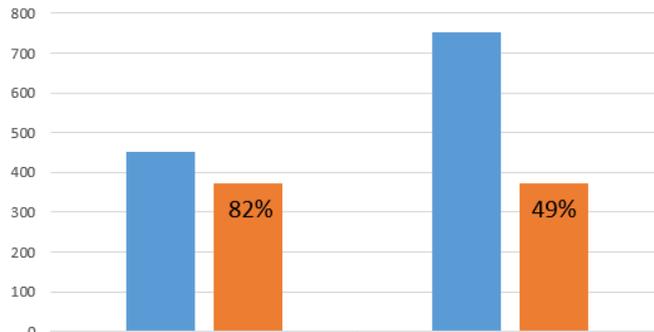
School Sixth Form	881	826	1707
Sixth Form College	629	471	1100
Further Education	1151	938	2089
Higher Education	0	0	0
Full time education - Other	0	0	0
Special Post-16 Institution	8	13	21
<b>Employment</b>	<b>391</b>	<b>709</b>	<b>1100</b>
<b>Training</b>	<b>85</b>	<b>56</b>	<b>141</b>
<b>NEET Group</b>	<b>134</b>	<b>138</b>	<b>272</b>
<b>Other (not EET or NEET)</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Current situation not known</b>	<b>31</b>	<b>59</b>	<b>90</b>
<b>Cohort total</b>	<b>3315</b>	<b>3212</b>	<b>6527</b>

\*post-16 destination data table

#### 7.4 Out of Area (OOA) Secondary aged Children Summary

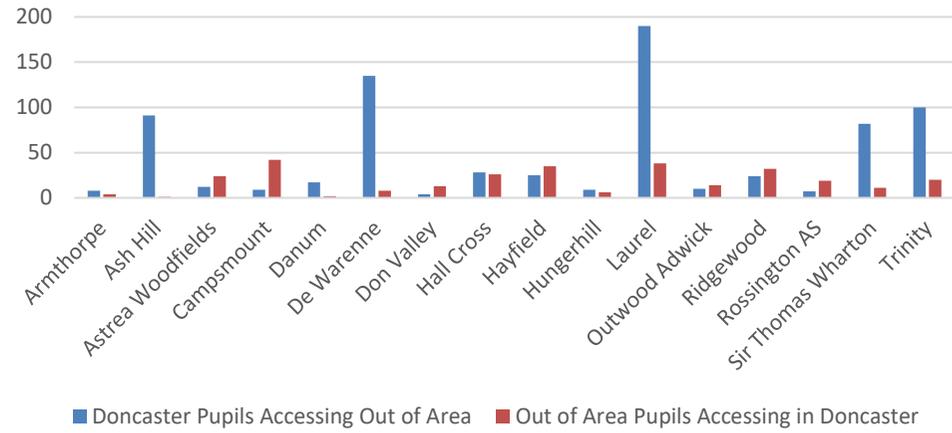
The graphs below and table in Appendix 9 shows the number of Doncaster pupils attending schools outside of the area and those that have chosen to attend schools in Doncaster from outside and a pyramid analysis based on the most recent data. The relatively new analysis that will continue to be refined as more years are added to identify trends. It has been shared with those schools most affected in order to determine strategies in order to secure retain local pupils.

### Out of Area - Secondary Children



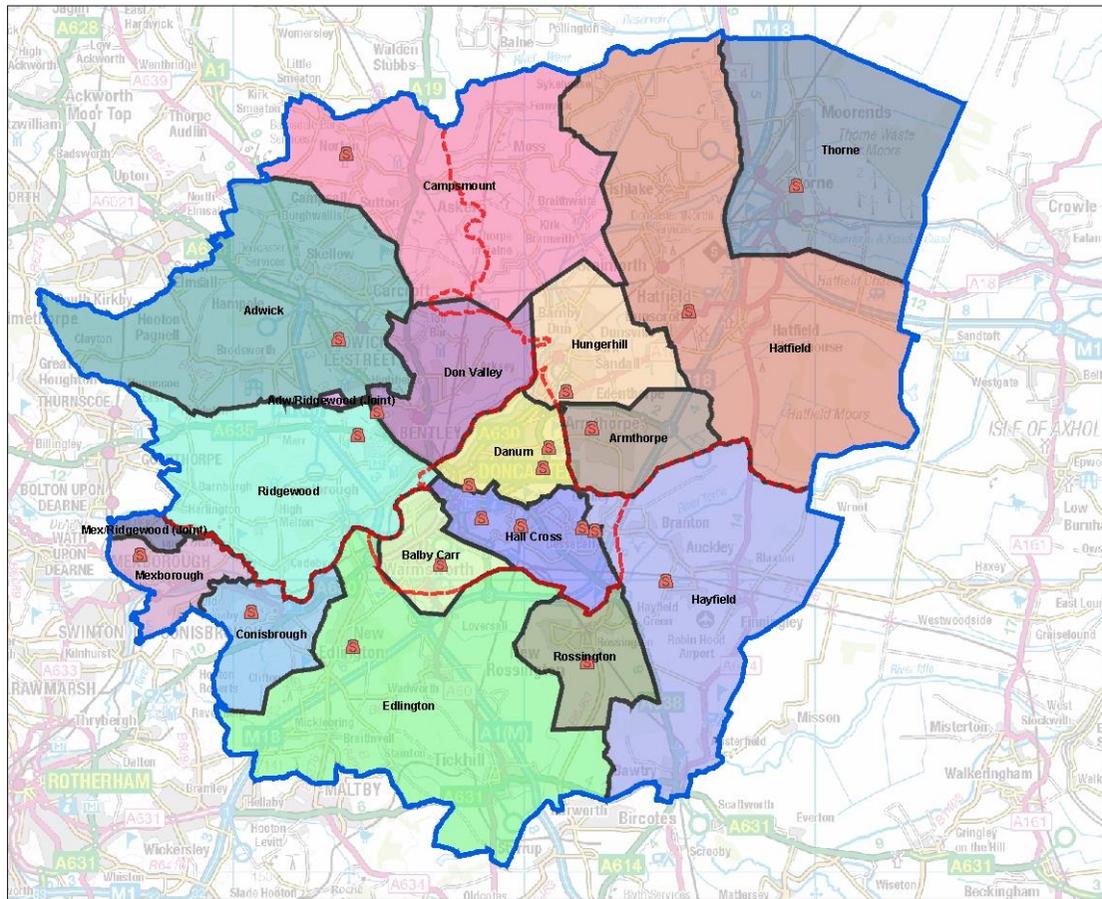
	2017/18	2018/19
■ Number of Pupils Travelling to an OOA School	451	751
■ Number of OOA pupils travelling into Doncaster Schools	371	371

### Out of Area - Secondary Children



## 8. Local Area Plans

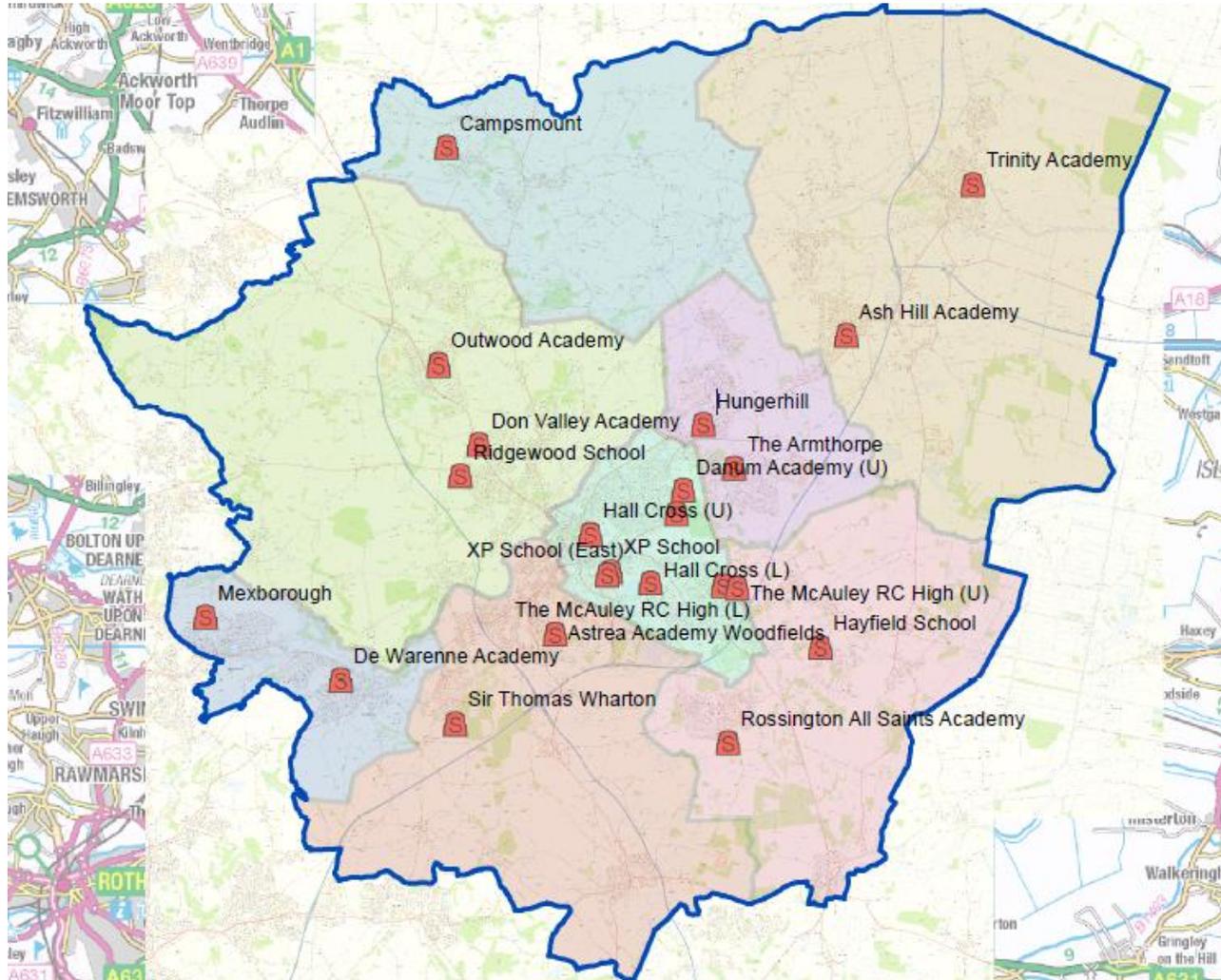
The map below shows the current School Pyramids, the location of Secondary Schools, and their relationship with Family Hub areas.



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

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The map below shows the secondary planning areas that are used for reporting purposes for school capacity.



## 8.1 Local Area Plan

This strategy is underpinned by a series of locality based local area plans. Each plan consists of two elements, the first being a report of local context, its current position, and any identified pressures or requirements. The second report is an action plan to resolve the identified pressures. The reports are broken down as follows:

<b>LOCAL AREA PLAN COMPONENT ONE (Needs Analysis)</b>	
<b>PLANNING AREA KEY DATA REPORT</b>	
<b>Context</b>	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
<b>Pupil Places</b>	Primary School Projections Secondary School Projections Childcare Places and Availability Childcare Projections for Spring Term Local and Borough wide SEND Provision Childcare Costs
<b>Early Education Funding</b>	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
<b>Parent Feedback</b>	Overview of the 2017 Survey of Parents Childcare Needs
<b>Summary</b>	Analysis and overview of findings

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

Each Local Area Plan is now the key document for informing the Council’s proposed capital budgets for the maintenance and provision of Learning Settings going forward. (See Section 10.2).

## Organisation of Learning Provision in Doncaster



The current local area plans can be found at <https://www.doncaster.gov.uk/services/schools/school-organisation-commissioning-and-performance>

Each plan will enable stakeholders to identify quickly local needs and the ways in which the Council proposes to commission a solution. The plans will be presented to the Learning Provision Organisation Board for approval and the areas with greatest and most immediate needs will be prioritised and potential solutions investigated.

## 9. Asset Management

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

## 9.1 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 11.

The Learning & Opportunities: Children & Young People directorate are working closely with the Strategic Asset Management Team to ensure that all the directorates assets are managed effectively and all parties have an understanding on what assets we currently have. We currently have a termly partnership meeting with the Strategic Asset Management Team and Heads of Service responsible for buildings where any issues are raised and relevant actions agreed. A key focus of the termly meetings is a review of the Responsive Asset Management Plan (RAMP) document containing details of properties and land for which the department is responsible. This allows for an asset review and a discussion regarding future requirements.

**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) Category 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, 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.

**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 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.

## **9.2 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.

## **9.3 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.

## **9.4 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.

## 10. Capital Funding

The Learning Provision 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.

### 10.1 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. Whilst maximising unused surplus capacity in neighbouring areas this capital funding aims:

- to provide more school places both to meet demands and to increase choice;
- to creating opportunities to redesign and repurpose current provision; and
- to improve the condition of existing school buildings.

The Department for Education allocate capital funding to create 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 academies 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

	Source of Funding	Targeted Activity	Commissioning and partnership opportunity?
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 Funding (UTC)	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/Community Infrastructure Levy	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.
<b>Notes</b>	Condition Funds	The results of a national condition survey are expected to become available 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.

## 10.2 Capital Allocations to Doncaster

School Places:

Basic need funding allocated 2015/20					Total for Period	Basic need funding allocated 2020/21			Total for Period	Overall Total 2015/23
2015/16	2016/17	2017/18	2018/19	2019/20	Total	2020/21	2021/22	2022/23	Total	Total
1,732,666	4,612,646	8,220,879	4,379,648	0	18,945,839	0	1,392,652	0	1,392,652	20,338,491

### Identified Section 106 Contributions – Signed Agreements (Subject to site completions - Ring-fenced) 2015 Onwards

Section 106 Received	Development Underway - But Trigger-point Not Reached	Development Not Started - But Contribution Agreed
£148,002	£24,286	£1,323,587
£500,000	£538,056	£60,715
£45,742		£54,891
£180,000		£255,003
£376,433		£485,720
£60,715		£36,594
£60,715		£8,500,000
£45,742		£72,858
		£201,267
		£252,000
<b>Section 106 Received - Total</b>		
£1,417,349.00		
<b>Development Underway But Trigger-point Not Reached - Total</b>		
£562,342.00		
<b>Development Not Started But Contribution Agreed - Total</b>		
£11,242,635.00		
<b>Section 106 – Overall Total</b>		
£13,222,326		

### Projected Demand and Funding for Places

This table sets out the current and projected pupil places in primary and secondary and the sources of investment now and in the coming years by locality of allocation as per the Section 106 Agreement.

#### For Pupil Places:

- Green - sufficient places
- Amber - potential risk
- Red - insufficient places

#### For Funding:

- Green - funding secured
- Amber - funding may be required
- N/A - Funding not secured or funding not required.

Pyramid	Primary Pupil Places		Secondary Pupil Places		Funding Investment	
	2020/21	2025/26	2020/21	2025/26	S106	Capital
Adwick	Green	Green	Red	Red	Green	Green
Don Valley	Green	Green	Red	Red	N/A	Green
Ridgewood	Green	Green	Amber	Amber	N/A	Amber
Armthorpe	Amber	Amber	Green	Green	Green	Amber
Hungerhill	Green	Green	Amber	Amber	Green	Amber
Balby	Green	Green	Amber	Red	N/A	Amber
Edlington	Green	Green	Amber	Amber	Green	Amber
Campsmount	Green	Green	Amber	Amber	Green	Amber
Conisbrough	Green	Green	Amber	Red	N/A	N/A
Mexborough	Green	Green	Green	Green	N/A	N/A
Danum	Green	Green	Green	Green	N/A	N/A
Hall Cross	Green	Green	Red	Red	Green	Amber
Hatfield	Green	Green	Amber	Amber	Green	Amber
Thorne	Green	Green	Amber	Amber	Green	Amber
Hayfield	Amber	Amber	Red	Red	Green	Green
Rossington	Green	Green	Red	Red	N/A	Green

School Condition:

School Condition Allowance (Capital Maintenance Grant – Maintained Schools)								
2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	Total
2,302,001	2, 230,983	1,966,542	1,568,752	1,407, 179	1,084,927	800,00 (Estimate only)	700,000 (Estimate only)	<b>7,622,222</b> <b>(Estimate only)</b>

### 10.3 Capital Funding Risks and Challenges

As financial pressures become more acute should funding not be received for school places i.e. Basic Need or from the Community Infrastructure Levy/Section 106 can be mitigated by taking into account the following factors:-

- Planning areas have been revised to take into account provision in other schools in the immediate area and provide opportunities to use surplus places in those schools. This is in addition to taking into account places in the wider geographical area and areas from which children attend. Hence they are taken into account when determining the need for places elsewhere and so are a factor when considering whether to expand or not.
- The Governments White Paper “Planning for the Future” which seeks to streamline the planning system and modernise the planning process. The biggest impact in the context of the strategy will be the move towards the use of a Community Infrastructure Levy in place of Section 106 which essentially standardises the contributions from developers based on volume to generate a fixed rate which poses the risk to dilute opportunities for funding for places within Learning Provision.

## 11. The Capital Programme

### 11.1 Current (to 2020/21)

The total Capital Budget for this period including agreed Section 106 contributions is detailed above. These funds are initially being used to meet priority demand in the Adwick, Don Valley and Ridgewood and the Hayfield and Rossington secondary planning areas.

## 11.2 Medium Term (beyond 2020/21)

Future capital projects will be informed by each Pyramid's Local Area 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 utilises this source of funding where appropriate. 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.

## 12. Leadership and Governance

### 12.1 The Learning Provision Organisation Board

The Learning Provision 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.

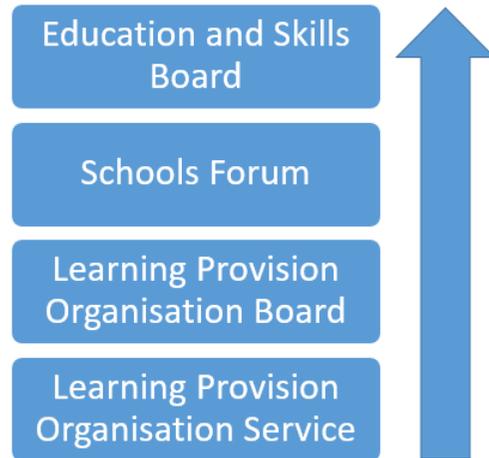
The Board's primary role is to ensure the effective delivery of the Learning Provision and Organisation Strategy. The Board provides strategic direction and challenge for:

- The Review of Learning Provision Places
- 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
- Learning Provision 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.

## 12.2 Operational Leadership Arrangements

The responsibility for the management of the Organisation of Learning Provision in Doncaster rests with the Learning Provision Organisation Service.

### **The Learning Provision Organisation Board (Governance Structure)**



## **13. Maintenance and Review of the Strategy**

### 13.1 Methodology

The Learning Provision Strategy has been developed during the summer term 2020 following extensive visits to settings; consideration of the Borough's other existing and emerging plans; meetings between the Learning Provision Organisation Service and other teams and individuals, and reference to other models from other local authorities.

The Strategy will be reviewed and scrutinised by the Learning Provision Organisation Board every 12 months in the summer term 2021. This will inform the work of the Education and Skills Programme Board.

# Appendices

## Appendix 1: The 2030 Learning Environment: Doncaster as a Learning City

### Our Approach

It is our belief that all stakeholders must play a role in making the changes needed to bring about our vision for the 2030 learning environment. The future learning environment, and the means for achieving it, therefore has three core dimensions – what we call agents for innovation and change – learners for life; expert and collaborative professionals; and diverse and committed partners. Our principles for delivering this our vision are centred on these three core elements and align with consultation findings, leading academic research (including the Organisation for Economic Cooperation and Development Learning Compass), and our wider strategic values (including the Team Doncaster operational principles). All stakeholders should have these same principles in mind when it comes to action planning, implementation, and any further decision-making in relation to this strategy.



### Learners for Life

As a partnership, we have a responsibility to provide high quality learning opportunities for residents. However, learners themselves have a role to play too, in taking an active role in their own learning. Developing lifelong learning in Doncaster therefore, means not only equipping learners with the skills and competencies needed to thrive in life and work, but also empowering residents to play an active role in their own learning, creating opportunities for themselves and shaping their own learning journey. By giving residents greater ability to determine what, when and how they will learn, we hope to increase their motivation to learn as well as their ability to ‘learn how to learn’ – an essential life skill that they can and will use throughout their lives. To enable this, the learning environment must be learner-centred – acknowledging individual learner differences, and recognising the wider factors that enable learners to thrive. Our vision for the 2030 learning environment is one that shifts the focus from ‘earning a living’ to ‘learning a living’.

#### 1. Whole-person:

**A learning offer that develops the ‘whole person’, equipping learners with agency and the skills, attitudes, and competencies needed to thrive at individual, community, societal, and global level.**

#### 2. Whole-life:

**A system that encourages learners to take an active role in their own learning, and provides them with opportunities to learn, re-learn, and up-learn at every stage of life.**

**3. Learner-centred:**

**An environment that recognises the importance of social learning, and is sensitive to the individual differences among learners, including their needs, backgrounds, and abilities.**



**Expert & Collaborative Professionals**

As key influences of educational outcomes, a successful learning system must value and cultivate its professional workforce.

Leaders and educators must be recognised as highly trained and differentiated subject specialists, who each have a valuable and different set of skills, knowledge, and experience to offer in terms of shaping a positive learning environment. Learning professionals must in turn recognise themselves as learners; utilising research, evaluation, technology, and community assets, as well as and nationally and internationally recognised ‘best practice’ models to engender continuous improvement and drive forward innovation within the local learning sector. In addition, learning professionals must have an openness to working collaboratively, understanding that teaching and leadership are fundamentally social and interactive activities, with shared knowledge as integral to a successful system.

**4. Expert-led:**

**A culture that values and cultivates teachers and leaders as highly skilled differentiated professionals and subject-experts.**

**5. Innovative:**

**Learning led by educators who are constantly engaged in professional learning, driven by data, intelligence, and best practice, and who have an open approach to innovation and reflection.**

**6. Collaborative:**

**A network of learning professionals who collaborate across, and outside of the system, to support each other, learn from each other, share knowledge and constructively challenge each other.**



## **Diverse & Committed Partners**

We believe that successful education systems are those that look outwards to connect learning to the wider world, enabling learners to apply and transfer their knowledge and skills in a variety of ways. Developing a wide network of partners is crucial for ensuring the learning environment is not isolated. Ensuring that the future learning environment involves a range of diverse, long-term partners will effectively extend the educational workforce, the resources and the sites for learning, and the range of knowledge and expertise available. These partnerships include parents, families, local community bodies, businesses and cultural institutions. Distributing leadership across these partnerships enables collective and extended responsibility for driving change and continuous improvement, and maximises investment in the social, intellectual and professional capital on which the future learning environment operates.

### **7. Whole-system:**

**Learning coordinated by a diverse range of committed partners who promote 'horizontal connectedness' across systems, disciplines and communities; integrating commissioning, decision-making and interventions to improve collective well-being.**

### **8. Distributed leadership:**

**A system that mobilises leadership at all levels and across partnerships to take shared responsibility for improvement, and for promoting learning as a way to transform lives.**

### **9. Place-based:**

**A learning offer that is rooted in Doncaster as a place, connecting learning to families and communities, with culture and heritage at the centre.**

Doncaster's Education and Skills 2030 Strategy establishes six priority areas for action over the next ten years, a set of shared delivery principles, and a transformational model of learning. This strategy was co-produced with partners and stakeholders from across the system following a phased methodology that has gathered information from a wide and diverse range of people, organisations, and groups, as well as a variety of data sources, case studies, and best practice examples. This approach ensured that key stakeholders, including educators, employers, parents, carers, children and young people, had opportunity to inform, shape and influence the strategy throughout its

development. The strategy therefore also provides a holistic assessment of the changes needed to develop an Education and Skills system that delivers better outcomes for all learners in Doncaster.

The following table outlines the six priority areas for action (and sub-aims), their relevance to the Organisation of Learning Provision Strategy.

	Priority	Relevance of the Organisation of Learning Provision <i>(Examples only – not a definitive list)</i>
1	<p><b>Best Start</b></p> <ol style="list-style-type: none"> <li>1. Building strong foundations for all children and young people</li> <li>2. Provide a strong Early Help, health and social care offer to support effective learning</li> <li>3. Promote community learning to support families and strengthen parental engagement</li> </ol>	<p>The organisation of Learning Provision contributes to this as</p> <ul style="list-style-type: none"> <li>• Schools need to be located in appropriate positive community contexts</li> <li>• Schools need to be sustainable and have positive group sizes that reflect the diversity of the community</li> <li>• Basic cognitive and social skills need to be developed as a foundation for accelerated achievement</li> </ul>
2	<p><b>Accelerating Achievement</b></p> <ol style="list-style-type: none"> <li>4. Develop a Doncaster entitlement for all with a whole-person focus and a balanced curriculum</li> <li>5. Consistency and sustained progress towards positive outcomes</li> <li>6. Nurture an outstanding educational workforce</li> </ol>	<p>Achievement will improve as a result of:</p> <ul style="list-style-type: none"> <li>• Schools located in the optimum places to meet local demand</li> <li>• Schools having a sustainable and secure future enabling governors to attract and retain the best leaders and teaching staff.</li> <li>• Effective colocation of phases of provision to facilitate the continuity of learning to develop good leadership and attract good leaders</li> </ul>
3	<p><b>A new model of Post -16 Education</b></p> <ol style="list-style-type: none"> <li>7. An Education and skills system that is responsive to the needs of the local and national economy</li> <li>8. A co-ordinated post-16 offer that gives learners the skills they need to prosper in the local economy</li> <li>9. A University City that provides advanced learning through centres of excellence</li> </ol>	<ul style="list-style-type: none"> <li>• Good and outstanding teachers are attracted and retained because they feel that local provision is well planned and maintained.</li> <li>• Emphasises the importance of curriculum design and vocational learning in partnership with businesses</li> <li>• Post 16 provision reflects the community and engages with that community in both planned and informal ways.</li> <li>• Focused learning provision planning ensures that the location and condition of schools and colleges enables learners to prosper and thrive.</li> </ul>

4	<p><b>New Skills and Pathways for Rewarding Life and Work</b></p> <p>10. Establish learning partnerships with local and regional industries that provide quality, sustainable employment</p> <p>11. Ensure all residents have opportunity to access and develop fulfilling careers</p> <p>12. Remove barriers to employment and develop, retain, and attract talent</p>	<ul style="list-style-type: none"> <li>• The provision of high quality learning environments will ensure that all members of the community will have the opportunity to thrive and succeed in a flexible way.</li> <li>• The provision of high quality learning environments will help to remove barriers to employment and help to develop, retain and attract talent.</li> </ul>
5	<p><b>Extending Opportunities to All</b></p> <p>13. Improve social mobility</p> <p>14. Support vulnerable learners</p> <p>15. Ensure every person in every community has equal opportunity to access high-quality education</p>	<p>Opportunities for all are extended and improved as:</p> <ul style="list-style-type: none"> <li>• When establishing new schools or modifying existing provision in response to changing demand there is an opportunity to redefine each schools learning strategy to ensure that vulnerable and disadvantaged learners are always a priority.</li> <li>• There is the potential to develop new provision in response to changing needs within the community</li> <li>• There is an opportunity to determine new provision in ways that will address disadvantage and support vulnerable learners.</li> </ul>
6	<p><b>Working Better Together</b></p> <p>16. Improve communication and collaboration across the system</p> <p>17. Prioritise initiatives and secure sustainable funding</p> <p>18. Improve and simplify strategy and governance arrangements</p>	<p>It is essential that any decisions made about learning provision and placement are made through:</p> <ul style="list-style-type: none"> <li>• Extensive research and consultation with stakeholders</li> <li>• Transparent, rigorous and responsive governance arrangements.</li> </ul>
<p><b>Talent &amp; Innovation Ecosystem for learning (TIE), and delivery principles:</b></p> <p>We cannot deliver our strategic priorities without making systemic change across key part of educational provision. We are therefore developing and implementing a <i>Talent &amp; Innovation Ecosystem</i> for learning, which will deliver a ‘hybrid model’ of learning based on the three principles mentioned above.</p> <p>The aim of an effective ecosystem will be to transform Doncaster’s people, places and businesses by:</p> <ul style="list-style-type: none"> <li>• Raising educational standards across all areas of the borough</li> <li>• Widening access to education and employment for young and older learners across diverse and less advantaged communities</li> <li>• Retaining local talent and skills for the Doncaster economy</li> </ul>		

## Appendix 2: The Corporate Plan and the Mayoral Pledges

### *Corporate Plan*

Outcomes	Actions
<p><b>Doncaster Working:</b> Our vision is for more people to be able to pursue their ambitions through work that gives them and Doncaster a brighter and prosperous future;</p> <ul style="list-style-type: none"> <li>• Better access to good fulfilling work</li> <li>• Doncaster businesses are supported to flourish</li> <li>• Inward Investment</li> </ul>	<p>Effective organisation of learning provision provides the infrastructure for improved education and skills for all people.</p>
<p><b>Doncaster Living:</b> Our vision is for Doncaster’s people to live in a borough that is vibrant and full of opportunity, where people enjoy spending time;</p> <ul style="list-style-type: none"> <li>• The town centres are the beating heart of Doncaster</li> <li>• More people can live in a good quality, affordable home</li> <li>• Healthy and Vibrant Communities through Physical Activity and Sport</li> <li>• Everyone takes responsibility for keeping Doncaster Clean</li> <li>• Building on our cultural, artistic and sporting heritage</li> </ul>	<p>Improved learning outcomes will enable more people to pursue safe, healthy, active and independent lives.</p>
<p><b>Doncaster Learning:</b> Our vision is for learning that prepares all children, young people and adults for a life that is fulfilling;</p> <ul style="list-style-type: none"> <li>• Every child has life-changing learning experiences within and beyond school</li> <li>• Many more great teachers work in Doncaster Schools that are good or better</li> <li>• Learning in Doncaster prepares young people for the world of work</li> </ul>	<p>The proposed strategy will inform investment in the development of high quality learning settings through the associated capital strategy</p>

<p><b>Doncaster Caring:</b> Our vision is for a borough that cares together for its most vulnerable residents;</p> <ul style="list-style-type: none"> <li>• Children have the best start in life</li> <li>• Vulnerable families and individuals have support from someone they trust</li> <li>• Older people can live well and independently in their own homes</li> </ul>	<p>Young people of Doncaster will be provided with high quality, appropriate provision to meet their needs within Doncaster.</p>
<p><b>Connected Council:</b></p> <ul style="list-style-type: none"> <li>• A modern, efficient and flexible workforce</li> <li>• Modern, accessible customer interactions</li> <li>• Operating within our resources and delivering value for money</li> <li>• A co-ordinated, whole person, whole life focus on the needs and aspirations of residents</li> <li>• Building community resilience and self-reliance by connecting community assets and strengths</li> <li>• Working with our partners and residents to provide effective leadership and governance</li> </ul>	<p>The Strategy will provide a context within which there will be opportunities to access to funding from the DFE for some of the learning provision.</p>

The Corporate Plan sets out annually the 5 ways in which Doncaster as a “Connected Council” is ready for the future. Clearly delivering an effective Organisation of Learning Provision strategy is fundamental to the Doncaster Learning strand however the strategy will have an impact on the remaining 4 strands.

*Mayoral Pledges:* In addition to the 5 strands of the Corporate Plan, the impact of Covid on the Borough has led to significant challenges for Doncaster. These are addressed within the 17 Mayoral Pledges and as with the Corporate Plan the Strategy seeks to support these priorities and in particular to develop an Education Recovery Plan and continue to invest in education provision in the area.

### **Appendix 3: CYPP - Local Education and Young People's Context**

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 was developed through a prolonged consultation with children and young people, ensuring that the priorities what, in young people's minds is good about Doncaster, as well as the challenges that they to face.

The idea of young people being able to express a preference to go to a particular school was positive, but they felt that Home School transport arrangements could be reviewed to better coincide with evolving preference patterns. They also welcomed the review of post 16 provision and that new arrangements for vocational education, 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. They identified continuity of experience and family cohesion as the aspects that would benefit from a single transition, from Primary to Secondary.

The Plan's four priority themes and their respective relationship to the Strategy for Organisation of Learning Provision are detailed in the table below:

CYPP Theme	CYPP Priorities	Relevance to the Learning Provision 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.

## **Appendix 4: Doncaster Place Plan 2019-22**

Doncaster Place Plan was updated in 2019 focusing again on how local health and care services work together to improve outcomes and the experience of patients and members of the public. This work supports the NHS Long Term Plan where Doncaster health and care services are moving towards a focus on people as opposed to services. This means that instead of looking at where care is delivered, we are now thinking about local communities and their needs.

Revisions to the Place Plan will bring about changes to the way we work locally and to address the issue of rising demand and fewer resources to work with, but at the same time, improve and future proof our services so people can lead healthy lives. It highlights how services will continue to work together to ensure seamless, coordinated services for the people of Doncaster.

To support delivery of the Place Plan, Doncaster's first joint health and social care commissioning strategy was published in 2020. Aligned with the NHS Long Term Plan, it sets the direction of travel for priorities up until 2021, reducing duplication and making best use of local resources. It also highlights how we will change the way we work and think in the future.

The Place Plan refresh is based on a four-layered model, focussing on:

- Supporting communities to thrive, working much more closely with the voluntary, community and faith sector, investing in social prescribing to improve health and emotional wellbeing
- Developing a 'front door system', where there is no wrong door to access health and care services. This will help get people to the right place, first time
- Joining up care and support at home. We know many people can recover quickly and easily if they are supported at home
- All of this will help ensure our specialist services can be used more appropriately, across all three life stages – reducing the demand and need for hospital and emergency care.

## **Appendix 5: National Guidance and Legislation**

- Children Act 1989 - An Act to reform the law relating to children; to provide for local authority services for children in need and others.
- Children Act 2004 - An Act to make provision for the establishment of a Children's Commissioner to make provision about services provided to and for children and young people.
- Children Act 2014 - An Act to make provision about children, families, and people with special educational needs or disabilities; to make provision about the right to request flexible working; and for connected purposes.
- Equalities Act 2010 - An Act to make provision to require Ministers of the Crown and others when making strategic decisions about the exercise of their functions to have regard to the desirability of reducing socio-economic inequalities.
- SEND Code of Practice - Guidance on the special educational needs and disability (SEND) system for children and young people aged 0 to 25.
- Working Together 2018 – Statutory guidance on inter-agency working to safeguard and promote the welfare of children.
- SENDIAS – Provides free impartial, confidential and accurate information, advice and support about education, health and social care for children, young people and their parents on matters relating to special educational needs and disability.
- United Convention on the Rights of the Child (UCRC) – Is the basis of all of UNICEF's work. It is the most complete statement of children's rights ever produced and is the most widely-ratified international human rights treaty in history.

## **Appendix 6: 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. This is why this document directly addresses the overarching theme of 'promoting ambition and aspiration' espoused in the One Doncaster Report and the strategic objectives of the borough plan which seek to ensure that 'many more great teachers work in Doncaster schools that are good or better' and that 'learning in Doncaster prepares young people for the world of work'. The strategy shall consider and pay due regard to the strategic frameworks which are set to imminently supersede these core borough strategies, specifically the emergent Doncaster 2030 Education & Skills Strategy and its core priorities in relation to skills, which are:

- Priority Three – A New Model of Post-16 Education
- Priority Four – New Skills & Pathways to Rewarding Life and Work
- Priority Five -- Extending Opportunities to All

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, outstanding or demonstrating rapid improvement. The local authority is leading rapid change through a partnership approach of support, challenge and collaboration with all school leaders, Multi Academy Trust (MAT) leaders and governors to move their schools to providing an excellent education within five years.

## **Appendix 7: A robust and sustainable response to Covid-19**

The COVID-19 Pandemic and the resultant loss of education for the majority of our children and young people have presented the education system in Doncaster with a new and *unprecedented* set of challenges. The priority for schools as all children return in September is in developing a curriculum that is focused on children and young people's emotional health and well being as well as providing opportunities for recovering lost learning. This recovery curriculum is being developed in collaboration with partners from all phases of education and from both the maintained and academy sectors. New governance arrangements are being developed through the establishment of a Wellbeing and Curriculum Group that has four subsidiary workstreams. These are Behaviour, Teaching and Learning, Equity and Diversity and Health and Wellbeing. Another crucial strand to this work is the development of a Strategic Leaders Network that will meet termly and will provide high quality professional development for all school leaders. Through this work and the other regular meetings that take place with schools, the aim is to reset the priorities for education in Doncaster and create a template for ethical leadership that puts the child and young person at the centre of all educational activity.

Through access to excellent, inclusive educational provision children and young people have the best chance of fulfilling their potential and becoming productive and fulfilled members of society. Excellent educational provision enables young people from Doncaster to compete on equal terms with their peers nationally for higher education places at prestigious universities, for high value apprenticeships and for well-paid skilled employment opportunities.

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. 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 Education and Skills Strategy 2030.

## Appendix 8: Comparative Pyramid Level Data 2019 to 2024 by school

Pyramid	2020/2021						2023/24					
	Primary			Secondary			Primary			Secondary		
	CAP	NOR	DIFF	CAP	NOR	DIFF	CAP	NOR	DIFF	CAP	NOR	DIFF
Adwick	2030	2030	0	1050	1030	20	2030	1699	331	1050	1129	-79
Armthorpe	1260	1250	10	900	575	325	1350	1266	84	900	704	196
Balby	2730	2226	504	1050	780	270	2730	2388	342	1050	1003	47
Campsmount	1120	836	284	750	753	-3	1120	828	292	750	781	-31
Conisbrough	1680	1344	336	750	740	10	1680	1311	369	750	784	-34
Danum	2660	2333	327	1400	1008	392	2660	2270	390	1200	1153	47
Don Valley	2170	1890	280	1120	1068	52	2170	1795	375	1200	1221	-21
Edlington	2100	1747	353	1050	942	108	2100	1719	381	1050	1059	-9
Hall Cross	2590	2265	325	1550	1428	122	2590	2391	199	1550	1743	-193
Hatfield	2240	1859	381	1260	745	515	2240	1929	311	1260	979	281
Hayfield	1330	1201	129	1100	1071	29	1330	1136	194	1050	1265	-215
Hungerhill	1400	1272	128	1260	1238	22	1400	1258	142	1260	1270	-10
Mexborough	1505	1272	233	1120	635	485	1505	1237	268	1120	729	391
Rossington	1470	1143	327	900	795	105	1470	1176	294	900	941	-41
Ridgewood	1862	1767	95	1200	1190	10	1862	1641	221	1200	1210	-10
Thorne	1820	1519	301	1155	1120	35	1820	1538	282	1155	1208	-53
<b>Total</b>	<b>29967</b>	<b>25954</b>	<b>4013</b>	<b>17615</b>	<b>15118</b>	<b>2497</b>	<b>30057</b>	<b>25582</b>	<b>4475</b>	<b>17445</b>	<b>17179</b>	<b>266</b>

## Appendix 9: Out of Area Secondary aged Children by school

Doncaster Secondary School	Number of Pupils Travelling to an OOA School (2017-2018)	Number of OOA pupils travelling into Doncaster Schools (2017-2018)	Net Balance In-Out (2017-2018)	Number of Pupils Travelling to an OOA School (2018-2019)	Number of OOA pupils travelling into Doncaster Schools (2018-2019)	Net Balance In-Out (2018-2019)
Adwick/Ridgewood	7	N/A	-7	N/A	N/A	0
Armthorpe	8	N/A	-8	8	4	-4
Ash Hill	49	1	-48	91	1	-90
Astrea Woodfields	10	33	23	12	24	12
Campsmount	5	29	24	9	42	33
Danum	17	2	-15	17	2	-15
De Warenne	82	4	-78	135	8	-127
Don Valley	7	5	-2	4	13	9
Hall Cross	18	34	16	28	26	-2
Hayfield	25	49	24	25	35	10
Hungerhill	2	10	8	9	6	-3
Laurel	101	29	-72	190	38	-152
McAuley	N/A	77	77	N/A	51	51
Outwood Adwick	5	10	5	10	14	4
Ridgewood	16	28	12	24	32	8
Rossington AS	7	13	6	7	19	12
Sir Thomas Wharton	41	14	-27	82	11	-71
Trinity	51	18	-33	100	20	-80
XP	N/A	13	13	N/A	17	17
XP East	N/A	2	2	N/A	8	8
<b>Grand Total</b>	<b>451</b>	<b>371</b>	<b>-80</b>	<b>751</b>	<b>371</b>	<b>-380</b>

*Out of Area for secondary children – by Local Authority*

Local Authority	Number of Pupils Travelling to an OOA School (2017-2018)	Number of OOA pupils travelling into Doncaster Schools (2017-2018)	Net Balance In-Out (2017-2018)	Number of Pupils Travelling to an OOA School (2018-2019)	Number of OOA pupils travelling into Doncaster Schools (2018-2019)	Net Balance In-Out (2018-2019)
Barnsley	22	55	33	29	66	37
Bromley	N/A	1	1	N/A	N/A	0
Darlington	1	N/A	-1	N/A	N/A	0
Derbyshire	N/A	3	3	N/A	7	7
East Riding of Yorkshire	15	10	-5	30	3	-27
Hampshire	N/A	1	1	N/A	N/A	0
Kingston upon Hull	N/A	3	3	1	3	2
Kirklees	2	N/A	-2	1	1	0
Leeds	3	N/A	-3	2	2	0
Leicester	N/A	N/A	0	N/A	1	1
Lincolnshire	34	2	-32	57	5	-52
Liverpool	1	N/A	-1	N/A	N/A	0
Manchester	N/A	1	1	N/A	N/A	0
North East Lincolnshire	N/A	1	1	N/A	N/A	0
North Lincolnshire	82	40	-42	164	33	-131
North Yorkshire	19	32	13	22	44	22
Nottingham	2	N/A	-2	3	N/A	-3
Nottinghamshire	23	167	144	18	145	127
Rotherham	210	40	-170	393	41	-352
Sheffield	21	4	-17	34	6	-28
Telford and Wrekin	N/A	N/A	0	1	N/A	-1
Wakefield	14	10	-4	20	14	-6
York	3	1	-2	2	N/A	-2
<b>Grand Total</b>	<b>452</b>	<b>371</b>	<b>-81</b>	<b>777</b>	<b>371</b>	<b>-406</b>