

# Waltham Forest Pupil Place Plan 2021-2036



September 2021

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## 1. Introduction

Waltham Forest is one of 32 Boroughs in London. Located in north-east London it has a population of 280,000 which, according to the most recent ONS population projections, is expected to rise by 4.3% over the next 10 years. Waltham Forest has experienced rapid growth over the last decade and this has had a significant impact on school planning. The total number of primary and secondary pupils has risen from 33,000 in 2007 to almost 43,000 in 2021, an increase of approximately 30%.

Local Authorities have a statutory duty to ensure that sufficient school places are available within their area for every child of school age - 5-16 years old - whose parents wish them to have one (Education Act 1996 Section 14(1)).

Waltham Forest is home to 53 mainstream schools providing primary education. Included in this total are two Infant schools, two junior schools, and two All-through schools that also provide secondary education. Of these mainstream primary schools, 31 (58%) are maintained schools and 22 (42%) are academies. For September 2021, 89% of pupils were offered their first preference school (92% nationally and 87% in London), and 97% were offered one of their top three preferences (98% nationally and 96% in London).

Waltham Forest is home to 17 mainstream schools providing secondary education, two of which are All-through schools that also provide primary education. Of these mainstream secondary schools, 8 (47%) are maintained schools and 9 (53%) are academies. For September 2021, 80% of pupils were offered their first preference school (81% nationally and 66% in London), and 95% were offered one of their top three preferences (93% nationally and 87% in London).

Approximately half of Waltham Forest schools are now academies, and since 2011, new providers of mainstream school places have been able to establish state-funded free schools. Both academies and free schools are independent of Local Authority control and are responsible for setting their own admission number, and thus capacity and any plans for expansion, with the agreement of the Regional Schools Commissioner.

Therefore, whilst Local Authorities have a unique responsibility to ensure there are enough school places available for local children, the implementation of mainstream school places is not under their control. Strong working partnerships with all stakeholders is increasingly important to ensure that the need for school places is met.

Having an up-to-date Pupil Place Plan for the delivery of statutory school aged places within mainstream schools provides an essential framework for effective planning within this context. An updated plan also provides key partners with trends and data to inform their future decision-making.

This report should be read alongside the Inclusion and Alternative Provision Strategy, published in January 2020 which outlines the Local Authority's approach to the provision of education "for pupils who, because of exclusion, illness or other reasons, would otherwise not receive suitable education; education arranged by schools for pupils on a fixed period exclusion; and pupils being directed to off-site provision to improve their behaviour."

Further work is currently being undertaken to plan for the delivery of special school places and places within special resource units attached to mainstream schools for children with Special Educational Needs and Disabilities (SEND). This will be published separately.

## 2. School Organisation Context

### 2.1 Policies and legislation

Local Authorities have statutory duties to:

- **Ensure sufficient school places** (Education Act 1996 Section14).
- **Increase opportunities for parental choice** (Section 2 of the Education and Inspections Act 2006, which inserts sub-section 3A into S14 of the Education Act 1996).
- **Comply with any preference expressed by parents** provided compliance with the preference would not prejudice the provision of efficient education or the efficient use of resources (School Standards and Framework Act 1998 Section 86).
- **Ensure fair access to educational opportunity** (Section 1 of the Education and

Inspections Act 2006 inserts sub-section 1(b) into S13 of the Education Act 1996.

In addition to the above, Local Authorities also should pay regard to the following guidance:

- Paragraph 72 of the National Planning Policy Framework (NPPF) states that the Government attaches great importance to ensuring that a sufficient choice of school places is available to meet the needs of existing and new communities, and that local planning authorities should take a proactive, positive and collaborative approach to meeting this requirement, giving great weight to the need to expand or alter schools to meet the needs of communities, including housing development and the impact this may have on pupil places.
- The Audit Commission advises that some margin of spare school capacity is necessary to provide some flexibility for unexpected influxes of children and to allow for parental preference. Therefore, not all unfilled school places can be considered “surplus”.
- The 2013 National Audit Office report ‘Capital Funding for New School Places’ confirmed that the Department for Education (DfE) considers it “reasonable for authorities to aim for between 5 and 10 per cent primary surplus to allow them some opportunity to respond to parental choice” (para 1.17) and that 5% is “the bare minimum needed for authorities to meet their statutory duty with operational flexibility, while enabling parents to have some choice of schools” (para 1.16).

## **2.2 Academies and place planning**

Academies are responsible for setting their own admission number, and thus capacity and any plans for expansion, with the agreement of the Regional Schools Commissioner. Academies have a responsibility to consult with Local Authorities and other local schools on their change of published admission number (PAN) but ultimately the final decision is taken by the DfE. This legislation has a significant impact on the role of the Local Authority as the strategic commissioner of school places. Good relationships between academies and the local authority is therefore essential – not only to ensure that any changes in PAN do not have negative impacts on other schools; but also to enable the Local Authority to effectively plan ahead for the benefit of all pupils and families.

Within Waltham Forest we are proud of our strong and positive relationships with our academy schools and trusts. We actively encourage academies to discuss plans with us before any changes are proposed and agreed with the RSC so that we can discuss and consider potential impact on the wider place plan.

## **2.3 Waltham Forest’s holistic approach to pupil place planning**

In addition to the duties to ensure sufficient school places, parental choice, and fair access to educational opportunities, Waltham Forest has a series of strategies

which aim to help improve the lives of residents and protect the quality of the educational offer across all schools. These strategies are considered to ensure a holistic approach to the borough's pupil place planning:

- **Our 15-minute neighbourhoods**

The Public Service Strategy was launched as part of Waltham Forest's response to the issues COVID-19 brought to the borough, it sought to keep residents safe but also take bold actions to bring a long-term positive future for them. Within this strategy one of the key priorities is 'our 15-minute neighbourhood', which looks to ensure that residents can access most services they need within a short walk / cycle ride from home. This helps reduce air pollution from cars and supports local businesses.

More information can be found here:

<https://www.walthamforest.gov.uk/sites/default/files/WF-FellowshipSquare-PublicService-CorporateStrategyBooklet-A4-landscape-v12-single-pages.pdf>

and on the LBWF website:

<https://www.walthamforest.gov.uk/content/priority-3-our-15-minute-neighbourhood>

When planning school places for the future this will be a key consideration as housing growth develops in previously non-residential areas of the borough.

- **Life chances**

Sitting under the Families at the Heart of Our Place Strategy, the Life Chances programme aims to improve the life chances of residents by focusing on the factors which prevent someone from achieving their full potential. To level the playing field and ensure all residents can thrive we must pioneer work which actively targets social disparities, in particular those connected to ethnicity and socio-economic background. The key workstreams of Life Chances are:

- Building health, safe and cohesive communities
- Supporting access to lifelong learning & employment
- Tackling structural inequality & disparity

For more information on the Families at the Heart of Our Place Strategy please visit: <https://www.walthamforest.gov.uk/content/families-heart-our-place> When planning capital investment in the school estate and school place needs consideration will be given to other strands of work that are held within the Life Chances programme, including the Inclusion and Alternative Provision Strategy, Free Early Education, Preparing for Adulthood and the Post-16 strategy.

- **Schools Financial Recovery Plan**

The Education Recovery Plan was launched in Waltham Forest in May 2021. A key aspect of this is the Schools Financial Recovery Plan, which

outlines the Council's commitment to support approaches to financial stability in our schools to protect the delivery of a quality education for our children and young people. It recognises that strong, successful schools are crucial to the successful delivery of many of the Council's priorities for its residents as outlined in key strategies including the Public Sector strategy and Families at the Heart of Our Place.

The Schools Financial Recovery Plan, alongside support to individual schools, aims to ensure that when planning and delivering the strategies required to meet its statutory duties, the Local Authority gives appropriate consideration to any impact on the financial sustainability of schools. Where possible, steps are taken to mitigate risks and to ensure risks do not accumulate any one area.

## **2.4 School organisation, scrutiny and decision-making**

The forecasting of future pupil place need is not an exact science. There are many variables that impact on the number of children of school age living within an area. Over the last decade several national policy decisions have had a significant and unforeseen impact on Waltham Forest, including the Housing Benefit Cap in 2016, which saw many families leave the borough.

Therefore, scrutiny and challenge of the modelling and assumptions used to generate the pupil planning forecast is crucial alongside an annual review of the figures and, where necessary, review of the planned actions to mitigate any risks.

The following three Boards and processes provide the main opportunities for this:

- **SEAM**

The Strategic Education Asset Management (SEAM) board consists of the Portfolio Lead for Children and Young People, the Director of Children's Services and lead Council officers. They are supported with advice and information from SOAB to ensure that the Council meets the statutory duties outlined in the Education Act 1996 which require local authorities to ensure that there are sufficient primary, secondary, and further education places available to meet the needs of their population. This includes duties for provision for children with Special Education Needs and for those who for the reason of illness, exclusion or otherwise cannot attend a mainstream school.

They also ensure that the Council meets its statutory duties outlined in the Childcare Act 2006 and 2016 to ensure sufficient childcare and early years provision for working and eligible families.



- **SOAB**

To inform its decision-making processes for school organisation the Local Authority has a School Organisation and Admissions Board (SOAB) consisting of lead Council officers and Head teacher representatives from primary and secondary schools, both maintained and academies.

The board provides advice and information to SEAM on significant school organisation and admissions proposals and supports the implementation of the School Financial Recovery Plan.

- **School Capacity SCAP Return**

A statutory return the borough makes is the school capacity (SCAP) return to the DfE. This requires the borough to report on all the teaching space (capacity) available in mainstream schools and also the forecast roll numbers for the next 5-7 years. This enables the DfE to identify any areas with a deficit of places in the future that will require funding. Where this deficit is identified and agreed then the local authority is funded at a fixed cost per place. This is weighted differently for inner/outer London.

### **3 PLANNING FOR FUTURE NEED WITHIN MAINSTREAM EDUCATION**

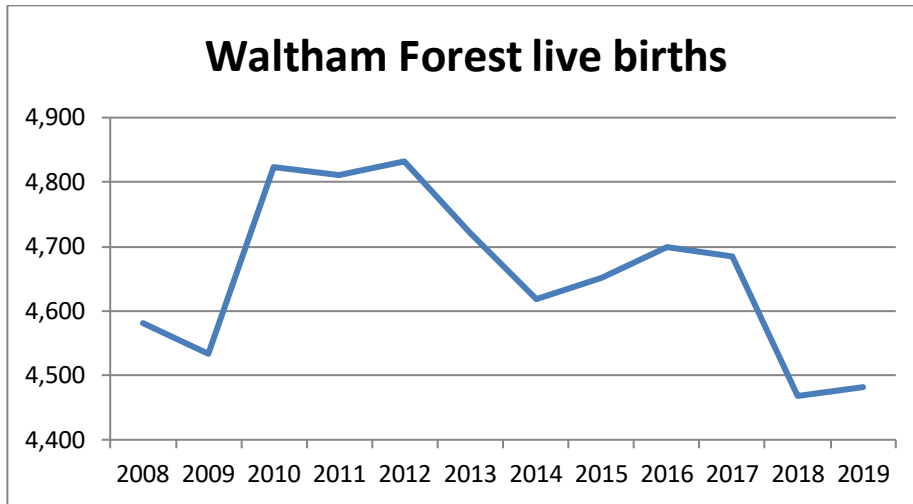
#### **3.1 Factors affecting demand for school places**

Future demand for places is considered in the context of four main factors: fertility and birth rates, migration, housing growth, and cross-border movement.

- **Fertility and birth rates**

Live births in Waltham Forest reached a peak in 2012, but have declined over the last 8 years. This has been a significant factor in the reduction in demand for primary school places in recent years and will eventually feed through to secondary schools.

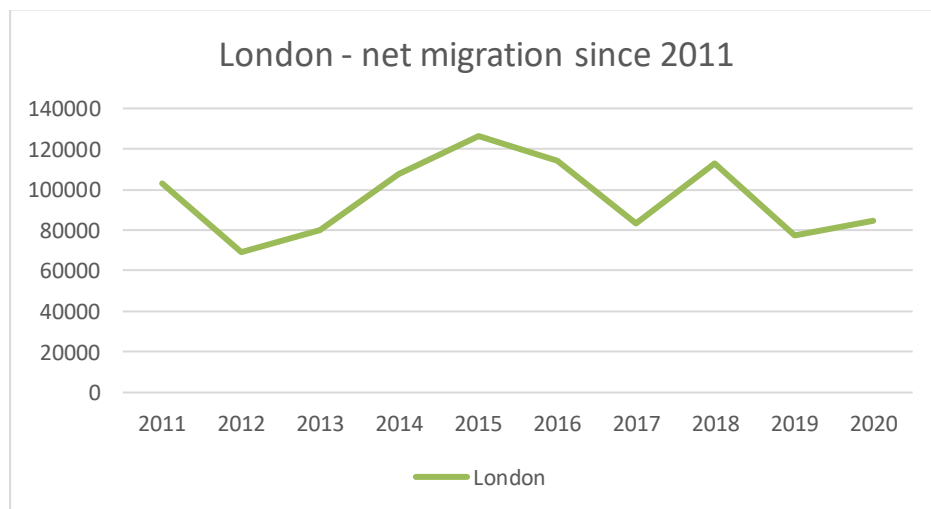
Forecasts in primary are mainly based on the birth to reception ratio i.e. the number of pupils born in Waltham Forest wards that still live there when it is time to start full-time education. Historically this has been close to 80%.

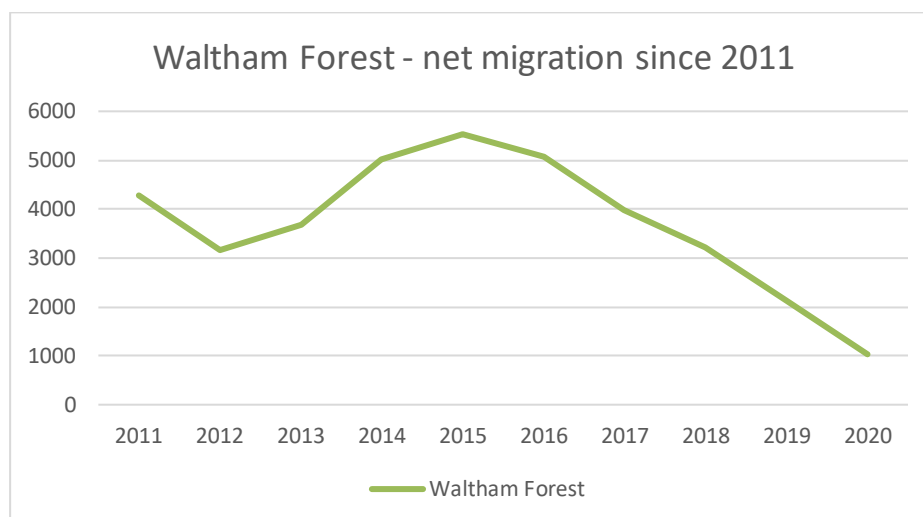


- Migration**

In addition to increased births, some parts of the Borough have experienced significant local and international migration effects, increasing volatility in school populations. Migrating pupils not only add to the pressure at the normal point of school admission, but also for “in-year” transfers to local schools. This is one of the reasons why a surplus of places is important.

Migration effects are difficult to forecast. The Office for National Statistics publishes regular updates on national and local area migration, but the survey methodology used changed several times between 2001 and 2011, and the 2011 Census revealed estimates of international migration were significantly underestimated. The following graphs show the net migration for both London and Waltham Forest since 2011 (source: ONS website).





- **Cross-border movement**

The latest data release from the DfE for the 2018 pupils on roll (<https://www.gov.uk/government/statistics/schools-pupils-and-their-characteristics-january-2018>) shows that in primary Waltham Forest is a net exporter of pupils by 0.3% (equal to 66 pupils across all year groups). This has a minimal effect for place planning.

Historically Waltham Forest has been a net exporter of around 15%, however over recent years this has reduced to 8.4% meaning more pupils transferring from primary to secondary are remaining in Waltham Forest. It is expected that this figure will reduce further as places available in neighbouring Boroughs decrease due to the pressures of an increasing population.

- **Housing Growth**

Waltham Forest has adopted a large housing growth programme, with a planned 30,000 additional homes to be provided by 2035. The Education team collaborates with the planning team to ensure regular updates are received to best estimate the additional child residents (the “child yield”) arising from the planned additional housing. These figures are used as part of the projected figures for future years.

### 3.2 Pupil number forecast methodology

The purpose of forecasting pupil numbers is to satisfy statutory obligations to meet Basic Need (demand for additional school places) and to assess the extent to which a surplus or deficit of places is likely to exist throughout the borough in the future. Pupil numbers in Waltham Forest schools are closely monitored. Schools are required to complete a return for the Department for Education (DfE) each October. This is followed up by further, shorter returns in spring and summer terms.

Pupil forecasts for primary and secondary schools are submitted to the DfE each summer for the purposes of informing Basic Need funding allocations. The DfE does not require forecasts for special schools or nursery schools.

To make projections of pupil numbers at authority level, the Local Authority use:

- Birth data received from the ONS and GLA.
- Population data to project the transfer rate of children due to start Reception and Year 7.
- Historic pupil data (January School Census) to project the number of pupils in the other year groups.
- The impact of housing developments - housing data is obtained from our planning department and the GLA housing database. Those developments which have been completed and the relevant child yield are used to inform the projections, and progress of upcoming developments and agreed planning permissions are monitored.

The Local Authority independently calculates a projection of pupil numbers for the whole borough before making projections for each individual planning area, which for primary planning consists of groups of wards (see Appendix D) and for secondary planning consists of the whole borough. The reasonableness of the individual projections can then be checked by comparing it with the projection for the whole authority. This is then adjusted as necessary taking account of any local knowledge of education opportunities, migration patterns and developments available to local parents, such as new free school provision or permanent expansions incorporating a second site.

- **Forecasting for the Primary phase**

The main method used in Waltham Forest for planning primary need is the cohort survival method. The base information used for forecasting the number of children entering Reception is: the number of births within the authority and the number of children in Reception classes (obtained from the January School Census for previous years). The birth figures are provided by the ONS and this data allows the historical uptake factor to be calculated representing the number of children born in the authority who then attend its schools.

Once the number for Reception has been projected, survival ratios are then applied to each age cohort as they move through the system. Cross border movement, both in and out of the borough, is captured within existing transfer rates used to calculate the projections using historic census data and is planned for accordingly.

When place planning in the primary phase, 10 planning areas are used in Waltham Forest which are:

- Chingford East (4 schools)
- Chingford North (4 schools)
- Chingford West (4 schools)
- Walthamstow East (5 schools)

- Walthamstow North East (5 schools)
- Walthamstow North West (6 schools)
- Walthamstow West (9 schools)
- Leyton East (4 schools)
- Leyton South (6 schools)
- Leyton West (6 schools)

Appendix B shows these areas and the wards they include.

- **Forecasting for the secondary phase**

Historical data for the secondary phase is used to calculate the transfer rate from Year 6 to Year 7. A transfer rate of approximately 90% is applied to the Year 6 projected rolls to calculate the projected Year 7 intake, this percentage is based in part on a 5-year average transfer.

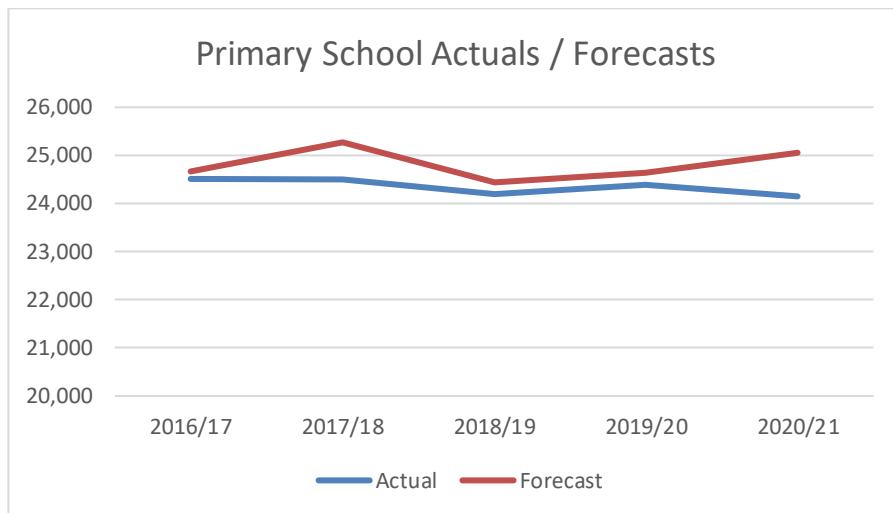
In addition, Waltham Forest has historically been a net exporter of pupils at Year 7, but this trend is slowing due to the improved performance of Waltham Forest schools and our neighbouring borough's reduced ability to accommodate additional applications from Waltham Forest residents. Projections to 2036 supports the expected increase in retention rate going forward.

### **3.3 Reviewing actuals and learning from the past**

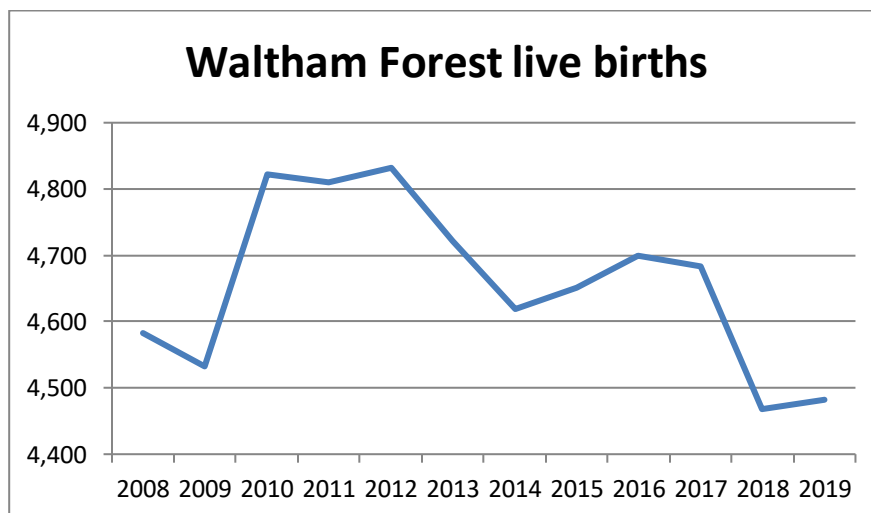
Historically the forecasts for Waltham Forest have been very accurate. These are evidenced in the DfE school place scorecard data which is published each summer (<https://www.gov.uk/government/collections/school-places-scorecards>). Most recently the secondary projections have been within 1% of actual figures and primary projections have been within 3% of actual figures.

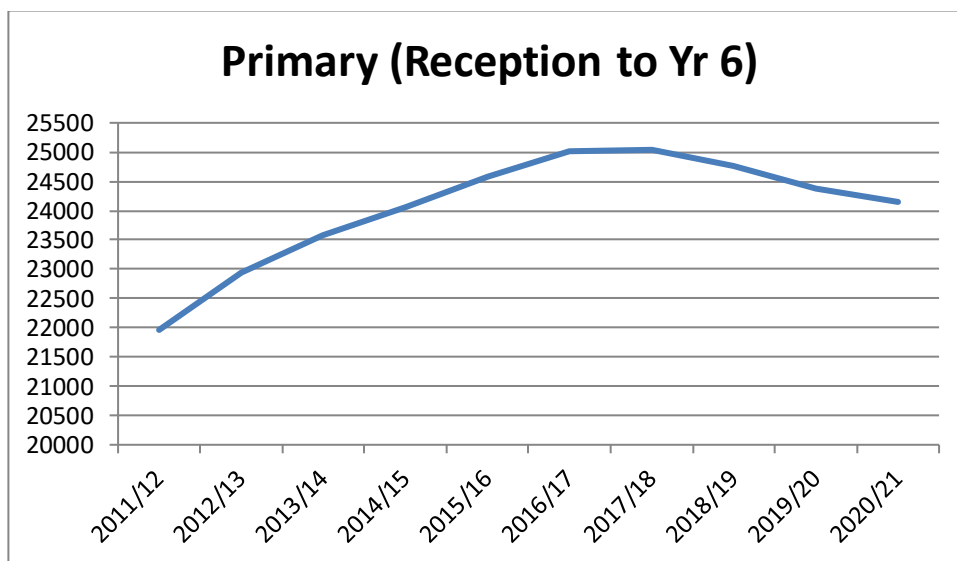
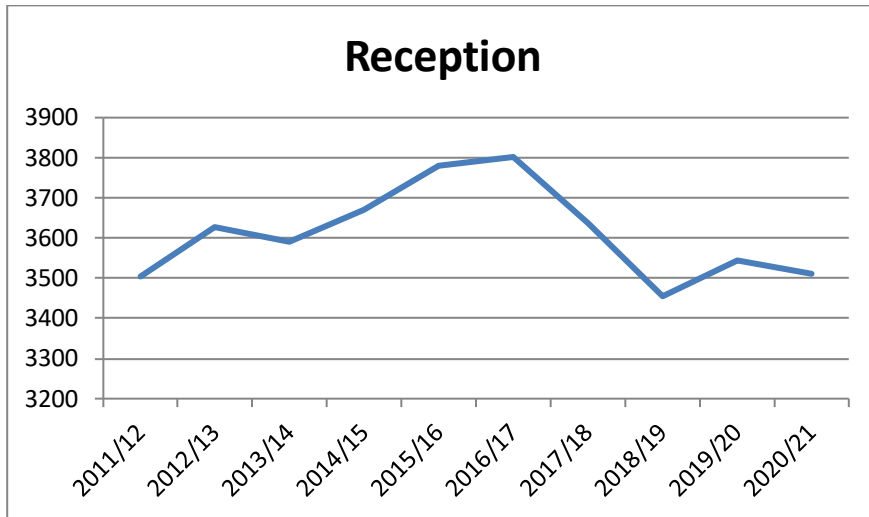
For both primary and secondary there are additional factors which affect the forecasts, such as inward and outward migration figures, changes in expansions in neighbouring boroughs and housing growth.

- **Reviewing primary place management**



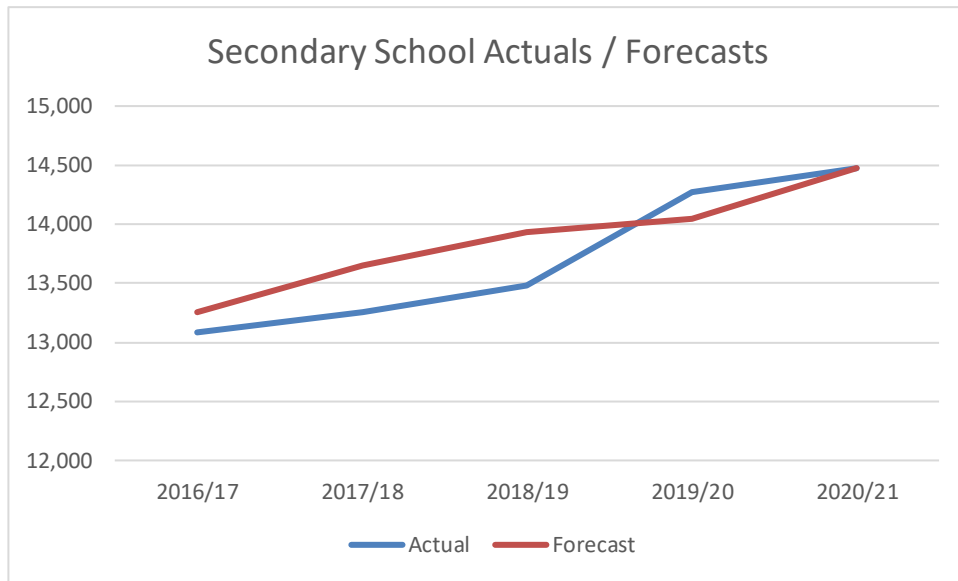
Primary school pupil numbers grew rapidly in Waltham Forest for several years largely due to the rise in births, however this has levelled off since 2016/17 mainly due the decrease in the birth rate. Other factors such as housing benefit caps and Brexit will also have contributed to this change.



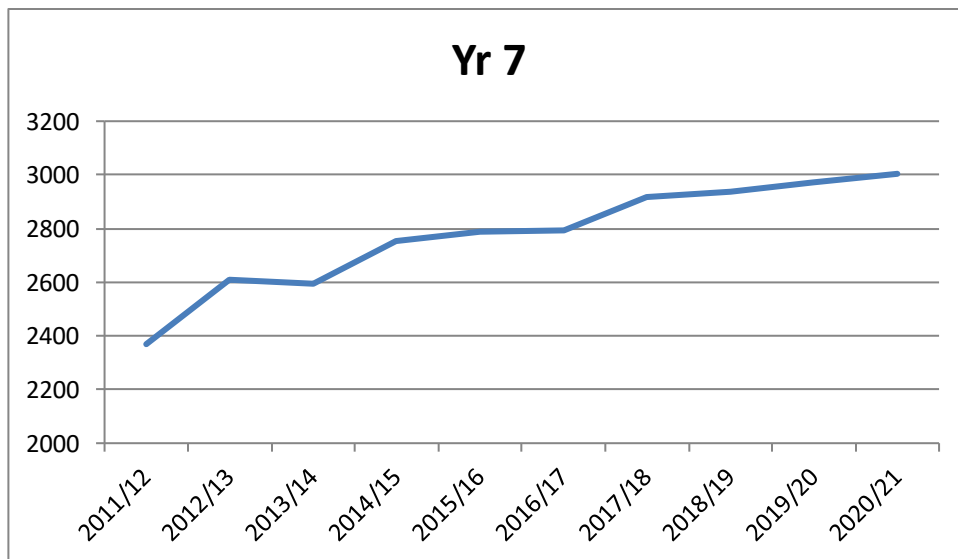


Since 2017 there has been a drop of approximately **8** forms of entry at Reception within the borough's primary schools. Over the past few years Waltham Forest schools have been supported to reduce their reception PAN and to implement caps on other year groups to bring the 'surplus' place capacity into an appropriate level. The Schools Financial Recovery Plan outlines the holistic and proactive approach to PAN management and schools' financial sustainability that will be taken by the Local Authority and Governing Bodies. This will look to ensure that the primary sector PAN flexes and retracts as needed over the next planning period.

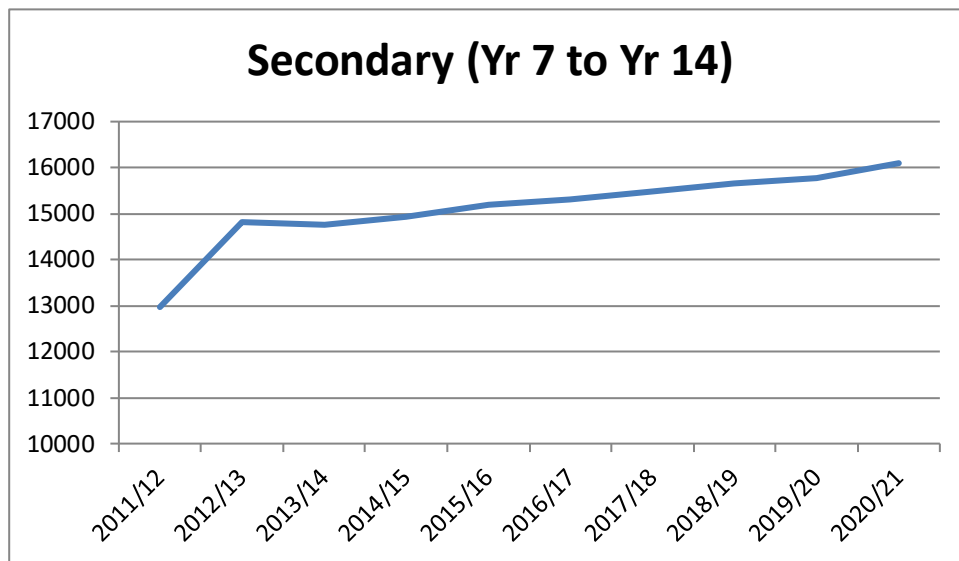
- **Reviewing secondary place management**



Secondary school pupil numbers have been rising steadily since 2012 due to the increased numbers of primary pupils progressing through to the secondary phase.







Between 2011-2021 two secondaries largely held all of the surplus places across the secondary phase leading to financial risk accumulating in these schools.

The Schools Financial Recovery Plan aims to ensure that the secondary sector PAN grows in schools which are first preference for parents and to reduce the risk of any school holding the majority of the surplus places across the borough.

### 3.4 Funding of school growth

- **Government funding**

Government funding for school places is mainly through annual “Basic Need” allocations. These are based on data collected from Local Authorities in the annual School Capacity Survey (SCAP). This collects information on the capacities of schools in each planning area (as shown in this Plan), and Local Authorities’ forecasts of pupil numbers for several years ahead.

Basic Need funding is allocated based on a comparison of forecast pupil numbers with school capacity in each planning area, with shortfalls in capacity attracting funding. Adjustments are made to account for school places for which central government funding has already been provided, including through free schools, or which will be funded from developer contributions, where they are not yet fully reflected by the data collected through SCAP.

Additional government funding for school places is sometimes made available through ad hoc bidding rounds.

Academies can also submit bids to the DfE Condition Improvement Fund (CIF). As well as addressing condition issues, this can be used to address overcrowding (including cases of recently approved age-range expansions and sixth form expansions); add key specialist facilities such as kitchen and

dining facilities, science laboratories or sports hall; or support an increase in admission number for academies rated by Ofsted as Good or Outstanding.

New academies created through applications directly to the DfE – “wave” free schools can be an important contribution towards ensuring sufficient school places. Their capital costs are separately funded by the DfE, but this funding would be expected to result in reduced Basic Need funding in the longer term, as a result of the additional capacity they provide.

Capital funding for the Basic Need for new pupil places in all government-funded schools (including academies) is allocated to Local Authorities according to the relative need for new places and based on forecast data provided by Local Authorities. In deciding where to use Basic Need funding to provide additional places, Local Authorities are expected to consider fairly both their maintained schools and local academies, and where the additional places will be of greatest benefit to their children.

- **Housing development and funding for school places**

The School Organisation Team is consulted on all significant housing developments, and advises on the likely impact on local schools, and the measures which would be required from developers in mitigation. Typically, this will include seeking financial contributions towards the cost of expanding local schools if there are not expected to be sufficient places available.

New residential development is also expected to increase demands on the availability of early education places. This could adversely impact on the ability of the existing local early education market to offer a reasonable and flexible offer for parents. Where this occurs, developer contributions will be sought to contribute towards increasing capacity in the early education market, either through expanding existing provision or through providing new facilities. Where larger developments are required to provide new primary schools, it is expected that these schools will include nursery classes. It may also be necessary for large housing developments to incorporate into any community facilities provided accommodation suitable for delivery of additional early education and childcare by the private, voluntary or independent sector.

There are now two types of developer contributions relevant to school capacity - Section 106 (S106) contributions and the Community Infrastructure Levy (CIL).

S106 contributions are subject to legal restrictions under the Community Infrastructure Levy Regulations 2010, and can only be required if they are:

- necessary to make the development acceptable in planning terms;
- directly related to the development;
- fairly and reasonably related in scale and kind to the development.

S106 contributions are paid directly to the Council to enable it to meet its statutory duty to secure sufficient school and early years places. The Council, working with local schools and providers, will identify the most appropriate way to increase capacity to meet the needs of the development.

### 3.5 Understanding and Managing future need

- **Managing an increasing future need**

Where applications for school places exceed the combined admission numbers of schools in that area (at a ward level for primary phase and at a borough level for the secondary phase), then additional school places need to be provided.

If the shortage of places is expected to be temporary, it may be sufficient for one or more schools to admit above their usual admission number into “bulge” classes – either using existing accommodation or in temporary accommodation.

Where the increase in demand is more dispersed, for example a general underlying increase in the population, expansions of existing schools are likely to be more appropriate. However, the needs of each planning area is assessed and reviewed individually. When choosing which school should expand, a number of decision-making criteria will be considered using a matrix, including:

- **Location:** to allow the option of children walking or cycling to school, it is preferable for children to be able to attend a school no more than 2 miles (for infant children) or 3 miles (for older children) from home.
- **Quality of provision:** expansion of successful, high attaining schools supports the Council’s commitment to improving educational outcomes and is in line with DfE expectations.
- **Popularity:** the Council seeks to ensure a high percentage of parents can secure a place at their first preference school.
- **Existing accommodation and site area:** in some cases, a school’s existing accommodation may already support a higher number of pupils (for example, it may have a large hall, or a large total site area).
- **Feasibility of expansion:** the cost of expanding a school will be affected by their current layout of accommodation.
- **Cost:** it is important to ensure that Basic Need funding is spent getting the best value for money possible

Local consultation will inform the decision to expand a school.

If the shortage of places is forecast to be sustained with a permanent expansion of capacity required, new schools (Free Schools) may be required, for example within major housing developments. The Local Authority can no longer create new schools. They must be Free Schools which are approved by the DfE in response to “wave” applications. However, Local Authorities may

wish to consider the relocation of maintained schools, which is admissible within a 2-mile radius of the original site.

- **Managing a decreasing future need**

Where it is identified there is an unnecessary surplus (above the agreed Waltham Forest target of 5%) the Local Authority works with schools to help manage their PAN and year group intake.

Where a more regular drop in demand is identified a school can officially reduce their PAN for Reception or Year 7 (or Year 3 if they are a junior school) via the admissions determined arrangement consultation. This is carried out each Autumn term (December/January) for the following academic year. This is a 6-week consultation as per the DfE admissions code requirements.

For year groups outside those governed by the PAN(i.e. those other than Reception and Year 7 or Year 3 for Junior schools), Governors can agree to apply a cap on the year group when an entire class is empty . For example, where a 3FE school has less than 60 pupils in a year group the Governing Body can agree to place a cap at 60 pupils, effectively enabling it to operate as a 2FE for that year group. Whilst the Local Authority will support Governing Bodies wherever possible with these caps Governors need to be aware that that, whilst not common in practice, parents can appeal for a place in school where a cap has been agreed. The members of the appeal panel are independent from both schools and the Local Authority and will, alongside other factors, consider the resources that the school has to offer. However, it is the panels decision whether to refuse appeal or instruct the school to admit the child.

Increasingly primary schools are in situations where they can only part fill year groups, for instance 1.5 classes in a 2FE school. In this situation the Local Authority would not be able to support a PAN reduction and, as the class moves through the school, the governors would not be able to put a cap on the year group. As part of the Schools Financial Recovery Plan a School Improvement project is currently underway to look at successful models and best practice in delivering a quality education to mixed year groups within the primary sector. This project, and other best practice in this area will be shared with schools in Waltham Forest.

## 4 SCHOOL PLACE PLANNING DATA 2022-2035

In consideration of the statutory duties and guidance outlined above, Waltham Forest has set a target to hold unfilled 'additional capacity places' in the primary and secondary sector between 3-5%.

### 4.1 Primary phase

The full reception capacity (PAN) across the borough is currently 3,840, which is planned to fall to 3,780 in 2022/23 due to the implementation of agreed PAN reductions. Planned PAN changes to the Reception intake for 2022/23 are as follows:

<b>Downsell Primary School</b>	Reduced by one class size to 60
<b>Thorpe Hall Primary School</b>	Reduced by one class size to 60
<b>The Winns Primary School</b>	Reduced by one class size to 90
<b>Edinburgh Primary School</b>	Reduced by one class size to 60
<b>Buxton School</b>	Reduced by two class sizes to 60

In addition, several Governing Bodies have been supported to put caps in place for year groups within years 1-6. This is usually agreed where a school has a significant surplus of places within a specific year group (e.g., 33 vacancies in a year group of 60). Both this and the agreed permanent PAN reductions support schools to reduce staff accordingly and avoid the accumulation of a budget deficit. These PAN reductions and caps will be reviewed annually, and more reductions could be applied if necessary. Alternatively, schools could be asked to plan to reopen classes as demand increases again.

Current projections for reception numbers, which include the agreed PAN reductions to come into place in 2022/23 as outlined above, shows that whilst numbers will continue to fall for the next 4 years they will start to increase again from 2025/26. Therefore, we currently expect that some schools will be contacted in Autumn term 2023/24 to discuss reopening of their capacity. This will then be agreed in the annual admissions determined arrangement consultation.

Primary	Reception capacity	Reception demand	Surplus #	Surplus %
2021-22	3840	3606	234	6.1%
2022-23	3780	3634	146	3.9%
2023-24	3780	3570	210	5.6%
2024-25	3780	3593	187	5.0%
2025-26	3780	3718	62	1.6%
2026-27	3780	3775	5	0.1%
2027-28	3780	3711	69	1.8%
2028-29	3780	3718	62	1.6%
2029-30	3780	3772	8	0.2%

2030-31	3780	3847	-67	-1.8%
2031-32	3780	3954	-174	-4.6%
2032-33	3780	3952	-172	-4.5%
2033-34	3780	3886	-106	-2.8%
2034-35	3780	3902	-122	-3.2%
2035-36	3780	3936	-156	-4.1%

## 4.2 Secondary phase

Whilst primary numbers have reduced over recent years, secondary numbers are increasing in most areas as the previous primary peak continues to move through to secondary.

Expansions to the secondary phase are required in most parts of the borough. However, two schools in the North of the borough have held the majority of the surplus within the secondary phase in recent years and these two schools have taken a PAN reduction as from 2022/23 as follows:

<b>Heathcote School &amp; Science College</b>	Reduced by two class sizes to 180
<b>South Chingford Foundation School</b>	Reduced by one and a half class sizes to 135

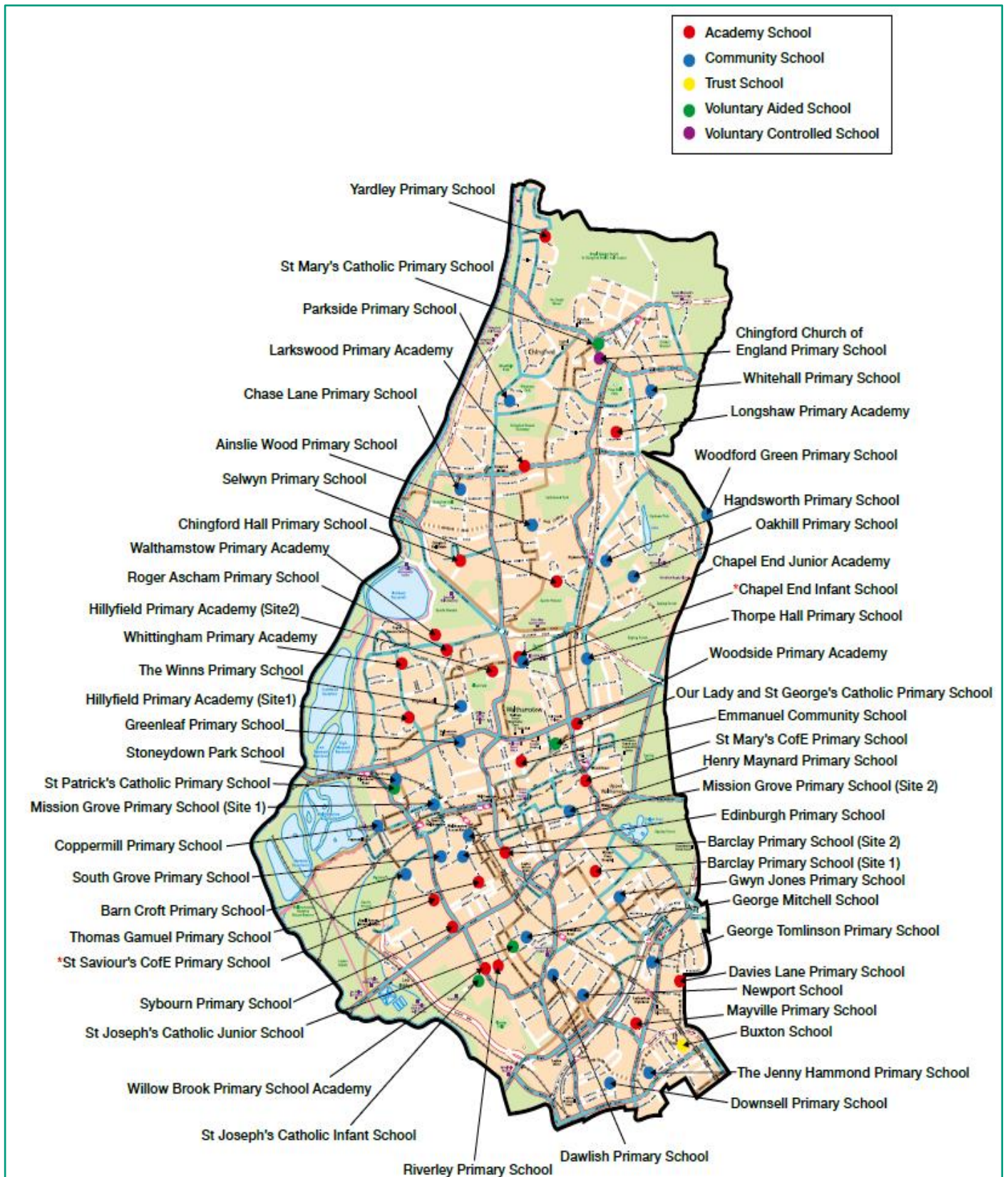
The table below shows the current planned expansions / reductions in secondary schools:

	Current PAN	Final Intended PAN	2019/21	2020/21	2021/22	2022/23	2023/2024	2024/2025
<b>Kelmescott</b>	180	240		(1)bulge	(1)bulge	2FE Expansion		
<b>Norlington Boys</b>	120	150		(1)bulge	(1)bulge	1FE Expansion		
<b>Leytonstone School</b>	180	210	(1)bulge	(1)bulge	1FE Expansion			
<b>Willowfield</b>	180	210			(1)bulge	(1) bulge	1FE Expansion	
<b>Heathcote</b>	240	180			2FE temp reduction	2 FE Perm reduction		
<b>South Chingford</b>	180	135			1.5FE temp reduction	1.5FE Perm reduction		

The current capacity for the Year 7 intake across the borough will fall from 3,178 to 3,133 in 2022/23 after which a programme of opening additional classes will be implemented. It is intended that schools which have capacity to open additional year groups and which also have shown themselves to be first preference will be supported to open additional classes.

<b>Secondary</b>	<b>Yr 7 capacity</b>	<b>Yr 7 demand</b>	<b>No. of surplus places</b>	<b>% of surplus places</b>
2021-22	3178	3023	155	4.9%
2022-23	3133	3116	17	0.5%
2023-24	3163	3133	30	0.9%
2024-25	3163	3072	91	2.9%
2025-26	3133	3006	127	4.1%
2026-27	3133	3081	52	1.7%
2027-28	3133	3087	46	1.5%
2028-29	3133	3083	50	1.6%
2029-30	3133	3032	101	3.2%
2030-31	3133	2950	183	5.8%
2031-32	3133	3022	111	3.5%
2032-33	3133	3063	70	2.2%
2033-34	3133	3099	34	1.1%
2034-35	3133	3138	-5	-0.2%
2035-36	3133	3187	-54	-1.7%

# Appendix A: Map of Primary Schools





## Appendix B: Primary School Planning area and current PAN

School	Type	Planning Area	Operating PAN*	Full Capacity PAN
<b>Handsworth Primary School</b>	Community school	Chingford East	60	60
<b>Longshaw Primary Academy</b>	Academy sponsored	Chingford East	60	60
<b>Whitehall Primary School</b>	Community school	Chingford East	60	60
<b>Woodford Green Primary School</b>	Academy converter	Chingford East	30	30
<b>Chingford CofE Primary School</b>	Voluntary controlled school	Chingford North	60	60
<b>Parkside Primary School</b>	Community school	Chingford North	90	90
<b>St Mary's Catholic Primary School</b>	Voluntary aided school	Chingford North	30	30
<b>Yardley Primary School</b>	Academy converter	Chingford North	60	60
<b>Ainslie Wood Primary School</b>	Community school	Chingford West	60	60
<b>Chase Lane Primary School</b>	Community school	Chingford West	90	90
<b>Lime Academy Larkwood</b>	Academy converter	Chingford West	90	90
<b>Salisbury Manor Primary School</b>	Academy converter	Chingford West	60	60
<b>Barclay Primary School</b>	Academy converter	Leyton East	120	120
<b>Davies Lane Primary School</b>	Academy converter	Leyton East	120	120
<b>George Tomlinson Primary School</b>	Community school	Leyton East	90	90
<b>Gwyn Jones Primary School</b>	Community school	Leyton East	60	60
<b>Buxton School</b>	Foundation school	Leyton South	60	120
<b>Dawlish Primary School</b>	Community school	Leyton South	30	30
<b>Downsell Primary School</b>	Community school	Leyton South	60	90
<b>Mayville Primary School</b>	Academy converter	Leyton South	60	90
<b>Newport School</b>	Community school	Leyton South	120	120
<b>The Jenny Hammond Primary School</b>	Community school	Leyton South	60	60
<b>George Mitchell School</b>	Academy converter	Leyton West	60	60
<b>Riverley Primary School</b>	Academy sponsored	Leyton West	60	60
<b>St Joseph's Catholic Infant School</b>	Voluntary aided school	Leyton West	60	60
<b>St Joseph's Catholic Junior School</b>	Voluntary aided school	Leyton West	60	60
<b>Sybourn Primary School</b>	Academy sponsored	Leyton West	90	90

<b>Willow Brook Primary School Academy</b>	Academy sponsor led	Leyton West	90	90
<b>Barclay Primary School - site 2</b>	Academy converter	Walthamstow East	60	60
<b>Emmanuel Community School</b>	Free school	Walthamstow East	30	30
<b>Henry Maynard Primary School</b>	Community school	Walthamstow East	120	120
<b>Our Lady and St George's Catholic Primary School</b>	Voluntary aided school	Walthamstow East	60	60
<b>St Mary's CofE Primary School</b>	Academy converter	Walthamstow East	90	90
<b>The Woodside Primary Academy</b>	Academy sponsor led	Walthamstow East	180	180
<b>Chapel End Infant School and Early Years Centre</b>	Community school	Walthamstow North East	90	90
<b>Chapel End Junior Academy</b>	Academy sponsor led	Walthamstow North East	90	90
<b>Hillyfield Primary Academy - site 2</b>	Academy converter	Walthamstow North East	90	120
<b>Oakhill Primary School</b>	Community school	Walthamstow North East	30	30
<b>Selwyn Primary School</b>	Academy converter	Walthamstow North East	90	90
<b>Thorpe Hall Primary School</b>	Community school	Walthamstow North East	60	90
<b>Greenleaf Primary School</b>	Community school	Walthamstow North West	60	60
<b>Hillyfield Primary Academy</b>	Academy converter	Walthamstow North West	90	90
<b>Roger Ascham Primary School</b>	Academy converter	Walthamstow North West	60	60
<b>The Winns Primary School</b>	Community school	Walthamstow North West	90	120
<b>Walthamstow Primary Academy</b>	Free school	Walthamstow North West	60	60
<b>Whittingham Primary Academy</b>	Academy converter	Walthamstow North West	60	60
<b>Barn Croft Primary School</b>	Community school	Walthamstow West	30	30
<b>Coppermill Primary School</b>	Community school	Walthamstow West	30	30
<b>Edinburgh Primary School</b>	Community school	Walthamstow West	90	90
<b>Mission Grove Primary School</b>	Community school	Walthamstow West	90	90
<b>Mission Grove Primary School - site 2</b>	Community school	Walthamstow West	30	30
<b>South Grove Primary School</b>	Community school	Walthamstow West	60	60

<b>St Patrick's Catholic Primary School</b>	Voluntary aided school	Walthamstow West	60	60
<b>St Saviour's Church of England Primary School</b>	Academy converter	Walthamstow West	60	60
<b>Stoneydown Park School</b>	Community school	Walthamstow West	90	90
<b>Thomas Gamuel Primary School</b>	Academy sponsored	Walthamstow West	60	60
<b>Total primary schools:</b>	-	-	<b><u>3960</u></b>	<b><u>4170</u></b>

\* Agreed PAN for current Reception year group

## Appendix C: Secondary School Current PAN and capacity

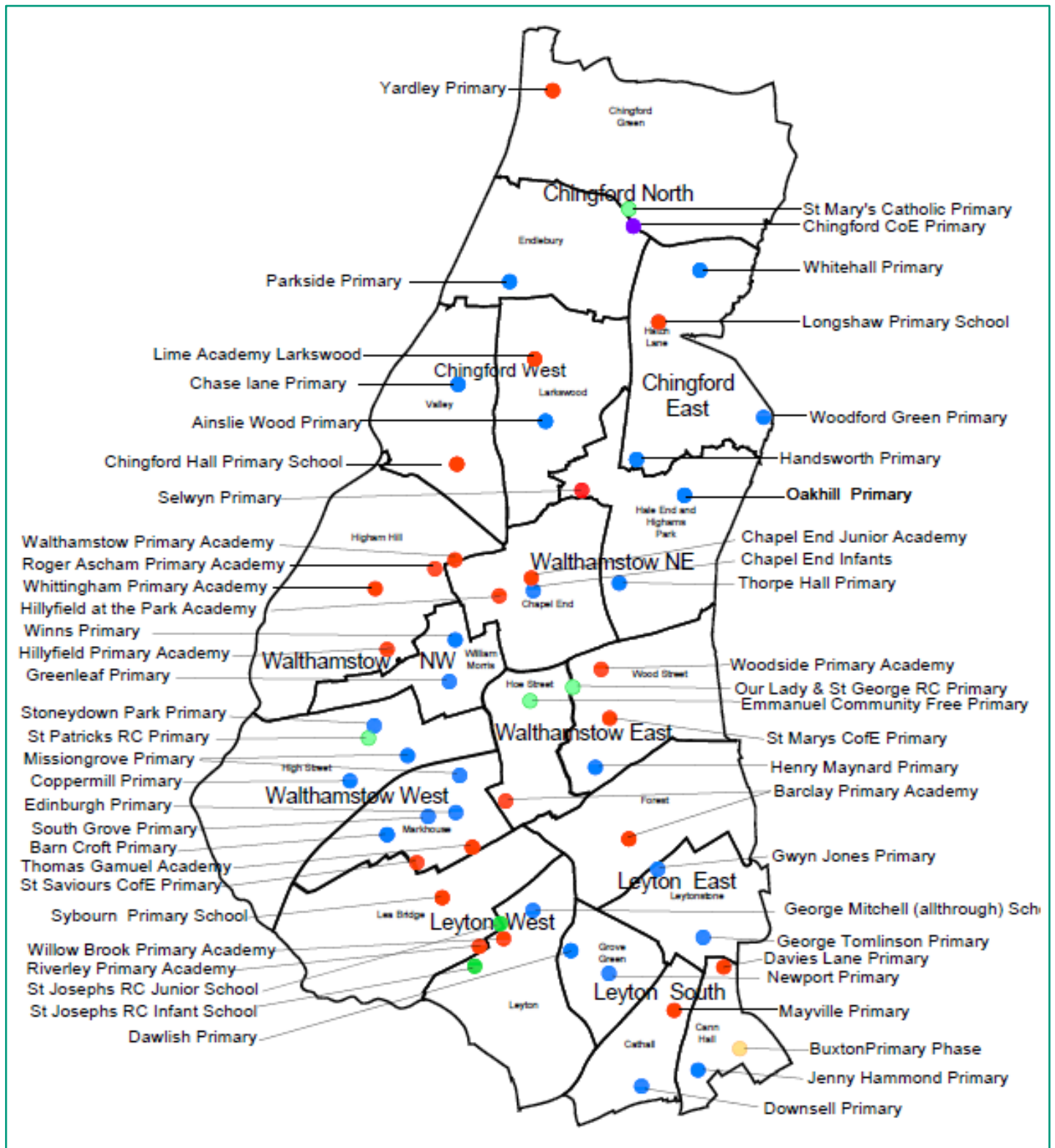
School	Type	Operating PAN*	Full Capacity PAN
Buxton School	Foundation school	180	180
Chingford Foundation School	Academy converter	240	270
Connaught School for Girls	Academy converter	132	132
Eden Girls' School Waltham Forest	Free school	124	124
Frederick Bremer School	Community school	180	180
George Mitchell School	Academy converter	120	120
Heathcote School & Science College	Community school	180	240
Highams Park School	Academy converter	240	240
Holy Family Catholic School	Voluntary aided school	240	240
Kelmscott School	Community school	210	210
Lammas School and Sixth Form	Academy converter	180	180
Leytonstone School	Community school	210	210
Norlington School and 6th Form	Academy converter	162	162
South Chingford Foundation School	Academy sponsor led	180	180
Walthamstow Academy	Academy sponsor led	180	180
Walthamstow School for Girls	Community school	180	180
Willowfield School	Community school	210	210
<b>Total secondary schools</b>		<b>3148</b>	<b>3238</b>

Agreed PAN for current Yr7 year group

### Table to show spare classes in existing schools:

School	Current spaces (capacity - number on roll)					Spare class rooms				
	7	8	9	10	11	7	8	9	10	11
Buxton School	27	11	32	36	62			1	1	2
Chingford Foundation School	0	0	0	0	0					
Connaught School for Girls	2	20	13	5	5					
Eden Girls' School Waltham Forest	1	0	0	5	5					
Frederick Bremer School	7	0	8	0	11					
George Mitchell School	4	1	2	2	4					
Heathcote School & Science College	74	82	49	46	59	2	2	1	1	1
Highams Park School	7	0	0	5	6					
Holy Family Catholic School	47	45	43	35	34	1	1	1	1	1
Kelmscott School	25	14	10	2	16					
Lammas School and Sixth Form	37	50	38	52	46	1	1	1	1	1
Leytonstone School	1	4	0	0	9					
Norlington School & 6th Form	2	7	0	1	19					
South Chingford Foundation School	78	62	49	98	99	2	2	1	3	3
Walthamstow Academy	4	2	4	0	0					
Walthamstow School for Girls	0	2	1	4	1					
Willowfield School	3	3	6	4	12					
<b>Total</b>	<b>319</b>	<b>303</b>	<b>255</b>	<b>295</b>	<b>388</b>	<b>1</b>	<b>1</b>	<b>8</b>	<b>9</b>	<b>12</b>

## Appendix D: Map of primary planning areas



## Appendix E: Map of Secondary Schools

