

A Place for Every Child

City of Wolverhampton Education
Place Planning 2024-2027

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CITY OF
WOLVERHAMPTON
COUNCIL

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1 Executive Summary

The main challenge that the City of Wolverhampton faces in relation to the organisation of school provision, is ensuring that sufficient high quality school places for all children are available to meet the needs of local communities across the City. Driven by an 18% increase in births between 2002 and 2018, levels of demand for primary school provision increased significantly in recent years. This trend has now reversed and the birth rates have begun to decrease, while at the same time the number of children and young people requiring SEND provision is increasing. At this point demand for places in secondary schools is relatively stable, however, there are still areas of high demand within the City.

This strategy outlines anticipated levels of future demand and key policy decisions adopted by the Council to guide the ongoing development of the City's school estate.

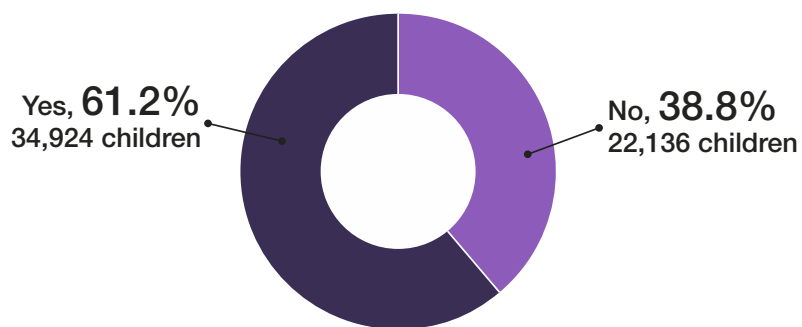
1.1 Wolverhampton Context

Wolverhampton is a superdiverse city and this is another factor that can influence demand for school places. As of December 2023, the city's population for mid-2022 was estimated as 267,651 (ONS Mid-Year Population Estimates). The number of non-UK born residents in Wolverhampton has increased; in the 2021 Census, 77% of the city's residents were born in the UK, compared to 83% for England as a whole. The diversity of the city can also be seen in birth statistics: in 2022, 42% of births to Wolverhampton residents were to non-UK born mothers, compared to 31% for England (ONS Births by parents' country of birth statistics).

As illustrated by both Census data and published Ward Profiles (available at insight.wolverhampton.gov.uk) the ethnic composition of communities varies significantly across the city. As of the 2021 Census, the White British population was 55% of the city's total, compared to an Ethnic Minority population of 45% (with Ethnic Minority meaning anyone non-White British). There has been a consistent trend over several Census releases of a growing Ethnic Minority population in the city, especially amongst younger residents.

There are considerable challenges with regards to deprivation in the city. In 2019 Wolverhampton was the 24th most deprived of 317 English Local Authorities, although had improved from the 17th most deprived in the prior Indices of Deprivation release from 2015. For the purposes of measuring deprivation, Wolverhampton is split into 158 Lower Super Output Areas (LSOAs). Of these 158, 8 are in the top 5% deprived band in England. The scale of the challenge with deprivation is illustrated in Figure 1, which shows that of all the 0 to 15 year olds resident in Wolverhampton in 2020, 61.2% of them live in an LSOA in the top 20%

Figure 1: Numbers of children aged 0-15 living in a deprived area (defined as in the top 20% most deprived nationally)



The health and wellbeing of our children is paramount to securing good outcomes; unfortunately, the health and wellbeing of children in Wolverhampton is worse than the England average. For instance, Wolverhampton remains one of the Local Authorities with highest rates of infant mortality in the country, with a rate of 5.2 deaths per 1,000 live births compared to an English average of 3.9 deaths per 1,000 live births in 2019-21 period (Office for Health Improvement & Disparities).

1.2 Strategic Context

This strategy is a key feature of the City of Wolverhampton Council's approach to meeting its statutory duties as an advocate for parents and families, supporting vulnerable children and championing educational excellence. It offers a framework to guide the future development of the school estate in the City.

Underpinning the Our City: Our Plan 2023/2024, Education Excellence Strategy 2021 - 2024, Wolverhampton's Children, Young People and Families Plan 2015-2025 and Wolverhampton Strategy for Children and Young People with Special Educational Needs and Disabilities 2020 this document details the basic need challenge facing the City and outlines the approach adopted by the Council to meet this challenge.

Priorities in the Our City: Our Plan include delivery of over 1000 new low carbon homes and thousands of jobs at our Canalside South development. Use our Council owned housing company, WV Living, to build new homes and require that any external contract appointments evidence a commitment to the training and employment of local people¹.

The planned housing growth programme for the City will deliver around 7000 homes in 10 years to accommodate need and demand, and to support the economic aspirations of the City. This growth will see significant increases in new homes for certain neighbourhoods, which will inevitably create a pressure of additional resident expectations upon the school place provision in those localities.

Potential housing development sites and their estimated delivery timescales are subject to on-going change. In order to manage these pressures, regular liaison between the Council's Planning, Housing and Education teams provides the latest information on the focus of planned development activity. This will permit a coordinated and planned approach, both to support the delivery of new homes with adequate school places, and to support school place planning with good information on the population increases anticipated from newbuild. The School Organisation Team carefully monitor anticipated future housing development on a quarterly basis to gauge likely pupil yields in each Wolverhampton City Ward to ensure alignment and inform annual pupil projections.

¹ City of Wolverhampton Our City:Our Plan 2023/24, p29

Pupil yield growth is likely to remain an issue in the medium to longer term and this will be taken into account when making longer term plans for housing development across the City.

We recognise the need for Wolverhampton's school estate to continue to develop to meet the changing needs of children in the City. This strategy recommends that a longer term, estate wide approach to school place planning is adopted that both maximises the use of existing facilities and develops flexible provision. The development of flexible provision and facilities will ensure that the estate is ideally positioned to meet both fluctuating demographic requirements and the changing needs of students.

The City of Wolverhampton Education Place Planning 2024-2027, aligned with the Council's Education Excellence Strategy 2021-2024, seeks to secure sufficient high-quality school places to improve educational outcomes across the City. The strategy recognises the Council's role in ensuring an appropriate number of school places and in influencing the quality of education provided regardless of how schools are organised or governed.

Our key principles are

- The right of every child to fulfil their potential
- The needs of local communities
- The value of partnership working
- To respond effectively to the dynamic demographic position
- To consider the sustainability of the school estate
- To ensure resources are used efficiently
- To improve educational outcomes in order to support the longer term development and prosperity of the City
- Promoting choice and diversity of provision.

1.3 Key Statutory Duties

Councils are under a statutory duty to ensure that there are sufficient school places in their area, promote high educational standards, ensure fair access to educational opportunity and promote the fulfilment of every child's educational potential. The Schools Admissions Code states that "Parents may seek a place for their child outside of their normal age group, for example, if the child is gifted and talented or has experienced problems such as ill health"². They must also ensure that there are sufficient schools in their area, promote diversity and increase parental choice.

Primary Context

There is a legal requirement that any class containing infant aged children (five, six and seven year olds) will not exceed a maximum of 30 pupils with a single class teacher, other than when an additional pupil admitted fits the criteria for an 'excepted' pupil (as defined in the School Admissions Code).³

Summer Born Children

Children usually start school in the September after they turn 4 but parents of summer-born children (born between 1 April and 31 August) can ask to delay entry into school for a year, they can also ask for early admission or delayed transfer to school (admission outside of normal age group).⁴

² Department of Education, Schools Admissions Code September 2021 (p25, para 2.18)

³ Department of Education, School Admissions Code September 2021 (p.24, para 2.16)

⁴ Department of Education, Schools Admissions Code September 2021 (p25, para 2.17)

Secondary Context

Local authorities have broad duties to encourage, enable and assist young people to participate in education or training. Specifically these are:

- To secure sufficient suitable education and training provision for all young people in their area who are over compulsory school age but under 19 or aged 19 to 25 and for whom an Education, Health and Care (EHC) plan is maintained.

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

- To make available to all young people aged 13-19 and to those between 20 and 25 with special educational needs and disabilities (SEND), support that will encourage, enable or assist them to participate in education or training under Section 68 of ESA 20082.
- To collect information about young people so that those who are not participating, or are NEET, can be identified and given support to re-engage.

In addition, ESA 2008 placed two RPA-related duties on local authorities with regard to 16 and 17 year olds:

- Local authorities must promote the effective participation in education and training of 16 and 17 year olds in their area with a view to ensuring that those persons fulfil the duty to participate in education or training . A key element of this is identifying the young people in their area who are covered by the duty to participate and encouraging them to find a suitable education or training place.
- Local authorities must make arrangements – i.e. maintain a tracking system - to identify 16 and 17 year olds who are not participating in education or training.

Aspiration

We will continue existing, and further expand, collaboration arrangements with educational establishments in the City including secondary schools/academies, the University of Wolverhampton and the City of Wolverhampton College.

1.4 Partnership Working

The Council recognises the value of sustaining an effective partnership with all schools regardless of their status or governance arrangements and we have established a strong working partnership with Free Schools, Academies, Trusts, the Department for Education, the Education and Skills Funding Agency, the Regional Schools Commissioner for the West Midlands, neighbouring Local Authorities, private sector partners and local Diocesan Authorities.

The City of Wolverhampton Council encourages partnership working across education in the City in order to provide the broadest curriculum possible; this can be achieved through the co-commissioning of Post 16 provision.

Opportunity

Since 2013 four Free Schools have opened in Wolverhampton and have become part of the school community. We have embraced opportunities for Free Schools to expand in the City to meet basic need; however, introducing additional Free School provision in geographically appropriate locations and in a timely manner presents a significant challenge. To ensure that the needs of families and students in Wolverhampton can continue to be met effectively it may, on occasion, be necessary for the Council to adopt a more responsive approach to school place planning and to develop contingency plans to cater for external influences on the supply of school places.

Aspiration

We will:

- Work closely with Diocesan Authorities to ensure that an appropriate balance of denominational and community places are available
- Avoid the need for compulsory redundancy, where possible
- Promote equal opportunities and ensure that particular groups of children are not disadvantaged.

1.5 School Size

We recommend that primary schools in the City provide a minimum of 30 places per year group (one form entry) and a maximum of 90 places per year group (three form entry). This will ensure the efficient use of resources, whilst avoiding the loss of a more personal primary ethos.

Admission limits will be managed in accordance with Infant Class Size Regulations and to promote the most efficient use of resources. This strategy recommends that admission limits, which exceed a form of entry (i.e. 30 pupils), are either set as full forms of entry (multiples of 30) or half forms of entry: to make a full form of entry (multiples of 15).

Larger primary schools (2 form entry and above) can potentially offer:

- greater opportunity for specialism
- a workforce that has a wider spectrum of experience and expertise
- increased opportunity to offer a broad and balanced curriculum
- greater flexibility to cover staff absence
- increased potential to provide strategic leadership succession opportunities
- the opportunity to use resources more efficiently
- an increased ability to respond to change more readily.

We recommend that to ensure the efficient use of resources and to support the longer-term viability of individual establishments, secondary schools in the City offer a minimum of 150 places per year group (Year 7 to 11).

Larger secondary schools can potentially offer:

- an increased opportunity to respond effectively to change
- greater flexibility to cover staff absence
- increased opportunity to provide leadership succession opportunities
- increased opportunity to use resources more efficiently.

Opportunity

The City of Wolverhampton Education Place Planning 2024-2027 supports the development of larger primary or secondary schools, where appropriate.



1.6 The Autonomous School System

Central Government policy initiatives, including the establishment of Free Schools and University Technical Colleges coupled with the conversion of schools to academy status, have changed the landscape in which education and the Council's statutory responsibilities are delivered. Figure 2 illustrates the diverse range of education provision in Wolverhampton.

Figure 2: Provision of establishment types within Wolverhampton

PRIMARY	
Establishment Type	Number
Infant School - Community	1
Infant School – Voluntary Controlled	1
Junior School - Community	1
Junior School – Voluntary Controlled	1
Primary Academy	36
Primary Community School	24
Primary Free School	1
Primary - Voluntary Aided	4
Primary - Voluntary Controlled	2
Total	71

SECONDARY	
Establishment Type	Number
Academy - Secondary	14
Community - Secondary	2
Free School - Secondary	1
University Technical College	1
Voluntary Aided - Secondary	1
Total	19

ALL THROUGH	
Establishment Type	Number
Free School (Primary and Secondary)	1
Total	1

SPECIAL SCHOOL	
Establishment Type	Number
Academy - Special School	5
Community - Special School	2
Free School - Special School	1
Total	8

PUPIL REFERRAL UNIT	
Establishment Type	Number
Academy - Pupil Referral Unit	1
Community - Pupil Referral Unit	3
Total	4

Source: City of Wolverhampton Council, List of Educational Establishments Spring 2024.
Please note The Royal School Wolverhampton is a free all through school.

Legislation dictates that, when considering the establishment of a new school, Free School/Academy proposals should be considered in the first instance and that Academy Trusts can apply directly to the Secretary of State to make significant changes to individual establishments.

The autonomous school system poses challenges concerning school place planning, and it should be noted that the Council is not in full control of all factors relating to the effective and timely supply of school places. In addition, Trusts can decide to admit above their Published Admissions Number and as a consequence, successful partnership working is of paramount importance in order to ensure that the needs of the City's communities can continue to be met effectively.

To enable a localised approach when developing solutions and reporting upon school organisation, the City has been divided into four planning areas for the primary estate (see Appendix A) and three planning areas for the secondary estate (see Appendix B). This approach allows the School Organisation Team to recognise the differing pressures facing local communities across the City. It should be noted that given the significant variations in both localised demand and the popularity of individual establishments, balancing levels of surplus across all schools is a significant challenge; adopting a planned, strategic approach to school place planning maximises opportunities to meet localised demand for school places and for individual establishments' positions to be considered.

1.7 Surplus Place Position

Surplus places are school places that have not been filled. A level of surplus is essential to offer increased opportunity for parental preference to be reflected in allocations, to allow for fluctuations in demand and to offer flexibility to cater for mid-year entrants. Too few surplus places can result in reduced opportunity for parental choice, increased travel times, and increased class sizes. However, too many surplus places can lead to the inefficient use of resources.

When allocating basic need funding to Local Authorities central government operate a level of 2% surplus. In the primary sector, historical patterns of in year growth, primarily driven by inward migration to the City have seen significant increases in pupil numbers. As a result of this growth a higher level of surplus is required, therefore this strategy recommends a level of surplus up to 5%.

As the secondary sector does not experience the same level of in year growth a move towards 2% is more prudent.

The respective levels of surplus are introduced as there is a balance to be found between investment in school places, supporting schools with low pupil numbers, meeting parental preference and allocating schools within a reasonable travel distance.

We recommend that a school place is available within a maximum walking distance of two miles (for a child under 8 years old) and up to a maximum of three miles (for a child over 8). To ensure that pupils can access a local school and that travel times are reasonable.

An annual dialogue continues between representatives of Education and Transportation to review school access routes and citywide transportation requirements.

1.8 Cross Border Movement

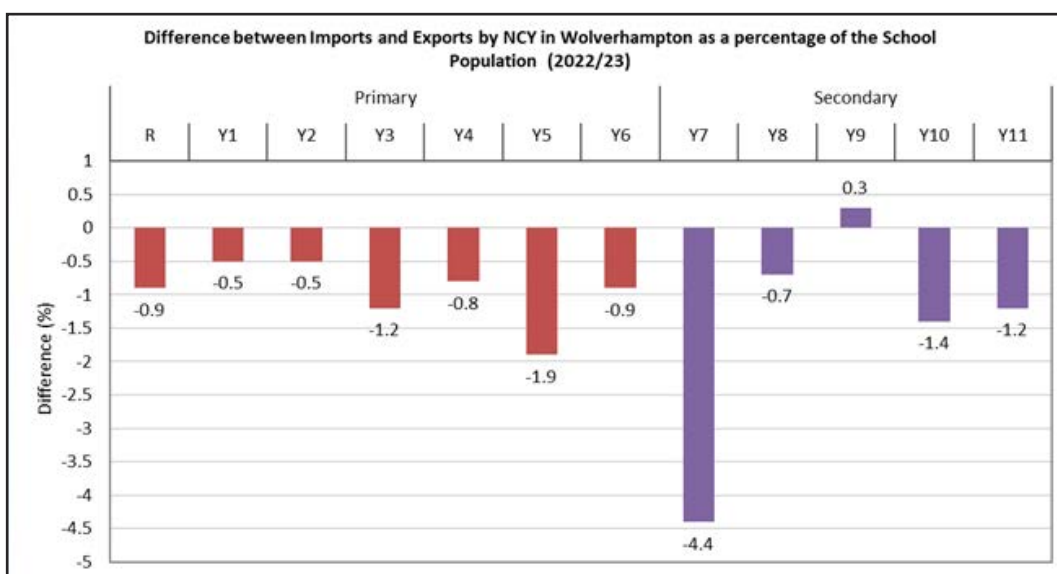
One of the key factors influencing demand for school places in the City, particularly in secondary schools, is the cross-border movement of students. It is essential that we monitor trends in the number of pupils educated in Wolverhampton residing outside of the City (imports) against those pupils educated outside of the City residing in Wolverhampton (exports).

Over the last three years in Wolverhampton the difference between imports and exports to the City has narrowed. Although the City of Wolverhampton has remained a net exporter of pupils, the number of imports into the City has increased against a decreasing number of exports. This indicates that schools within Wolverhampton have become increasingly popular with pupils residing both within the City and outside of its borders. This shift is particularly prevalent within the secondary sector, with a significant reduction in the net exports since 2015.

In terms of the primary sector, between 2011 and 2015 the gap between pupil imports to the City and exports out of the City increased significantly, however more recently this trend has reversed with a 60% reduction in the gap in imports and exports from 2015 to 2023. In January 2023, the City had 1157 primary pupil imports and 1385 exports, remaining a net exporter with a difference of -228 (-0.9% of school population).

Overall, in terms of the secondary sector, from 2011 to 2015 the gap between pupil imports to the City and exports out of the City has gradually reduced, however since 2015 to 2022 this gap has grossly reduced by a significant 99%. In January 2023, the City had 1,885 secondary pupil imports and 2155 exports, remaining a net exporter with a difference of -270 (-1.5% of school population).

Figure 3: Difference between Imports and Exports by National Curriculum Year as a percentage of the school population (January 2023)



Source: Department for Education (2023)

Figure 3 illustrates the City's net exports per National Curriculum Year. The graph shows the gap between imports to the City and exports out of the City are narrowing in both the primary and secondary phases of education. In January 2023, the City had a net export of -0.9 as a percentage of the total school population for the Reception phase and -0.9 for Year 6. In the secondary phase, the City had a net export of -4.4 as a percentage of the total school population in Year 7 and -1.2 in Year 11.

If the difference between those imports into the City and exports out of the City continue to follow this trend, then levels of demand for school places within the City will increase the strain on resources and additional capacity would be required to cater for the demand.

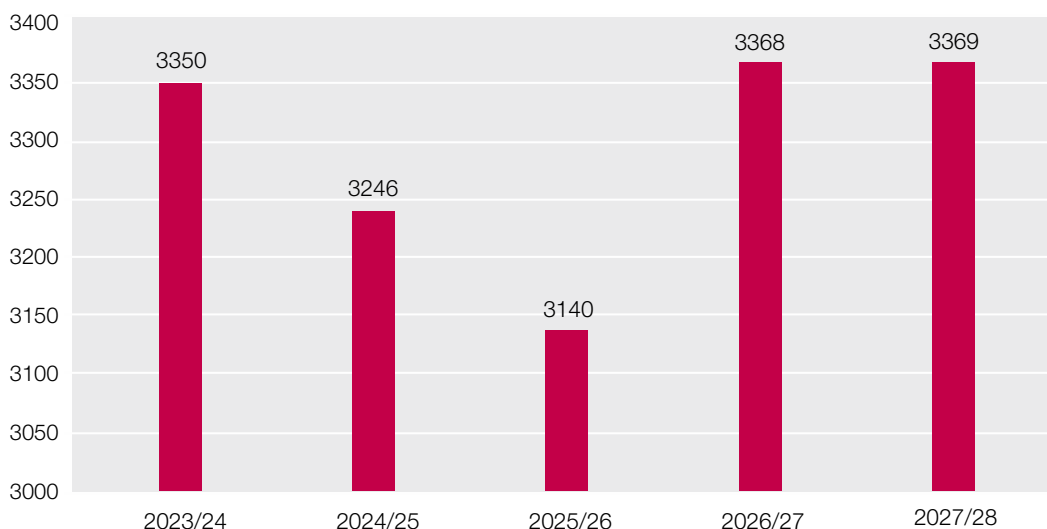
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Primary School Organisation

Levels of demand for primary school provision across the City have increased significantly in recent years, as illustrated in Figure 4. Levels of demand for primary school provision across the City were increasing until 2020/21 but with effect from 2021/22 there is a downturn in the number of projected places needed for Reception.

To meet previous demand, the Council invested heavily in the provision of additional primary school places in a number of areas of high demand across the City. Historically, expansion schemes have been funded through a combination of both central capital funding and constrained Council resources. Since September 2020, Primary School Expansion Programmes have introduced an additional 270 additional primary school places across 4 existing primary schools. In addition, two Free Schools have opened (Nishkam Primary School Wolverhampton in September 2013 and The Royal School Wolverhampton in September 2016). There remains uncertainty in respect of future central government capital funding allocations to meet basic need in the medium term.

Figure 4: 2023 Projected Citywide Reception Cohorts



Source: City of Wolverhampton Council, School Organisation Forecasts 2023.

Figure 5 illustrates levels of surplus in each national curriculum year group on a Planning Area and citywide level, and Appendix C highlights recent fluctuations in the size of individual cohorts. Levels of in-year growth have accelerated in recent years; anecdotal evidence suggests that this growth is also being experienced by neighbouring Local Authorities and is likely to be the consequence of migration rates.

Figure 5: Primary Surplus by National Curriculum Year Group (with Planning Area level)

National Curriculum Year Group 2022/23	Number on Roll (Summer 2023 Census)	Surplus Places on Planning Area Level				Citywide Surplus Against Admission Limits %
		Planning Area 1	Planning Area 2	Planning Area 3	Planning Area 4	
R	3430	54	39	59	87	6.5%
1	3541	38	15	44	46	3.9%
2	3587	24	15	22	23	2.3%
3*	3622	11	21	18	15	1.8%
4*	3660	13	15	20	11	1.6%
5*	3517	11	9	17	58	2.6%
6*	3720	8	6	5	28	1.3%

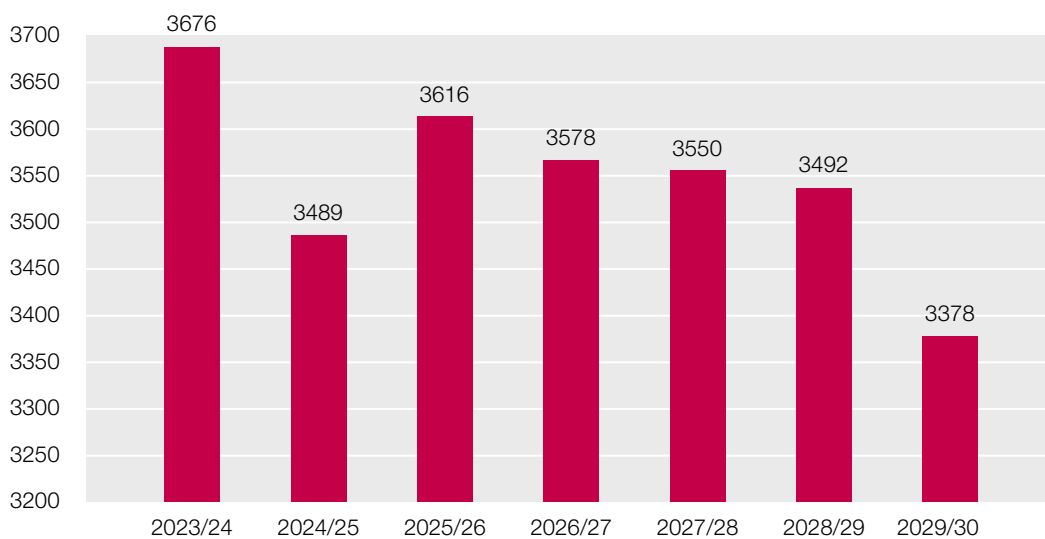
* Please note that in order to meet levels of demand in Key Stage 2, in specific hotspots, primary schools in the City have introduced additional capacity by agreeing to admit above their admission limits.

3

Secondary School Organisation

Levels of demand for secondary school provision in Wolverhampton peaked in 2022/23 (at 3720). Since 2021/22 the secondary School Expansion Programme has provided 400 permanent places and 239 temporary places. Figure 6 illustrates anticipated demand for Year 7 places from 2023/24 to 2029/30.

Figure 6: Projected Citywide Year 7 Cohorts



Source: City of Wolverhampton Council, School Organisation Forecasts 2023

The level of challenge to provide sufficient mainstream places has now lessened. However, the City faces a considerable challenge to ensure that sufficient high quality school places are available to meet the needs of children with special educational needs and disabilities.

As evident in Wolverhampton's primary school estate, the City has recently experienced an acceleration in the in-year growth of some existing secondary cohorts (see Appendix D). Council representatives are closely monitoring fluctuations in the size of existing cohorts to ensure that incoming students can access educational provision within a reasonable distance of their home address.

As shown by Figure 7, currently the level of surplus in secondary schools remains above the 2% that this strategy recommends for secondary schools, however the number of surplus places varies considerably across year groups. It should be noted that in the short term surplus places are expected to be constrained as existing primary cohorts progress through the education system.

Figure 7: Secondary Surplus by National Curriculum Year Group (with Planning Area level)

National Curriculum Year Group 2022/23	Number on Roll (Summer Census 2023)	Surplus Places on Planning Area Level			Citywide Surplus Places Against Admission Limits (%)
		Planning Area 1	Planning Area 2	Planning Area 3	
7	3720	60	0	122	4.7%
8	3574	65	8	81	4.1%
9	3472	87	1	103	5.2%
10	3487	170	12	131	8.3%
11	3385	178	8	83	7.4%

4

The Introduction of Additional School Places

To meet rising demand for school places the Council will continue to consider, where feasible, the expansion of existing schools across the City. To safeguard the sustainability of the school estate, the expansion of existing schools will be investigated in the first instance, prior to considering the introduction of new provision.

However, it should be noted that, given the scale of recent expansion programmes, there are a limited number of remaining opportunities available within the existing school estate. Based on this we would need to consider the cost effectiveness of expanding existing schools against the introduction of new schools.

All new schools or new refurbishments and expansions will be compliant with the Disability Discrimination Act 2005. Any planning for school expansions or new schools will take account of the need to continue to align and balance planned housing development and future school place planning.





Factors we consider when prioritising potential school expansion schemes:

- Parental Preference - schools which are most popular with parents
- School Performance - schools judged as 'Good' or 'Outstanding' by Ofsted
- Attainment - schools whose results consistently exceed floor standards
- School Leadership - schools with stable and proven leadership
- Location - schools located within areas of high demand, taking into account local regeneration and housing development priorities
- Viability for expansion - schemes which can be efficiently implemented and achieve value for money when capital investment is required.

The Council is committed to ensuring the implementation of practical solutions to meet the basic need challenge and will work closely with schools and Academy Trusts to develop appropriate schemes that consider pupils' needs and support the effective delivery of the curriculum. When an expanding school is in the process of converting to academy status, the Council will seek to ensure that legal mechanisms are employed to ensure that the needs of the City are fulfilled and any approved investment is secured for the future. The Council's legal representatives will seek to include reference to the enlarged capacity within relevant Commercial Transfer Agreements and representations will be made to the DfE to request that Funding Agreements reflect the capacity post-expansion.

The expansion of a school can present challenges for schools and a school may require additional support from the School Improvement Team. This support will be reflected in the school categorisation and the time allocated to each school.

Parental Preference and Expansions

The Council's policy of prioritising popular and successful schools for expansion has proved successful.

Despite the significant growth in demand, in 2022/23

- Primary: 89% of on time applicants were offered a Reception place in their first preference school and 97.4% were offered a place in one of the preferred schools
- Secondary: 73% of on time applicants were offered a Year 7 place in their first preference school and 92% were offered a place in one of the preferred schools

Source: City of Wolverhampton Council, Capita ONE data

4.1 The Growth Fund

To support the needs of students in expanding schools and in line with the Education and Skills Funding Agency recommended approach, the Council will seek continued support from Schools' Forum for a Growth Fund to support resultant revenue needs of schools which are required to provide extra places to meet basic need.

Schools currently qualify for funding through the Growth Fund in the following circumstances:

- The school or academy has agreed with the LA to permanently increase its admission limit to meet basic need
- The school or academy has agreed with the LA to provide a bulge class to meet basic need
- The school or academy has agreed with the LA to expand in-year to meet basic need.

4.2 Bulge Classes

In specific circumstances, where local demand is predicted to rise and then fall within a short period of time, the Council will consider the introduction of bulge classes. These are time limited expansions of the capacity of individual year groups within a school, for example, a temporary increase of a school's admission limit by one form of entry in an individual year group to meet demand. Bulge classes will only be considered when the permanent expansion of a school to meet demand would not be sustainable.

4.3 Additional Capacity in Existing Cohorts

As illustrated in Figures 5 and 7 some existing school cohorts have grown significantly and demonstrated in-year fluctuations, resulting in reduced levels of surplus. It is recognised that as demand increases and levels of surplus reduce, that the introduction of additional capacity into existing cohorts may need to be considered. To ensure that pupils can access school provision within a reasonable distance of their home address, the Council will continue to work with schools to introduce additional capacity into existing cohorts to cater for rising demand as required.

We recommend that the introduction of additional capacity into existing cohorts is only considered in response to significant demographic challenges and to support the needs of local communities. We recognise that introducing additional capacity, at points other than standard years of entry, can potentially destabilise both individual cohorts and the wider school estate.

To support the needs of pupils in schools that introduce additional capacity into existing cohorts, the Council will seek continued approval from Schools' Forum through the Growth Fund to support the resultant revenue needs of schools.

4.4 Vertical Grouping

Vertical Grouping (or the employment of mixed age classes) is most commonly employed in primary schools with intakes of 45 or 75 and works successfully in many schools across the City. However, the use of this structure can increase the complexity of planning and delivering the curriculum.

When an opportunity or need arises consultation will be conducted with Headteachers, Governors and Trusts to consider increasing or reducing admission limits in schools with existing 45 or 75 admission limits.

We recommend that the introduction of additional 45 or 75 admission limits only be considered once other practical solutions have been exhausted.

4.5 Temporary Accommodation

It is recognised there is temporary accommodation within the maintained school estate. These consist of a range of different styles and ages of building. This Strategy recommends an annual review of the condition and suitability of any temporary accommodation within the maintained school estate and where necessary will make recommendations for repair or replacement to ensure that children and young people are being taught in a suitable environment.

5

Removal of Maintained Provision / Discontinuance of Maintained Provision

In certain circumstances the Council will consider the removal of maintained provision.

We will consider the closure of a school if the school meets two or more of the following criteria:

- The school is judged Inadequate by Ofsted
- The performance of pupils at the school is unacceptably low
- The school has a significant number of surplus places
- There are significant suitability issues in respect of the school's accommodation and/or site
- Closure could be effected without denying any pupils access to at least one alternative school with available places within a maximum of two miles or three miles (walking distance of primary and secondary respectively) of their home
- The substantive Headteacher has left or is leaving.

Prior to initiating any statutory processes to close a school, the Council will consult with the school's Headteacher and the Chair of the school's Governing Board to discuss how the criteria may apply to their school.

As part of this process the Council will review and consult with schools' Governing Boards regarding:

- The likely impact of a school's closure on other schools in the local area, taking account of numbers on roll and the capacity of schools to enhance provision for children and families
- Projected levels of future demand
- The importance of the school to the wider community
- The condition, suitability and sufficiency of school facilities.

5.1 Intervention

The Council will consider proposing the adoption of structural solutions (including both federation and academisation) to improve standards in underperforming schools.

5.2 Change Management

It is recognised that making significant changes to individual establishments can have a disruptive effect on the delivery of education. This strategy requires that any school reorganisation or development scheme seeks to minimise disruption and avoid any longer-term detriment to students.



5.3 Federations

Federations offer schools the opportunity to share best practice and support one another. The term federation is used to describe the creation of formal shared governance structures, which enable schools to raise standards and enhance provision by sharing resources, staff, expertise and facilities. There are a variety of federation models that allow schools to choose which model best suits their needs.

Regardless of the federation model adopted, individual schools retain their identity, continue to receive individual school budgets, have separate Ofsted inspections and report on performance individually.

Federating schools can have many benefits, including:

- Providing a structured way for schools to learn from each other and share best practice
- Offering opportunities for improved teaching and learning through increased specialism
- Building capacity across the federation
- Saving on planning and administration time
- Offering better support and development opportunities for School Governors
- Providing broader career opportunities across the federation
- Extending curriculum entitlement.

5.4 Sponsored Academies

In certain circumstances, the Council will facilitate the sponsorship of schools to become academies or support eligible schools to convert to academy status. Such steps will only be taken to support the overall improvement of education in the City, including the raising of pupils' attainment and progress.

Where appropriate, the Council will work with other agencies to identify locally sourced sponsors to support the conversion of schools.

We recommend the adoption of structural solutions (including federations and sponsored academy status) and seek to influence the implementation of effective governance arrangements that promote school improvement and advance the quality of education across the City.

6

All-through Schools

An 'All-through school' is a school which provides both primary and secondary education.

Opportunity

To improve the diversity of the school estate in Wolverhampton the introduction of all-through schools will be explored, where appropriate.

Successful all-through schools can offer many benefits including:

- Reducing the number of transitions children face and reducing the risk of delayed learning at the start of secondary school
- Extending opportunities available to primary pupils; all-through schools can offer primary age pupils early access to specialist subject teaching and facilities
- Providing an additional opportunity to fully utilise the whole school estate to meet the anticipated future primary basic need challenge
- Providing school staff with wider career development opportunities
- Offering cost savings through economies of scale.

The introduction of all-through provision will only be considered where there is a demonstrable need for additional capacity in the local area and all-through provision would be an appropriate solution.

7

Specialist Provision

Local authorities must ensure that there are sufficient good school places for all pupils, including those with Special Education Needs and Disability (SEND).

The high needs estate is made up of educational settings who are primarily supported by the high needs funding system including special schools, resource bases and alternative provision.

In September 2023, there were eight Special Schools in Wolverhampton:

Special School Establishment	School Type	Age Range	SEND Designation
Broadmeadow Special School	Academy	3-11	Autistic Spectrum Disorder Severe Learning Difficulty
Green Park School	Community	3-19	Severe Learning Difficulty Profound and Multiple Learning Difficulty
Pine Green Academy	Academy	7-16	Social, Emotional and Mental Health
Penn Fields Special School	Community	5-19	Speech, Language and Communication Autistic Spectrum Disorder Severe Learning Difficulty
Penn Hall Special School	Academy	3-19	Physical Disability Severe Learning Difficulty Profound and Multiple Learning Difficulty Autistic Spectrum Disorder Community
Tettenhall Wood School	Academy	4-19	Autistic Spectrum Disorder Severe Learning Disability
Westcroft School	Academy	5-19	Autistic Spectrum Disorder
Wolverhampton Vocational Training Centre	Academy	16-18	Severe Learning Disability Specific Learning Difficulty Visual Impairment Hearing Impairment Speech, Language and Communication Autistic Spectrum Disorder Social, Emotional and Mental Health Moderate Learning Difficulty Severe Learning Difficulty

In September 2023, there were 12 mainstream schools with resource base provision:

Resource Base Establishment	School Type	SEND Designation
Aldersley High School	Academy	Speech, Language and Communication Autistic Spectrum Disorder
Bilston Nursery School	LA Nursery	Severe/Complex Needs Significant Difficulties
Bushbury Nursery School	LA Nursery	High Needs and or EHCP
Castlecroft Primary School	Community	Visual Impairment
Low Hill Nursery School	LA Nursery	Severe/Complex Needs Significant Difficulties
Palmers Cross Primary School	Academy	Speech, Language and Communication
Springdale Primary	Community	Speech, Language and Communication
St Matthias School	Community	Hearing Impaired
St Martin's Church of England School)	Academy	Communication & Interaction
St Michael's Church of England School	Community	Social, Emotional, Mental Health
Warstones Primary School	Community	Hearing Impaired
Windsor Nursery School	LA Nursery	Severe/Complex Needs Significant Difficulties

In September 2023, there were four Pupil Referral Units:

Pupil Referral Unit Establishment	Age Range
Midpoint Centre (Key Stage 4 PRU)	14-16
Evergreen Academy (Primary PRU)	4-11
The Braybrook Centre (Key Stage 3 PRU)	11-13
The Orchard Centre PRU (Home and Hospital School)	5-16

Please see Appendix E for location map of SEN Schools, Resource Bases and PRU's.

7.1 Guiding Principles

It is recommended that the development of high needs provision in the city is guided by the following principles:

- A transparent, choice of provision and providers is available to students and families
- Clear and consistent pathways are offered within Wolverhampton's high needs estate
- A broad range of high needs provision, including a comprehensive graduated response, is available within the city
- High quality, local solutions are developed to support a reduction in the required number of independent special school placements
- Solutions are developed to offer opportunities for students with SEND to attend mainstream provision, unless doing so would be incompatible with the provision of efficient education.

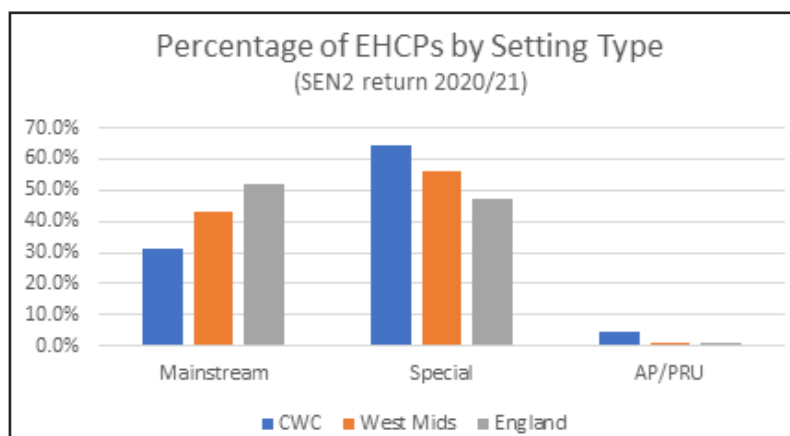
7.2 Mainstream Provision

The Children and Families Act 2014 secures the general presumption in law of mainstream education in relation to decisions about where children and young people with SEND should be educated.

Improving access to mainstream education and educational achievement for students with high needs is essential to ensure equality of opportunity, full participation in society, greater independence, and access to employment opportunities.

Currently, the City of Wolverhampton Council has too high a proportion of children with EHCPs in special schools. Fig 8 shows the percentage of EHCPs in CWC's settings compared to the average for local authorities in the West Midlands region and across England.

Figure 8: EHCPs Chart



It is recommended that the vast majority of students with SEND (combined cohorts of students with an Education, Health and Care Plan and those accessing SEND support) in Wolverhampton should access mainstream schools.

The City of Wolverhampton Council's Schools Accessibility Strategy aims to maximise the benefits to children and young people with SEND by; increasing the extent to which pupils with SEND can participate in the school curriculum, ensuring that pupils with SEND are able to gain maximum benefit from their time in education through improving facilities and services provided or offered by schools and improving the delivery of information to disabled pupils.

It is recommended that the accessibility of mainstream facilities is considered within the design and delivery of all school capital projects commissioned by the Council.

Commissioning Priorities:

In accordance with this policy and to effectively meet community needs moving forwards, the City of Wolverhampton Council will prioritise the commissioning of an effective, targeted and transparent outreach offer to provide specialist support to mainstream schools and promote inclusion.

7.3 Resource Base Provision

Resource bases offer specialist provision reserved for pupils with SEND within a mainstream school. Places are usually for pupils with an education, health and care (EHC) plan (but may also provide support for pupils with SEN support). The Department for Education (DfE) defines resource bases as either 'SEN units' or 'resourced provision'.

SEN units are, "...special provisions within a mainstream school where pupils with SEND are taught mainly within separate classes" (DfE 2019), that are formally recognised by the local authority as reserved for pupils with SEND.

Resourced provisions are, "...places that are reserved at a mainstream school for pupils with a specific type of SEN, taught mainly within mainstream classes, but requiring a base and some specialist facilities around the school" (DfE 2019), that are formally recognised by the local authority as reserved for pupils with SEND.

Admissions into resource bases are controlled by the City of Wolverhampton Council and are distinct from mainstream admission arrangements. Places are commissioned on an annual basis in accordance with the annual high needs place commissioning process.

The City of Wolverhampton Council:

- Recognises the need for a more balanced offer consisting of Resourced Provision and SEN Units in mainstream settings which will support a graduated response to meeting needs and create a continuum of provision for parents and carers.
- Recognises the benefit of developing a broad geographic spread of resource base provision across the city. Currently, there are too few resource bases, especially in the secondary sector and primary school bases are all based in the western half of the city, except for St Martin's in the extreme south east.
- Recommends that a range of resource bases are developed to cater for the broad areas of need identified in the SEND Code of Practice i.e. Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties and Sensory and/or Physical Needs
- Recommends the exploration of opportunities to extend the range of needs that existing resources bases cater for (excluding sensory resource bases).

It is recommended that, when prioritising the potential development of resource base provision in the city, the following factors are considered:

- School Performance – schools judged as ‘Good’ or ‘Outstanding’ by Ofsted will be prioritised
- Leadership – schools with stable and proven leadership will be prioritised
- Local Needs – schools in areas of high demand will be prioritised
- Viability – schemes which can be most easily and efficiently implemented will be prioritised.

In certain circumstances, the Council will consider the discontinuance of maintained resource base provision. We will consider this if closure could be implemented without denying existing students access to appropriate alternative educational provision and the setting meets two or more of the below criteria:

- The setting is judged Inadequate by Ofsted.
- The performance of students in the resource base is unacceptably low
- The resource base has a significant number of surplus places
- There are significant suitability issues in respect of the resource base's accommodation/site.

Commissioning Priorities:

In accordance with this policy and to effectively meet community needs moving forwards, the City of Wolverhampton Council will prioritise:

- The commissioning of additional resource base provision to enhance the local offer for pupils with Social Emotional and Mental Health Difficulties (SEMH)
- The commissioning of additional resource base provision to enhance the local offer for pupils with Communication and Interaction needs.
- The identification of opportunities to extend inclusive resource base provision into the primary and secondary phases
- The exploration of opportunities to extend the range of needs that existing resources bases cater for (excluding sensory resource bases).

7.4 Special School Provision

A special school is a school “specially designed to make special educational provision for pupils with special educational needs” (DfE 2014).

Places in special schools are commissioned on an annual basis in accordance with the annual high needs place commissioning process.

The City of Wolverhampton Council recognises the practical benefits of larger special schools, including;

- a workforce with a wider spectrum of experience and expertise
- increased opportunity to offer a broad and balanced curriculum, greater flexibility to cover staff absence
- increased potential to provide strategic leadership succession opportunities
- the opportunity to utilise resources more efficiently, and;
- an increased ability to readily respond to change.

To promote the efficient use of scarce resources and support the development of robust provision which can flex to meet changing community needs, whilst recognising the importance of a personal ethos; it is recommended that Special Schools in the city offer a minimum of 120 places.

To meet rising demand for special school places the Council will first consider the creation of SEN Units or Resource Bases in mainstream schools but will continue to consider, where feasible and required, the expansion of existing special schools across the city. To safeguard the sustainability of the existing special school estate, the expansion of existing schools will be investigated in the first instance, prior to considering the introduction of new provision.

To facilitate the development of appropriate and transparent student pathways within the city’s special school estate, it is recommended that special school age ranges are consistently aligned to standard mainstream transition points i.e. nursery, primary, secondary and post 16.

To promote improved choice for parents/carers the Council will ensure the right balance between all-through special school provision and primary and secondary phase special school provision.

In certain circumstances, the Council will consider the discontinuance of maintained special school provision. We will consider this if closure could be implemented without denying existing students access to appropriate alternative educational provision and a school meets two or more of the below criteria:

- The school is judged Inadequate by Ofsted
- The performance of students in the school is unacceptably low
- The school has a significant number of surplus places
- There are significant suitability issues in respect of the school's accommodation/site.

Commissioning Priorities:

In accordance with this policy and to effectively meet community needs moving forwards, the City of Wolverhampton Council will:

- Explore potential opportunities to amend the age ranges of existing special school provision to enable timely access to provision and reduce transitions experienced by students with SEND
- Commission additional capacity with the city's special school estate to cater for the anticipated increase in demand in the short to medium term.

7.5 Alternative Provision and Pupil Referral Units

Alternative provision is recognised by the Department for Education as, "...education arranged by local authorities for pupils who, because of exclusion, illness or other reasons, would not otherwise receive suitable education; education arranged by schools for pupils on a fixed period exclusion; and pupils being directed by schools to off-site provision to improve their behaviour." (DfE 2013).

The City of Wolverhampton Council recognises the practical benefits of developing a broader range of pupil referral units/alternative provision which offer specialisms and provide commissioners and families with greater choice from a range of local provision.

There are currently four pupil referral units in Wolverhampton; the City of Wolverhampton Council recognises the invaluable support that local Pupil Referral Units provide to vulnerable students.

Places in pupil referral units are commissioned on an annual basis in accordance with the annual high needs place commissioning process. This policy requires that admissions into pupil referral units are informed by clear and transparent admissions policies which support timely access to provision and promote student reintegration.

The City of Wolverhampton Council recognises the practical benefits of larger pupil referral units; however, it is appreciated that the value of both a personal ethos and appropriate staff to pupil ratios within pupil referral units is fundamental to their success.

Any proposal to expand the capacity of a maintained pupil referral unit to accommodate rising local demand should not detrimentally affect existing students.

It is recommended that the age ranges of pupil referral units in Wolverhampton are consistently aligned to standard mainstream transition points i.e. primary and secondary.

It is recommended that local pupil referral units should provide distinct provision for students with mental and physical health difficulties and students with behavioural, emotional and social difficulties and that, where appropriate, opportunities to house distinct provision on separate sites are explored.

In certain circumstances, the Council will consider the discontinuance of maintained pupil referral units. We will consider this if closure could be implemented without denying existing students access to appropriate alternative educational provision and a pupil referral unit (PRU) meets two or more of the below criteria:

- The PRU is judged Inadequate by Ofsted
- The performance of students in the PRU is unacceptably low
- The PRU has a significant number of surplus places
- There are significant suitability issues in respect of the PRU's accommodation/site.

Commissioning Priorities:

In accordance with this policy and to effectively meet community needs moving forwards, the City of Wolverhampton Council will:

- Explore opportunities to house distinct PRU provision on separate sites
- Explore opportunities to commission a broader range of local alternative provision.

7.6 Post 19 Educational Provision for Young People with SEND

To enable young people with SEND to effectively complete and consolidate their education and be better prepared for adulthood, the Department for Education requires local authorities to clearly set out what is normally available for 19- to 25-year-olds with SEND to ensure educational and training needs are met, regardless of whether they have an EHC plan.

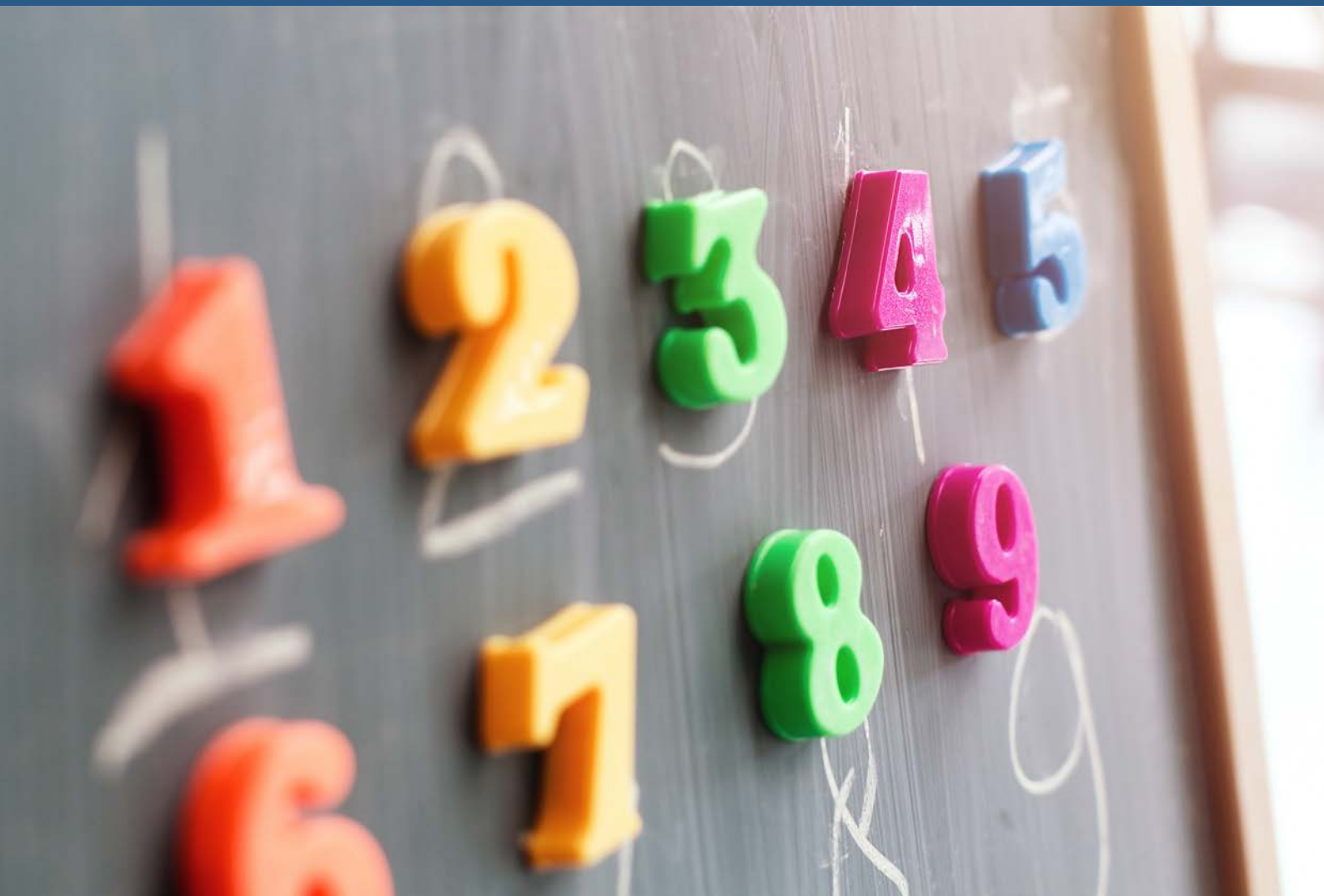
Students aged 19 to 25 with EHC plans who are continuing in education may have a range of options, including attending:

- further education
- training
- a supported internship
- an apprenticeship

It is recommended that young people with SEND in Wolverhampton are provided with a choice of appropriate high-quality provision from a diverse range of local post 19 educational providers.

Commissioning Priorities:

In accordance with this policy and to effectively meet community needs moving forwards, the City of Wolverhampton Council will prioritise the development of a broader local provision offer for young people aged 19+ with SEND.



7.7 Regional Commissioning

To promote the effective use of scarce resources and for the benefit of children and young people with SEND, this policy promotes the opportunity for the City of Wolverhampton Council to work closely with neighbouring local authorities when commissioning provision for students with SEND.

7.8 Local Offer

Wolverhampton's offer is available here:
<https://win.wolverhampton.gov.uk/kb5/wolverhampton/directory/localoffer.page?localofferchannel=0>



Early Years Provision

A place for every child

Early Years provision has a legal duty to generate a report on Childcare Sufficiency Assessment and is organised into four localities, split into eight areas, detailing current supply and demand of registered childcare. The Local Authority offers support, advice and guidance to registered childcare providers through the Cities Education Excellence Strategy 2021-24 (wolverhampton.gov.uk).

For those settings who have funded places, there is a keen expectation for high standards from the outset to ensure children get off to a great start and subsequently are ready for transfer into school. The Senior Advisor for Early Years, Quality and Access Officers and the Early Years Childcare and Development Officer will provide bespoke and differentiated levels of professional challenge to EYFS settings, to evaluate provision, performance, identify priorities for improvement and support the planning for effective change (4.6 EES)

The Early Years Foundation Stage (EYFS) provides details of legislation on welfare requirements and learning and development. Early years foundation stage (EYFS) statutory framework. It provides the standards that schools and childcare providers must meet for the learning, development and care of children from birth to 5.

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood



is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up. 2. The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

Support is also offered to families through programmes such as Home learning, Bookstart, Play and Stay sessions in the Family Hubs and the Parent Champion programme.

9

Infant and Junior School Provision

We recommend that whenever the Headship of a school becomes vacant in an infant or junior school, the Council invites responsible bodies (e.g. Governing Boards) to consider their merger or amalgamation. For merger to be considered, the leadership of the establishment that is proposed for expansion must be at least 'Good'.

Bringing infant and junior schools together offers many advantages, including:

- Reducing the number of major transitions that pupils face
- Reducing the likelihood of lost learning at the beginning of Key Stage 2
- Increasing the opportunity for specialist teachers to work with a wider range of pupils
- Providing the opportunity for a consistent approach to the curriculum to be adopted
- Ensuring the continuity of teaching, learning and achievement
- Cost savings through economies of scale.

Please note that, in this context:

- The 'merger' of infant and junior schools is the process of joining the schools together by discontinuing one establishment and expanding and altering the age range of the other
- The term amalgamation relates to the process of joining the schools together by discontinuing both establishments and creating a new school.

10

Post-16 Provision

Post 16 education provision that meets the needs of city employers

The options for post-16 education, training and learning are now very diverse. The range of pathways allow more choice to suit different strengths, learning preferences and aspirations. Since 2015, school leavers are required to continue full-time education, training, apprenticeships; or to undertake part-time education or training whilst in employment until they reach age 18. Training providers, colleges and universities have a key role to play in increasing opportunity and prosperity, whilst also developing skills that meet the needs of the local and regional economy.

Traditionally skills policy has been highly centralised and driven largely by central government, often this approach has failed to recognise the needs of local labour markets. We want to develop a place-based approach to post 16 education which supports a range of learning styles, needs and careers ambitions. An inclusive, accessible model of post 16 education which supports traditional academic routes but also embraces vocational centred further and higher education which is delivered in partnership with business and industry.

Areas of Focus

In 2023, the Council alongside city training and education providers conducted a review of post 16 provision in the city with the purpose of understanding whether the current offer met the needs of learners and local employers. The review identified areas of good practice, as well as opportunities to better prepare our residents for available jobs and future careers.

While our participation levels for 16- and 17-year-olds are amongst the best in the country these levels are not sustained and there is a drop off in participation in education, training, or employment post 18 which is demonstrated by the high level of youth unemployment in the city. Our attainment rate as a city at Key Stage 5 are below the national average

with results at A level in 2022 being a C+ in Wolverhampton compared to a B nationally. Raising attainment rates at key stage 5 will be critical to improving participation rates. We will enhance transition support for young people at 18 to ensure they have the support they need to make a successful move into further education or work.

Many young people still follow traditional academic routes when they leave secondary school. We know that across our business base and more widely residents there is a lack of awareness about technical and vocational, education and training pathways. We will raise awareness of these pathways and boost careers advice and transition support at key points in the learner journey.

A key challenge to developing a more coherent skills offer is that funding of post 16 provision is complex, with numerous funding streams and criteria. This makes skills pathways for local people difficult to follow, and often encourages providers to shape provision to meet funding criteria rather than focus on learner and employer need. Working collaboratively with industry, employer representative bodies and education and skills providers we must move towards a more agile and place-based skills system in the city.

Demand for technical skills in new sections of our economy is growing rapidly. Digital skills will have increasing prominence; there are anticipated to be increases in demand for workers skilled in AI, automation, and software engineering skills, as well as data analysis and modelling skills, particularly as homes and businesses move to becoming “smart” with smart energy solutions, demonstrating the interconnectivity between digital and green skills needs. As part of our wider skills offer, we will seek to increase the amount and range of higher-level technical provision at levels 3-5 in skills gaps areas in the city, to ensure we are responding to the labour market growth in higher skilled occupations.

Going Forward

To deliver against our action areas, we will:

- Work with schools, colleges, training providers and other partners to implement the recommendations of the Wolverhampton Post 16 review to establish a new model of place-based post 16 provision in the city.
- Work with secondary schools sixth City of Wolverhampton College to review the employment and careers support offer for 18-year olds and the way young people’s participation is tracked to ensure clear and consistent support is provided as they transition from young person to adult.

- Establish the City of Wolverhampton Post 16 Pathways Partnership to bring together education and training providers to ensure that there are consistently strong academic, technical, training and engagement pathways in high quality settings across the city, and meet the needs of local employers.
- Build stronger links between business, education and local public sector anchor institutions to ensure alignment of local labour market need and the city's post 16 offer.
- Work with partners to promote technical level qualifications, including T levels and apprenticeships as positive study choice with clear articulation of career pathways.
- Work with our partners to deliver high quality careers information, advice and guidance throughout every stage of the education system, to prepare children, young people and adults as they transition in to work and progress throughout their careers.

City Indicators

To help shape and inform our key activity under this priority we will monitor the following city indicators.

- KS4 and KS5 attainment
- Destination data, year 14 onwards
- % of care leavers in education, employment or training
- % of 19 year olds with a level 3 qualification
- Number of apprenticeship starts
- %of young adults (18-24) claiming unemployment benefits

Source: Education, Skills and Employment Strategy 2030

11

Estate Management

School Buildings

It is recognised that generally the maintained school estate has been well maintained with a rolling programme of capital works. However, it is also recognised that some school buildings are costly to maintain effectively due to their age and design. It is recommended that an annual condition review of maintained schools is carried out to inform priority for rebuilding schools. School condition will be considered alongside other factors such as location and proximity to new housing developments when considering rebuilding and/or relocation of schools.

The School Organisation Team will work closely with the Council's regeneration team to review potential sites for new/relocated schools.



New School Buildings

The ambition of this strategy is to ensure that where possible, any new school buildings are environmentally friendly and support the Council's aim to be carbon neutral by 2041.

We recommend a long term approach to the management of educational assets in order to ensure that fluctuations in demand can be effectively and efficiently catered for. Where appropriate, sites should be reserved as contingency to cater for anticipated increases in demand, such as that resulting from new housing developments.

However, it should be recognised that adopting a longer-term approach will result in short-term budgetary pressures for City Assets as sites must be secured and maintained.

Any reserved sites that are included on the Council's Disposal Programme will impact on the Council's ability to achieve its capital receipt target.

Where circumstances arise that present the opportunity to use existing school accommodation in different ways, this strategy would require that priority is given to the provision of statutory school places. However, to further align school place planning with the corporate assets programme we will identify any opportunities for strengthening multi-agency working through co-location of services and schools.

Rationalising the School Estate

At present there is land that is not used within some school sites in the city. The strategy recommends reviewing usage of school sites and rationalising the school estate to ensure that schools have adequate useable space while ensuring that any agreed excess space is used to meet Council objectives around regeneration, housing and climate change.

12

Strategy Review

The strategy is subject to review every three years.



13

Resources

Our City: Our Plan 2023/2024

<https://www.wolverhampton.gov.uk/your-council/our-city-our-plan>

City of Wolverhampton Council, Childcare Sufficiency Assessment 2020

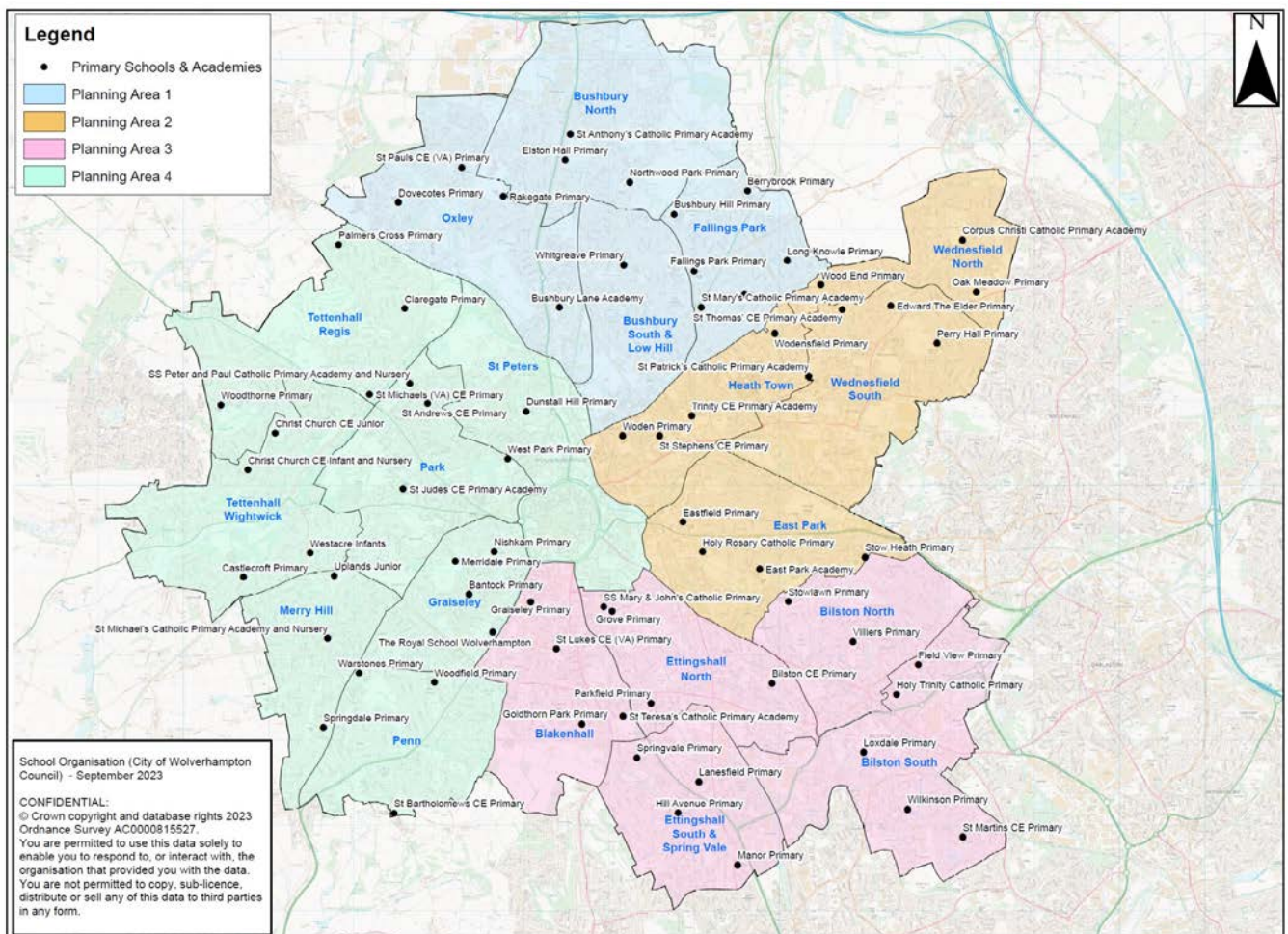
<https://www.wolverhampton.gov.uk/education-and-schools/nurseries-and-childcare/childcare-sufficiency-assessment>

Department of Education, Schools Admissions Code September 2021

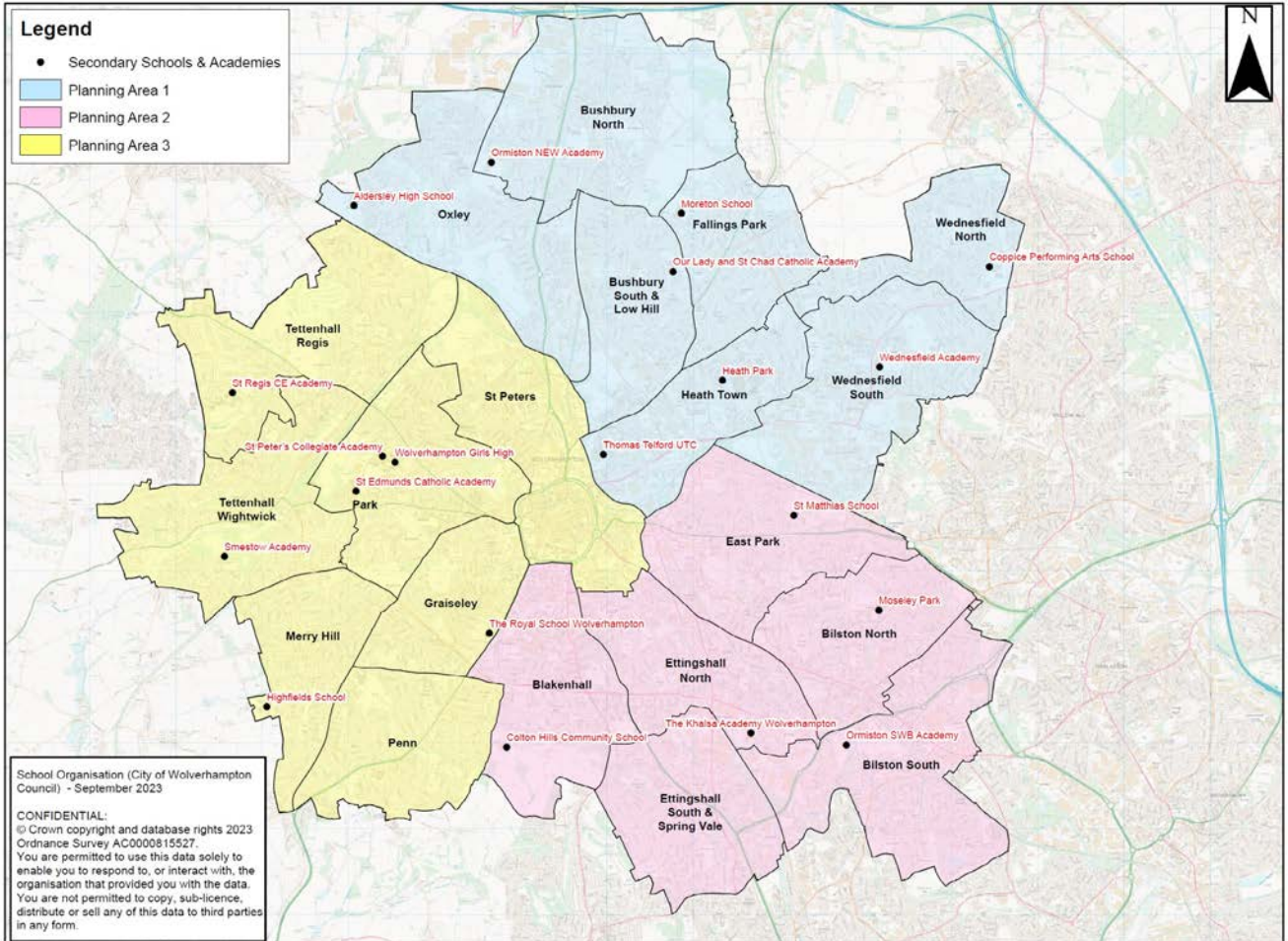
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1001050/School_admissions_code_2021.pdf

Appendices

Appendix A: Primary Provision Planning Areas



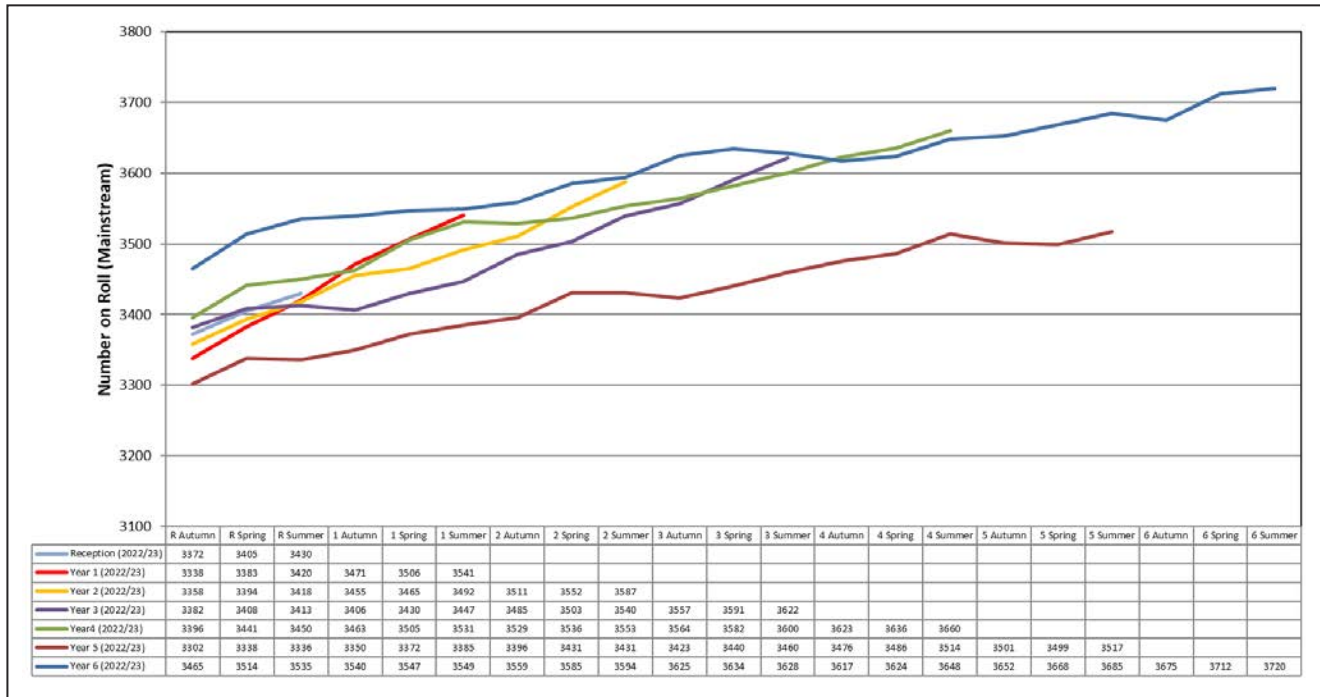
Appendix B: Secondary Provision Planning Areas



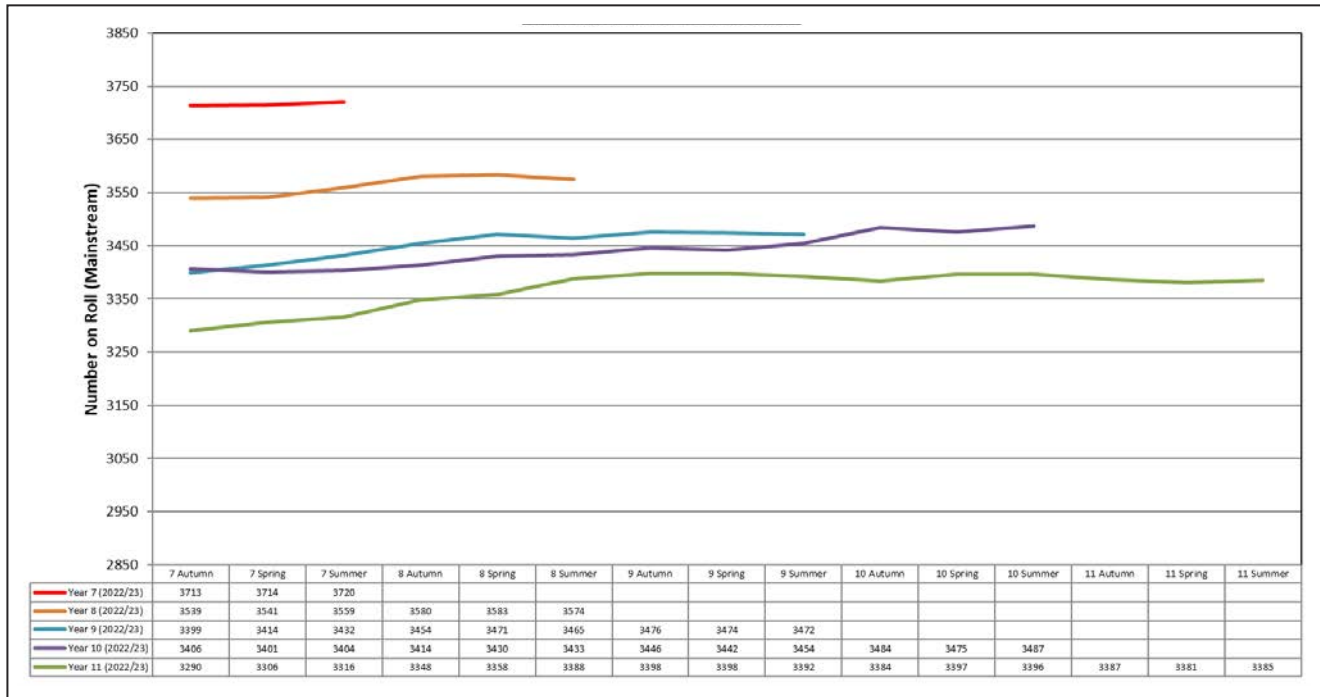
Appendix C:

Primary Cohort Fluctuations

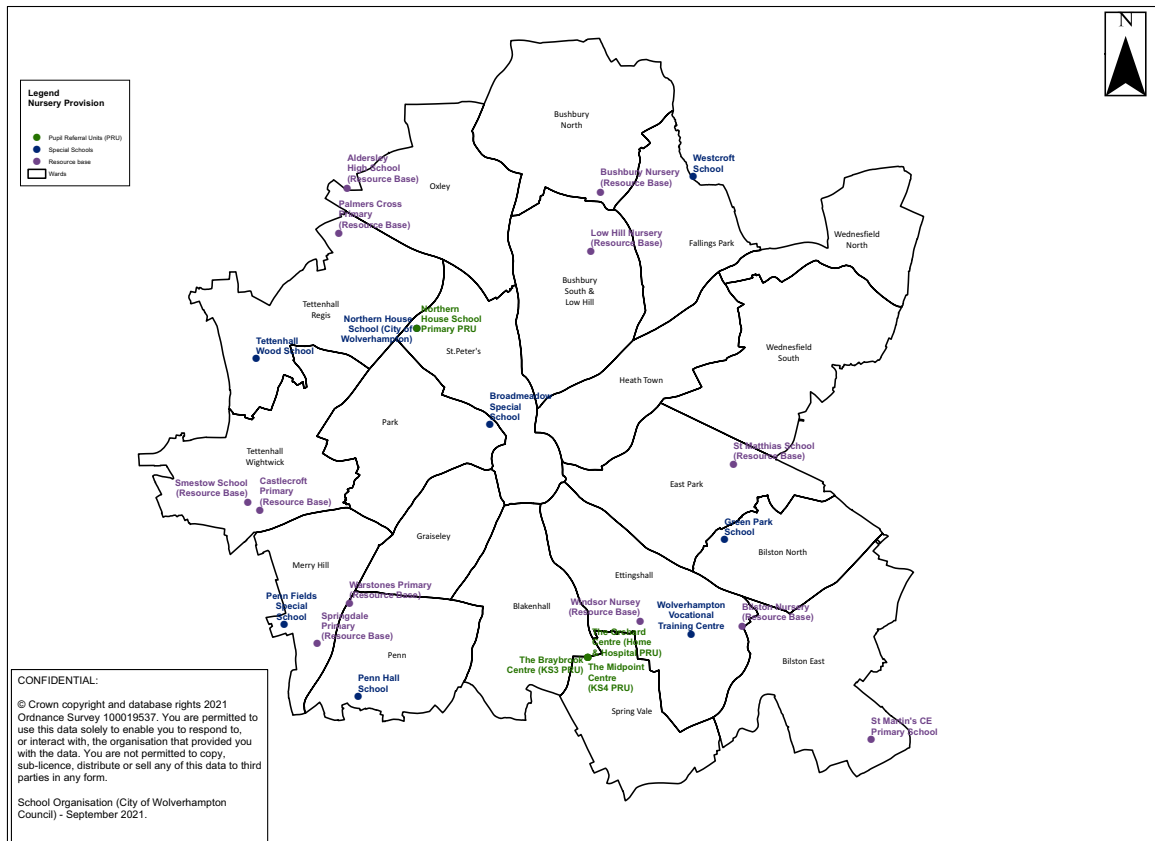
(Autumn, Spring and Summer census data)



Appendix D: Secondary Cohort Fluctuations (Autumn, Spring and Summer census data)



Appendix E: Special Schools, Pupil Referral Units and Resource Base Provision 2021-2022



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audio or in another language by calling 01902 551155

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City of Wolverhampton Council, Civic Centre, St. Peter's Square, Wolverhampton WV1 1SH