



Agenda Item 5

Report to Policy Committee

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Report of: Andrew Jones – Director of Children’s Services
Report to: Education, Children & Families Policy Committee
Date of Decision: 21st June 2023
Subject: Primary and Secondary School Sufficiency Plans

Has an Equality Impact Assessment (EIA) been undertaken?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
If YES, what EIA reference number has it been given? People/TB/BK/280722				
Has appropriate consultation taken place?	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Has a Climate Impact Assessment (CIA) been undertaken?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Does the report contain confidential or exempt information?	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
If YES, give details as to whether the exemption applies to the full report / part of the report and/or appendices and complete below: <i>“The (report/appendix) is not for publication because it contains exempt information under Paragraph (insert relevant paragraph number) of Schedule 12A of the Local Government Act 1972 (as amended).”</i>				

Purpose of Report:

The purpose of this report is to provide Committee Members with an update on the citywide mainstream primary and secondary school places strategy, following the annual data review and seeks agreement to the overall strategy and implementation approach.

For the primary sector, the key issue continues to be the citywide issue of falling rolls, due to ongoing low birth rates, resulting in increasing numbers of schools seeing high levels of surplus places. Despite the citywide surplus, there remain some hot spots of place deficits and intervention is required in two planning areas where migration and new housing developments are increasing demand on local schools.

For the secondary sector, a number of planning areas are forecast to see a sustained deficit in secondary places from 2024/25 onwards. Demand for school places in some of these planning areas is forecast to increase due to new housing and population growth. In order to deliver the number of places required, individual secondary school expansion projects, as they come on stream, will subsequently be developed.

This report complements the Commissioning Plan 2023-2026: Early Education & Childcare, Primary, Secondary & Post 16 Sectors.

Recommendations:

We recommend that the Committee:

- 1) Approve the overall strategy and implementation approach set out in this paper (including that secondary Number on roll forecasts are initially uplifted by 3% in order to meet demand at the highest allocation point).
- 2) Note that individual schemes will be brought through to the Finance Committee as part of the standard capital approvals process in the usual way.

Background Papers:**Appendix 1: Secondary School Planning Areas**

Lead Officer to complete:-		
1	I have consulted the relevant departments in respect of any relevant implications indicated on the Statutory and Council Policy Checklist, and comments have been incorporated / additional forms completed / EIA completed, where required.	Finance: Damian Watkinson and Kayleigh Inman Legal: Nadine Wynter Equalities & Consultation: Bashir Khan Climate: Jessica Rick
2	SLB member who approved submission:	Andrew Jones
3	Committee Chair consulted:	Dawn Dale
4	I confirm that all necessary approval has been obtained in respect of the implications indicated on the Statutory and Council Policy Checklist and that the report has been approved for submission to the Committee by the SLB member indicated at 2. In addition, any additional forms have been completed and signed off as required at 1.	
	Lead Officer Name: Sam Martin	Job Title: Head of Commissioning – Vulnerable People
Date: 8 th June 2023		

1. PROPOSAL

- 1.1 Under section 14 of the Education Act 1996, each local authority is required to provide sufficient school places for primary and secondary education in its area. This means providing a school place for every child when pupil populations are high and managing excess surplus places when they fall. With rapid shifts in economic conditions for families and changing patterns of migration, school place planning requires a proactive approach to best respond to both short and

medium-term demand as the primary, secondary, and special school pupil populations fluctuate.

- 1.2 School place planning is a complex process, influenced by demographics, mobility, and housing yield, as well as parental preference, geography, travel, and transport. Twice yearly reviews of population data and the tracking of numbers on roll enable us to forecast demand for places. Whilst births are the main driver for place planning, in the last few years migration has played an increasing role as the number of children moving into the city has increased.
- 1.3 Overseas migration has been particularly difficult to plan for as the Government's policies supporting migration of families from Hong Kong, Ukraine and Afghanistan were unforeseen. This, along with rapid shifts in economic conditions for families, means planning for 'Basic Need' requires a proactive approach to best respond to both short and medium-term demand as the pupil populations fluctuate. With a need to develop a flexible and agile system that can expand and contract as required when population increase and decrease.
- 1.4 The Council's Local Plan (2019 to 2039) sets out the intention to develop 2,100 new homes each year until 2039, providing approximately 35,700 new homes. These new homes will attract new families to the city with children of school age particularly in the early years and primary phase. It will also create some movement of families within the city. To a degree, this growth will offset the impact of lower birth rates and may require us to enhance capacity in the longer term.
- 1.5 For planning purposes, the city is divided into seven planning areas which are further divided into 17 sub planning areas for primary planning purposes. The annual data review allows an in-depth analysis of each planning area identifying areas of surplus and deficit forming the basis for action planning and intervention.

1.6

School Place Planning – Guiding Principles

1.7

As highlighted in the draft "Commissioning Plan 2023-2026: Early Education & Childcare, Primary, Secondary & Post 16 Sectors" when undertaking school place planning, and any subsequent intervention, the following guiding principles will be utilised:

- **develop and sustain high trust relationships**, building on previous successes to strengthen the quality of our policy making practice and make changes in partnership and in consultation with our key stakeholders.
- use local knowledge and intelligence (e.g., data and feedback) to ensure that schools and providers are of the **right size and in the right location to meet demand** for places.
- ensure that provision is **sustainable and well placed** to deliver a **high-quality education** that meets the needs of the local community and makes best use of public funding.

- **promote educational inclusion** and focus on preparing children for transitions and independence.
- **exploit opportunities for innovative practice** when developing proposals in order to support sustainability and value for money by linking different services together.
- **assess wider impact** where any new schools are being developed by considering the impact on other schools and providers and the impact of early education, childcare and post 16 provision. This also extends to assessment of equalities and climate impact of any proposals.

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1.9 **2022/23 Data Review – Outcomes and Current Position**

1.10 **Primary Sector**

The key issue in primary is one of falling rolls. Following the national picture, births in Sheffield rose by 25% between 2002 and 2012 which initially put pressure on the primary sector and led to the commissioning of additional primary places to meet demand. Since the 2012 peak, births have been falling resulting in an increasing number of surplus places across Sheffield's primary schools since 2015/16. This has begun to impact on some school's budgets and continues to worsen with each year's lower cohort. Reception cohorts are expected to continue to decrease, reaching a low point in 2025/26.

1.11

In 2021/22 the number of births in the city increased compared to the previous year, and this is the first time that numbers have increased from one year to the next since 2015. There is optimism that this is a turning point as latest available Office for National Statistics (ONS) forecasts predict that there will be a slight and gradual rise in births each year until the end of the decade. However, despite predicting rising births, ONS forecasts still suggest that these will remain much lower than those seen in the peak years leading up to 2012. There is the need to be cautious in respect of ONS forecasts because they date back to 2018 at both regional and city level. Normally ONS revise the forecasts every three years, but the pandemic and census have led to deferral. Updates are now expected in 2024 and could look quite different to those published in 2018.

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At the same time that birth rates are possibly on an increasing trajectory, we have seen an increase in population growth due to new housing development and migration into the city. These factors together suggest the level of surplus reception places may start to gradually decrease from 2026/27. Whilst this provides hope for future sustainability, there will still be significant surplus in many schools by 2025/26 due to the culmination of seven years of low intake at that point.

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However, surplus places have not been the trend in all schools and planning areas. There remain some pockets of primary place deficits, especially in areas where there has been regeneration and substantial new housing development. Increased housing developments within specific planning areas, including those within the city centre, are leading to high levels of population change particularly focussed on Planning Areas 1, 2 and 5.

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Whilst the Council seeks to meet parental preference, wherever possible our primary concern is with ensuring we have sufficient places in each planning area. It may be the case that some schools in an area that are consistently oversubscribed and give the impression that there is a shortage of places when this is not the case overall, as other schools in that area have capacity. The principal factor for place planning is the number of places in an area compared to the number of children requiring a place and it is this that we seek to predict and respond to.

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Despite some schools oversubscribing in Planning Area 1 there are adequate levels of surplus forecast to meet demand. However, increased demand in Planning Areas 2 (North) and 5 (South) as new housing developments are completed and homes occupied, mean that intervention is necessary to ensure that children can access a place at a local school within statutory walking distance (2 miles) of their home. Easy travel to school for children of primary age is highly important to parents and there is a strong expectation that they will be able to gain a place at a good local school within their community. This principal is embedded in the Council's catchment-based admissions policy.

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Considering the principles and need outlined above, two small projects are being considered for small scale expansions. It is proposed that delegated authority is given to officers (Director of Children's Services) to implement the strategy and agree these two small projects. Feasibility studies are in progress for these projects and full business cases will be developed. Finance Committee to approve any resultant capital investment proposals in the usual way. Section 106 funding will be used to supplement available Basic Need Capital Allocation.

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1.18 **Secondary Sector**

The 2022/23 data review highlighted that a number of planning areas are forecast to see a sustained deficit in secondary places from 2024/25 onwards. Demand for school places in some of these planning areas is forecast to increase due to new housing and population growth.

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The larger student cohorts from increased births between 2002 and 2012 have entered the secondary sector, with a citywide peak in demand forecasted in 2023/24. Places have been added to the secondary sector to manage the larger birth cohort and through the Council's work with the school sector, a subgroup of the Secondary Heads Partnership agreed that a 'hybrid model' be implemented to address the citywide peak and demand in specific areas via a combination of permanent and temporary expansions. Additionally, many secondary schools in the city accommodated more pupils by increasing their admission numbers on a temporary basis. This has supported the Council through this period of secondary growth.

1.20

In November 2022, the Education, Children and Families Policy Committee agreed for officers to proceed with "Phase 1" of secondary school expansion plans in Planning Area 5 to address the forecast deficit of places in 2023/24. This will create an additional 60 places for pupils as a temporary bulge year within existing buildings.

1.21

Following the 2022/23 data review, forecasts are showing a sustained deficit of secondary school places from 2024/25 up until the end of the decade. This recent citywide data review forecasts another peak year in 2027/28 with a forecast deficit of up to approximately seven forms of entry or 210 places. Increased housing developments within specific planning areas, including those within the city centre, are leading to high levels of population change throughout the forecast period.

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Without intervention, there will be a sustained shortfall of secondary school places across specific areas of the city from 2024/25 until the end of the decade and beyond. Further additional capacity, via temporary and permanent refurbishment and/or new build expansions, is needed to accommodate the demand for “Phase 2” expansion plans.

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Forecasting is based on number on roll at citywide level which calculates the average take up across a number of years and projects forward. This methodology is extremely accurate when compared with national levels. However, number on roll is only a snapshot of pupil numbers on census day, which does not fully reflect the fluctuating number of places needed. The number of places applied for and allocated each year exceeds the number of places taken up and the gap between allocations and number on roll has been growing. Once the academic year starts there are further changes as pupils move in and out of and across the city. This is what we term in year movement.

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In 2023 the number of secondary allocations were significantly higher than expected for Year 7 places with a higher than normal number of late applications. Whilst the new allocations forecast factors in allocations data as of National Offer Day, the numbers continue to climb due to late applications. It is therefore proposed that secondary Number on roll forecasts are initially uplifted by 3% in order to meet demand at the highest allocation point.

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The benefits of applying this uplift are that it reduces the risk of the Council not meeting its statutory duty in relation to sufficiency. It also provides a small contingency in the system to allow for any forecasting errors, in year movement and changes in migration etc. However, the risks to this uplift are that it could build too much contingency/surplus into the system, and this could adversely impact on specific schools where parental preference reduces. We therefore recommend that we keep monitoring the difference between allocations and Number on roll and will keep the percentage uplift under review at least annually.

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1.27 The secondary sector data forecasts below take into account the 3% uplift in forecasts.

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Secondary Sector “Phase 2” Expansion Plans (2024 and beyond)

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What the 2022/23 forecast data shows

Following the recent data review which provides updated forecasts, we are now seeing a sustained pressure on secondary school places forecast until 2028/29. We estimate we will need to build a minimum of approximately 7 Forms of Entry / 1,050 places (7 x 30 places x 5 year groups = 1,050) and potentially up to a maximum of approximately 10 Forms of Entry / 1,500 places (10 x 30 places x 5

year groups = 1,500) to address the forecast deficits. However, we will need to keep reviewing the data as forecasting is relatively dynamic and housing and other factors will influence the total number of places needed.

- Approximately 2 Forms of Entry / 300 places (2 x 30 places x 5 year groups = 300) will be required for **Planning Area 1** in 2024/25.
- Approximately 4 Forms of Entry / 600 places (4 x 30 places x 5 year groups = 600) will be required for **Planning Area 5** in 2024/25.
- Approximately 2 Forms of Entry / 300 places (2 x 30 places x 5 year groups = 300) will be required for **Planning Area 7** in 2027/28.

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There is also the potential need for an expansion in **Planning Area 3** by approximately 1 Form of Entry / 150 places (1 x 30 places x 5 year groups = 150) for 2026/27.

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After 2028/29, surpluses are then forecast to develop across the city.

Growing demand for secondary school places is not evenly distributed across the city with particular pressure for places within specific planning areas. Increased housing developments within specific planning areas, including those within the city centre, are leading to high levels of population change throughout the forecast period. The Local Plan has identified sites for further large developments, some of which already have planning permissions in place, in the central areas which will continue to drive up demand in these pressured planning areas over the medium and longer term. The Council will continue to monitor changes in forecast data.

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Table 1.0 below provides a summary of the deficits and surpluses forecast within each planning area. We will need to work with some of the schools in those planning areas where deficits are forecast to identify appropriate interventions to address the deficits. Finance Committee to agree any resultant capital investment proposals in the usual way.

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Table 1.0 Summary of deficits and surpluses forecast in each planning area within the secondary sector		
Planning Area & Area of City	Planning Area Summary	Schools / Academies in the Planning Area
1 Southwest	Sustained deficit forecast from 2024 right up until the end of the decade (except for one year which is forecasting a small surplus). Approximately 2.5 Forms of Entry deficit of Year 7 secondary places forecast in 2024/25. Deficits range from 2.5 to 5.5 Forms of Entry over a range of academic years, with the peak of 5.5 Forms of Entry forecast for 2028/29.	High Storrs School King Ecgbert School King Edward VII School Notre Dame High School Mercia School Silverdale School Tapton School

2 Northwest	No deficit forecast throughout the forecasting period. Small (0.5 Forms of Entry) surplus forecast for a couple of years. Continues to be a tight forecast with limited surplus until 2032/33. Housing playing a significant role in this area, the impact of which will be monitored.	Bradfield School Forge Valley School Stocksbridge High School
3 North	No deficit or surplus forecast in 2024/25. Approximately 1.5 Forms of Entry of Year 7 secondary places deficit forecast in 2026/27. 0.5 Forms of Entry surplus forecast across a number of years, with surplus predicted to start to increase from 2030/31.	Chaucer School Ecclesfield School Yewlands Academy
4 Northeast	No deficit forecast throughout the forecasting period. Smaller but steadily rising surpluses forecast for a number of years, with the peak year for surplus places being forecast in 2028/29 with 3.5 Forms of Entry. No surplus or deficit forecast in 2025/26. Area of high mobility, so surplus is required to allow for in-year movement.	Astrea Academy Sheffield Fir Vale School Firth Park Academy Hinde House Academy E-Act Parkwood Academy
5 Northeast	Approximately 2 Forms of Entry deficit of Year 7 secondary places forecast in 2024/25. Sustained deficits forecast up until the end of the decade and beyond. A peak year is forecast in 2028/29 with approximately 4 Forms of Entry deficit. Housing growth is due to be significant in this planning area. Pupil yields from new housing in this area are typically higher than the city average.	Oasis Academy Don Valley Sheffield Park Academy Sheffield Springs Academy All Saints Catholic High School
6 Southeast	Approximately 0.5 Forms of Entry deficit of Year 7 secondary places forecast in 2024/25 and 2025/26. Small surpluses (0.5 to 1.5 Forms of Entry) forecast from 2026/27 until the end of the decade, when surpluses are predicted to increase slightly.	The Birley Academy Handsworth Grange Community Sports College Outwood Academy City Westfield Secondary School
7 South	No deficit or surplus forecast for 2024/25. Approximately 0.5 Forms of Entry surplus Year 7 secondary places forecast in 2025/26. Deficits are forecast for a number of years from 2026/27, with the peak deficit of 1.5 Forms of Entry forecast in 2027/28.	Newfield School Meadowhead School

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Annex 1: shows a map of the seven planning areas.

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Additional secondary school places secured to date are not sufficient to meet the increasing demand. Secondary school capacity is near or at saturation point based on current Published Admission Numbers. We also need to accommodate in year increases due to migration into the city, in year movement between schools and monitor the impact of pupil yields from new housing developments.

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How we plan to address the deficits

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1.39 In order to ensure the Council meets its sufficiency duty in the future years, plans will be identified in each of the areas working in collaboration with the schools and Trusts to develop options which can be developed and approved via the Finance Committee.

In addition to ensuring we are following and utilising the 'Guiding Principles' as outlined in sections 1.7 of this report, we will:

- **Work collaboratively:** with the academies/schools/Trusts within the affected planning areas to share forecast data to seek agreement in principle on secondary school expansion plans. Finance Committee to approve any resultant capital investment proposals in the usual way.
- **Assess capacity:** further additional capacity, via temporary and permanent refurbishment and/or new build expansions, is needed to accommodate the demand in particular areas of the city including Planning Areas 1, 5 & 7. Our approach will be to work with the schools in the first instance to establish (via feasibilities and other methods) whether there is any capacity within the current buildings/site to accommodate additional pupils. Where there is no capacity within current buildings, temporary expansions will be considered and, where appropriate, a permanent expansion. Any expansions will be considered as part a 'phased' approach which will be subject to further reviews of data in order to assess the impact of implementation plans on future forecasts. This phasing of implementation will help avoid building too much surplus into the system.
- **Only agree permanent expansions where absolutely necessary:** where there is a sustained demand forecasted at a particular academy/school over a long period, we would work with Capital Delivery Service to consider the case for a permanent expansion.
- **Create a flexible system:** our aim is for any permanent expansions to offer a flexible space so schools/academies can easily adapt to accommodate Year 7 pupils, but also that the space could be utilised for other educational priorities e.g., Post 16 as Year 7 demand reduces, and surpluses are forecast to appear after the end of the decade.

2. HOW DOES THIS DECISION CONTRIBUTE?

2.1 As part of laying the foundations for our future, we want pupils in Sheffield to have access to a wide range of educational opportunities to achieve their full potential as set out in [Our Sheffield Delivery Plan 2022-23](#). Working alongside city partners such as schools and academy trusts, with ambition, openness, and purpose, towards a bright future for our city and its pupils.

2.2 The proposals will ensure that the Council meets its statutory duties under the Education Act 1996 to provide sufficient school places, promote parental choice, diversity, and fair access. Ensuring that there are enough school places for every school-age child is a fundamental responsibility of local government and is essential to the Council's focus on enabling children to have a great start in life, achieve their full potential, and contribute to the success of the city. At the heart

of the vision for increasing school places in Sheffield is the Council's role in guaranteeing excellent education outcomes and equitable access for all.

2.3

The vision is for all Sheffield families to have access to great, inclusive schools in every area of the city. This means schools ensuring each child reaches their potential, equal access for the most vulnerable children, schools at the heart of their communities, and getting the best value from all funding opportunities.

2.4

Implementing the two primary school expansion projects is expected to provide sufficient primary places for the duration of current forecasts.

2.5

Implementing the Phase 2 secondary school expansions is expected to provide sufficient secondary places from 2024 until the end of the decade.

3. HAS THERE BEEN ANY CONSULTATION?

3.1 Should a decision be taken by Committee to agree the overall strategy and implementation approach, individual statutory consultations will be undertaken as appropriate

3.2 As part of any statutory process, pupils, parents, local community, and other parties potentially impacted by expansion proposals, (including other schools in the planning areas) will be consulted. This is subject to the Department for Education's significant change expansion threshold being met. Should the proposal proceed, then all required steps will be taken to ensure that all relevant stakeholders are consulted and any equality related needs to fully access the consultation are met.

4. RISK ANALYSIS AND IMPLICATIONS OF THE DECISION

4.1 Equality Implications

4.1.1 Decisions need to take into account the requirements of the Public Sector Equality Duty contained in Section 149 of the Equality Act 2010. This is the duty to have due regard to the need to:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act.
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

4.1.2 The Equality Act 2010 identifies the following groups as a protected characteristic: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex and sexual orientation.

4.1.3

Equality Impact Assessments have been carried out on the specific primary school projects and highlight that the primary school expansion proposals primarily impact children in the 3-11 age group for pupils which will include Black

4.1.4 and Minority Ethnic pupils and those with Special Educational Needs and Disabilities.

4.1.5 An Equality Impact Assessment has been carried out linked to our Commissioning Plan 2023-2026: Early Education & Childcare, Primary, Secondary & Post 16 Sectors. The secondary aspect of that assessment highlights that the proposals primarily impact children and young people in the 11-16 age group for pupils which will include Black and Minority Ethnic pupils and those with Special Educational Needs and Disabilities. Individual secondary school expansion project proposals will be assessed for cumulative impact and have their own Equality Impact Assessment as part of the project.

4.2 The impact of school expansions will also be felt by different communities and localities. Expansions at schools also impact on other factors such as Climate, Transport, Ecology etc. within a specific Planning Area.

Finance Implications

4.2.1 Funding for school places up to 2024/25: £9.8m of Basic Need funding for the purposes of school places expansion is due to be received by the Council this year for the creation of school places up to 2024/25. Existing commitments from this and balance brought forward from previous years leaves £5.7m available for investment.

4.2.2 Funding for school places from 2025/26 onwards: £26.09m of Basic Need funding for the purposes of school places expansion from has been announced. This funding would be used to support any building refurbishment, temporary or permanent expansion projects.

4.2.3 Therefore, the total funding available to support the strategy is approximately £31.8m. This will be supplemented by any S106 developer contributions secured as part of the Local Plan.

4.2.4 We are unable to provide accurate estimates of the total Capital requirement until the Council's Capital Delivery Service have undertaken site-based feasibility studies. However, for the primary school projects, we estimate that approximately £2.6m will be utilised for the expansion proposals. For the secondary strategy, we cannot provide any estimates until the Capital Delivery Service have undertaken site-based feasibility studies at several schools. Assuming the costs of primary places are as initially estimated, this leaves £29.2m for secondary places.

4.2.5 The Department for Education's formula for funding the creation of new secondary school places grants approximately £22k per place. The £29.2m that is estimated to be remaining following primary school expansions, therefore, would be expected to deliver 1,327 places. Current estimates of secondary places required are between 1,050 and 1,500, dependent on assessments into current capacity of existing sites. This would indicate that funding allocated is of a reasonable magnitude to accommodate the likely requirements. However, until detailed feasibility work is completed on specific sites these figures only represent an estimate based on average costings.

4.2.6

Once the figures for secondary expansions are confirmed, this information is known it will be presented to the Finance Committee and processed as part of the business cases for individual expansion projects as they progress.

4.2.7

From a revenue perspective, where expansions are agreed, academies/schools will be allocated any funding for growth in line with the relevant financial year's Growth Funding Policy, subject to any changes in national guidance and legislation surrounding The Schools and Early Years Funding Regulations.

4.3 Legal Implications

4.3.1 The proposal outlined in this report will assist the Council in meeting its statutory duty to secure sufficient secondary school places under section 14 of the Education Act 1996. The Department for Education expects all local authorities to manage their school estate efficiently and to reduce or find alternative uses for surplus capacity to avoid detriment to schools' educational offer or financial position. The proposal outlined in this report complies with that expectation.

4.3.2 All proposals outlined in this report would be subject to consultation and would follow the relevant statutory process and approval route. This will include the publication of statutory proposals relating to the changes as part of the consultation process. Any further legal implications will be considered at that time.

4.4 Climate Implications

4.4.1 An overarching Climate Impact Assessment has been undertaken linked to our Commissioning Plan 2023-2026: Early Education & Childcare, Primary, Secondary & Post 16 Sectors. Following site feasibilities, full and individual Climate Impact Assessments will be undertaken once a final agreement on any building refurbishment / temporary expansion / permanent expansion has been received.

4.5 Other Implications

4.5.1 No further implications have been identified.

5. **ALTERNATIVE OPTIONS CONSIDERED**

5.1 A detailed Options Appraisal was undertaken to consider alternative options to help address the primary deficits prior to feasibility studies. At that stage it was recommended that the only viable option was to expand the two primary schools identified.

5.2 A detailed Options Appraisal was undertaken to consider alternative options to help address the secondary deficits as part of Phase 1 expansions. At that stage it was recommended that the only viable option to address the deficits was to expand some secondary schools. This remains the only viable option for Phase 2 expansion implementation.

6. **REASONS FOR RECOMMENDATIONS**

6.1 The proposed primary school expansions in Planning Areas 2 & 5 will contribute to:

- Need for places: without additional places in the areas, the impact on families of not getting a local place will be significant as well as the impact on neighbouring schools.
- Children's outcomes: the standard of education that are provided at the two schools is of a good quality – both schools are rated by Ofsted as "Good."
- Equality: the catchment area in Planning Area 5 is characterised by deprivation and a higher proportion of Black and Minority Ethnic population. The school in Planning Area 2 is in a small rural community and includes Black and Minority Ethnic pupils and those with Special Educational Needs and Disabilities. By increasing places at these schools, the needs of all children are met, and the needs of more vulnerable children and families located in the city.

The secondary school places sufficiency expansion strategy and subsequent secondary school expansion proposals will help meet:

- 6.2
- Need for places: without additional places in the areas identified, the impact on families of not getting a local place will be significant as well as the impact on neighbouring schools.
 - Statutory duty: the proposals will help ensure that the Council meets its statutory duties under the Education Act 1996 to provide sufficient school places, promote parental choice, diversity, and fair access.

Sheffield School Locations 2022-23

