

## **Newcastle Local Plan: Education Plan**

**Impact of Newcastle's Local Plan on Need for School Places**

**Consultation**

**October 2018**

<b>CONTENT</b>		<b>Page</b>
<b>1.0)</b>	<b>Introduction &amp; Purpose of Report</b>	<b>4</b>
<b>2.0)</b>	<b>Executive Summary</b>	<b>6</b>
<b>3.0)</b>	<b>National and Local Education Context</b>	<b>9</b>
<b>4.0)</b>	<b>Statutory Context of Creating School Places</b>	<b>14</b>
<b>5.0)</b>	<b>Planning Policy Context</b>	<b>18</b>
<b>6.0)</b>	<b>Numbers, Governance &amp; Size of Schools</b>	<b>21</b>
<b>7.0)</b>	<b>Pupil Populations, Trends &amp; Changes Over Time</b>	<b>26</b>
<b>8.0)</b>	<b>Forecasting Population Growth Across the City</b>	<b>31</b>
<b>9.0)</b>	<b>Impact of Housing Growth</b>	<b>35</b>
<b>10.0)</b>	<b>School Capacity &amp; Pupil Projections</b>	<b>40</b>
<b>11.0)</b>	<b>Funding &amp; Delivery of Additional School Places</b>	<b>45</b>
<b>12.0)</b>	<b>School Planning Area Specific Proposals</b>	<b>48</b>
<b>APPENDICES</b>		<b>Page</b>
<b>A)</b>	<b>Roles &amp; Responsibilities in Providing School Places</b>	<b>53</b>
<b>B)</b>	<b>Types of Schools &amp; Governance Arrangements</b>	<b>54</b>
<b>C)</b>	<b>School Capacity &amp; Number on Roll by Planning Area</b>	<b>55</b>
<b>D)</b>	<b>Population Change Forecast Model (ORS &amp; HELAA)</b>	<b>59</b>
<b>E)</b>	<b>Pupil Yield Forecasting Methodology</b>	<b>62</b>

<b>LIST OF TABLES</b>	<b>Page</b>
<b>Table 1 - Types of School / Governance in Newcastle</b>	21
<b>Table 2 - Numbers of Pupils by Type of School / Governance</b>	21
<b>Table 3 - ORS Population Forecasts for Newcastle 2015 – 2030</b>	32
<b>Table 4 - Comparison of ORS &amp; ONS Population Estimates to 2030</b>	32
<b>Table 5 - ORS School Age Population Forecast Estimates Across School Planning Areas:</b>	34
<b>Table 6 - Residential Properties and Estimated Housing Growth Across Newcastle (HELAA)</b>	36
<b>Table 7 - Estimated Residential Properties by SPA as % of all Residential Properties 2030</b>	36
<b>Table 8 - Projected Housing Growth and Pupil Yield to 2030</b>	39
<b>Table 9 - SCAP Pupil Projections Compared to Pupil Yield Estimates</b>	40
<b>Table 10 - Primary School Capacity, ORS Population Growth Forecasts and Pupil Yields to 2030 (By School Planning Area)</b>	41
<b>Table 11 - Secondary School Capacity, ORS Population Growth Forecasts and Pupil Yields to 2030 (By School Planning Area)</b>	42
<b>Table 12 - Proposed New School Place Provision across City</b>	48
<b>Table 13 - Newcastle Primary Age Provision – Number on Roll and Capacity by School</b>	55
<b>Table 14 - Newcastle Secondary Age Provision – Number on Roll and Capacity by School</b>	58
<b>MAPS</b>	
<b>Map of Schools and Planning Areas across the City</b>	24
<b>Map of Planned Core Strategy Housing Developments (SLR sites) And nearby schools</b>	44

## **1.0) Introduction and Purpose of Report**

### **1.1) Background to the Newcastle Local Plan and Local Education Plan**

Newcastle's Local Plan is a collection of documents that will guide future development in Newcastle to 2030. The Core Strategy and Urban Core Plan (CSUCP) is the first part of the Local Plan. Providing a strategic plan for both Newcastle and Gateshead, the CSUCP sets out the overall strategy for growth, including requirements for housing, employment and retail. The scale of development needed was considered at public examination before being adopted in March 2015. Sitting alongside this is a CSUCP Infrastructure Delivery Plan.

The Development and Allocations Plan (DAP) is the second part of the Local Plan. It provides more detailed, non-strategic policies to support the growth ambitions set out in the CSUCP. The policies in the DAP cover multiple topics including economic prosperity, homes and transport. The overall level of housing development was established in the CSUCP. The DAP allocates housing development on urban sites that will help meet our housing targets (as set out in the CSUCP).

This Local Education Plan updates and expands upon the Newcastle Local Plan Education Plan document (September 2013). It will underpin both the DAP and the CSUCP Infrastructure Delivery Plan by providing a more in depth look at the anticipated growth in demand for school places in particular parts of the city. This will be considered alongside increases in demand already experienced in recent years, and the pressures this is creating on school places across the system in the short to medium term. It also reflects the changes within education policy within which additional school places / provision must be created, and the Council's own school organisation approach and principles.

The purpose of this report is to:

- Describe the Local Authority's statutory duties with regard to providing sufficient school places across the city, in the right place and at the right time.
- Describe changes in the educational landscape in Newcastle and the factors which are having an impact upon it and also upon the Council's ability to meet its statutory duties.
- Consider recent and future trends in the pupil population and the impact these have on demand for school places in different parts of the City.
- Consider the potential impact on pupil numbers associated with planned housing growth and sites allocated in Newcastle's Local Plan (CSUCP and the DAP).
- Describe the options already proposed to meet the increasing demand for school places across the City, as well as exploring further options which could address the impact of specific housing developments.
- Inform policies and master-planning associated with the delivery of the Core Strategy and Urban Core Plan and the development management process.

### **1.2) School Place Planning & Changes to the Education Landscape**

The local authority (LA) has a statutory duty to assess the local need for school places: to ensure that every child can be provided with a suitable place; in a state-funded school in their area; within high quality, stimulating and successful learning

environments. To inform this, the LA needs to identify what school places are needed now and in the future, and how these will be provided.

This duty has been impacted greatly by changes in national education policy - in particular, there have been significant changes in the degree of influence local authorities have over local schools and their ability to directly create the places that are needed (see *Section 4.0 – Statutory Context of Creating School Places*).

There has been a recent and sustained surge in demand for school places, which the Council must respond to. This poses a number of challenges in ensuring that local schools are in a position to meet these growing pressures. Planning for future needs, including identifying the optimum timing, location and type of school places required, is increasingly complex.

To address the challenges in planning for school places, the Council seeks to work collaboratively with all schools in the city - regardless of their type and governance – though these factors have a direct impact upon the council's influence and approach to planning and providing additional school places, and the decisions that affect and/or can be taken by individual schools and governing bodies.

### **1.3) School Organisation and the Core Strategy**

This Local Education Plan sets out not only the education provision requirements across the city relating to existing needs and anticipated growth in the pupil population, but also sets out how the Council plans to respond to the additional demand that will be generated by new housing developments through delivery of the Core Strategy growth programme. The education provision needs associated with this growth will be delivered within the overarching Council priorities, in particular:

- ensuring there are sufficient good quality school places across the city so that all children are developing the skills they need for the future
- working with all relevant partners to ensure the new communities being created through the Core Strategy are well supported, with the right services and infrastructure being put in place to make them vibrant and sustainable (including the right type and amount of school places)
- ensuring that new, changed or expanded educational provision meets the needs of all children and families across the city and does not leave any of our children (especially the most vulnerable) at a disadvantage or unable to access the right education and support for their needs
- making the best use of the Council's resources (and that of their key partners) to ensure value for money across our education system, especially when considering and planning for sufficient and appropriate school places in the future
- the quality of schools in Newcastle will help to deliver the CSUCP by attracting people to live or remain in the city, as well as educating and supporting children and young people to achieve and create its future success.

The plan is attempting to bring together disparate sources of data that are generally used for different purposes. For example, population forecasts, housing growth projections, pupil yields and existing school census and capacity data.

## 2.0) Executive Summary

***Newcastle's population has grown substantially in recent years and is forecast to continue to do so – national (ONS) and local (ORS) datasets. In relation to children and young people slightly different trends predicted to 2030***

- 0-4 population: ONS – slight decline; ORS – 3% growth
- 5-11 population: ONS – 5% growth; ORS – 12% growth
- 12-16 population: ONS – 19% growth; ORS – 21% growth

See sections 7 and 8 for further details and data sources

***Delivering the LA Statutory Duty around sufficiency of good quality school places is increasingly difficult***

The LA is the only body with a statutory duty to assess the local need for school places and to ensure that every child can be provided with a suitable place; in a state-funded school in their area; within high quality, stimulating and successful learning environments.

This is made extremely challenging as a result of national education policies as well as local context, in particular:

- Increased academisation and limited powers of LA to direct change in relation to school organisation, admissions, funding; and direct role of Academy Trusts and Department for Education (DfE) / Regional Schools Commissioner (RSC) in making decisions affecting this and complexity of who makes which decisions
- Free School presumption and/or bidding process only route for new schools
- Compact urban environment of Newcastle with good transport links enables movement across city (and across LA borders) – significant numbers of pupils do not attend local schools, particularly in secondary sector.

Delivering our statutory duty requires the Council to work collaboratively with all schools (and trusts) in the city - regardless of their type and governance – though these factors have a direct impact upon the council's influence and approach to planning and providing additional school places, and the decisions that affect and/or can be taken by individual schools and governing bodies.

***Significant planned/proposed housing growth in ALL parts of city as set out in the CSUCP and the DAP***

- Not all housing is necessarily equal regarding school place planning, as different housing types – family housing, city centre developments (mostly apartments), student housing, specialist housing, affordable housing – have different likelihood of occupation by households with children
- Focus on Strategic Land Release (SLR) sites and other large-scale housing developments – family housing with estimated pupil yields and Section 106 / Community Infrastructure Levy (CIL) developer contributions but there are also other developments and potential impact on school place needs which must to be taken account of.

***There are existing, known place pressures in the school system in Newcastle and others which are forecast on a best estimate of future housing and population growth***

There are currently sufficient primary school places in the city, given that more than 2,000 additional places have been created in recent years. However, the proportion of unfilled places is expected to further reduce to around 2% in the next five years as a result of more places being filled in the older cohorts. This is insufficient to appropriately manage the changing nature of supply and demand for places in different parts of the city and more places are needed in areas where there is known and ongoing housing growth. Significant additional housing and population growth is forecast to 2030 resulting in the need for further new places. This need is expected to be greatest in the planning areas with large-scale family housing developments.

The secondary pupil population will see significant increases over the next 5-7 years as a direct result of the larger cohorts progressing into the secondary sector from primary schools. This requires significant numbers of additional school places to be created through both school expansions and the establishment of new secondary provision. Given that the future population is also expected to grow as a result of housing growth, it is proposed that two new secondary schools are established in the areas that will be most affected by the large-scale family-housing developments.

***Planning Policy and Allocations***

The National Planning Policy Framework (NPPF) sets out the Government's planning policies and how these are expected to be applied. With regard the availability of school places the NPPF confirms that:

*"It is important that a sufficient choice of school places is available to meet the needs of existing and new communities. Local planning authorities should take a proactive, positive and collaborative approach to meeting this requirement, and to development that will widen choice in education. They should:*

- a) give great weight to the need to create, expand or alter schools through the preparation of plans and decisions on applications; and*
- b) work with schools promoters, delivery partners and statutory bodies to identify and resolve key planning issues before applications are submitted."* (para 94, July 2018.)

Newcastle's Core Strategy and the accompanying Infrastructure Delivery Plan identifies school provision within some SLR sites and approach to creating additional places by expanding neighbouring schools. The DAP generally allocates smaller sites to address the Core Strategy housing growth. The Planning Obligations Supplementary Planning Document (SPD) sets out the requirement for contributions to be used for the DAP sites but does not allocate LA-owned land for future education needs.

***Funding School Places***

Capital funding for additional school places generally comes through a limited number of routes:

- Government allocations of Basic Need Funding for projected pupil population growth based on School Capacity (SCAP) returns from local authorities

- Housing developer contributions via Section 106 and Community Infrastructure Levy (CIL)
- Some direct government funding for Academy Trusts for new free schools and academy expansions via bidding processes
- Local authority's own capital resources from reserves, capital receipts or borrowing

In addition, some funding may be sought through targeted funding bids such as to the **Housing Infrastructure Fund (HIF)** where a direct relationship between school capital projects and enabling delivery of new housing can be demonstrated.

Where the need for additional school places is a direct result of new housing development, local authorities and the government expect this to be largely funded via developer contributions. **The Department for Education proposes in their draft guidance for securing developer contributions** (out for consultation in Sept 2018) that local authorities seek such contributions towards school places when there are not enough places available in existing schools within a suitable distance of the planned housing development.

To achieve this, local authorities should establish a robust evidence base in support of the need for additional school places, underpinned by the following principles:

- Developers should mitigate the impact of their planned new housing on community infrastructure, including schools;
- Estimated pupil yield calculations should be based on up-to-date evidence from other recent housing developments;
- Developer contributions should, where possible, cover the full cost of providing the new school places required, using up-to-date cost information;
- The early delivery of new schools should be supported where it will not undermine the viability of the new school, or other existing schools in the surrounding area.

Basic need funding and the DfE free school programme should not be considered to negate the responsibility of housing developers to mitigate the impact of their development on education in the area.

Local authorities should incorporate into their Pupil Yield Model an estimation of new places that may be required for children with Special Education Needs and/or Disabilities (either within a special school or SEN Unit attached to a mainstream school). This is not currently the case in Newcastle's Pupil Yield Model but is something that is now being explored - with a view to incorporating a proportion of SEND places in Developer Contributions calculations in the future. This would ensure developers adequately fund the full range of school places generated by their new developments.



## 3.0 National and Local Education Context

### 3.1 Changing Local Authority Role in Education and Schools

The most significant national education policy thrust in recent years has focused on who controls schools, and in particular significant changes in the degree of control and influence which local authorities have over schools in their local area.

There has been a sustained and increasing drive from central government to encourage schools to become academies. In addition, the introduction of new types of Free Schools, such as Studio Schools and University Technical Colleges (UTC) is adding to the diversity of the school system. Popular and successful schools are being encouraged to expand and to establish multi-academy trusts to run new schools, enabled through legislation, statutory guidance and funding decisions.

The main different types of schools are:

- Community Schools
- Voluntary-Aided Schools
- Foundation Schools
- Academies - either stand-alone or within a Multi-Academy Trusts (MATs)
- Free Schools – which mostly become academies on opening

See **Appendix B – Types of Schools and Governance Arrangements.**

The local authority has different responsibilities and accountability in relation to the different types of schools. Despite increased academisation, local authorities still have wide ranging statutory duties, in particular to promote high educational standards, manage and allocate funding to schools and education services, ensure sufficient school places and fair access to schools, and to support and protect the interests of the most vulnerable pupils and those with significant additional needs.

As part of their statutory duty to provide sufficient school places, local authorities are required to manage their school capacity, and any surplus or deficit in places across clearly defined planning areas to ensure that need is effectively met. In Newcastle, the city is divided into six school planning areas defined for this purpose.

Additional school places can be created by expanding existing schools or establishing new schools. However, under current legislation, local authorities are not permitted to provide new schools directly (**see Section 4.1 - Free Schools**).

### 3.2) Growth in the School Age Population in Newcastle

There has been significant and higher than previously anticipated growth in the pupil population in Newcastle over the last 10 years, particularly in primary aged pupils. This is a result of increasing birth rates and inward migration, some of which is due to the new housing developments in the City, as well as the increased success and popularity of Newcastle schools.

In 2016, 60,666 children and young people aged 0-18 lived in Newcastle. This was an increase of 2,276 children and young people (3.9%) since mid-year 2012. By

2030, the number of children and young people aged 0-18 in the city is forecast to increase by between 5,000 and 8,000 (8-13% depending on which data source is used). This growth will be greatest in the secondary age population.

In January 2018, there were 44,457 pupils aged 3-19 years in Newcastle schools - including 4,072 in independent schools and 127 in non-maintained special schools. Of the 38,825 pupils in state-funded mainstream schools, 59% were in first or primary schools and 41% were in middle or secondary schools.

The number of pupils in state-funded primary schools (including first) has grown by 3,255 (16.7%) to 22,770 since 2012, and by 1,456 (6.8%) since 2015.

Since 2015, the number of pupils in state-funded secondary schools (including middle) has grown by 898 pupils (5.8%) to 16,055. Around 13,500 are aged up to 16 years (year 11) and the remainder in sixth forms ([Schools, Pupils and their characteristics, DfE 2012, 2015, 2018](#)).

In January 2018, the Year 2 cohort was the largest in the city with 473 (16.7%) more pupils than in Year 6 and 759 (30%) more than in Year 11. Larger primary-age cohorts are now moving into the secondary sector and beginning to put increasing pressure on secondary school places across the city. The current year 7 cohort is more than 100 pupils larger than the previous year with further year on year growth forecast for at least the next five years.

Given that some of the secondary schools in the city are already very large, it will not be possible to meet this growing need in the longer term without additional secondary provision being created.

Alongside the increased number of pupils there have been some significant changes in the characteristics of Newcastle's population. In particular, the number and proportion of pupils from black and minority ethnic (BME) backgrounds has increased substantially. In 2011, BME children accounted for 24% of the school population rising to 31% in 2017. There have been similar increases in the proportion of pupils who have English as an additional language.

See ***Section 7.0 – Pupil Populations, Trends & Changes Over Time.***

### **3.3) Response to Meeting Increasing Demand for Places**

In delivering its statutory duties relating to sufficiency of school place provision, the City Council is working to the following principles, aiming to:

- Build on Newcastle's successful schools and relationships by, wherever feasible, expanding successful schools (on current or new sites) to strengthen them and increase their sustainability
- Work collaboratively with Newcastle schools, Trusts and partner organisations to develop the right, creative solutions for the city and local communities now and in the future
- Optimise funding available and allocate it appropriately to improve, expand and build schools where and when they are needed, including supporting partners in bids for funding for additional places (where these are in line with agreed needs and meet our shared principles)

- Manage school organisation, school expansions or other changes within an overall approach to school improvement – that supports and enables collaboration and pupil achievement
- Maximise the use of existing space within school buildings and land for teaching and learning
- Try to ensure that proposals do not disadvantage particular groups of children or communities, are not in themselves unsustainable and do not have a detrimental impact on the viability of other schools
- Work with developers to ensure that they understand and agree these principles and facilitate positive engagement with the schools concerned
- Work with schools and other partners to create fair access and admission arrangements for school places – with clear progression routes for children and young people, that meet their needs and provide choice
- Ensure schools have the capacity to meet the needs of different pupils (particularly those with special educational needs and/or disabilities) through a mixture of inclusive local places within mainstream settings, specialist provision for pupils with more complex needs, and a strong interface between the two that provides specialist support where it is needed
- Consider the environmental and other impacts of any proposals, especially in relation to travel and accessibility.

In recent years, the City Council has created over 1,500 additional school places, mostly in the primary sector, as well as additional places in a number of special schools, to cater for the growing pupil population. These places have been achieved by expanding existing schools, agreed through working in partnership with schools and Trusts across the city.

In addition, new school places have also been created via the DfE Free Schools programme and expansions of other schools and academies where the changes have not been instigated by the local authority. This includes more than 600 primary places; and more than 1,000 secondary places (though a secondary free school with 720 places was subsequently closed by DfE in July 2018).

### **3.4) School Governance**

There is an increasingly diverse educational landscape in Newcastle and nationally. While the overall number of schools has not changed substantially, the types of schools have changed significantly.

Since 2012, there have been significant changes in the governance of Newcastle schools with increasing numbers of academies. The majority of secondary schools are now academies, whereas primary schools are a mixture of foundation schools, academies or voluntary-aided (faith) schools. This has a substantial effect on school organisation, with the LA playing a reduced role in decision-making and other bodies, including school governing bodies, Academy Trusts and the DfE, via the Regional School Commissioners, having increased responsibilities in these areas.

Despite these changes, LAs remain the only body with a statutory duty around the provision of school places.

With changes to how schools and local authorities are funded coinciding with changes to how a number of schools are governed, Newcastle City Council and

schools across the city have worked to create a formal partnership to enable schools to have a unified voice and to support a sector-led school system. This has led to the establishment of the **Newcastle Promise Board** - a citywide partnership lead by Headteachers to shape the overall approach to sector-led improvement across Newcastle's schools. Whilst not established as a specific legal entity, the Board shares a long-term vision for the delivery of excellence in the education of children and young people in Newcastle.

### **3.5) Parental Choice & Popularity of Schools**

Pupils in Newcastle do not necessarily attend their nearest school, particularly at secondary age. This is due to:

- An urban environment with short distances and good transport links;
- Parental choice increasing demand in the most popular schools regardless of whether or not there is very local population growth;
- Three Catholic secondary schools drawing pupils from schools across the City and from outside of the local authority;
- Popular three-tier provision in the Gosforth planning area and in Ponteland (Northumberland) that has a significant impact on the North Central and Outer West planning areas in Newcastle, though school reorganisation in Ponteland may change these patterns in the future;
- Changing popularity of schools caused by changes in DfE Performance Tables and Ofsted inspection judgements;
- Admissions arrangements such as feeder schools and sibling links which can distort admissions patterns and have become more complex over time;
- Specialist city-wide provision for pupils with particular Special Educational Needs and/or Disabilities (SEND);
- New types of secondary provision, such as UTCs which offer a more specialised curriculum for older pupils from across a much wider geographical area.

The majority of children in Newcastle are allocated a school place for which their parent(s)/carer(s) have expressed a preference. In 2017/18, 96.5% of children were offered a place in their parents' preferred primary school and 96.8% of children entering secondary provision were offered a place at a preferred school. ([DfE Secondary and Primary School Applications and Offers: 2017](#))

If parents are not offered a place for their child at a preferred school, they have the right to appeal against the decision to an Independent Appeals Panel.

### **3.6) Admissions Arrangements**

There is a critical interface between school place planning and admissions arrangements. Newcastle's secondary schools do not have defined catchment areas, other than reference to parish boundaries in some of the Catholic schools' policies. Most but not all secondary schools have feeder school arrangements, which may require review in some parts of the City, in light of recent and future changes in admission numbers to different schools and in relation to new school provision to meet growing demand. The majority of schools in Newcastle are either foundation schools or academies and are therefore their own Admissions Authority, although other than faith schools they largely follow the standard LA over-subscription criteria.

Discussions have already commenced with individual schools, governing bodies and academy trusts in relation to future demand and the potential impact on their admissions arrangements.

See **Section 6** for further information.

### **3.7) Pupil Migration, In-Year Admissions and Cross-Local Authority Movement**

Newcastle has high levels of pupil mobility. This reflects pupils moving into the city and also those moving between schools within the city or across local authority boundaries. This adds to the complexity of forecasting future place needs.

There are large numbers of in-year admissions, which the City Council co-ordinates each year, with applications for a place at a school outside of the usual starting school or age phase transfer time. This is usually because the child is moving to a different address in the city, into the area from elsewhere in the UK, or is new to the country, but also includes applications to move between schools for other reasons.

In addition, the popularity of three-tier schools in Gosforth, and across the local authority boundary in Ponteland, means that pupils also move between the two-tier and three-tier systems, which has a significant impact upon pupil numbers and funding for the city's schools.

See **Section 7.4** and **Section 7.5** for further information.

New types of secondary provision with largely KS4+ age ranges are also creating increased movement between schools as well as challenges regarding progression routes, uncertainty regarding numbers in some secondary schools and an over-supply of places for older pupils at the same time as increasing pressure for places in KS3.

### **3.8) Provision for pupils with Special Educational Needs and/or Disabilities Provision (SEND)**

Newcastle has a significant amount of specialist provision to support children and young people who have SEND and/or are vulnerable. There are four special schools providing places for children and young people with the highest level of needs as well as specialist Additionally Resourced Centres (ARCs) / Provision (ARPs) in 19 mainstream primary and secondary schools.

As well as the general growth in the pupil population, there have been substantial increases in the numbers of pupils with special educational needs and/or disabilities - especially autism spectrum disorders (ASD). See **Section 7.0 - Pupil Populations, Trends and Changes over Time**.

Considerable basic need capital funding has been used to expand SEND provision. Given the increasing pressures on both places and high needs funding (and following review of SEND needs and provision), a new strategy for SEND is being developed in partnership with schools. New SEND Capital funding is being targeted at increasing inclusion within mainstream settings rather than creating additional specialist places.

## 4.0) Statutory Context of Creating School Places

### 4.1) Free Schools

Since May 2015, the **Free School Presumption** means that where local authorities determine that new schools are needed, they will almost certainly be established under the free school process, and the Secretary of State (not the local authority) will decide who provides it.

Free Schools may be established via a local authority-led and funded competition or by an Academy Trust bidding directly to the DfE for approval and funding from the Free Schools Programme. In its most recent iteration (Wave 13), the DfE-led programme is seeking proposals for new schools specifically in areas that “have both low standards and a basic need for additional school places to merit establishing a whole new school.”

Once open, free schools are legally academies.

### 4.2) Making Significant Changes to Existing Schools

Where additional school places are being created in existing schools, the process is covered by different routes depending on whether the expansion is in a maintained school or an academy.

#### 4.2.1) Making Changes to Maintained Schools

When making any changes to a maintained school, both proposers and decision makers must have regard to the regulations relating to making prescribed changes and follow the statutory process as outlined in the DfE guidance (latest current version: [‘Making ‘Prescribed Alterations’ To Maintained Schools – April 2016’](#)).

This covers a range of changes to maintained schools, such as:

- Expansion on a current site (enlargement of premises).
- Expansion onto an additional site, creating a satellite / split site school
- Transferring to a new site
- Alteration of upper and lower age limits
- Altering the upper or lower age limit by 3 years or more
- Adding, removing or altering SEND provision
- Closure of one of multiple sites
- Changes to the school’s category.

Who can propose and decide on the change, and the process required to do so, depends on its specific nature. In some cases governing bodies (where they are their own Admissions Authority) are permitted to make certain changes autonomously. In others, only the local authority can take such a decision.

Whichever process is required, proposals and decisions are expected to adhere to the usual principles of public law and be aligned with wider school place planning /

organisational arrangements, have gained necessary consents and have involved liaison and/or consultation with other relevant bodies and stakeholders.

#### **4.2.2) Making Changes to Academies**

DfE also provide specific guidance for academy trusts who may wish to make a significant change to an existing academy. ([‘Making Significant Changes to an Open Academy – DfE March 2016’](#)). Such significant changes may include:

- Changes in governance
- Expansion of premises
- Age range changes
- Amalgamations / mergers
- Faith-related changes

As any change to the characteristics of an open academy affects their funding agreement, the academy trust must submit a business case outlining the proposed change(s) to the DfE. The proposals are assessed before the Regional Schools Commissioner (RSC) or Secretary of State make a final decision.

Academy trusts are expected to ensure that a fair and open local consultation has been undertaken; the change is aligned with local pupil place plans; that all required funding is in place; and appropriate planning permissions and other consents have been secured to support all proposals.

#### **4.3) Challenges for the Local Authority in Meeting its Statutory Duties**

Ensuring that there are the right number of school places in the local area, provided at the right time, in the right locations, and that demonstrate value for money within the limited resources available is increasingly challenging for local authorities when they cannot be the providers of new schools or, in many instances, the decision-makers over who will be.

It is critical for local authorities to develop and maintain effective relationships with a changing set of providers and academy sponsors, and the success or otherwise of these relationships will impact hugely upon a council’s ability to coherently shape and deliver their strategic vision for education and their statutory responsibilities.

As stated in the LGA publication - ‘Making Sure Every Child Has a Place at a Good School’ (March 2015):

*“Although they are no longer providers of schools, local authorities exercise a vital role as the ‘middle tier’ between schools and central government. They are responsible for oversight of educational standards and of financial propriety in schools which spend billions of pounds of public money. They act as champions of local children and young people and their families and are democratically accountable to the communities which schools serve.*

*The combination of a democratic mandate with statutory responsibility makes the council role vital ensuring that every child gets access to a good education.”*

In terms of where to create additional school places, the local authority has to manage the tension between demand due to popularity (parental choice) and that created by need (population changes and housing growth). In an urban environment with accessible schools and good transport links, pupils and parents are more easily able to get to schools anywhere in the city, which can lead to significant numbers of young people not attending their local school.

The diagram in **Appendix A** demonstrates the differing roles and responsibilities associated with providing school places.

#### **4.4) Other Legislation Impacting School Organisation and Place Planning**

##### **4.4.1 Home to School Travel**

Local authorities have some statutory duties in relation to home to school travel and transport – where pupils meet certain criteria regarding the distance between where they live and where the nearest place is that they can be offered, or with regard to a special educational need and/or disability. This duty has some interdependency with school place planning in relation to determining both the sufficiency and suitability of places, and potential ongoing resource implications if additional need to fund home to school travel is created.

##### **4.4.2 Infant Class Sizes**

There is a legal restriction of 30 pupils on the size of infant classes (Reception, Year 1 and Year 2) except in exceptional, specified circumstances that must be adhered to regarding school admissions. This has significant implications regarding both school place planning and admissions.

##### **4.4.3 Early Years Provision**

All 3 and 4-year-olds are entitled to 15 hours of free childcare a week. This is also extended to the most disadvantaged 2-year-olds. The Childcare Bill, introduced in June 2015, doubled free childcare for working parents of 3 and 4-year-olds to 30 hours a week. This change came into effect in September 2017 and will likely impact on school place capacity moving forward.

#### **4.5) Standards for Provision of Schools**

##### **4.5.1) School Building Standards**

The Education Act 1996 places a duty on the Secretary of State to prescribe standards for the premises of all maintained schools in England and Wales. Those for England are set out in The School Premises (England) Regulations 2012 and they apply to all existing and new schools maintained by a local authority.

The Department of Education Building Bulletin (BB) 103: 'Area guidelines for mainstream schools' set out non-statutory area guidelines for school buildings (Part A) and sites (Part B) for all age ranges from 3 to 19. It covers all state schools except special schools and alternative provision.

The guidelines aim to assist building professionals, school sponsors and those involved in creating a design brief for new school buildings, school refurbishment or conversion projects.



The 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.

BB103 area guidelines and School Premises Regulations underpin Newcastle City Council's Standard Design Briefs for schools which set out the LAs required standards for school buildings and grounds.

#### **4.5.2) Provision of Outdoor Space**

Statutory standards with regards to the design and layout of new schools are contained within the 2012 School Premises Regulations. These regulations require that a suitable outdoor space must be provided in order to enable physical education to be provided to pupils in accordance with the school curriculum; and pupils to socialise and play outside. Physical education (PE) includes the playing of games on both sports pitches and hard surfaced games courts

BB103 provides non-statutory area guidelines for existing maintained schools and academies on the recommended size of playing fields. Schools on restricted sites may not be able to meet the guidelines, but they are still expected to have access (including access to suitable off-site provision) to meet their curriculum needs and meet the requirements in the Premises Regulations. New schools are to meet the standards in BB103.

#### **4.5.3) Disposal and Change of Use of School Playing Fields**

Playing fields (defined as "land in the open air which is provided for the purposes of physical education or recreation") at maintained schools are protected under section 77 of the 1998 School Standards and Framework Act. The disposal or change of use of school playing fields is restricted. This generally means that consent is required from the Secretary of State to dispose of, build on or change the use of land designated as school playing fields. This has significant implications for any proposed school expansions or new building projects on existing school sites.

General Consent Orders (GCOs) apply to some situations on land owned by the local authority. The Secretary of State has agreed that some types of disposal fall within the type where he would routinely expect to grant consent. GCOs will apply if:

Any school which used the original playing fields in the 6 months immediately before the disposal/change of use will have made available to it newly created, alternative playing fields, provided that certain requirements are met which largely means that the replacement fields are: immediately available, of a similar size and standard and enable the schools using them to carry out the curriculum to at least same extent and sports provision is not reduced.

The change of use of playing field land to allow the reconfiguration of school sites, where the following conditions are satisfied: after the project is completed the school will have at least the same size and quality of playing field land as it had before, there is no disposal of school playing field land, the requirements of the School Premises Regulations 2012 continue to be met.

## 5.0) Planning Policy Context

### 5.1) National Planning Policy Framework

The National Planning Policy Framework (NPPF) sets out the Government's planning policies and how these are expected to be applied. With regard the availability of school places the NPPF confirms that:

*“It is important that a sufficient choice of school places is available to meet the needs of existing and new communities. Local planning authorities should take a proactive, positive and collaborative approach to meeting this requirement, and to development that will widen choice in education. They should:*

*a) give great weight to the need to create, expand or alter schools through the preparation of plans and decisions on applications; and*

*b) work with schools promoters, delivery partners and statutory bodies to identify and resolve key planning issues before applications are submitted.” (para 94, July 2018.)*

### 5.2) Newcastle's Local Plan and its Component Parts

Local authorities are required to have a Local Plan to set a local planning framework for their area. Newcastle's Local Plan is in two parts. Part one, the Core Strategy and Urban Core Plan (CSUCP) was adopted in March 2015 and covers the whole of the area within the administrative boundaries of both Newcastle and Gateshead. This document provides the overall strategic vision and growth strategy for the future of Newcastle and Gateshead. Details in the CSUCP include the quantity and location of new housing; employment provision; shops; facilities and other services; such as education provision – together with transport and other infrastructure.

The Development and Allocations Plan (DAP) is the second part of the Local Plan for Newcastle. It provides the details needed to support the strategic policies and growth strategy set out in the CSUCP. The DAP includes detailed site allocations and designations, and sets out the Council's detailed policies for managing development - which will be used to assess planning applications. Together, both plans provide strategic and detailed planning policies which will ensure that the Council has policies in place to deliver our ambitions for growth for future generations.

The Draft Development and Allocations Plan was reported to Newcastle City Council Cabinet in September 2017 and received approval to consult between October and November 2017. Following this public consultation, the DAP was revised to take into consideration comments received on the draft, changes following updated evidence and the revised National Planning Policy Framework. This revised version (known as the Pre-Submission DAP) was submitted to Cabinet (in September 2018), where approval was granted for the final consultation to be undertaken on the DAP along with all supporting evidence (in accordance with Regulation 19 of the Town and Country Planning (Local Planning) (England) Regulations 2012). This 6-week consultation will be conducted between October and November 2018 and will be followed (in 2019), with a public examination by an Independent Planning Inspector.

As referenced in the Development and Allocations Plan, the Council has also prepared a revised Infrastructure Delivery Plan (IDP) for the DAP, taking account of progress on infrastructure schemes to date (since the original CSUCP Infrastructure Delivery Plan was adopted), along with providing greater detail of the schemes yet to be delivered, and how these will be achieved:

*“Assessments of available infrastructure and the cumulative impact of development are critical to sustainable development. The city has experienced increasing pressure on schools, services and on transport infrastructure in recent years and thus development growth should contribute to meeting infrastructure need, taking into account viability. The CSUCP Infrastructure Delivery Plan sets out schemes which will support development.” (From: Pre-Submission Development & Allocations Plan – August 2018)*

### **5.3 Core Strategy Housing Sites and the Provision for Education**

It is appropriate to have planning policies in place to help facilitate the provision of schools in the right places, and to protect identified sites for education use to meet the identified need in a given area. Whilst the Core Strategy and Urban Core Plan does not have a discreet education policy, the provision for education for both primary and secondary age children is identified within the Neighbourhood Growth Area and Village Growth Area housing site policies. The CSUCP identifies the requirement for masterplanning of the Strategic Housing Sites to provide for facilities to support existing and new communities, including school provision.

This requirement, alongside the pupil yield model, allows the council to forecast and plan for pupil growth in the key strategic housing areas in the City. Developer contributions can then be sought via S106 or CIL to help fund the delivery of school places where they are most needed.

### **5.4 Planning Obligations Supplementary Planning Document (January 2016)**

The Planning Obligations SPD seeks to ensure that developers contribute towards the necessary costs of school accommodation, taking into account the legislative tests for planning obligations, by estimating the likely pupil yields generated by differing house types (Pupil Yield Model). The SPD sets out the pupil yield expected by dwelling size (it should be noted that the pupil yield model has since been revised and issued to developers to reflect recent increases in pupils arising from new developments. The SPD will also be updated to reflect these changes. For details see **Appendix E – Pupil Yield Forecasting Methodology**.

The SPD also outlines the circumstances in which financial contributions will be sought i.e. charges will only apply when there is a need for school places and where a financial contribution from developers is viable. Financial contributions have been secured for a number of the CSUCP Housing sites to date, via S106 agreements, prior to the adoption of the Community Infrastructure Levy.

### **5.5 Community Infrastructure Levy (CIL)**

The Council became a CIL Charging Authority on the 14th November 2016. The Community Infrastructure Levy (CIL) allows local authorities to raise funds from

developers to pay for the infrastructure that is needed for the wider City as a result of development.

CIL takes the form of a tariff per m<sup>2</sup> of additional floor space. The level of the tariff is set by the local authority based on the needs identified through infrastructure planning, but also tested to ensure that it will not affect the overall viability of development of the area. The local levy rates are set out in a CIL Charging Schedule.

The CIL Regulation 123 List provides for a Council to set out a list of those infrastructure projects or types of infrastructure that it intends will be, or may be, wholly or partly funded through the CIL. The purpose of the list is to differentiate between those types of infrastructure that the authority intends to fund through CIL and those areas where a planning obligation under S106 of the Town and Country Planning Act 1990 (as amended) or another source of funding may be pursued to deliver the relevant infrastructure item. Both Primary and Secondary age school provision is identified on the 123 List, with the exception of primary provision on the allocated CSUCP housing sites. This means that no S106 contributions can be sought for education provision (apart from the exception) and all future provision must be funded through CIL.

The majority of the CSUCP housing sites now either have an adopted masterplan and/or planning permission with associated S106 secured or s106 and CIL. A school place expansion programme is now being rolled out and will be delivered by a number of sources of funding including S106 developer contributions and CIL.

## 5.6 Sport England

Sport England is a statutory consultee on planning applications affecting playing field land. Its aim in working with the planning system is to help provide places that maximise opportunities for sport and physical activity for all, enabling the already active to be more so and the inactive to become active.

This aim is supported by three objectives:

- **Protect** - Existing provision should be protected unless an assessment has demonstrated there is an excess of the provision and the specific buildings or land are surplus to requirements, or equivalent or better provision will be provided as replacement.
- **Enhance** - The use of existing provision should be optimised, for example through quality, access and management improvements supported by appropriate ancillary facilities.
- **Provide** - To provide new opportunities to meet the needs of current and future.

## 6.0) Numbers, Governance & Size of Schools in Newcastle

### 6.1) Numbers and Types of Schools in Newcastle

While the overall number of schools in Newcastle has not changed substantially, the types of school have changed significantly, as shown below.

**Table 1 – Types of School / Governance in Newcastle**

Type of School (Governance)	2012		2015		2018 (at March 2018)	
	No.	%	No.	%	No.	%
Community school	68	70.1%	11	11.2%	7	7.2%
Voluntary Aided (faith) school	23	23.7%	22	22.5%	20	20.6%
Foundation school	1	1.0%	50	51.0%	35	36.1%
Academy*	5	5.2%	13	13.3%	33	34.0%
Free school	0	0.0%	2	2.0%	2**	2.1%
<b>TOTAL</b>	<b>97</b>	<b>100.0%</b>	<b>98</b>	<b>100.0%</b>	<b>97</b>	<b>100.0%</b>

**Source:** January School Census 2018

**Notes:** \*some academies are also faith schools; \*\* One free school closed in July 2018

Between 2012 and 2015, the most significant changes in school governance in Newcastle resulted from groups of schools working together to establish joint Foundation School Trusts. Since 2015, a number of schools have become academies and established or joined multi-academy trusts (MATs).

At 1st March 2018, there were 97 state-funded schools in the city. There were 4 nursery schools; 72 primary schools (including 9 first schools); 14 secondary schools (including 3 middle schools); 1 all-through school; 4 special schools; and 2 alternative provision academies.

One of the free schools closed in July 2018; and a University Technical College (UTC) opened in September 2018. There are also 9 independent schools in the city (2 of which are special schools). At post-16 there are one very large Further Education college and two Universities.

**Table 2 – Numbers of Pupils by Type of School / Governance**

Type of School	Nursery Age		Primary Age		Secondary Age		Post-16		Totals	
	No.	%	No.	%	No.	%	No.	%	All Ages	%
Community school	671	22.72	1143	5.22	1415	10.85	183	7.55	3412	8.46
Voluntary Aided (faith) school	334	11.31	4233	19.32	-	-	-	-	4567	11.32
Foundation Trust school	876	29.66	9279	42.34	2140	16.41	367	15.13	12662	31.39
Academy*	1072	36.30	7128	32.53	9280	71.17	1846	76.12	19326	47.92
Free school	-	-	130	0.59	205**	1.57	29**	1.20	364	0.90
<b>TOTAL</b>	<b>2953</b>	<b>100</b>	<b>21913</b>	<b>100</b>	<b>13040</b>	<b>100</b>	<b>2425</b>	<b>100</b>	<b>40331</b>	<b>100</b>

**Source:** January School Census 2018

**Notes:** \*some academies are also faith schools; \*\* One free school closed in July 2018

## **6.2) Size of Newcastle Schools**

In Newcastle, the size of schools within the different phases of education varies significantly. Primary schools (including first schools) vary in capacity from 120 pupil places to 800 places at the largest. More than half (40) of the 72 first and primary schools are less than two forms of entry (FE).

Secondary schools (including middle schools) vary from a small studio school with 350 places to more than 2,000 places at the largest academy. A high proportion of secondary schools (excluding middle schools) in the city are very large, with 4 out of 11 (36%) secondary schools in Newcastle having a capacity of over 1,700 pupils compared to 7% of secondary schools nationally (School capacity data 2018, DfE).

Newcastle College is one of the largest Further Education colleges in the country. It is a division of the wider NCG - which has a total of 6 colleges across the country – with Newcastle College by far the largest of these. In 2016/17, NCG had a total of 8,407 students on roll (16-18 ESFA Funded Institution Data & MI Report).

## **6.3) School Capacity**

The size of individual schools and the numbers of places that are filled within each are driven by a range of factors – including demographic changes, both across the city and within specific communities, as well as parental choice of school.

In January 2018, around 5.1% of reception class places were unfilled across the city but with significant variation between schools and between planning areas (between 0-8%) with Gosforth having no surplus reception places, whilst the Outer East primary schools had 8.3% of unfilled places.

There is also significant variation in the number of places available across different year groups. Year 2 (the largest cohort in January 2018) had only 3.4% unfilled places across the city with less than 1% spare capacity in Gosforth, the Inner East and the Inner West.

These variations represent a combination of factors with differing year-on-year fluctuations in the resident local population within an area and the significant impact of parental choice and school popularity within the urban environment of the city. Historically, some surplus places in Newcastle schools provided more flexibility and options for families regarding choice of school. However, this flexibility has created some issues too in relation to popularity versus local need. While it is not cost effective to maintain large numbers of surplus capacity, it is also not desirable to have no unfilled places. Maintaining some surplus capacity is necessary to respond to parental choice and changes in the pupil population, particularly given the recent high levels of inward migration to the city.

While there is no level of necessary surplus capacity specified by government currently, it is generally assumed, and was formerly suggested by the DfE, that at least 5% unfilled surplus places are required to provide operational flexibility. Furthermore, the Audit Commission has suggested that 10% spare capacity provides a balance between good use of resources and an opportunity for parents to express a preference.

As admission “circles” around over-subscribed schools with greatest need become tighter, this means that some families may have difficulty accessing their nearest schools. Significant housing growth in some areas of the city will exacerbate this issue, with some neighbourhoods (old and new) experiencing a gap in provision if not addressed.

The picture across secondary schools in Newcastle is not dissimilar. In January 2018, 6.5% of Year 7 places were unfilled across secondary schools (with a Year 7 intake) but with significant variations between schools.

Benfield School, in the Outer East, had 15% of their Year 7 places unfilled, although the intake has increased significantly in just two years as 43% of places in Year 9 were unfilled. Similarly Walbottle Campus, in the Outer West, had 17% spare capacity in Year 7 (17%) whilst St Mary’s Catholic School (in the Inner East) had 8% more pupils than capacity in Year 7.

The number of Year 5 pupils across Gosforth middle schools were in excess of their capacity by 7.6%. Gosforth Academy had less than five unfilled Year 9 places.

However, as the larger primary cohorts progress into secondary school the limited spare capacity available in Year 7 at present will be substantially exceeded and new places will need to be created.

See ***Appendix C – School Capacity & Number on Roll by School Planning Area.***

#### **6.4) School Planning & Relationship to Admissions**

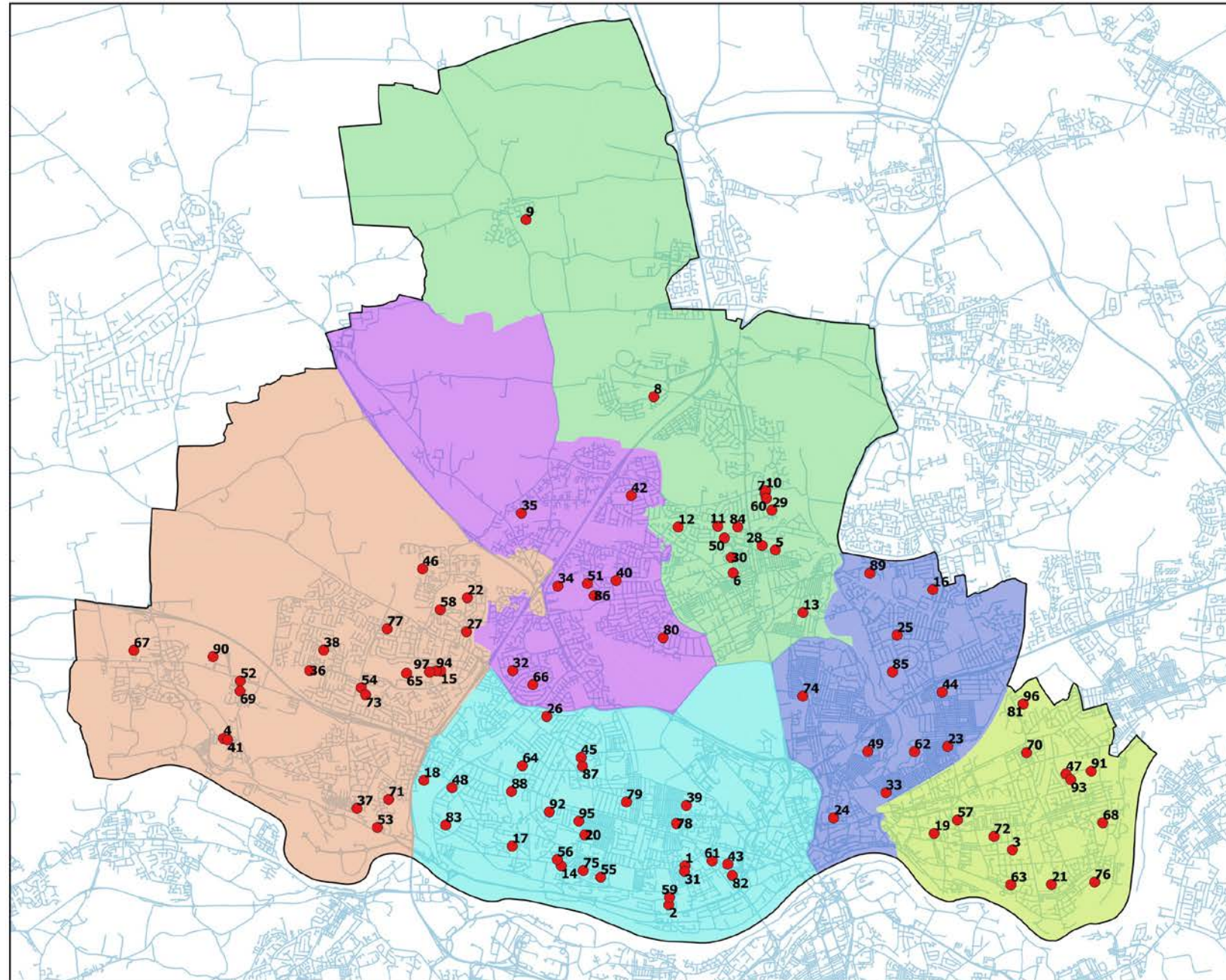
For planning purposes (and as required by the DfE’s school capacity data return – SCAP), the city has been divided into 6 broad ‘planning areas’: Gosforth; North Central; Outer West; Inner West; Outer East and Inner East (see map below). These planning areas are not fixed, although they are subject to formal agreement with the DfE. They are intended to help identify areas of greatest pressure on school places, by reflecting the broad existing patterns of ‘travel to school’. They are not ‘catchment areas’ for admissions purposes and there is no expectation that children living in an area will attend one of those schools, nor any guarantee that children may be allocated a place in the planning area in which they live. There are many children who live in one planning area but actually attend a school in a different area.

Though the planning areas themselves are not linked to admissions criteria for schools – there is a critical interface between school place planning and admissions arrangements. As changes and expansions of school places are planned and implemented, there is a need for a significant review of feeder school arrangements in parts of the City, particularly where new schools will be created. The majority of schools in Newcastle are either foundation schools or academies and are therefore their own Admissions Authority although, other than faith schools, they largely follow standard LA over-subscription criteria.



6.5) Map of Schools and Planning Areas across the City (numbered list of schools in each planning area on following page)

Newcastle Schools in  
Planning Areas as at  
January 2018



Key

School Planning areas

- Gosforth
- Inner East
- Inner West
- North Central
- Outer East
- Outer West



ID	SCHOOL NAME
1	Ashfield Nursery
2	Cruddas Park Early Years Centre
3	Monkchester Road Nursery
4	Newburn Manor Nursery
5	Archbishop Runcie CE First
6	Archibald First
7	Broadway East First
8	Brunton First
9	Dinnington First
10	Gosforth Park First
11	Grange First
12	Regent Farm First
13	South Gosforth First
14	Atkinson Road Primary Academy
15	Beech Hill Primary
16	Benton Park Primary
17	Bridgewater Primary
18	Broadwood Primary
19	Byker Primary
20	Canning Street Primary
21	Central Walker C of E Primary
22	Cheviot Primary
23	Chillingham Road Primary
24	Christ Church CE Primary
25	Cragside Primary
26	English Martyrs RC Primary
27	Farne Primary
28	Gosforth Central Middle
29	Gosforth East Middle
30	Gosforth Junior High Academy
31	Hawthorn Primary
32	Hilton Primary Academy
33	Hotspur Primary
34	Kenton Bar Primary
35	Kingston Park Primary
36	Knop Law Primary
37	Lemington Riverside Primary
38	Milecastle Primary
39	Moorside Community Primary
40	Mountfield Primary
41	Newburn Manor Primary
42	North Fawdon Primary
43	Our Lady & St Anne's RC Primary
44	Ravenswood Primary
45	Sacred Heart RC Primary
46	Simonside Community Primary
47	St Alban's RC Primary
48	St Bede's RC Primary
49	St Catherine's Catholic Primary

ID	SCHOOL NAME
50	St Charles' RC Primary
51	St Cuthbert's Catholic Primary (Kenton)
52	St Cuthbert's RC Primary (Walbottle)
53	St George's RC Primary
54	St John Vianney RC Primary
55	St John's Primary
56	St Joseph's Catholic Primary
57	St Lawrence's RC Primary
58	St Mark's RC Primary
59	St Michael's RC Primary
60	St Oswald's Catholic Primary
61	St Paul's CE Primary
62	St Teresa's Catholic Primary
63	St Vincent's RC Primary
64	Stocksfield Avenue Primary
66	Thomas Walling Primary
67	Throckley Primary
68	Tyneview Primary
69	Walbottle Village Primary
70	Walkergate Primary
71	Waverley Primary
72	Welbeck Academy
73	West Denton Primary
74	West Jesmond Primary
75	West Newcastle Academy
76	West Walker CE Primary
77	Westerhope Primary
78	Westgate Hill Primary
79	Wingrove Primary
80	Wyndham Primary
81	Benfield
82	Discovery
84	Gosforth High Academy
85	Heaton Manor
86	Kenton
87	Sacred Heart RC High
88	St Cuthbert's RC High
89	St Mary's Catholic
65	Studio West
90	Walbottle Campus
91	Walker Technology College
83	Excelsior
92	Hadrian
93	Sir Charles Parsons
94	Thomas Bewick
95	Trinity
96	Newcastle Bridges
97	Linhope PRU (now Mary Astell AP Academy)

## 7.0) Pupil Populations, Trends & Changes Over Time

### 7.1) General Population Growth:

The ONS mid-year population figures showed that the UK population in 2016 was its largest ever, having increased by 0.8% from 2015 (amounting to almost a 9% rise overall since 2005). The population of the UK at 30 June 2017 exceeded 66 million people (66,040,229), an increase of 392,000 people since mid-2016 (source: [Population estimates for the UK, England and Wales, Scotland and Northern Ireland: mid-2017](#))

The picture in Newcastle has been similar. ONS figures put the increase in population overall in Newcastle between 2005 and 2016 at just over 7.7%. However, between 2015 and 2016 the growth in population in Newcastle was slightly higher than that seen nationally (source: [ONS revised population estimates for England and Wales: mid-2012 to mid-2016, and ONS mid-year population figures 2005](#)).

Demographics in Newcastle are constantly changing as a result of fluctuating birth rates, as well as inward and outward migration. Between 2004 and 2010, the birth rate in the city increased by 22% (to 3,566 births), the equivalent of more than 20 primary school classes. Since then the birth rate reduced to 3,283 live births in 2014 and has once again been rising since 2015 but has not reached the levels of 2010 (source: [Birth Summary Tables – England and Wales](#)).

Nationally, inward migration continues to be a significant and unpredictable factor in population trends and adds greater uncertainty when forecasting pupil numbers. The direct effect of net migration has increased the UK population by more than 251,000 people on average per year from 2004 to 2016; an average of 52,000 more people per year than natural change (births and deaths) for the same period.

ONS note that: *“migrants tend to be aged 20 to 36 years, an age when people are likely to be working”*. This is also an age when people may be starting to have children or extending their existing families.

### 7.2) Growth in the School Age Population:

As previously stated, the school age population of Newcastle has grown over the last 10 years and is projected to continue to do so. The growth in the pupil population - particularly amongst primary aged pupils – has been due to increasing birth rates and inward migration, some of which is the result of new housing developments across the city.

The population aged 0-18 will continue to grow but the estimated extent of this growth differs depending on the source of the population forecasts.

In 2016, 60,666 children and young people aged 0-18 lived in Newcastle. This was an increase of 2,276 children and young people (3.9%) since mid-year 2012.

See **Section 8** on Population Forecasting for further information.

### 7.3) Changes in Numbers of Pupils in Newcastle Schools:

In January 2018, there were 44,457 pupils aged 3-19 years in Newcastle schools - including 4,072 in independent schools and 127 in non-maintained special schools. Of the 38,825 pupils in state-funded mainstream schools, 59% were in first or primary schools and 41% were in middle or secondary schools.

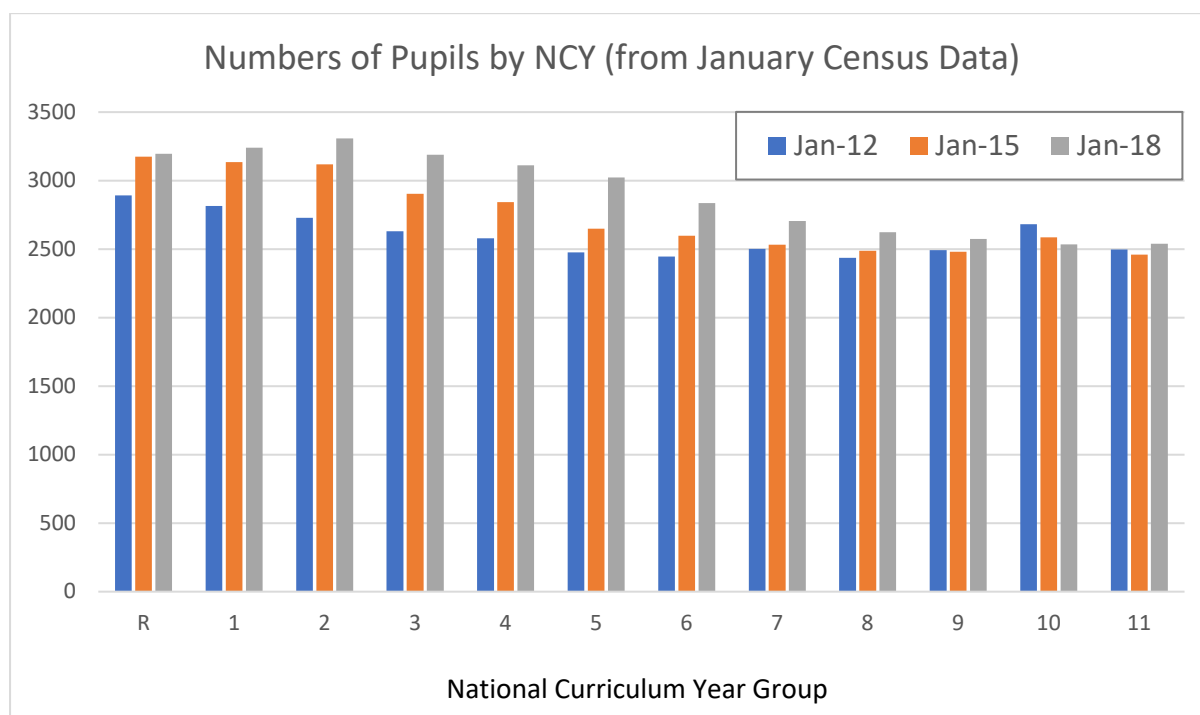
The number of pupils in state-funded primary schools (including first) has grown by 3,255 (16.7%) to 22,770 since 2012, and by 1,456 (6.8%) since 2015.

Since 2015, the number of pupils in state-funded secondary schools (including middle) has grown by 898 pupils (5.8%) to 16,055. Around 13,500 are aged up to 16 years (year 11) and the remainder in sixth forms ([Schools, Pupils and their characteristics, DfE 2012, 2015, 2018](#)).

The current reception year cohort of 3,211 pupils is 2.8% smaller than the September 2015 peak intake - Year 2 in January 2018 - and the largest cohort in the city with 3,305 pupils.

In Year 2, there were 473 (16.7%) more pupils than in Year 6 and 759 (30%) more than in Year 11 (the smallest cohort in the city), the equivalent of more than 25 classes or forms of entry. Larger primary-age cohorts are now moving into the secondary sector, and beginning to put pressure on secondary school places across the city. The 2018 Year 7 cohort is more than 100 pupils larger than the previous year with further year-on-year growth forecast for at least the next five years.

The chart below shows the number of pupils aged 4-16 in state-funded schools in Newcastle by year group. It demonstrates the larger cohorts of primary age children will require a place in secondary schools in the city.



#### **7.4) In-Year Admissions Applications:**

In recent years there has been an increasing number of in-year admissions. These are a combination of applications to move between schools in Newcastle outside the usual school admissions and transfer times or cohorts and applications for children who are new to the city.

Between 1 April 2017 and 31 March 2018, 3,045 in year applications were received of which 1,397 (46%) related to children applying for a place in a Newcastle school 'for the first time' rather than for a place in a different school within Newcastle.

- The 1,397 children applying for a place in a Newcastle school for the first time was an increase of 11.4% or 143 more children than the same period last year.
- Of the 1,397 new applicants, 513 (37%) children were in Reception/KS1, 515 (37%) were in KS2, 264 (19%) were in KS3 and 105 (7%) were in KS4.
- Around half of applicants had an address in the Inner West planning area, 12% in Gosforth and 10% in North Central with the remainder split between the other planning areas and 7% applying from an address outside of the city.

#### **7.5) Cross Local Authority Boundary Movement:**

Newcastle is an urban local authority closely bordering a number of other local authorities which have a mixture of urban and more rural populations. There is a considerable amount of cross-boundary movement of pupils between adjacent authorities, especially Northumberland, North Tyneside and Gateshead.

By far the most significant cross-boundary pupil movement occurs between the Outer West of Newcastle and schools in the Ponteland area of Northumberland. In Autumn 2017, there were almost 1,400 pupils in Ponteland schools who lived in Newcastle with the largest numbers in the middle school age ranges. However, current school reorganisation being implemented in Ponteland and any local population growth in Northumberland might affect these patterns in the future.

Neighbouring local authorities (Gateshead, Northumberland and North Tyneside) also have housing growth planned that could further impact Newcastle schools, including some of the well-established cross-border movement currently experienced. There are some substantial planned developments, including a proposal for 2,000 additional homes at Dissington Garden Village in the Ponteland area but these are yet to receive full planning approval from Northumberland County Council.

#### **7.6) Changes in the Early Years Population:**

In January 2018, there were 2,953 children attending nursery provision in schools, a 12% increase since January 2015 and a 20% increase since January 2013 (School Census Data).

The take up of the new 30-hour extended entitlement for working parents has been a success in Newcastle with 1,466 eligible children's places being funded, exceeding

the government's initial target for Newcastle of 1,220 funded 30-hour equivalent places.

The most disadvantaged two-year olds in Newcastle are now able to access 15 hours of early education and childcare. In 2017, 92% of eligible two-year-olds took up this entitlement, compared with 71% nationally and reflects a three-year improvement in the city.

### **7.7) Changes in the Post-16 Population:**

Following the implementation of the Government's Raising Participation Policy, numbers in school sixth-forms saw a steady growth, from 1,390 young people in Year 12 in January 2012 compared to a peak in this year group of 1,536 in January 2015 (an increase of 10.5%).

However, since this peak, the numbers staying on into Year 12 at school have declined, as different opportunities and progression routes have developed across the city. In January 2018 the numbers of school based post-16 young people in Year 12 was 1,237 (19.5% less than the peak in 2015).

In 2016-17, the proportion of 16-18 year olds in apprenticeships grew by 3.5% and attendance at FE colleges by 4%. In total, 885 Newcastle individuals joined 754 apprenticeships and 131 traineeships through 109 different providers.

### **7.8) Changes in the SEND Population:**

There has been a growing demand for specialist SEND services and school places in Newcastle, especially for pupils with autism spectrum disorders (ASD). The overall number of pupils in state-funded special schools in Newcastle increased from 459 pupils in January 2006 to 1,034 in January 2016 (source: Schools, Pupils and Characteristics 2016, DfE).

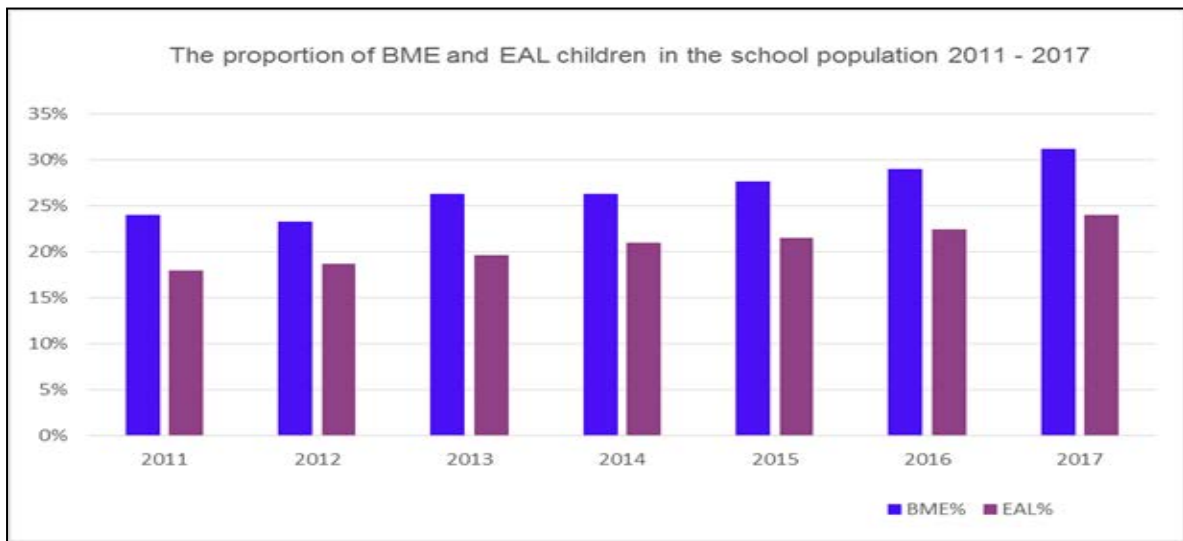
The percentage of the total school population, in Newcastle special schools in January 2017 was 2.5%, almost double the national average (1.3%), though the Newcastle figure reduced slightly to 1.9% in 2018 (source: Schools, Pupils and their Characteristics, DfE). In Newcastle schools:

- 15.5% of pupils are identified as having SEND, slightly higher than the national average.
- 2.5% of pupils have Education, Health and Care (EHC) plans or Statements compared to 2.8% in England.
- The numbers of EHC Plans has increased at a faster rate than nationally, with growth of 54% between 2014 and 2017.
- In addition, a further 13% of pupils require SEND support compared to 11.6% nationally (14.6% of Newcastle's primary population, 11.7% of the secondary population and 9.1% of the special school population).
- A substantially higher proportion of pupils with EHCPs are in specialist provision (62.4%) than are within mainstream schools (14.8%).

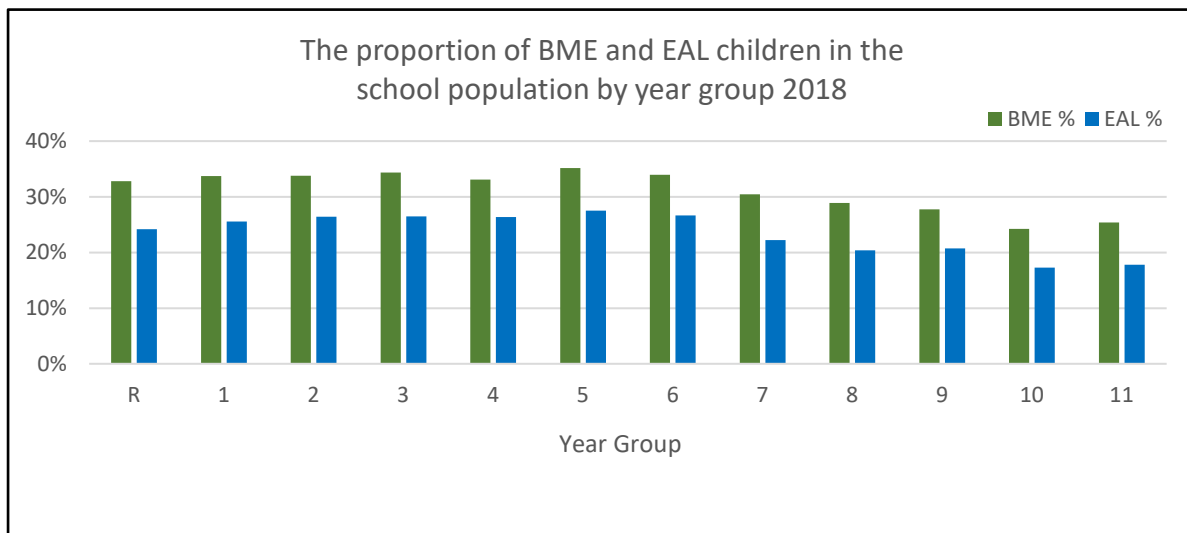
- The significant growth in SEND and specialist places is not sustainable and solutions based on increasing inclusion within mainstream schools are being developed.

### 7.9) Changes in the Population of Children from Black and Minority Ethnic (BME) Communities and those with English as an Additional Language (EAL).

The proportion of black and minority ethnic (BME) children in Newcastle is much higher than for adults and the proportion continues to rise. There is a consistent pattern of an increasing proportion of children from BME backgrounds in the school population, as shown in the chart below. In 2011, BME children accounted for 24% of the school population rising to 31% in 2017. The pattern is similar for children with English as an Additional Language (EAL).



Within the Newcastle state school population there is a higher proportion of children from black and minority ethnic (BME) backgrounds and with English as an additional language in the younger school cohorts. Almost 33% of the 2017/18 reception cohort are from BME backgrounds compared to 25% of Year 11 pupils. Just over 24% of children in the 2017/18 reception cohort have English as an Additional Language compared to 18% in Year 11.



## 8.0) Forecasting Population Growth across the City

### 8.1) Forecasting Future Educational Need – An Overview

To meet their statutory requirements, local authorities need to develop mechanisms to try to forecast future pupil numbers at a local level to determine where school places are most likely to be needed as well as how they will be delivered and funded.

Forecasting of pupil place requirements is challenging due to: changing demographics in local areas; the unpredictable nature of parental preference; varying levels of net migration; the impact of new housing development and the interdependency between school places and admissions policies. In addition, changes to the supply of school places through school expansions and the Academy / Free Schools programme (determined by the DfE / Secretary of State and out of local authority control) impact directly on the supply of school places, as well as whether additional places are required.

### 8.2) Forecasting Changes to Newcastle's School Age Population

Future demand for school places is estimated using a number of key sources of information, some of which analyse local data and trends, and others using external estimates of population forecasts, such as those produced by the Office of National Statistics (ONS).<sup>1</sup>

Local Planning Authorities have specific responsibilities in assessing the housing needs in their area and the structured approach used to achieve this. As stipulated by the National Planning Policy Framework (NPPF): "To determine the minimum number of homes needed, strategic policies should be informed by a local housing need assessment conducted to a standard methodology.

By 2030, the number of children and young people aged 0-18 in the city will increase to 65,681 – a growth of over 5,000 children or 8.3%, with an average annual growth of 358 (ONS population data and projections).

During this period, the ONS-projected population growth will be greatest in the secondary age population, with a slight reduction in the primary age population between 2020 and 2030.

In 2017, Opinion Research Services (ORS) were commissioned by Newcastle and Gateshead Councils to undertake a Strategic Housing Market Assessment (SHMA) to establish Objectively Assessed Need for housing up to 2030, informing local planning for required housing growth. The ORS analyses compared the ONS projections<sup>2</sup> (based on short-term migration trends) with the revised SHMA

---

<sup>1</sup> The ONS data referenced here is taken from the 2016 based Sub-National Population Projections (SNPP mid-year estimates) published in June 2018.

<sup>2</sup> ORS used the earlier 2014 based ONS Sub-National Population Projections for their analyses (which was completed in August 2017).

**Please Note:** This report has been prepared before the publication of the Sub-National Household Projections (2016 based mid-year estimates) published September 2018. The Council will consider any implications of these recent projections in due course.

projections (based on longer-term migration trends, the Patient Register and Mid-Year Estimates).

The estimated growth identified by ORS is substantially larger than that proposed by ONS, with a projected growth of 7,848 children and young people aged 0-18 (13%) between 2016 and 2030 - an average annual increase of 561. As with the ONS data, ORS are predicting a much greater increase in the secondary age population than the primary population over this period (21% compared to 12% respectively). Unlike the ONS projections, those by ORS show a continued increase in the primary age population between 2020 and 2030.

The table below gives a summary of the ORS estimates of population growth in Newcastle across 0-18 population in Newcastle between 2015 and 2030:

**Table 3 - ORS Population Forecasts for Newcastle 2015 - 2030**

Age Groups	ORS Estimated Population Change Year-On-Year								Change 2015-2030
	2015	2016	2017	2018	2019	2020	2025	2030	
<b>Aged 0-4</b>	17079	17371	17416	17539	17532	17853	18111	17879	800
<b>Aged 5-11</b>	21802	22189	22916	23156	23565	23684	24438	24895	3092
<b>Aged 12-16</b>	14137	14288	14423	14600	14877	15281	17002	17311	3174
<b>Aged 17-18</b>	6302	6298	6319	6603	6844	6580	7358	7909	1607
<b>All 0-18 Yrs</b>	<b>59320</b>	<b>60146</b>	<b>61074</b>	<b>61898</b>	<b>62818</b>	<b>63398</b>	<b>66909</b>	<b>67994</b>	<b>8674</b>
<b>All Ages</b>	<b>292281</b>	<b>294386</b>	<b>296507</b>	<b>298769</b>	<b>300986</b>	<b>303117</b>	<b>313445</b>	<b>322964</b>	<b>30682</b>

Source: ORS Gateshead & Newcastle upon Tyne Strategic Housing Market Assessment (August 2017)

The table below summarises the differences between ONS and ORS 0-18 population estimates in Newcastle up to 2030. Note that this is based on 2016-2030 as ONS estimates below national level are not available for 2015.

**Table 4 – Comparison of ORS & ONS Population Estimates to 2030**

Age Group	ONS Estimates (2016)			ORS Population Forecasts			ONS Change 2016-2030	ORS Change* 2016-2030
	2016	2020	2030	2016	2020	2030		
Aged 0 to 4	17078	17225	16892	17371	17853	17879	-186	508
Primary school age (5 to 11)	22729	24161	23866	22189	23684	24895	1137	2706
Secondary school age (12 to 16)	14227	15371	16958	14288	15281	17311	2731	3023
Aged 17 to 18	6632	6520	7965	6298	6580	7909	1333	1611
<b>Total 0-18 age population*</b>	<b>60666</b>	<b>63278</b>	<b>65681</b>	<b>60146</b>	<b>63398</b>	<b>67994</b>	<b>5015</b>	<b>7848</b>



**Source:** ONS Sub-National Population Projections (SNPP mid-year estimates 2016) compared to ORS Newcastle Forecast Population (August 2017).

### **8.3) Estimating Population Growth across Individual School Planning Areas**

As the population estimates are not directly broken down below the city-wide level, we have used analyses of the existing and planned housing across the city (**see Section 9 for housing growth estimates**), to apportion the ORS estimated population growth across our 6 School Planning Areas. It is acknowledged that this only provides a broad estimate of where the population growth might occur across the city but is more logical than assuming an equal distribution of population growth between planning areas.

The table below provides estimates of the growth in pupil numbers that might be expected from planned housing growth within each of the 6 school planning areas across Newcastle (using the ORS estimated forecasts for population growth in Newcastle up to 2030 against the planned housing outlined in the Housing and Economic Land Availability Assessment (HELAA):

**Table 5 - ORS School Age Population Forecast Estimates across School Planning Areas:**

	2030 Forecast	Change 2015-30	2030 Forecast	Change 2015-30	2030 Forecast	Change 2015-30	2030 Forecast	Change 2015-30	2030 Forecast	Change 2015-30
SPA	Aged 0-4		Aged 5-11		Aged 12-16		Aged 17-18		All 0-18 Years	
Gosforth	2445	109	3405	422	2368	434	1082	220	9300	1186
Inner East	3347	150	4660	579	3241	594	1481	301	12729	1624
Inner West	4410	197	6141	763	4270	783	1951	396	16772	2140
North Central	2172	97	3024	376	2103	386	961	195	8259	1054
Outer East	2316	104	3224	401	2242	411	1024	208	8806	1124
Outer West	3189	143	4441	552	3088	566	1411	287	12129	1547
Grand Total	<b>17879</b>	<b>800 (+4.5%)</b>	<b>24895</b>	<b>3092 (+12.4%)</b>	<b>17311</b>	<b>3174 (+18.3%)</b>	<b>7909</b>	<b>1607 (+20.3%)</b>	<b>67994</b>	<b>8674 (+12.8%)</b>

**Source:** ORS Gateshead & Newcastle upon Tyne Strategic Housing Market Assessment (August 2017) Proportioned across Current Residential Properties (Gazetteer) / Planned New Build Units (HELAA – Sept 2018)

**Note:** Figures rounded to the nearest whole number.

The full methodology and source data used to calculate these estimates (along with the assumptions associated with them) can be found in **Appendix D – Population Change Forecast Model (ORS & HELAA)**.

## **9.0) Impact of Housing Growth**

### **9.1) Impact of Recent Housing Growth**

A significant challenge in dealing with the growth in pupil numbers is that much of this growth is linked to housing developments in parts of the city with the most popular school provision – so places are already full based on parental choice, as well as local need linked to demographic changes.

Existing large-scale housing developments, such as in Newcastle Great Park (NGP) and Scotswood are partially completed and have been a key source of some, but by no means all, of the recent inward migration and pupil population growth - creating particular pressure on Early Years, Reception and Key Stage 1 places over the past five years.

The NGP development is now well-established (with more than 1,500 houses built since 2009) and is expected to continue to grow with an average housing completion rate of around 200 per year. The housing is extremely popular with families who are attracted by the development itself and because of the successful and popular schools in the Gosforth planning area. This has generated additional pupils in excess of Newcastle's previous local pupil yield model (2013 Interim Planning Guidance) or any similar calculations that we are aware of used by other local authorities. As a result, the new first school established within the NGP development has had to be expanded to larger than its original intended capacity to ensure that the LA can provide suitable local school places for the children living there. Planning approval is in place for some further phases of this development but not yet granted for others. Two new schools are included in the outline planning application for Cell A at Newcastle Great Park which has not yet been approved.

Phase 1 of housing construction at the Rise in Scotswood commenced in 2013 and is well underway with more than 300 new houses built to date and nearing the end of this phase. Planning permission has been granted for phase 2 of the residential build. The nearest primary school to the new housing was expanded at the start of phase 1 and, while the take-up of additional places has been high, the school is not currently over-subscribed.

### **9.2) Planned Future Housing Growth across the City**

With the large numbers of pupils already making their way through the school system in Newcastle, expected population growth will have a significant impact upon the availability of school places in future years. This will only be further exacerbated by the significant housing growth planned across the city (both in Strategic Land Release (SLR) Sites and developments planned within the urban area of the city).

The following tables show the total new housing planned in the next five years, 6-10 years and up to 2030, as outlined in the Housing and Economic Land Availability Assessment (HELAA) which has been attributed to the School Planning Area in which the planned housing is (mostly) located.

**Table 6 - Residential Properties and Estimated Housing Growth across Newcastle (HELAA)**

School Planning Area (SPA)	Current Residential Properties	Planned New Builds			Total in next 15 years
		in 'next 5 years'	in '6-10 years'	in '10-15 years'	
<b>Gosforth</b>	16967	1820	1513	734	4067
<b>Inner East</b>	26934	549	420	357	1326
<b>Inner West</b>	32688	1540	1842	1509	4891
<b>North Central</b>	16319	685	1074	558	2317
<b>Outer East</b>	18009	38	1372	222	1632
<b>Outer West</b>	22454	1202	2417	1734	5353
<b>Total</b>	<b>133371</b>	<b>5834</b>	<b>8638</b>	<b>5114</b>	<b>19586</b>

**Sources:** Current Residential Properties (Gazetteer) / Planned New Build Units (HELAA – Sept 2018)

**Note:** Excludes planned new student bed spaces

**Table 7 - Estimated Residential Properties by SPA as % of all Residential Properties 2030**

School Planning Areas (SPA)	Current Residential Properties	Planned New Builds 2018-30	New Builds as % of Current Residential Properties	Current Residential Properties + New Builds By SPA	Proportion of Total Residences City Wide
<b>Gosforth</b>	16967	3681	21.7%	20648	13.7%
<b>Inner East</b>	26934	1326	4.9%	28260	18.7%
<b>Inner West</b>	32688	4549	13.9%	37237	24.7%
<b>North Central</b>	16319	2017	12.4%	18336	12.1%
<b>Outer East</b>	18009	1542	8.6%	19551	13.0%
<b>Outer West</b>	22454	4474	19.9%	26928	17.8%
<b>Grand Total</b>	<b>133371</b>	<b>17589</b>	<b>13.2%</b>	<b>150960</b>	<b>100.0%</b>

**Sources:** Current Residential Properties (Gazetteer) / Planned New Build Units (HELAA – Sept 2018)

In addition to the planned housing in Newcastle, neighbouring local authorities (Gateshead, Northumberland and North Tyneside) have also developed plans for housing growth that could impact on Newcastle schools, as there is considerable cross-border travel by pupils in both directions.

### **9.3) Housing Development within the Core Strategy and Urban Core Plan**

There are eight significant Strategic Land Release (SLR) housing development sites identified in the Core Strategy for Newcastle, these are:

- Callerton (Middle, Upper and Lower)
- Kenton Bank Foot
- Newbiggin Hall
- Throckley
- Hazlerigg / Wideopen
- Dinnington
- Newcastle Great Park (NGP) further expansion
- Newburn

The SLR housing developments up to 2030 are on greenfield sites extending the conurbations at the Northern, North West and Outer West fringes of the city. The associated sites are not currently serviced with local infrastructure, amenities or education provision.

Between 2018 and 2030, these major new family housing developments are expected to create around 8,000 additional new homes on SLR sites with an estimated pupil yield of around 3,800 across the age ranges. This includes 770 primary age pupils from planned housing developments in the next five years and 900 secondary pupils in the next seven years.

Some specific proposals linked to the relevant school planning areas are referred to in this Local Education Plan (where they are sufficiently developed), whilst others are still being developed in more detail, along with a more comprehensive capital funding plan reflecting expected developer contributions. Timescales will depend on when the housing developments gain planning approval, actually start to deliver housing and are occupied, which will determine both exactly when places are needed as well as when payments will be received.

As well as the significant SLR developments listed above, there are also many small scale and some larger developments planned for the urban areas of the City. This includes significant numbers of planned new houses that have been assessed and incorporated into the HELAA data, including the DAP housing allocation sites. Whilst the Strategic Land Release sites are planned in locations where existing residential related infrastructure is limited and are predominantly required to provide a higher level of family sized dwellings (75% family homes), the rest of the city will provide for a broader residential mix.

Therefore, while some of the HELAA / DAP sites will impact on demand for school places, the primary focus in terms of strategic school place planning has been on ensuring that demand generated by the SLR sites is addressed. The DAP and HELAA sites are located within urban areas and the planned expansion and improvements to existing schools is expected to accommodate this growth.

#### **9.4) Cooperation between Education, Planning and Developers**

For the success of planned large-scale housing developments, collaborative working between Education and Planning officers and the housing developers themselves is critical. For developers to create vibrant communities that people will want to live in, there must also be access to good quality education provision, as well as other community facilities and services.

The CSUCP requires Neighbourhood and Village growth areas (SLR sites) to be masterplanned to demonstrate sustainable development and the delivery and coordination of facilities and infrastructure. Developers/Landowners and the Local Authority have been working together to develop masterplans, including the provision of education facilities for primary and secondary age pupils:

- A pupil yield model has been used to forecast the estimated number of pupils arising from each of the housing sites based on housing mix submitted by the developer. The developers' estimated build out rate has been used to understand the possible timing of pupil growth within each school planning area.
- Workshops have been undertaken between planning officers and education officers to look at capacity of nearby schools, potential opportunities of expansion, routes to school and where new provision may be required. This has then been fed back into the overall masterplan for the housing site and determined onsite/offsite provision, likely developer contributions and the timing for delivery of infrastructure.
- Consultation – all masterplans and subsequent planning applications have been or will go through public consultation for a minimum of 4 weeks (6 weeks in the case of masterplans) which allows members of the public, statutory stakeholders and other bodies and organisations to comment on proposals, including education provision if detailed at that stage.
- Routes to school and travel plans – as part of the planning and masterplanning process developers are required to look at the best routes to school, in consultation with highways, planning and education officers, to deliver sustainable developments. This includes any work on footpaths, crossings etc to improve access to existing local schools with capacity or potential to expand.

#### **9.5) Pupil Yield Model**

The Pupil Yield Model identifies expected numbers of primary and secondary age pupils that might be generated by the proposed housing mix (as provided by developers and through planning applications). These pupil yields are used to calculate an appropriate contribution from developers toward education provision to meet the increase in demand for places that new housing will generate.

However, the timescales associated with when housing developments might produce increased demand for school places is subject to considerable uncertainty, dictated by the housing market which is difficult to estimate with any degree of accuracy. It is also challenging to assess how many pupils are likely to be additional or new to the city (compared to how many may transfer in from other parts of the city).

The table below shows the projected housing growth up to 2030 and the estimated primary and secondary pupil yields for each of the Strategic Land Release (SLR) sites, and the major housing site at Scotswood, alongside the School Planning Areas that will be most affected:

**Table 8 – Projected Housing Growth and Pupil Yield to 2030**

SLR and large-scale Housing Development	School Planning Area Most Impacted	Housing Planned to 2030	Estimated Pupil Yield to 2030	
			Primary	Secondary
NGP Expansion	Gosforth	580	151	110
NGP Cell A	Gosforth	800	207	156
NGP Cell D*	Gosforth	492	107	81
NGP Brunton Quarry	Gosforth	100	26	19
Hazlerigg	Gosforth	462	126	96
Wideopen	Gosforth	167	48	37
Dinnington	Gosforth	439	111	84
Kenton Bank Foot	North Central (& Outer West)	813	259	203
Upper Callerton	Outer West (& North Central)	892	242	184
West Middle Callerton	Outer West	550	148	112
East Middle Callerton	Outer West	590	159	122
Lower Callerton	Outer West	670	167	127
Throckley (all)	Outer West	653	166	124
Newburn	Outer West	600	138	105
Newbiggin Dene	North Central (& Outer West)	300	81	78
Scotswood*	Inner West	1800	389	291
<b>TOTALS</b>		<b>9908</b>	<b>2,525</b>	<b>1,929</b>

**Sources:** Newcastle Pupil Yield Model – For Planned SLR Housing Developments up to 2030 (July 2018)

**Note:** \*Cell D at NGP and Scotswood are not SLR Housing sites as they pre-date the Core Strategy. However they are large-scale housing developments which are likely to have a significant impact on school place need.

At the time these developments were initially proposed there were available places in a number of the existing schools closest to these developments, but this is increasingly not the case.

## 10.0) School Capacity & Pupil Projections

### 10.1) Pupil Projections

The Local Authority has developed a Pupil Projection Model that is used to forecast pupil populations by school and planning area for the next 5-7 years. This model is based on current numbers of pupils in schools, previous school admissions and transfer patterns, and current health and birth data. These pupil projections inform the annual school capacity (SCAP) return to the DfE. Since 2015/16, Newcastle City Council has operated a revised and improved pupil projection model that incorporates regular updates from NHS data sources, to take account of ongoing population changes. This better reflects the growth being experienced in the City in the pre-school age population.

Current pupil population projections suggest growth over the next 5 years of at least 3,600 pupils. This equates to growth of around 2% in the primary sector (Reception to Year 6) and around 21% in the secondary sector (Years 7 to 11), excluding post-16 provision). The growth is mostly as a result of larger cohorts moving through the school system

**However, the projection model does not currently reflect estimated additional growth in the pupil population due to planned housing developments.**

Although the Newcastle Pupil Yield Model (used to calculate developer contributions) does estimate numbers of primary and secondary pupils that might be generated by the proposed housing mix, the timescales for delivery of houses is subject to considerable uncertainty - largely dictated by the housing market. As there cannot be sufficient certainty of their delivery within the timeframe of the pupil forecasts, they are not currently included in the annual school capacity data returned to DfE (though they are clearly referenced within the SCAP commentary). Hence, the outputs from the pupil projection model need to be considered alongside the pupil yield calculations to gain an overview of potential overall demand in school planning areas in coming years.

### 10.2) Area Based Needs Analysis

Table 9 – SCAP Pupil Projections Compared to Pupil Yield Estimates

School Planning Area	Primary Age Pupils				Secondary Age Pupils			
	Number on Roll January 2018	SCAP Projection - change by 2022/23	Pupil Yield based on units built by		Number on Roll January 2018	SCAP Projection - change by 2024/25	Pupil Yield based on units built by	
			2023	2030			2025	2030
GOSFORTH	3537	294	410	776	1955	482	421	583
INNER EAST	3110	-9	No major site		2581	473	No major site	
INNER WEST	5802	90	163	389	3364	570	218	291
NORTH CENTRAL	2261	-144	105	340	1540	373	145	281
OUTER EAST	2767	117	No major site		1616	567	No major site	
OUTER WEST	4099	128	346	1020	1554	796	446	774



<b>TOTALS</b>	<b>21576</b>	<b>476</b>	<b>1024</b>	<b>2525</b>	<b>12610</b>	<b>3261</b>	<b>1230</b>	<b>1929</b>
---------------	--------------	------------	-------------	-------------	--------------	-------------	-------------	-------------

**Sources:** Newcastle Pupil Yield Model – For Planned Housing up to 2030 (July 2018) / SCAP Forecast Figures 2018 (using data from the January School Census 2018 and the Local Pupil Projection Model - July 2018)

**Notes:** Primary figures include primary age middle school and all-through pupils - for comparison purposes with SCAP Forecast figures and Pupil Yield data. Secondary figures exclude post-16 provision (Year 7 to Year 11 only).Nursery and special schools are not included.

The table above shows the SCAP pupil projections for primary (5 years) and secondary age (7 years) pupils alongside the additional estimated pupil yields from nearby SLR or other major developments (see 9.5) for both the SCAP timescales and until 2030.

### 10.3) ORS Population Growth Forecasts v Pupil Yields

The primary and secondary tables below demonstrate the expected surplus / deficit in school places resulting from forecast growth by School Planning Area a) assuming that any pupil growth is distributed across the areas in the same proportions as the HELAA and that children choose/attend schools in the same area as they reside; and b) using pupil yields for the large-scale housing sites.

**Table 10 - Primary School Capacity, ORS Population Growth Forecasts and Pupil Yields to 2030 (By School Planning Area)**

School Planning Area	Primary place Capacity (Jan 2018)*	No on Roll (Jan 2018)*	Primary age unfilled Places (Jan 2018)	ORS forecast primary population growth 2018-30	ORS Net Surplus / Deficit (-) Places by 2030	Pupil yield forecast (SLR sites & Scotswood) by 2030	Pupil yield surplus/ deficit places by 2030
<b>GOSFORTH</b>	2655	2662	-7	238	-245	776	-783
<b>INNER EAST</b>	3216	3110	106	325	-219	-	
<b>INNER WEST</b>	6071	5802	269	429	-160	389	-120
<b>NORTH CENTRAL</b>	2459	2261	198	211	-13	340	-142
<b>OUTER EAST</b>	2989	2767	222	225	-3	-	
<b>OUTER WEST</b>	4617	4099	518	310	208	1020	-502
<b>TOTALS**</b>	<b>22007</b>	<b>20701</b>	<b>1306</b>	<b>1738</b>	<b>-432</b>	<b>2525</b>	<b>-1547</b>

**Sources:** SCAP Capacity Figures July 2018 (using data from the January School Census 2018) / Forecast Growth in School Age Population 2018-2030 (ORS Strategic Housing Market Assessment 2017) / Pupil yields by housing development for SLR sites and Scotswood

**Notes:** \*Primary figures exclude middle school (deemed secondary) pupils. Capacity and pupils in All-Through School pupils are included in the relevant phase. Nursery and special school capacity not included.

\*\*Capacity excludes expanded places where the increased cohort has not yet moved through all year groups.

The tables above and below show very different scenarios based on the different housing growth datasets and how they are utilised and suggests that where the pupil yield model is utilised, based on the known proposed housing mix of largely family housing, the unmet need for school places will be far greater than the forecasts based on apportioning citywide population forecasts to the numbers of expected new

properties. However, in all scenarios, additional school places will be required particularly in the secondary sector.

**Table 11 - Secondary School Capacity, ORS Population Growth Forecasts and Pupil Yields to 2030 (By School Planning Area)**

School Planning Area	Secondary Capacity (Jan 2018)*	No on Roll (Jan 2018)*	Secondary unfilled places (Jan 2018)	ORS forecast secondary population growth 2018-2030	ORS Surplus / Deficit (-) Places by 2030	Pupil yield forecast (SLR sites & Scotswood)	Pupil yield surplus/ deficit places by 2030
<b>GOSFORTH</b>	2787	2830	-43	371	-414	583	-626
<b>INNER EAST</b>	2627	2581	46	507	-461	-	-
<b>INNER WEST**</b>	3303	3364	-61	669	-730	291	-352
<b>NORTH CENTRAL</b>	1710	1540	170	329	-159	281	-111
<b>OUTER EAST</b>	1873	1616	257	351	-94	-	-
<b>OUTER WEST</b>	1830	1554	276	484	-208	774	-498
<b>TOTALS</b>	<b>14130</b>	<b>13485</b>	<b>645</b>	<b>2711</b>	<b>-2066</b>	<b>1929</b>	<b>-1587</b>

**Sources:** SCAP Capacity Figures July 2018 (using data from the January School Census 2018) / Forecast Growth in School Age Population 2018-2030 (ORS Strategic Housing Market Assessment 2017) / Pupil yields by housing development for SLR sites and Scotswood

**Notes:** \*Secondary figures include middle school (deemed secondary) pupils Capacity and pupils in All-Through School pupils are included in the relevant phase. Nursery and Special School capacity not included. Capacity excludes expanded places where the increased cohort has not yet moved through all year groups.

\*\*Inner West: Discovery School closed in July 2018, pupil numbers included (as alternative school provision required) but capacity has been removed; North East Futures UTC for 14-19 year olds opening September 2018 and capacity not yet included

#### **10.4) Primary School Place Need**

Pupil projections (SCAP) based on the known child populations in the city suggest that there is currently sufficient short-term capacity in primary schools (for the next 5 years) in most planning areas. The exception to this is where existing large-scale housing developments mean that the pre-school and primary age population is growing more substantially as a result of inward migration. This is particularly the case in the Gosforth planning area, where more places will be required. It is also noticeable that the predicted growth to 2023 in Gosforth is actually greater than the forecast to 2030 based on the methodology of allocating ORS citywide population change against the HELAA.

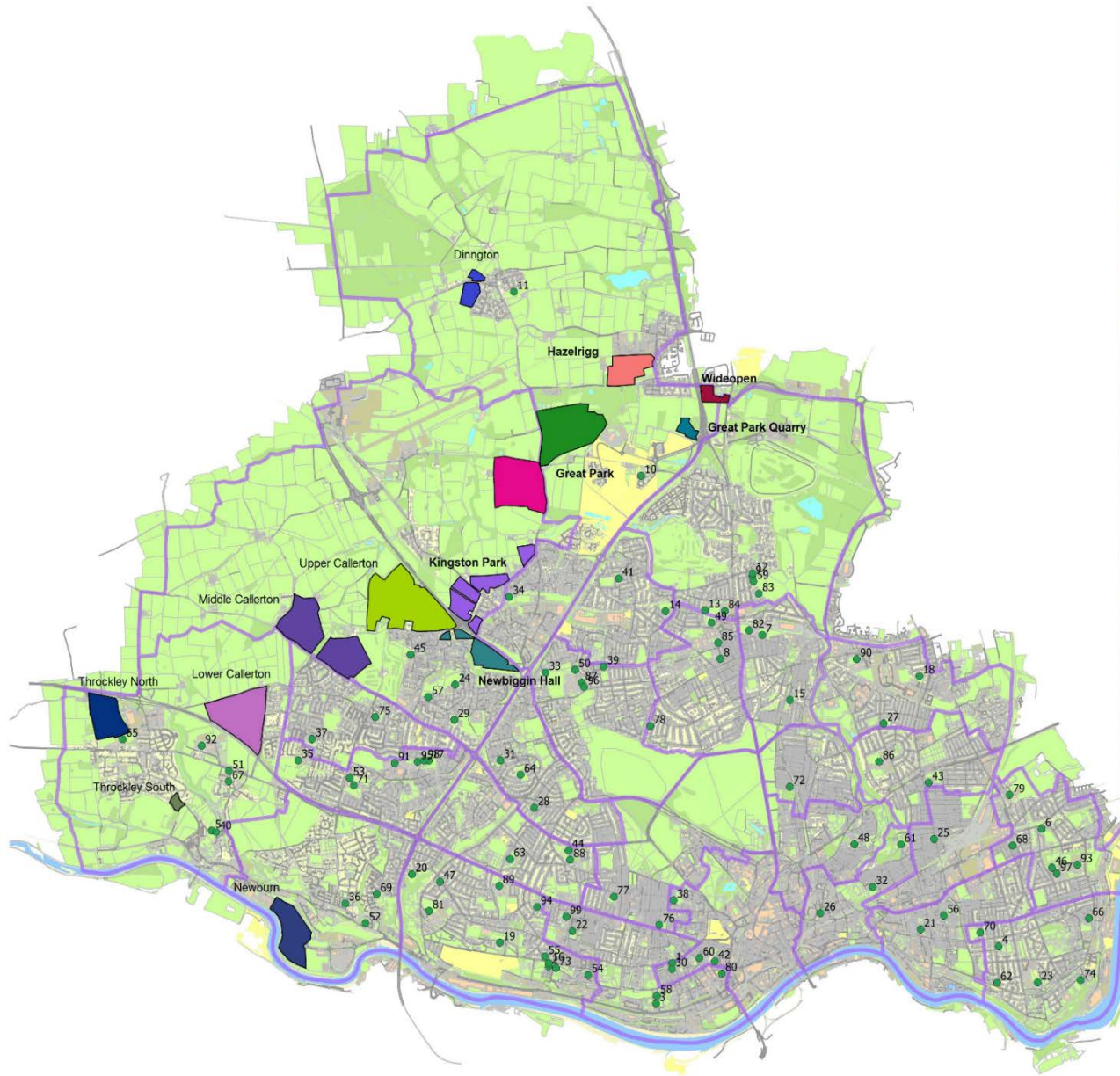
In other school planning areas, the need for additional primary places is likely to be determined by the pace of housing growth, particularly of family housing in the SLR sites.

## **10.5) Secondary School Place Need**

Secondary pupil projections (SCAP) based on the existing known school populations in the city show that there is increasing pressure on secondary places and that there is insufficient short and longer-term capacity in secondary schools (for the next 7 years) in all planning areas. This will be exacerbated where existing and proposed large family housing developments lead to increased retention and inward migration of families in the city.

Proposals to create additional school places, including both the expansion of existing schools and the establishment of new (free) schools is included in *the section on proposals for Individual School Planning Areas*.

## 10.6 Map of Planned Core Strategy Housing Developments & Nearby Schools



1	Ashfield Nursery	51	St Cuthbert's RC Primary (Walbottle)
2	Atkinson Road Nursery	52	St George's RC Primary
3	Cruddas Park Early Years Centre	53	St John Vianney RC Primary School
4	Monkchester Road Nursery	54	St John's Primary
5	Newburn Manor Nursery	55	St Joseph's Catholic Primary
6	Walkergate Early Years Centre	56	St Lawrence's RC Primary School
7	Archbishop Runcie CE First	57	St Mark's RC Primary
8	Archibald First	58	St Michael's RC Primary
9	Broadway East First	59	St Oswald's Catholic Primary
10	Brunton First	60	St Paul's CE Primary
11	Dinnington First	61	St Teresa's Catholic Primary
12	Gosforth Park First	62	St Vincent's RC Primary
13	Grange First	63	Stocksfield Avenue Primary
14	Regent Farm First	64	Thomas Walling Primary
15	South Gosforth First	65	Throckley Primary
16	Atkinson Road Primary Academy	66	Tyneview Primary
17	Beech Hill Primary	67	Walbottle Village Primary
18	Benton Park Primary	68	Walkergate Primary
19	Bridgewater Primary	69	Waverley Primary
20	Broadwood Primary	70	Welbeck Academy
21	Byker Primary	71	West Denton Primary
22	Canning Street Primary	72	West Jesmond Primary
23	Central Walker CE Cont. Prim.	73	West Newcastle Academy
24	Cheviot Primary	74	West Walker Primary
25	Chillingham Road Primary	75	Westerhope Primary
26	Christ Church CE Primary	76	Westgate Hill Primary
27	Cragside Primary	77	Wingrove Primary
28	English Martyrs RC Primary	78	Wyndham Primary
29	Farne Primary	79	Bentfield School
30	Hawthorn Primary	80	Discovery School
31	Hilton Primary Academy	81	Excelsior Academy
32	Hotspur Primary	82	Gosforth Central Middle
33	Kenton Bar Primary	83	Gosforth East Middle
34	Kingston Park Primary	84	Gosforth High Academy
35	Knop Law Primary	85	Gosforth Junior High Academy
36	Lamington Riverside Primary	86	Heaton Manor School
37	Milecastle Primary	87	Kenton School
38	Moorside Community Primary	88	Sacred Heart RC High School
39	Mounfield Primary	89	St Cuthbert's RC High School
40	Newburn Manor Primary	90	St Mary's Catholic School
41	North Fawdon Primary	91	Studio West School
42	Our Lady & St Anne's RC Primary	92	Walbottle Campus
43	Ravenswood Primary	93	Walker Technology College
44	Sacred Heart RC Primary	94	Hadrian School
45	Simonside Community Primary	95	Linhope PRU
46	St Alban's RC Primary	96	Newcastle Bridges School
47	St Bede's RC Primary	97	Sir Charles Parsons School
48	St Catherine's Catholic Primary	98	Thomas Bewick School
49	St Charles' RC Primary	99	Trinity School
50	St Cuthbert's Catholic Primary (Kenton)		

# 11) Funding & Delivery of Additional School Places

## 11.1) Funding for Additional School Places

Capital funding for additional school places generally comes through a limited number of routes, as follows:

- Government allocations of Basic Need Funding for projected pupil population growth based on SCAP returns from local authorities
- Housing developer contributions via Section 106 and Community Infrastructure Levy (CIL)
- Some direct government funding for Academy Trusts for new free schools and academy expansions via bidding processes
- Local authority's own capital resources from reserves, capital receipts or borrowing

In addition, some funding may be sought through targeted funding bids such as to the Housing Infrastructure Fund (HIF) where a direct relationship between school capital projects and enabling delivery of new housing can be demonstrated.

Where the need for additional school places is a direct result of new housing development, local authorities and the government expect this to be largely funded via developer contributions. The following is extracted from draft **DfE Guidance on Securing Appropriate Developer Contributions toward Education (Sept 2018)**:

“The Department for Education expects local authorities to seek developer contributions towards school places that are created to meet the need arising from housing development, when there are not enough places available in existing schools within a suitable distance of the development.”

Local authorities should establish “a robust and consistent evidence base, underpinned by the following principles:

- Housing development should mitigate its impact on community infrastructure, including schools;
- Pupil Product Ratios (PPRs) should be based on up-to-date evidence from recent housing developments;
- Developer contributions should, where possible, cover the full cost of providing the new school places required, based on viability assessment when strategic plans are prepared and using up-to-date cost information;
- The early delivery of new schools within strategic developments should be supported where it would not undermine the viability of the school, or of existing schools in the area.”

“Central government basic need grant and the DfE free school programme do not negate the responsibility of housing developers to mitigate the impact of their development on education.”

The DfE recommend that Local authorities “establish a PPR for children with an Education, Health and Care (EHC) plan or SEN statement, requiring provision within a special school or SEN Unit attached to a mainstream school. “It is reasonable to

seek developer contributions for SEN provision when a development would yield at least one child with an EHC plan". This is not currently the case in Newcastle's Pupil Yield Model which determines Developer Contributions but is something what we will need to consider.

"Some local planning authorities discount education contributions from affordable housing, on the basis that children living in these homes are already in the local authority area and do not require school places. We advise you to challenge this when you can demonstrate that additional school places will be required in the catchment areas relevant to the development and there is insufficient capacity to accommodate the pupils. Evidence of net in-migration of pupils may also help to demonstrate that vacated properties will be occupied by additional children"

## **11.2) School Place Programme**

In November 2016, Newcastle City Council's Cabinet agreed an overall approach to an estimated £90m programme to create additional future school places over the next 2-10 years through a combination of expansions of existing schools and some new (free) school provision linked to the housing developments. These places will be funded through a combination of financial contributions from housing developers, access to the government's free schools programme and basic need funding.

## **11.3) Process for Identification of Options & Development of Solutions**

The options and proposals agreed by the Cabinet are a result of ongoing work with education stakeholders to find solutions that meet the local need for school places and provide for different communities and groups of pupils.

The local authority is keen to work collaboratively with the existing family of schools across the city, Schools Trusts and other key partner, to identify and further investigate the best solutions for meeting future demand for school places. This will help us to make best use of our existing successful provision; offer value for money in a climate of limited and increasingly stretched resources; and offer the right number of places, in the right locations, at the right time, in schools that parents will want their children to attend.

With regard to the proposed larger housing sites, extensive work was undertaken to analyse existing school provision, capacity and potential for expansion for all schools within a reasonable distance of the new housing developments. This has included area-based workshops with schools, academies and trusts across the city, discussions with local ward councillor and MPs, diocesan authorities, the Regional School Commissioner and other DfE officers.

Individual schools and trusts have then worked with the City Council and its appointed partners to conduct feasibility studies on a number of possible school expansion projects, including potential issues with existing sites or access to them as well as estimated costs. This has led to the selection of preferred options/solutions that form the basis of the school places programme.

Specific proposals are more concrete and further progressed where the need for places is more immediate, where proposals can be aligned to other school capital projects to achieve the best solutions and value for money, e.g. successful free school bids, Priority Schools Building Programme and/or where housing developments are likely to progress more quickly.

With regard to specific proposals regarding individual schools these are then subject to further consultation with school staff and governors, communities, parents, young people and other stakeholders. This may also include statutory processes and consultation in relation to school organisation legislation or planning regulations.

In the last two years, a number of large housing developments have received outline planning permission and some now have detailed permission. Through this process, associated S106 legal agreements are developed and approved that include proposals for new schools within a particular site or financial contributions to expansions of neighbouring schools.

The provision of additional school places, and the increase in school pupil populations has the potential to improve the future financial viability of existing successful Newcastle schools in the vicinity of new housing development areas (e.g. where provision can be increased to units of 2 Forms of Entry (FE) or greater in the primary sector). With regard to any new schools established, primary schools should be at least 2 FE in size; and secondary schools should be a minimum of 6-7 FE.



## 12.0) School Planning Area Specific Proposals to Address Growth in Demand for School Places

School Planning Area	Place Creation / Expansion Projects	Current Size*	Future Size and / or new places*	Project Type	Details of proposal and current status
Gosforth	Newcastle Great Park (NGP) Middle/Secondary School		1,200 up to 1,710 (Y5-Y11)	New Free School/Academy	<p>A site on NGP was identified for the school in the Core Strategy. Gosforth Academy Trust's bid to establish a 1,200 place Free School for Year 5–11 pupils was given approval from DfE in February 2016.</p> <p>The DfE will progress the design and delivery of the school once any relevant planning approvals and land transfer are in place (see NGP First School below).</p>
	Newcastle Great Park First School		450	New Build (Relocation & Expansion)	<p>Additional places for primary aged pupils on NGP will be created by the expansion and relocation of Broadway East First School. This was agreed, subject to planning approval and the associated land transfer, by Newcastle City Council's (NCC) Cabinet in November 2017, following a statutory consultation.</p> <p>Plans for the next phase of housing development and the two schools in Cell A and B1 of NGP were submitted by NGP consortium in May 2017. In January 2018, NCC Planning Committee were "minded to grant" outline planning permission. It is due to return to Planning Committee for approval along with the S106 agreement, which will include the transfer of the land to the City Council.</p> <p>Delivery of the new school building by NCC will begin once planning approvals and land transfer are in place.</p>

School Planning Area	Place Creation / Expansion Projects	Current Size*	Future Size and / or new places*	Project Type	Details of proposal and current status
<b>Gosforth</b>	Dinnington First School	150	300	New Build (Replacement & Expansion)	Dinnington First School is being expanded from 1FE to 2FE and rebuilt on its existing site, under the Priority Schools Building Programme. Staff and pupils will transfer to the new school building in early 2019.
	Gosforth Central Middle School	504	600	Expansion by Remodelling	Feasibility and design work is being progressed to expand Gosforth Central Middle school to accommodate additional Year 5 pupils from September 2020.
	Gosforth Primary Age Provision		tbc	Expansion of other Gosforth schools	Feasibility work has been undertaken for the potential expansion of other Gosforth First/Primary Schools to ensure sufficient places following relocation of Broadway East.
<b>Outer West</b>	Outer West Secondary (Callerton)	n/a	1,200	New Free School/Academy	<p>A new secondary school will be needed to meet the needs from existing pupil population growth as well as new housing in the Outer West and North Central planning areas of the City.</p> <p>A potential site has been identified and a successful Academy Trust is submitting a bid to Wave 13 of the Free Schools programme to try to address this need. Delivery on the identified site requires the relocation and rebuild of Simonside Primary School and community centre (see below).</p>

School Planning Area	Place Creation / Expansion Projects	Current Size*	Future Size and / or new places*	Project Type	Details of proposal and current status
Outer West	Simonside Primary School	315	420	New Build (Replacement & Expansion)	Relocation (to a different part of the site) and rebuild of the primary school is needed to create sufficient space for the new secondary school (see above). It is also proposed to relocate and demolish the existing community centre.  In February 2018, the government <a href="#">announced</a> that NCC's bid to the Housing Infrastructure Fund (HIF) for funding to deliver these proposals had been successful. Final details of the funding agreement are still awaited.
	Middle Callerton	n/a	Up to 420	New Build (free school or satellite)	A site is allocated for a new primary school in Middle Callerton. Detailed proposals and possible timescales are still to be developed by NCC.
	Lower Callerton Primary places	210	420	Extension & Remodelling of existing school	Feasibility studies have been completed on two options for possible expansion of existing primary schools. A decision to progress one of these schemes will be made once planning approvals for the housing developments and associated developer funding contributions are agreed.
	Upper Callerton	n/a	Up to 420	New Build (free school or satellite)	A possible site for a new primary school to support the proposed housing development is to be confirmed.

School Planning Area	Place Creation / Expansion Projects	Current Size*	Future Size and / or new places*	Project Type	Details of proposal and current status
Outer West	Throckley primary places	315	420	Remodel	It is proposed to expand Throckley Primary School from 1.5FE to 2FE and a feasibility study has been completed. A decision to progress with the statutory process and subsequent remodelling will be made once housing delivery and expected occupation rates are more firmly established.
	Newburn primary places		210	New Build or relocation and expansion of existing school	Feasibility work regarding specific location of proposed new primary provision/additional places will be undertaken once more detailed plans and timescales for the housing development are available.
North Central	Kenton Bank Foot/Kingston Park primary places	420	630	Extension & Remodelling	Design work is being carried out regarding the possible expansion of Kingston Park Primary Academy. A decision on when to progress to delivery phase, including the Academy Trust's application to the RSC to make the required changes, will be made once this process is complete and the housing delivery has started on the larger sites.
	Kingston Village	N/A	420	New Build Primary Age School	The housing developer is currently undertaking consultation on its masterplan.

**Notes:** \*Current and future school sizes exclude any nursery provision

# APPENDICES

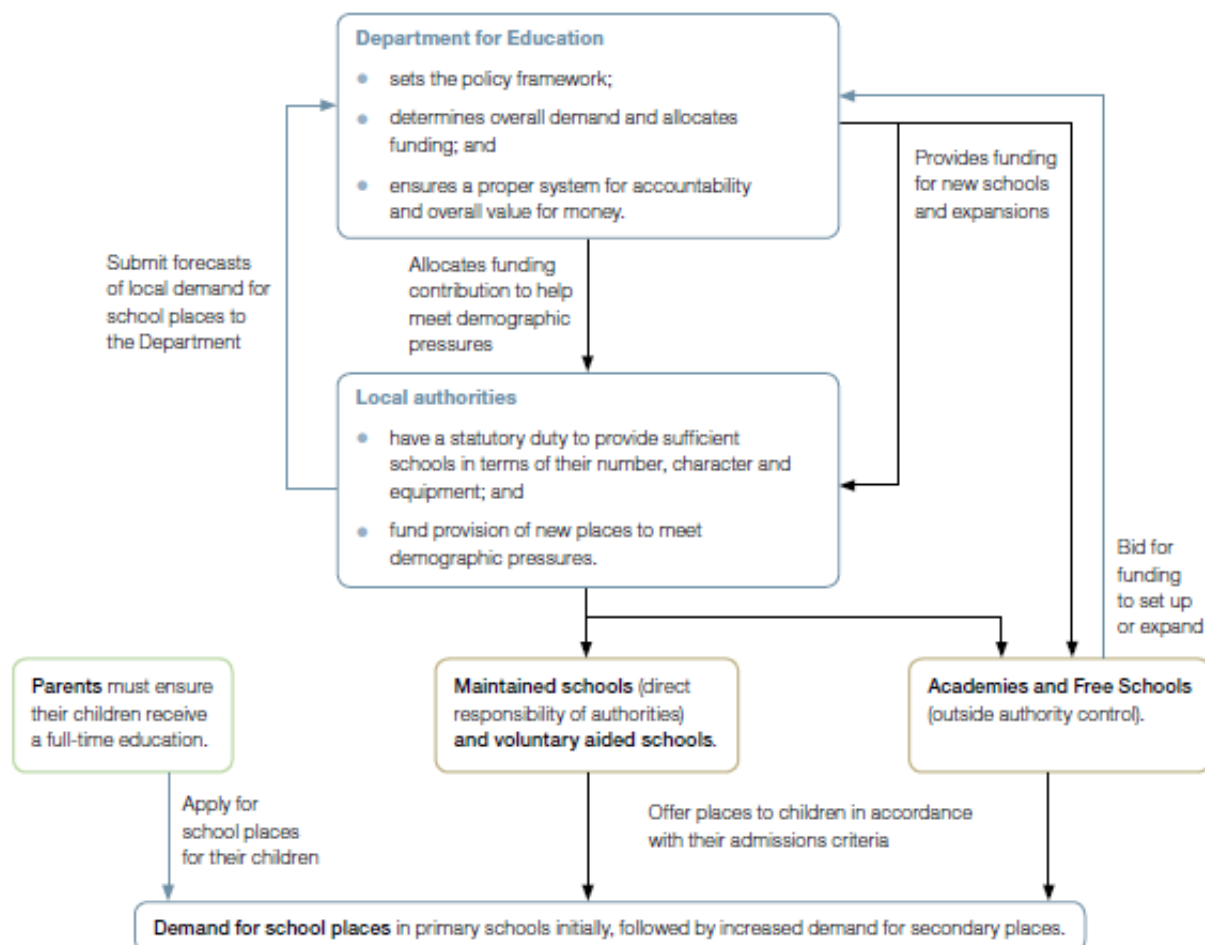
---

APPENDIX A - Roles and Responsibilities in Providing School Places .....	Page 53
APPENDIX B - Types of Schools & Governance Arrangements .....	Page 54
APPENDIX C - School Capacity & Number on Roll by Planning Area .....	Page 55
APPENDIX E - Population Change Forecast Model (ORS & HELAA) .....	Page 59
APPENDIX F - Pupil Yield Forecasting Model .....	Page 62

## Appendix A – Roles and Responsibilities in Providing School Places

### Roles and responsibilities in providing school places

The Department is responsible for the policy framework and overall value for money. Local authorities are responsible for delivering sufficient schools



- Funding body → Information flow
- Funded school → Funding flow
- Parents

## **APPENDIX B – Types of Schools & Governance Arrangements in Newcastle**

---

**Community Schools:** A state-funded school in which the local authority employs the school's staff, is responsible for the school's admissions and owns the school estate.

**Voluntary Aided Schools:** These schools belong to a voluntary body (usually one of the Churches), although the Local Authority normally owns their playing fields. The governing bodies of Voluntary Aided schools employ all their staff and control the admission of pupils. The governing body of a Voluntary Aided school normally contributes 10% towards the cost of capital works on the school buildings, with the remainder funded by Government. The running costs of Voluntary aided schools are funded by the LA in the same way as for other schools.

**Foundation Schools/Trusts:** Like Voluntary Aided Schools, Foundation Schools own their own land and buildings, have direct responsibility for the employment of staff; admissions policy and school term dates. The Foundation may also appoint the majority of the school's governors.

In Newcastle, Foundation Schools have configured themselves into a number of Foundation Trusts. The role of a Foundation Trust is to support and add value to the work of its constituent schools. The specific functions and focus of each Trust varies and is determined by its member schools and their particular priorities. Key benefits include collective charitable status and the opportunity to share capacity and expertise across schools and partners – to provide school-to-school support for improvement, commissioning, enter into contracts and/or provided services. The charitable Trust also holds the land and buildings of its member schools.

**Multi-Academy Trusts (MATs):** Since 2015, an increasing number of schools in Newcastle have become academies and established or joined Multi-Academy Trusts. This is where one academy trust board is ultimately responsible for running two or more academies. The academy trust has a master funding agreement with a supplemental funding agreement for each academy. A MAT may include primary and secondary schools, which may choose to convert at different times. Schools must have academy status to become part of a Multi-Academy Trust.

Schools within a MAT are independent of the local authority and are funded directly by central government. Schools within these academy trusts have direct responsibility for their schools' admissions, staffing, finance, curriculum and so on.

**Free Schools:** Free Schools are independent schools funded directly by government and not maintained by the local authority. Any group (for example parents, a business or a community group) may apply to the Secretary of State for permission to establish a Free School if they can demonstrate a demand for new school places.

## APPENDIX C – School Capacity & Number on Roll by School Planning Area

**Table 13 - Newcastle Primary Age Provision – Number on Roll and Capacity By School:**

School Name	School Planning Area	Governance	Number on Roll (As at Jan 2018)	Actual Capacity* (As at Jan 2018)	Total Capacity** Following Expansion
Archbishop Runcie CE First School	Gosforth	Voluntary Aided	150	140	140
Archibald First School		Foundation Trust	302	295	295
Broadway East First School		Foundation Trust	223	225	225
Brunton First School		Foundation Trust	390	390	450
Dinnington First School		Foundation Trust	143	150	150
Gosforth Park First School		Foundation Trust	227	225	225
Grange First School		Foundation Trust	240	240	300
Regent Farm First School		Foundation Trust	300	300	300
South Gosforth First School		Foundation Trust	268	270	300
St Charles' RC Primary School		Voluntary Aided	209	210	210
St Oswald's RC Primary School		Voluntary Aided	210	210	210
	<b>Gosforth Total</b>		<b>2662</b>	<b>2655</b>	<b>2805</b>
Benton Park Primary School	Inner East	Foundation Trust	369	360	420
Chillingham Road Primary School		Foundation Trust	192	210	210
Christ Church CE Primary School		Voluntary Aided	112	140	140
Cragside Primary School		Foundation Trust	420	406	406
Hotspur Primary School		Foundation Trust	399	420	420
Ravenswood Primary School		Foundation Trust	591	630	630
St Catherine's RC Primary School		Voluntary Aided	189	210	210
St Teresa's Catholic Primary School		Voluntary Aided	220	210	210
West Jesmond Primary		Foundation Trust	618	630	630
	<b>Inner East Total</b>		<b>3110</b>	<b>3216</b>	<b>3276</b>

**Notes:** \*This number is the actual capacity of the school as of January 2018. A number of schools have expanded in recent years. However, as this capacity is expanding from the bottom, the expansion has not yet worked through all year groups, so the places are effectively “not yet available”.

\*\* Reflects the total capacity of schools once school expansions have worked through all year groups.



School Name	School Planning Area	Governance	Number on Roll (Jan 2018)	Actual Capacity (As at Jan 2018)	Total Capacity Following Expansion
Atkinson Road Primary Academy	Inner West	Academy	425	420	420
Bridgewater Primary School		Foundation Trust	348	360	420
Broadwood Primary School		Foundation Trust	302	420	420
Canning Street Primary School		Foundation Trust	416	420	420
English Martyrs' RC Primary School		Voluntary Aided	418	420	420
Excelsior (primary age)		Academy	196	210	210
Hawthorn Primary School		Foundation Trust	213	210	210
Moorside Community Primary School		Community School	394	420	420
Our Lady & St Anne's RC Primary School		Voluntary Aided	211	210	210
Sacred Heart RC Primary School		Voluntary Aided	212	204	204
St Bede's RC Primary School		Voluntary Aided	211	210	210
St Johns Primary School		Foundation Trust	196	205	205
St Joseph's Catholic Primary School		Voluntary Aided	196	207	207
St Michael's RC Primary School		Academy	204	210	210
St Paul's CE Primary School		Voluntary Aided	243	245	245
Stocksfield Avenue Primary School		Academy	418	420	420
West Newcastle Academy		Free School	130	140	196
Westgate Hill Primary Academy		Academy	650	720	840
Wingrove Primary School		Foundation Trust	419	420	420
	<b>Inner West Total</b>		<b>5802</b>	<b>6071</b>	<b>6307</b>
Hilton Primary Academy	North Central	Academy	388	420	420
Kenton Bar Primary School		Academy	269	360	420
Kingston Park Primary School		Academy	403	419	419
Mountfield Primary School		Academy	205	210	210
North Fawdon Primary School		Academy	179	210	210
St Cuthbert's Catholic Primary School		Voluntary Aided	211	210	210
Thomas Walling Primary Academy		Academy	402	420	420
Wyndham Primary School		Academy	204	210	210
	<b>North Central Total</b>		<b>2261</b>	<b>2459</b>	<b>2519</b>

School Name	School Planning Area	Governance	Number on Roll (Jan 2018)	Actual Capacity (As at Jan 2018)	Total Capacity Following Expansion
Byker Primary School	Outer East	Community School	394	420	420
Central Walker CE Primary School		Academy	342	420	420
St Alban's RC Primary School		Voluntary Aided	200	210	210
St Lawrence's RC Primary School		Voluntary Aided	198	190	190
St Vincent's RC Primary School		Voluntary Aided	202	209	209
Tyneview Primary School		Academy	210	210	210
Walkergate Community School		Academy	605	630	630
Welbeck Academy		Academy	396	420	420
West Walker Primary School		Academy	220	280	280
		<b>Outer East Total</b>		<b>2767</b>	<b>2989</b>
Beech Hill Primary School	Outer West	Academy	407	420	420
Cheviot Primary School		Academy	205	210	210
Farne Primary School		Academy	207	210	210
Knop Law Primary School		Community School	355	420	420
Lemington Riverside Primary School		Foundation Trust	127	210	210
Milecastle Primary School		Foundation Trust	183	210	210
Newburn Manor Primary School		Foundation Trust	192	210	210
Simonside Primary School		Foundation Trust	224	315	315
St Cuthbert's RC Primary School		Voluntary Aided	187	199	199
St George's RC Primary School		Voluntary Aided	120	120	120
St John Vianney RC Primary School		Voluntary Aided	327	330	420
St Mark's RC Primary School		Voluntary Aided	205	210	210
Throckley Primary School		Foundation Trust	251	315	315
Walbottle Village Primary School		Academy	189	203	203
Waverley Primary School		Foundation Trust	250	315	315
West Denton Primary School		Foundation Trust	292	315	315
Westerhope Primary School		Foundation Trust	378	420	420
	<b>Outer West Total</b>		<b>4099</b>	<b>4632</b>	<b>4722</b>
<b>TOTALS</b>			<b>20505</b>	<b>22022</b>	<b>22618</b>

**Table 14 - Newcastle Secondary Age Provision – Number on Roll and Capacity by School:**

School Name	School Planning Area	Governance	Number on Roll (Jan 2018)*	Actual Capacity* (Jan 2018)	Total Capacity* following Expansion	No. on roll excluding 6 <sup>th</sup> form	Actual Capacity excluding 6 <sup>th</sup> form
Gosforth Central Middle School	Gosforth	Foundation Trust	512	504	504	512	504
Gosforth Junior High Academy		Academy	665	600	600	665	600
Gosforth East Middle School		Foundation Trust	510	480	480	510	480
Gosforth Academy		Academy	1714	1703	1703	1143	1203
<b>Gosforth Total</b>			<b>3401</b>	<b>3287</b>	<b>3287</b>	<b>2830</b>	<b>2787</b>
Heaton Manor School	Inner East	Foundation Trust	1775	1928	1928	1471	1550
St Mary's Catholic School		Academy	1308	1317	1390	1110	1077
<b>Inner East Total</b>			<b>3083</b>	<b>3245</b>	<b>3318</b>	<b>2581</b>	<b>2627</b>
Discovery School	Inner West	Free School	233	Closed July 2018	Closed July 2018	204	Closed July 2018
St Cuthbert's High School		Academy	1117	1178	1178	948	978
Sacred Heart Catholic High School		Academy	1403	1385	1385	1107	1125
Excelsior Academy (secondary age)		Academy	1303	1500	1500	1105	1200
<b>Inner West Total**</b>			<b>4243</b>	<b>4063</b>	<b>4063</b>	<b>3560</b>	<b>3303</b>
Kenton School	North Central	Academy	1739	2144	2144	1540	1710
<b>North Central Total</b>			<b>1739</b>	<b>2144</b>	<b>2144</b>	<b>1540</b>	<b>1710</b>
Walker Riverside Academy	Outer East	Academy	1084	1254	1254	1007	1054
Benfield School		Academy	662	1069	1069	609	819
<b>Outer East Total</b>			<b>1746</b>	<b>2323</b>	<b>2323</b>	<b>1616</b>	<b>1873</b>
Studio West	Outer West	Academy (Studio)	213	250	350	145	180
Walbottle Campus		Community School	1592	1885	1885	1409	1650
<b>Outer West Total</b>			<b>1805</b>	<b>2135</b>	<b>2195</b>	<b>1554</b>	<b>1830</b>
<b>TOTALS</b>			<b>16017</b>	<b>17197</b>	<b>17330</b>	<b>13681</b>	<b>14150</b>

**Note:** \*Includes 6<sup>th</sup> Form Capacity and Number on Roll (NOR).

\*\*Inner West: Discovery School closed in July 2018, pupil numbers included (as alternative school provision required) but capacity has been removed; North East Futures UTC for 14-19 year olds opening September 2018 not currently included

## **APPENDIX D – Population Change Forecast Model (ORS & HELAA)**

---

**Aim:** To estimate the school age population by 2030 in each of the Newcastle School Planning Areas (SPAs). This has been developed using the ORS citywide population forecast data, the Housing and Economic Land Availability Assessment and the Newcastle residential gazetteer.

The school aged population forecast numbers to 2030 are applied across School Planning Areas - based on distribution (proportion) of residential properties (current + expected new build) in each SPA.

### **Method and Data Sources**

This table should be read in conjunction with the results table (see page that follows methodology)

<b>Field ref.</b>	<b>Field name</b>	<b>Description</b>	<b>Source and date</b>
1	Current residential properties	The current number of residential properties in each school planning area	Newcastle residential gazetteer. Snapshot August 2018
2	New build properties (between 2018 and 2030)	The total number of new build properties expected to be built between 2018-19 and 2029-30. This excludes student bed spaces.	Housing and Economic Land Availability Assessment (HELAA). September 2018
3	Total expected residential properties by 2030	This figure is the sum of the current number of residential properties and the number of expected new build properties in each SPA	1 and 2 (above) combined
4	Total expected residential properties by 2030 as % of citywide total	This is the total expected residential properties by 2030 in each SPA divided by the total in the city as a whole.	As above

5	ORS Population Forecast	This data is taken from the ORS Newcastle citywide population forecasts. The data is available by single year of age and the data (from 0 to 18 years) is aggregated and grouped into relevant age bands (primary, secondary, and 17-18 year olds. The school age population figures in 2030 are used.	ORS population forecast 2017
6	Results – school age population forecast estimates across SPAs	The 2030 citywide population forecast (by age group) are distributed across the six school panning areas (SPA) using the proportion (4) of residential properties in each SPA.	

**A Summary of the Assumptions Made within the Model:**

- All current and new build properties are occupied (i.e. no vacancies)
- Underlying household size remains stable (i.e. the number of children per property)
- The distribution of families is the same as the distribution of residential properties across the city.
- Households occupying new builds are additional to the area – and city (or that the vacant property a family has moved from is replaced by the same family type)
- Housing development planned will meet the need (ORS method factors this in in calculating Objectively Assessed Needs)
- This method does not factor-in school choice

**Results V2a - Uses All Residential New Builds and Only Excludes Student Bed Spaces**

**Estimate of residential properties by 2030**

NB - this sheet includes HELAA updates as at 17/03/18  
 - An additional 45 units in Gosforth SPA  
 - An additional 4 units in Inner West SPA

	Current residential properties (1)	New build properties (between 2018-2030) (2)	Total expected residential properties by 2030 (3)	Total expected residential properties by 2030 as % of citywide total
<b>School Planning Areas</b>				
Gosforth	16367	3681	20648	13.7%
Inner East	26334	1326	28260	18.7%
Inner West	32688	4543	37237	24.7%
North Central	16319	2017	18336	12.1%
Outer East	18009	1542	19551	13.0%
Outer West	22454	4474	26928	17.8%
<b>Grand Total</b>	<b>133371</b>	<b>17589</b>	<b>150960</b>	<b>100.0%</b>

**ORS population forecast (5)**

	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	Change 2015-30	Change 2016-30	Change 2017-30	Change 2018-30
Aged 0-4	17079	17371	17416	17539	17532	17853	17935	18020	18075	18107	18111	18092	18049	17993	17934	17879	800	508	463	340
Aged 5-11	21802	22189	22316	23156	23565	23684	23900	23977	24239	24310	24438	24458	24732	24812	24875	24895	3092	2706	1979	1738
Aged 12-16	14137	14288	14423	14600	14877	15281	15716	16365	16455	16751	17002	17226	17065	17235	17231	17311	3174	3024	2888	2711
Aged 17-18	6302	6298	6319	6603	6844	6580	6581	6641	6974	7368	7358	7490	7731	7731	7791	7909	1607	1611	1590	1305
All C&YP (0-18 Yrs)	<b>59320</b>	<b>60146</b>	<b>61074</b>	<b>61899</b>	<b>62818</b>	<b>63398</b>	<b>64132</b>	<b>65003</b>	<b>65743</b>	<b>66535</b>	<b>66909</b>	<b>67266</b>	<b>67577</b>	<b>67770</b>	<b>67831</b>	<b>67994</b>	<b>8674</b>	<b>7848</b>	<b>6919</b>	<b>6094</b>
All ages	292281	294386	296507	298763	300986	303117	305181	307235	309289	311358	313445	315507	317521	319421	321226	322964	30682	28577	26457	24195

**Results - school age population forecast estimated to SPAs (6)**

School age population by 2030						
School Planning Area	Aged 0-4	Aged 5-11	Aged 12-16	Aged 17-18	All C&YP	All Ages
Gosforth	2445	3405	2368	1082	9300	44174
Inner East	3347	4660	3241	1481	12729	60459
Inner West	4410	6141	4270	1951	16772	79665
North Central	2172	3024	2103	961	8259	39228
Outer East	2316	3224	2242	1024	8806	41827
Outer West	3189	4441	3088	1411	12129	57610
<b>Total (checker)</b>	<b>17879</b>	<b>24895</b>	<b>17311</b>	<b>7909</b>	<b>67994</b>	<b>322964</b>
Grand Total	17879	24895	17311	7909	67994	322964

ORS School Population 2015										
SPA	Aged 0-4	Change 2015-2030	Aged 5-11	Change 2015-2030	Aged 12-16	Change 2015-2030	Aged 17-18	Change 2015-2030	All Children & Young People	Change 2015-2030
Gosforth	2336	109	2982	423	1934	434	862	220	814	1186
Inner East	3197	150	4081	579	2647	594	1180	301	1105	1624
Inner West	4213	197	5378	763	3487	783	1554	396	14632	2140
North Central	2074	97	2648	376	1717	386	765	195	7205	1054
Outer East	2212	104	2824	401	1831	411	816	208	7683	1123
Outer West	3046	143	3889	552	2522	566	1124	287	10581	1547
<b>Grand Total</b>	<b>17079</b>	<b>800</b>	<b>21802</b>	<b>3092</b>	<b>14137</b>	<b>3174</b>	<b>6302</b>	<b>1607</b>	<b>59320</b>	<b>8674</b>

ORS School Population 2018										
SPA	Aged 0-4	Change 2018-2030	Aged 5-11	Change 2018-2030	Aged 12-16	Change 2018-2030	Aged 17-18	Change 2018-2030	All Children & Young People	Change 2018-2030
Gosforth	2399	46	3167	238	1937	371	903	179	8466	834
Inner East	3283	64	4335	325	2733	507	1236	244	11588	1141
Inner West	4326	84	5712	429	3601	669	1629	322	15263	1503
North Central	2130	41	2813	211	1773	329	802	159	7518	740
Outer East	2272	44	2939	225	1831	351	855	169	8017	789
Outer West	3129	61	4131	310	2604	484	1178	233	11041	1087
<b>Grand Total</b>	<b>17539</b>	<b>340</b>	<b>23156</b>	<b>1738</b>	<b>14600</b>	<b>2711</b>	<b>6603</b>	<b>1305</b>	<b>61899</b>	<b>6094</b>

ORS School Population 2016										
SPA	Aged 0-4	Change 2016-2030	Aged 5-11	Change 2016-2030	Aged 12-16	Change 2016-2030	Aged 17-18	Change 2016-2030	All Children & Young People	Change 2016-2030
Gosforth	2376	69	3035	370	1954	414	861	220	8227	1073
Inner East	3252	95	4154	507	2675	566	1179	302	11259	1469
Inner West	4285	125	5473	668	3524	746	1554	397	14836	1936
North Central	2110	62	2695	329	1735	367	765	196	7305	953
Outer East	2250	66	2874	350	1850	392	816	209	7790	1016
Outer West	3099	91	3958	483	2549	599	1123	287	10729	1400
<b>Grand Total</b>	<b>17371</b>	<b>508</b>	<b>22189</b>	<b>2706</b>	<b>14288</b>	<b>3024</b>	<b>6298</b>	<b>1611</b>	<b>60146</b>	<b>7848</b>

## APPENDIX E – Newcastle’s Pupil Yield Forecasting Model

---

### Background

As part of the original Newcastle Local Plan Education document (September 2013), an assessment of the forecast population growth to 2030 on school age cohorts and education provision by school planning areas was undertaken. Alongside this, adopted citywide pupil yields were used to assess the likely impact of the proposed Village and Neighbourhood Growth Areas on education provision and local schools. These original growth forecasts were based on the St. Chad’s modelling of demographic change, and education capacity forecasts were based on 2012 accommodation and estimates of capacities.

The Council adopted Interim Planning Guidance ‘Education Provision Model’ (IPG) in 2013 following public consultation. The IPG included citywide pupil yields by size of dwelling derived from the Newcastle Gateshead Strategic Housing Market Assessment (SHMA) survey data (2010). The SHMA data indicated the average household size of 2.25 in Newcastle and the average number of children within households varied considerably between house and dwelling types (see table below):

Pupil yield by dwelling size for primary and secondary age years<sup>1</sup>

Property Size	Pupil yield for primary / dwelling type	Pupil yield for secondary / dwelling type
2 bed flat	0.03	0.02
2 bed house	0.17	0.12
3 bed house	0.26	0.19
4 +bed house	0.3	0.22

<sup>1</sup>Assumed weightings for education sectors: primary 58%, secondary 42%

In March 2015, the Council approved a Draft Supplementary Planning Document (SPD) on Planning Obligations for consultation. The draft SPD referenced the more recently published 2011 National Census Population Data and an assessment was carried out to understand the impact of this more current data on the pupil yields calculations in use at that time. Analysis of the citywide data indicated an average household size of 2.32, and analysis of Newcastle Great Park (NPG) output areas (as an example of strategic growth), indicated an average household size of 3.14 (with an equivalent 400+ primary age children in residence per thousand households).

## **Analysis**

This analysis of the 2011 Census of Population indicated the need to review the pupil yields and the impacts of strategic growth areas (such as Newcastle Great Park), in advance of determination of the neighbourhood and village growth area planning applications. This would help to ensure residential development was planned in a comprehensive and sustainable manner.

The 2001 and 2011 Census data for Newcastle as a whole, as well as two examples of local Strategic Growth Areas (Newcastle Great Park and Northumberland Park) were reviewed to test out the pupil yield model as proposed in the Core Strategy.

## **Conclusion**

Analysis of the two strategic growth area examples identified site-based variations, with a clear differential in residential mix. In NGP, where the proportion of larger houses (4 and 5 bedrooms) make up the majority of the development, the increase in the numbers of pre-school and school-aged children was significantly above those indicated by the pupil yield model adopted at the time. For example, in NGP in 2011, the pupil yield was 0.37 per dwelling for 0-4 year olds and 0.41 for 5-11 year olds.

**It was therefore proposed to increase the pupil yield factors (primary and secondary) for larger properties (4+ bed houses), as demonstrated in the updated table below.**

Revised Pupil yield by dwelling size for primary and secondary age years<sup>1</sup>

Property Size	Pupil yield for primary / dwelling type	Pupil yield for secondary / dwelling type
2 bed flat	0.03	0.02
2 bed house	0.17	0.12
3 bed house	0.26	0.19
4 +bed house	0.35	0.28

This revised pupil yield model was shared with developers who could then use it in their supporting documentation to planning applications and to address the likely impact of the predominant residential housing mix on school age cohorts and the associated education provision required to meet rising demand resulting from occupation of the new housing.



**Note to Reader- Changes made at Submission (March 2019):**

- Page 8 Reference added in relation to Department for Education draft guidance for securing developer contributions
- Page 40 Clarification on the annual school capacity data return
- Page 52 Addition of Kingston Village (NGP Western expansion NN4b)