



**MANAGING THE PROVISION OF SCHOOL PLACES:
REPORT ON TLC AND ITS IMPLICATIONS FOR
CHESHIRE EAST COUNCIL
BY THE TASK & FINISH GROUP**

Lead Officer: Peter Davies

October 2009

C O N T E N T S

	Page
Acknowledgements	2
Report Overview	3
Purpose of the Report	3
1. Introduction	4
1.1 Origins of this Report	4
1.2 Terms of Reference of the Task & Finish Group	5
1.3 Membership of the Task & Finish Group	5
1.4 Methodology	5
2. Transforming Learning Communities (TLC)	6
2.1 Origins of TLC	6
2.2 TLC Outcomes	8
3. Cheshire County Council's Scrutiny Panel Review of TLC	8
3.1 Methodology	8
3.2 Main Findings/Recommendations from the Review	8
4. Perceptions of TLC from EIP Representatives	11
5. A Changing Picture of Provision of School Places	13
5.1 Demographic Change and School Places	13
5.2 Small and Rural Schools	19
6. The Current Position by EIPs	20
6.1 Primary Schools across EIPs	20
6.2 Surplus Places in Secondary Schools across EIPs	27
7. Developing a New System for Cheshire East	29
7.1 Presentation of data	29
8. Conclusions	30
8.1 Recommendations	31
Appendices	
Appendix A	34
Appendix B	38

Acknowledgements

This review of the TLC inheritance from the former County Council, and the needs of Cheshire East in relation to future changes to the schools system, has been conducted by a Task & Finish Group drawn from Cheshire East Council's Children and Families Scrutiny Committee.

I would like to thank Cllrs Flude, Kolker, Merry, Neilson, Smetham and Thompson for all their hard work and diligence in carrying out the work.

To carry out the work we relied partly on the very thorough review by a former County Council Scrutiny Panel earlier this year and partly on our own considerations which were informed and guided by Peter Davies and Bryan Slater. We would like to thank them for passing on their expertise and giving their advice in such a patient and thorough manner. Most of us were fairly inexperienced in education matters and they guided us through the learning curve extremely skillfully.

Similarly we would like to thank the EIP members and the Headteachers who gave us first hand the benefit of their views on TLC and their views on the improvements which could be made. In particular we would like to thank Andy Robinson the Chairman of the Macclesfield EIP and his colleagues for giving us an insight into how that particular partnership has developed.

Thanks are also due to Denise French and Sarah Baxter for their excellent administrative support.

We commend our work to the Cheshire East Cabinet and request they give it full and fair consideration.

Councillor Ray Westwood
Chairman, Children and Families Scrutiny Committee

REPORT OVERVIEW

Section 1 describes the origins of this report in the work of the Task & Finish Group which was set up by Cheshire East Council to consider the implications of findings from the TLC process. It outlines the Group's terms of reference, membership and methodology.

Section 2 explains the policy context and social demographic context which led to the establishment of the Transforming Learning Communities (TLC) process.

Section 3 outlines the main conclusions and recommendations from Cheshire County Council's TLC Scrutiny Review Panel.

Section 4 presents evidence gathered by the Task & Finish Group on local perceptions (at EIP and ECAPH level) of the TLC process.

Section 5 presents data illustrating the challenges Cheshire East Council faces in matching the demand for school places with provision. It provides long-term data on national demographic change followed by the emerging picture on live births for Cheshire East. This helps us understand the relationship between demographic change over time and its outcome in surplus or insufficient school places at both primary and secondary schools. This section also highlights issues relating to the large number of small and rural schools within the catchment of Cheshire East.

Section 6 describes the current position with regard to surplus places across EIPs. This section also highlights the relationship between the provision of school places and other key factors such as cost-effectiveness, academic performance and local popularity. It uses a small number of schools as 'cases' which exemplify the complexity of the overall picture.

Section 7 outlines the Group's deliberations on key attributes for a new system of managing the provision of school places, one which incorporates appropriate safeguards. The section also highlights key sets of data that need to be collected – and presented together - in order to ensure an accurate and clear picture.

Section 8 presents the main conclusions from the Task & Finish Group.

Section 9 presents the Group's recommendations.

EAST CHESHIRE PROVISION OF SCHOOL PLACES: FINDINGS ON TLC FROM THE TASK & FINISH GROUP AND IMPLICATIONS FOR CHESHIRE EAST COUNCIL

PURPOSE OF REPORT:

The purpose of this report is:

- To report on the work of the Task & Finish Group in reviewing the recommendations of the Cheshire County Council TLC Report and considering the implications for Cheshire East.
- To describe the current position in Cheshire East with regard to surplus places and the challenges of managing the provision of school places in future.
- To outline the attributes of a new system for managing school places, taking into consideration key factors such as schools' cost-effectiveness, academic performance and local popularity.
- To present the Group's conclusions, from which flow a set of recommendations to Cheshire East Council.

1. INTRODUCTION

1.1 Origins of this Report

It is understood that the present Government wishes to see an educational management system in which weak schools that need to be closed are closed quickly and replaced by new ones where necessary, whilst the best schools should be enabled to expand and spread their ethos and success. The origins of this report lie in Cheshire East Council's need to develop such a system.

At a meeting of the Cheshire East Children & Families Scrutiny Committee, held on 23rd September 2008, it was noted that the new Council would need to consider how to manage the gap between supply and demand of school places. The Committee resolved that a task group should be formed to take this matter forward and consider how the processes should be managed. The Committee therefore commissioned a Transforming Learning Communities Task & Finish Group.

1.2 Terms of Reference of the Task & Finish Group

The Terms of Reference of the Task & Finish Group were:

- To review the conclusions and recommendations made by the former County Council's Scrutiny Committee report on Transforming Learning Communities (TLC).
- To determine the relevance of the former County Council Scrutiny Committee's conclusions and recommendations to the operating context of Cheshire East Council.
- To take stock of the current position with regard to surplus places within Cheshire East.
- To decide which conclusions and recommendations should be commended to the Portfolio Holder for Children & Families and to the Cabinet, in the context of the development of Cheshire East's Children's Plan.

1.3 Membership

The following Councillors were members of the Task & Finish Group:

- Cllr Ray Westwood (Chairman) (Conservative, Rope)
- Cllr Dorothy Flude (Labour, Crewe South)
- Cllr Andrew Kolker (Conservative, Congleton Rural)
- Cllr Gillian Merry (Conservative, Sandbach)
- Cllr David Neilson (Liberal Democrat, Macclesfield Town)
- Cllr Lesley Smetham (Conservative, Macclesfield Forest)
- Cllr Diana Thompson (Conservative, Bollington and Disley).

Cllr Paul Findlow, the Portfolio Holder for Children and Families and Cllr Rhoda Bailey, Cabinet Support Member, attended meetings on occasions when briefings were provided.

1.4 Methodology

The Task & Finish Group met on six occasions between April and September 2009. The Group received a series of briefings prepared by Officers of the Council and considered findings from the former County Council Scrutiny Review Panel's report on TLC, and the implications for Cheshire East Council. The Task & Finish Group noted the comprehensive nature of the TLC Scrutiny Panel Review. The Group was impressed with the methodology used and the evidence obtained. The Group also noted comments in the report relating to the effectiveness of the TLC process and sought to hear comments first hand by meeting with representatives of Headteachers and EIP Chairmen.

In its considerations the Group also considered the present Government's wishes to see an educational management system in which weak schools that need to be closed are closed quickly and replaced by new ones where necessary, whilst the best schools should be enabled to expand and spread their ethos and success. The origins

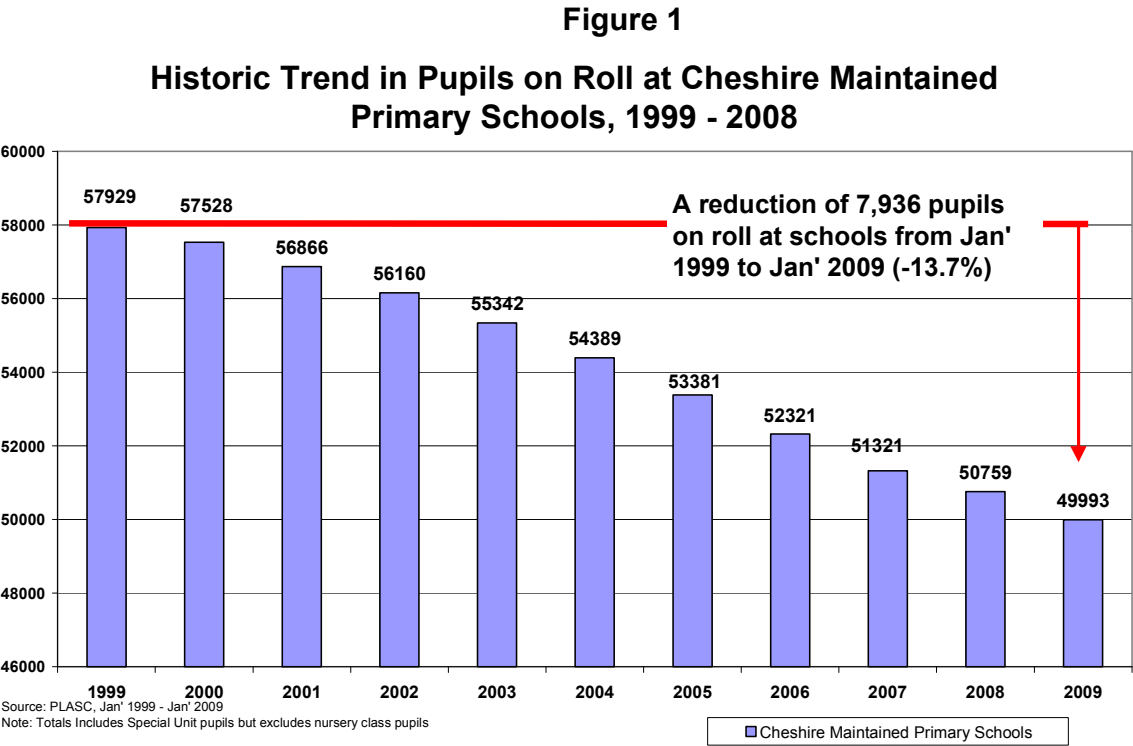
of this report lie in Cheshire East Council’s need to develop such a system. The report seeks to provide some insight into the complex task facing Cheshire East in matching its provision of school places with local demand over the short and longer-term, in a context where the effectiveness, efficiency and equity of resource distribution will be increasingly important, as will local popularity of schools.

2. TRANSFORMING LEARNING COMMUNITIES (TLC)

2.1 Origins of TLC

It is understood that two different but related challenges underpinned the establishment of Transforming Learning Communities (TLC). The first of these was a forecast decrease in Cheshire of numbers of children aged 0-15, resulting in surplus school places in both primary and, ultimately, secondary schools (see Figure 1 below).

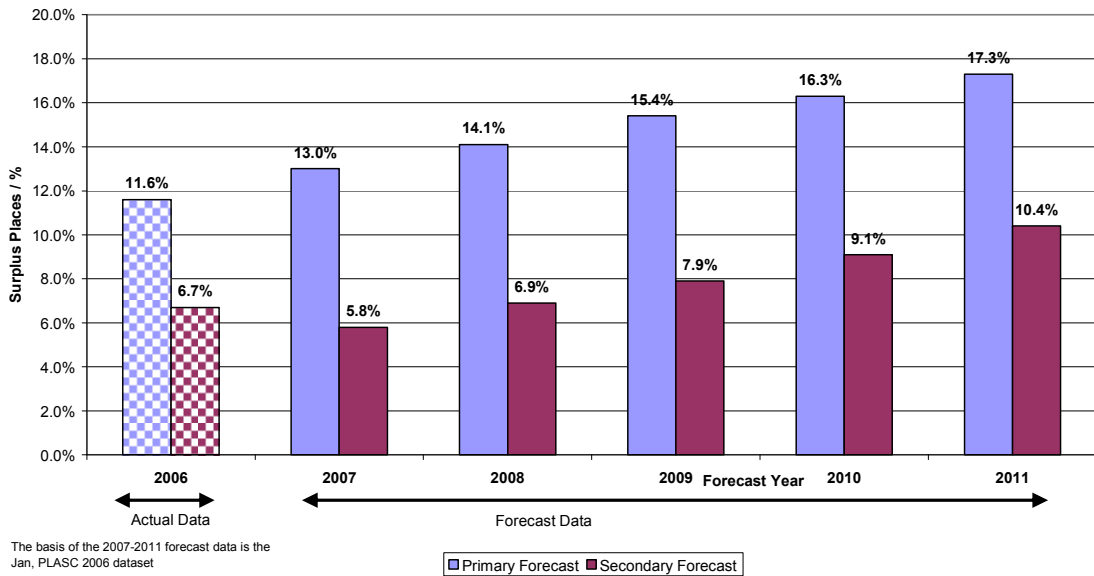
Figures 1 and 2 below are taken from the TLC Review¹. Figure 1 shows the data on historical trends in pupils on roll across Cheshire available at the time of the Review. Figure 2 shows the forecast of surplus places, in percentage terms, for both primary and secondary education sectors across the whole of Cheshire.



¹ ‘Transforming Learning Communities in Cheshire: A Case for Change’

Figure 2

**Forecast of Cheshire Surplus Places % for Primary and Secondary Education Sectors,
2007 - 2011**



The second challenge was the Government's new policy agenda for education known as 'Every Child Matters' (ECM).

In September 2004 Cheshire County Council organised a conference for key stakeholders to discuss how to respond to both the ECM requirement to integrate children's services delivery and the issue of surplus school places. Transforming Learning Communities (TLC) was an outcome of this conference, where seven key principles were drawn up to underpin the TLC process:

1. Deliver better integration of Children's Services under the 'Every Child Matters' agenda.
2. Raise and sustain high educational standards.
3. Provide more social inclusion and equality of opportunity.
4. Provide better choice and access to learning for learners, through increased collaboration between schools, colleges and other providers.
5. Give special protection and support to vulnerable communities.
6. Offer longer-term stability and greater certainty for the foreseeable future.
7. Develop lifelong and community learning.

2.2 TLC outcomes

TLC was expected to deliver a number of important outcomes:

- By 2011, have no schools with more than 25% (or 30) unfilled places
- By 2011, have no more than 10% unfilled places overall
- Ensure that schools be of an appropriate and sustainable size
- Encourage the move towards all-through schools
- Match Net Capacity (NC) with Published Admission Number (PAN)
- Identify alternative uses for accommodation
- Facilitate the development of Extended Services
- Facilitate the development of collaborative 14–19 arrangements
- Establish federation arrangements
- Be consistent with Every Child Matters and key principles underpinning TLC itself.

3. THE CHESHIRE COUNTY COUNCIL SCRUTINY REVIEW OF TLC

The TLC process was reviewed by a Scrutiny Review Panel from the former Cheshire County Council over the period 2007-2008. The Terms of Reference for the Review (given its limited resources) were to assess whether the TLC process was addressing the issue of surplus school places, and to review the consultation process which flowed from TLC proposals to tackle surplus places, so that lessons could be learned for the future. The Scrutiny Review Panel's report commended TLC for achieving some valuable outcomes but concluded that some key changes had not been made and significant opportunities had been missed. The Panel suggested that the transformational aspirations of TLC had been overshadowed by the issue of surplus school places.

3.1 Methodology

The TLC process was led by senior consultants such as former head teachers and Directors of Education. TLC reviewed and evaluated schools on a phased basis across Cheshire over a three year period.

3.2 Main Findings/Recommendations from the Review

The following sub-sections briefly outline relevant and significant findings, conclusions and recommendations from the Panel's review of TLC. These relate to: the management of school places; consultation, option generation and decision making processes for targeted schools; the role of federation in addressing surplus places;

issues around small and rural schools, particularly the LMS Funding Formula; and opportunities missed under TLC.

3.2.1 Managing surplus school places

The Panel found that TLC had removed many surplus places. Nevertheless, this reduction was considered insufficient and too slow to keep pace with falling school rolls or the changing demographic profile of Cheshire.

Panel recommendation:

The Panel recommended an ongoing programme to manage school places, reducing these by about 800 per year across the former County Council area.

3.2.2 Consultation, option generation and decision making processes

The Panel noted considerable problems with all the processes involved, which were generally viewed as over-long and complex. Schools not subject to an 'option' curtailed their involvement in further local discussions. The relationship between consultation and subsequent decisions was unclear. Despite the emphasis on transformation of learning, stakeholders perceived TLC to be primarily focused on school closure rather than the transformation of learning.

The decision making process involved a number of separate stages and was judged to be overly drawn out. The Review Panel regularly questioned the openness of the process and found inconsistencies in the call-in procedure. The Panel concluded that a much clearer system was required.

Panel recommendations:

The panel made specific suggestions around future governance arrangements for the consultation and decision making processes, suggesting that the Lead Member and Directors of Children's Services should adopt a four-stage process:

- ❖ Share the problem and invite local solutions, then consult the public whilst still at an early stage.
- ❖ Develop a strategic vision and plan then go through a formal process of consultation.
- ❖ Issue public notices and take final decisions, based on the whole set of proposals. Call-ins should only be permitted at two stages of the decision-making process, such as when formal consultation is approved and when public notices are approved for issue. Referrals should always go to the Children and Families Scrutiny Panel
- ❖ Take the final decision on the whole set of proposals for the locality.

3.2.3 The role of federation in tackling surplus places

Although the formation of federations was an intended outcome of TLC the Scrutiny Review Panel questioned its level of acceptance by schools. The Panel suggest that federation became a method for avoiding difficult school closure decisions.

Panel recommendations:

The Panel noted that, whilst evidence suggests federation plays no direct role in removing surplus places, it can enable future changes to be made. For example, federation can reduce barriers to future amalgamation, provide an opportunity to improve school leadership, and can improve staff capability. Forming a federation between two schools could be the first step towards school amalgamation, or the closure of the less successful or needed school.

Directors of Children's Services should be asked to develop a guidance note for Members on the role of federation in achieving structural transformation of education and reducing surplus places as a first step in leading towards the amalgamation of two schools or the closure of one.

3.2.4 Small and Rural Schools

The Scrutiny Review Panel noted that parents are aware that small schools attract a proportionally greater level of resource than larger schools: parents tend to choose such schools for their children because of expectations that educational standards will be higher in such an environment. However, the Panel raised an important issue of equity under the present Funding Formula. As the Audit Commission states, primary schools with fewer than 90 children are less cost effective. Such schools cost more per pupil and also receive additional allowances via the Schools Funding Formula (LMS). The Scrutiny Review Panel observed that funding is thus diverted from the majority of pupils to a minority, which is considered questionable in those cases where a school may not be serving its local community.

Panel recommendations:

In terms of potential for closure, current Government guidance involves a presumption against this. Recommendations to close rural schools therefore require particularly careful consideration. The Panel's view was that a clearer policy on rural schools would enable Members to make decisions more easily and remove some of the controversy associated with TLC processes.

The Panel concluded that the LMS Funding Formula required a fundamental review, to consider whether small school allowances deliver educational benefits appropriate to local needs. The Panel recommended the development of a small and rural schools policy, to include criteria to assess the local value of a small school. For

example, if fewer than 50% of a school's pupils are drawn from its immediate community, that school should not be considered 'local'. A minimum viable size, in educational terms, should therefore be specified. As a related issue, the Panel noted the prevalence of mixed age teaching in rural schools and recommended that this be minimised.

4. PERCEPTIONS OF TLC BY EIP REPRESENTATIVES

Whilst the TLC Scrutiny Panel had received a great deal of evidence, the Task & Finish Group felt the need to hear, at first hand, the views of some of the people involved. At a meeting held on 21 May 2009 at Macclesfield Town Hall, the Group interviewed a group of ten individuals, representing the EIPs and the East Cheshire Association of Primary Heads (ECAPH), about their own perceptions of TLC. The purpose of the meeting was to seek the views of representatives of schools in Cheshire East on the TLC programme, and on various school organisation issues. The following points were raised by participants:

- The name Transforming Learning Communities was seen as misleading. Most participants thought TLC had been solely about removing surplus places and was therefore fundamentally dishonest. Participants felt that TLC became a wasted opportunity in that it failed to respond to the aim of transforming learning communities.
- Once decisions had been made around school closure, very little support for the school and its community appeared to be provided during the period up to closure. On learning of the decision, some parents withdrew children from the affected school. The impact on communities of closing schools was not taken into account;
- The process was sold as being transformational with a 'blank sheet' approach however this did not appear to match the reality.
- The TLC process was viewed as a missed opportunity to have an in-depth look at learning provision within localities, especially in the light of changes at Key Stages 3 and 4 and the introduction of diplomas.
- The process was not clear and transparent and did not accord with that of other Councils known to be using good practice in this area.
- Out of date information was used, indicating the need for more accurate information.
- Options were seen as proposals and it was unclear how these were generated, so the process was non-transparent. One participant commented that schools did not feel they had been adequately consulted or their views heard.

- Queries were raised as to whether it was appropriate to consult a school or community about its own closure, and whether it would be more appropriately for the Council to take strategic decisions on school reorganisation.
- Timescales were experienced as too lengthy: once a decision had been made to close a school the process was drawn-out, leading to low morale.
- The decision making process, including the political process, was also believed overly long. Participants believed the process should have enabled swift decisions to be made, thereby reducing uncertainty.
- Queries were raised about whether the process took account of Special Educational Needs.
- Where schools worked together to amalgamate or federate, they were given little support in the process of achieving this and little support once the new arrangements were up and running.
- Participants suggested that there was a role for Education Improvement Partnerships in any future school reorganisation, as partners would work for the good of the area rather than their own individual school. The point was made that, if local issues were raised, the EIP could take action to address this as a first step, requiring local Authority intervention only if this was not successful.
- Some commented that the LAP could play a more significant role in future.
- The group felt that Federation needed to be clearly understood as an option, with issues relating to leadership and governing bodies being considered and understood. Again, this was perceived as a role for the EIP in future, drawing on examples of good practice in other areas. One commented that Federation could be a more organic way of moving forward.
- It was suggested that the issue of Academies should be discussed with headteachers prior to any public consideration.
- It was noted there was a role for the Local Authority to share the experience of schools which had become Trusts.
- Queries were raised about the role of Headteachers in extended schools provision. Participants asked whether it might be appropriate for other agencies to take on the role and responsibility for extended schools provision rather than the school itself.

5. THE CHANGING PICTURE OF PROVISION OF SCHOOL PLACES IN CHESHIRE EAST

Section 5.1 provides long-term data on national demographic change followed by the emerging picture on live births for Cheshire East. This helps us understand the strong relationship between demographic change over time and its outcome in surplus or insufficient school places at both primary and secondary schools.

Section 5.2 highlights issues relating to the large number of small and rural schools within the catchment of Cheshire East.

5.1 Demographic change and school places

Demographic data from ONS reveal a changing picture, depending on the timescale under consideration. For example, when we look at numbers of live births over the last 100 years in England and Wales (Figure 3 below) we see a number of peaks and troughs across the decades. However, these occur in the context of a steady, long-term national decline in the overall number of live births:

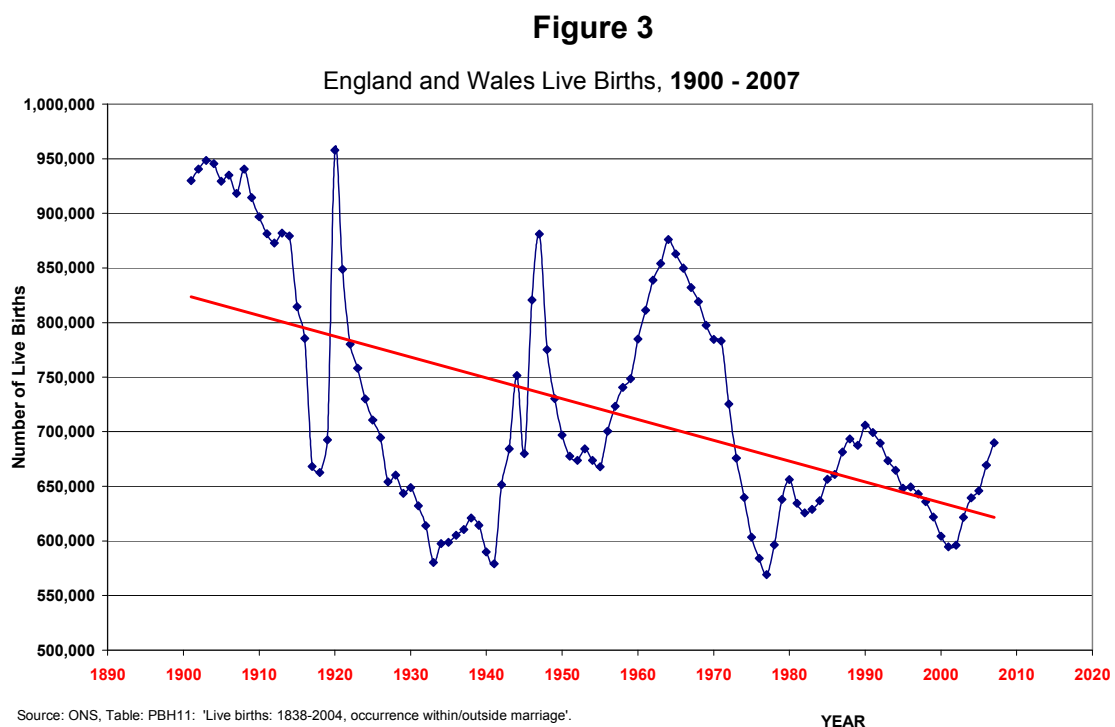


Figure 4 below demonstrates that a different picture emerges when we look at data on recent decades. This suggests that population numbers are increasing, at least in the short term. These data obviously mask regional and smaller-scale differences across England and Wales.

Figure 4

Number of Live Births in England & Wales (1998-2008)

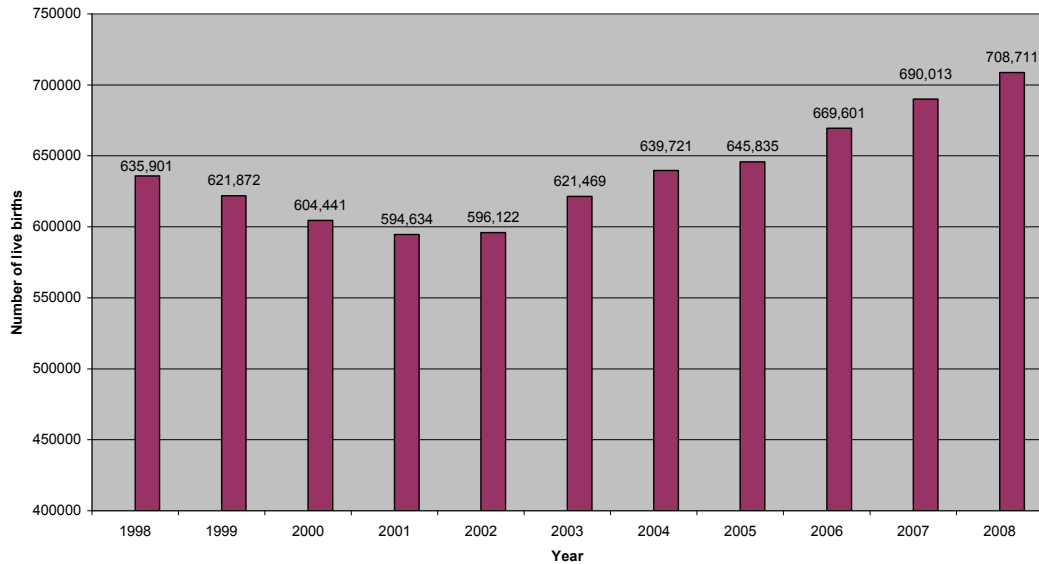
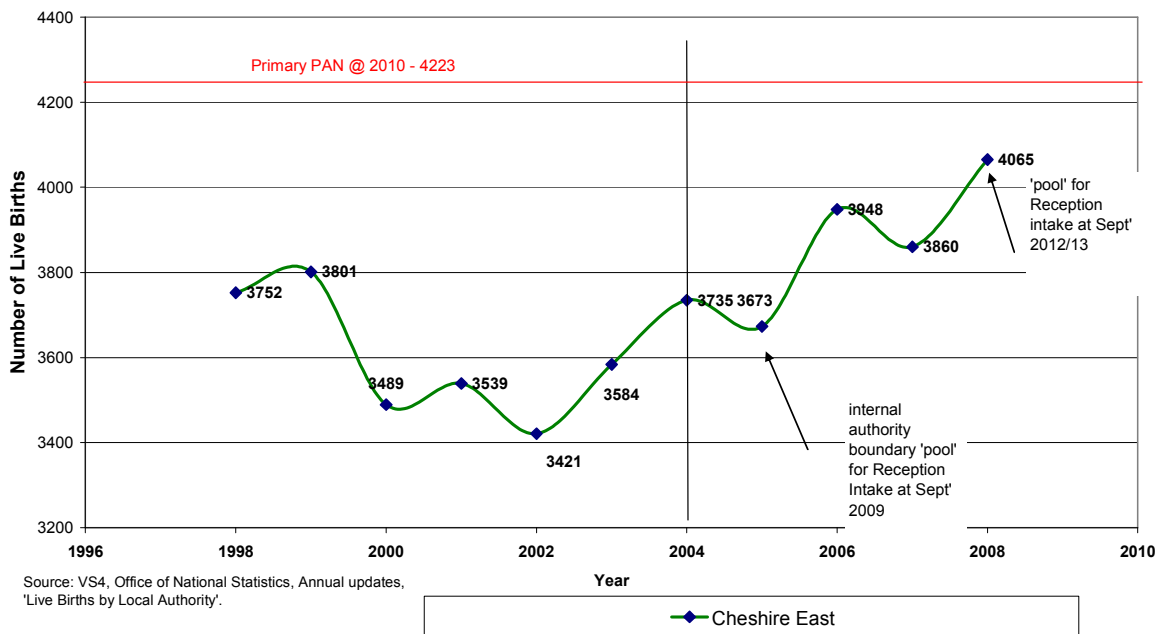


Figure 5

Recent Historical Trends in Live Births in Cheshire East

(by aggregation of Pre-LGR District level data)

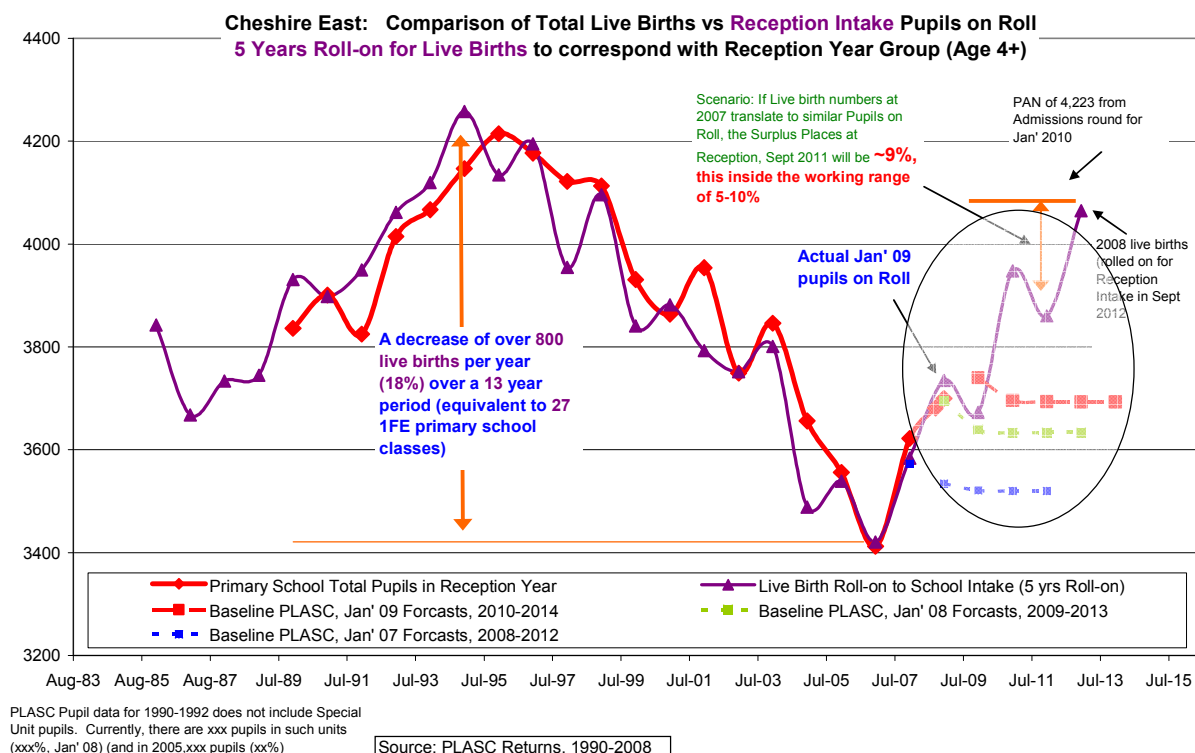


Data show that live births have actually increased in recent years across Cheshire East (see Figure 5 above). Because of the strong positive relationship between increasing numbers of live births and demand for school places, the current rate of fall

in pupil numbers used by the TLC Review (Figures 1 and 2 above) may not be sustained and may, in fact, be in the process of longer-term reversal. Nevertheless, there are differences in projections across the Council area, with live births increasing more in some localities (e.g. Crewe, Alsager, Congleton) than in others (e.g. Nantwich, Middlewich, Macclesfield, Holmes Chapel). The data also differ depending on whether they relate to the population of a town or whether they include its outlying area(s).

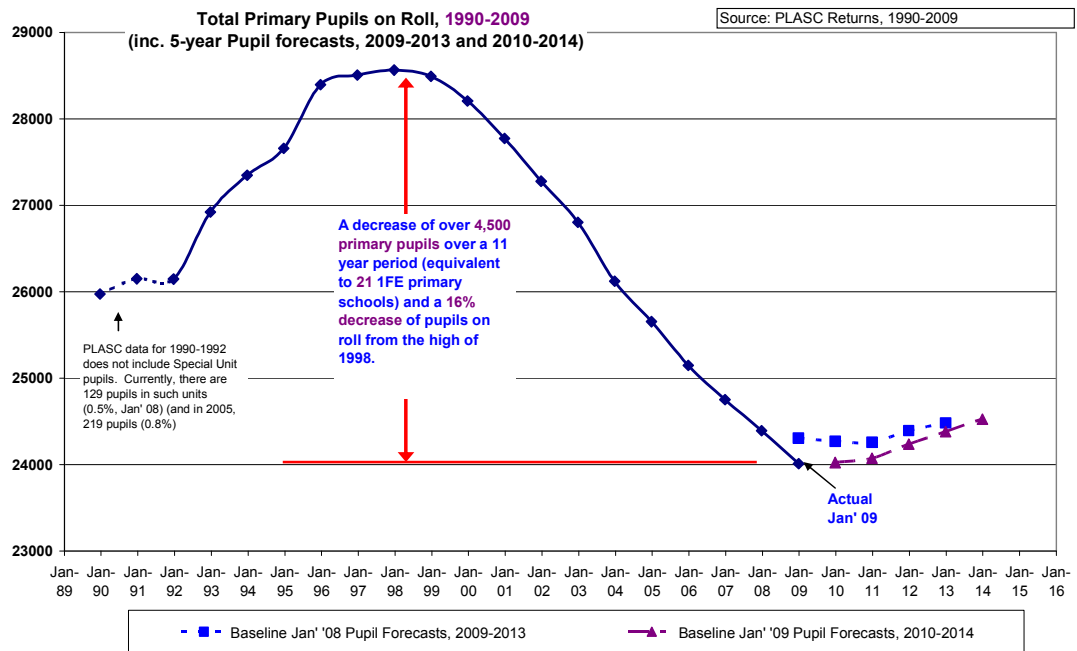
The graph below (Figure 6) demonstrates the relationship between live births and reception class intake for Cheshire East. This relates to the period 1983 to 2009, with a projection through to 2015. Figures peaked in 1995 and fell steadily year on year until 2007. For 2008 and 2009 both the birth rate and the entry to reception class increased significantly on previous years and the projection is for further rise.

Figure 6



The graph below (Figure 7) demonstrates the rapid increase in primary school numbers in the period 1985 to 1998 followed by an equally rapid decline in the following period from 1998 to 2007. That decline appears to have reached a plateau and may be reversed in coming years.

Figure 7



However, it is also important to look at the data on specific age cohorts in order to plausibly predict future demand (Figure 8 below).

Figure 8

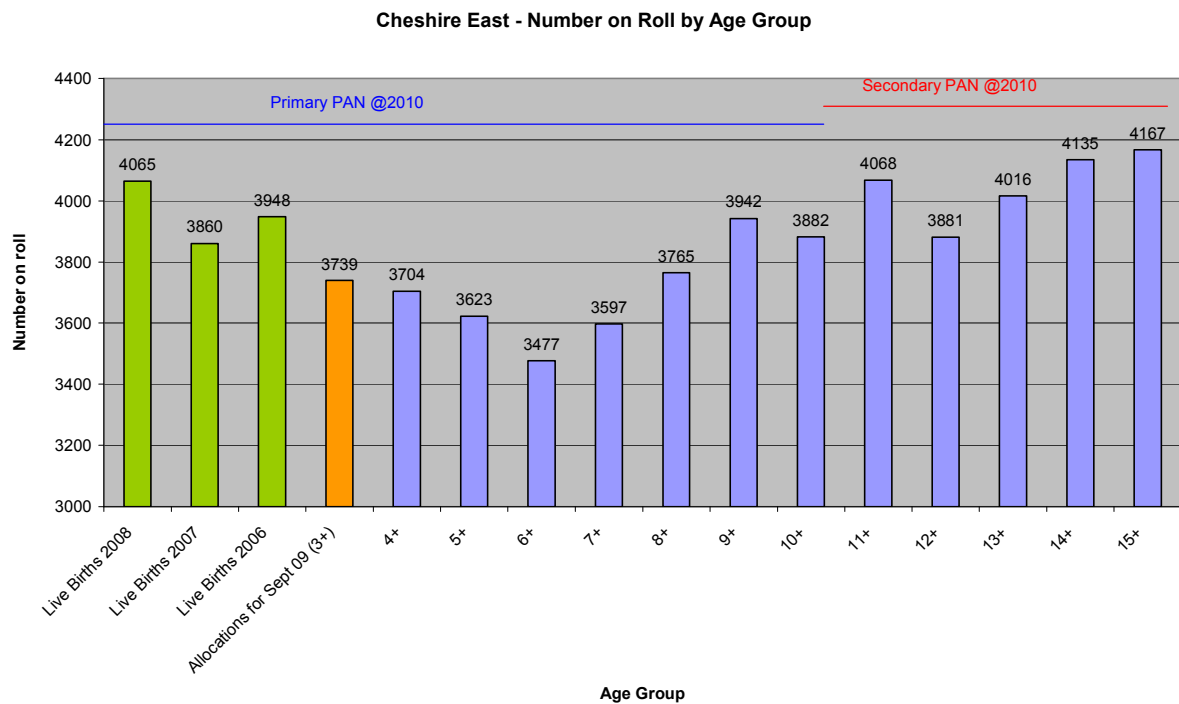
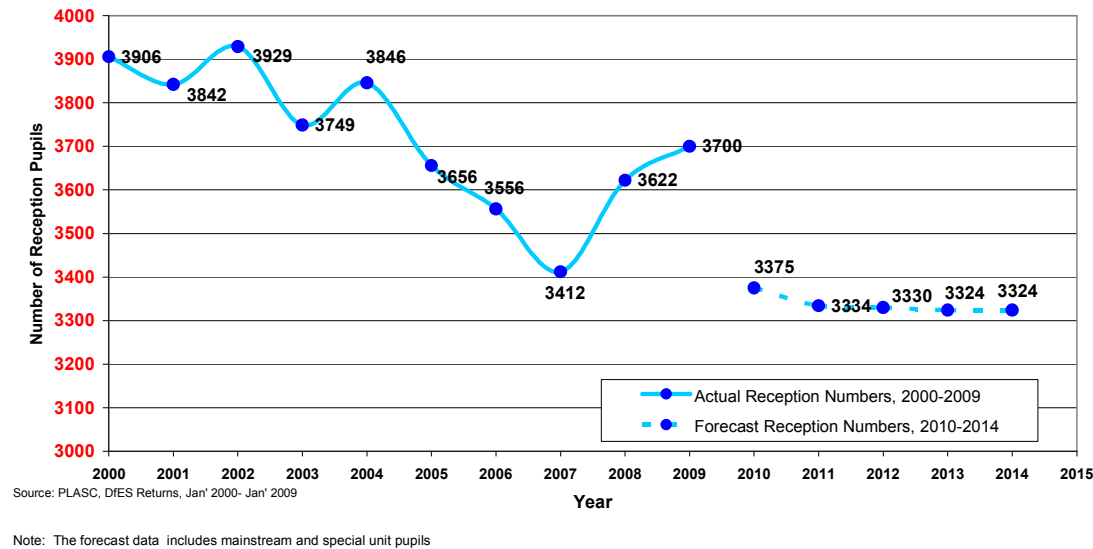


Figure 8 above shows the number of children on roll in Cheshire East in 2009, by age group. It also shows a clear dip in the number of children presently aged round about six years of age, with implications for the number of school places this age cohort will require during the course of their primary and secondary education.

Figure 9 below demonstrates how remarkably flawed projections can be: the projection was based on figures up to 2007 and thus predicted a continued fall in reception pupil numbers. However, since 2007 there has been an increase in the birth rate, as shown in the graph. A revised projection is therefore needed for the next five years, based on this revised data.

Figure 9

Cheshire East - Reception Pupils 2000 - 2014



Our data indicate an overall downward trend in demand for secondary school places in Cheshire East. Figure 10 below shows the trend from 2004, projected to 2015:

Figure 10

**Cheshire East:
Change in Secondary School Pupils on Roll, 2004 to 2016**

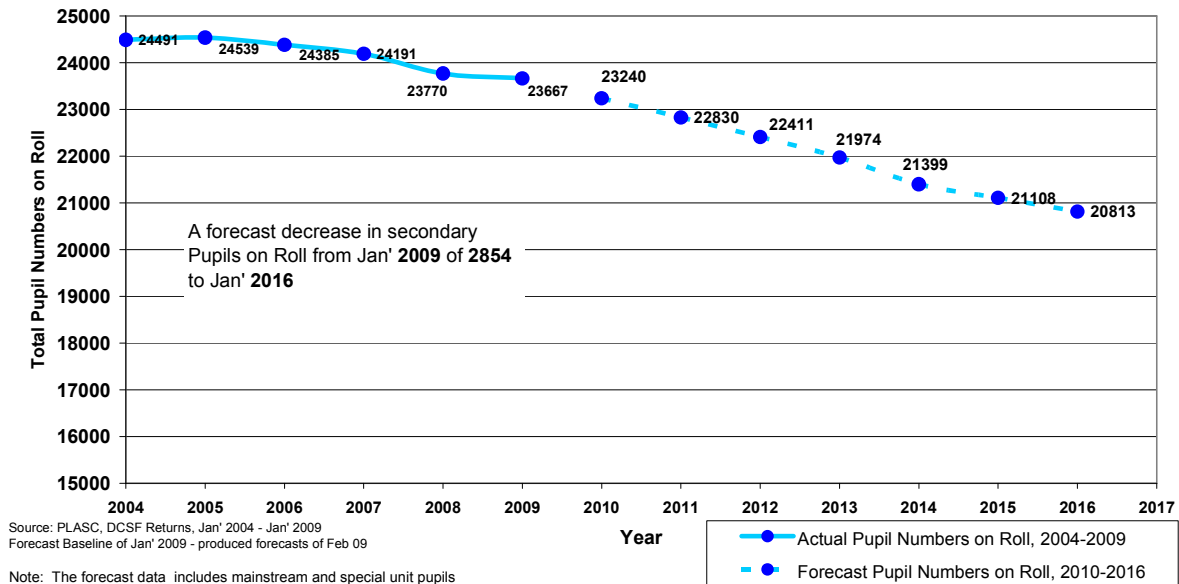


Figure 11 below shows the projected rise in surplus places in secondary schools across Cheshire East. Data refer to the period between 2005 and 2015. (Appendix A of this report shows the projected rise in surplus secondary school places across specific localities such as towns.)

Figure 11

**East:
Change in Secondary School Surplus Places, 2004 to 2016**

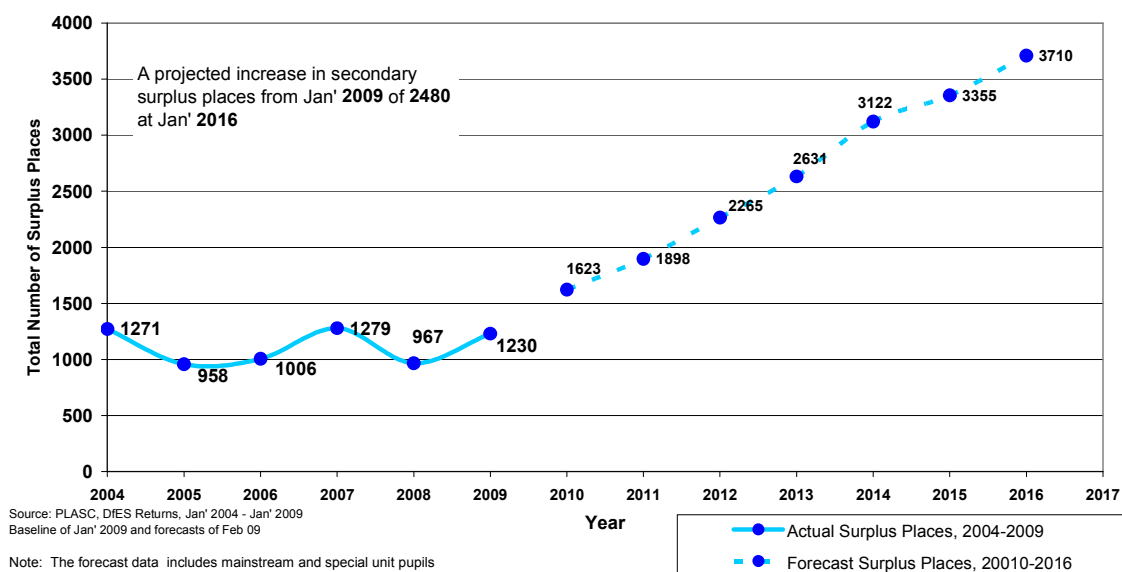
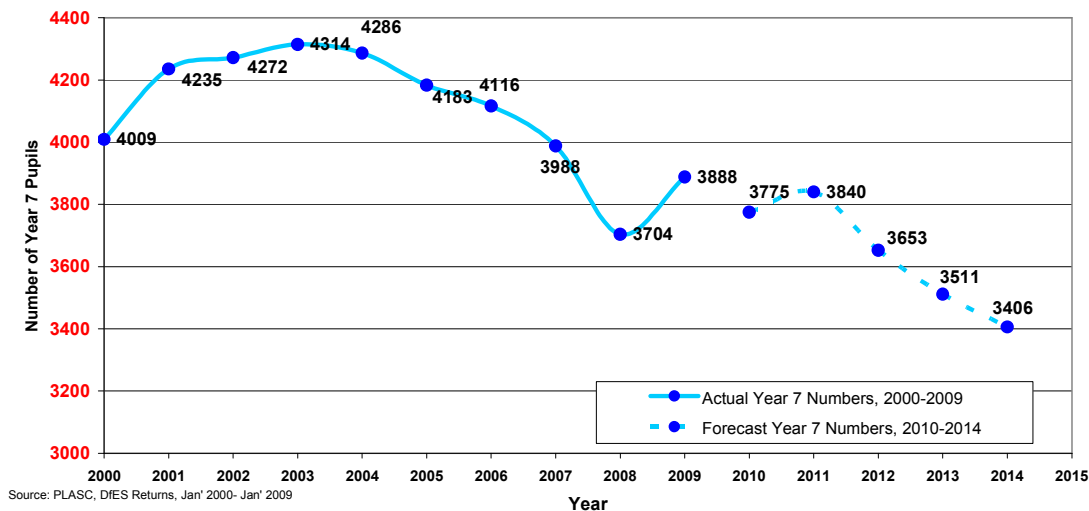


Figure 12 below shows the Year 7 cohort. Between 2008 and 2009 there has been a clear increase in pupils on roll. From 2009 onwards numbers are projected to fall quite rapidly for this cohort, with knock-on effects for subsequent school years.

Figure 12

Cheshire East - Year 7 Pupils 2000 - 2014



Taken together, these data present a complex picture. The implications of the TLC review for Cheshire East were that some 400 school places would need to be removed each year in order to keep pace with currently falling rolls and not exceed the target of 10% surplus places by 2011. This is probably correct, given that this target applies to the near future.

However, data projections also indicate the shifting nature of the trends in live births, which will impact on the demand for primary and secondary school places over the longer term. This phenomenon can be thought of as a 'wave' of demand which fluctuates over time and across specific age cohorts, sometimes quite sharply. The conclusion here must be that Cheshire East will need to build into its system of school provision the capacity to accommodate such marked rises and dips in demand.

5.2 Small and rural schools in Cheshire East

The fact that the new Council has a large number of small primary schools is highly pertinent to its management of school places provision. With an average size of 190 pupils, these primary schools are smaller than those in comparable Authorities. The Task & Finish Group believes the Council need to consider three key issues here:

1. The community importance of schools be considered when proposals for closure are made;
2. The additional costs involved in running small schools;
3. The difference between strong demand for places at a particular school and the evidence of usage by pupils living in a school's designated catchment area.

6. THE CURRENT POSITION BY EIP

Since their inception the purpose of Education Improvement Partnerships (EIPs) has been to promote collaboration and best practice between groups of schools on a local basis. A number of the EIPs in Cheshire East are now well established and consideration could be given as to how they could better support and progress the ECM agenda. For example, small schools may have difficulty in delivering the extended services remit so could benefit by working collaboratively with their nearest neighbour(s) to meet such needs. And, whilst the commissioning of school places falls within the remit of a local authority, EIPs may also increasingly need to manage their resources to match supply of places with demand.

Section **6.1** provides data on surplus places, current and projected, across the twelve EIP families of schools. This section also highlights the relationship between the appropriate provision of school places and other key factors such as popularity, academic performance and cost effectiveness. A small number of schools are used as 'case studies'.

Section **6.2** applies the above approach to the issue of secondary schools.

6.1 Primary Schools across EIPs

This sub-section drills down further into the data we have available, to present information on surplus places in Cheshire East's EIPs. Appendix B to this report provides Tables on each of the EIPs which will enable the reader to identify those primary schools with over 20% surplus places. Appendix B also provides data relating to each school's capacity/surplus places; numbers on roll; cost effectiveness (compared with each EIP average); academic success; and popularity with local parents.

Contextual Value Added (CVA) analysis provides a quantitative method of estimating pupil and school performance that can be used when making this judgement. The value added concept is based on the assumption that teachers and schools add 'value' to the achievement of their students. CVAs measure student progress in academic outcomes such as reading or mathematics attainment over a given period of time.

Local popularity is indicated by the percentage of children living in a school's catchment area who actually attend that school, rather than any other alternative. This could also be taken as a plausible indicator of parental preference and choice.

For each EIP below we give examples of schools in order to illustrate what the data can tell us about the context within which the school operates. The short case studies which follow each EIP draw on information from the Tables in Appendix B to demonstrate important contrasts between schools in terms of their **cost effectiveness, academic performance, and local popularity**. In some cases, postcode analysis provides a further tool which can help us understand the relationship between supply and demand of school places.

1. Alsager EIP

Within this group of six schools there is capacity for 1,493 pupils. Currently this EIP has 10% surplus places which are projected to rise to nearly 20% over the next five years. In overall terms it can be seen from the projections for this EIP that, by 2014, there will be nearly 300 surplus places. This equates to two schools too many.

School A has a capacity of 233 pupils, yet has 278 currently on roll. This is clearly a popular and over-subscribed school, with 45 pupils more than its capacity. It is cost effective at £2,794 per pupil, which is well below the average of £3,057. Its academic success is well above average, with a CVA of 101.7 and nearly 100% pass rate at Maths and English L4+. However, only 51% of parents living within the school catchment choose to send their children to the school. Some parents appear to be opting for a faith-based education whilst other parents prefer alternative schools within the area. A nearby school, **School B**, has a capacity of 105 pupils but only 46 on roll – a 56% surplus capacity. The cost per pupil is well above average, at £4,336. Only 13% of parents within the catchment choose to send their children to this school, suggesting that this school is not popular with its local community. We know that most parents in this catchment area choose **School A** for their children. These data suggest that **School A** should be expanded to accommodate two forms of entry. The data also raise questions about the longer-term sustainability of **School B**.

Schools E and **F** both appear to be popular with parents living within the catchment areas, in that 73% and 77% respectively send their children to these schools. The data show that they are both academically successful and cost effective schools. However, **School F** has a high level of surplus places, at 24% whereas **School E** is over-subscribed. Postcode analysis (not included within this report but data are available on request) for **School F** tells us that there are only 137 eligible children

living within the catchment although the school has a capacity of 210 pupils. Even if every child within the catchment attended this school, there would still be a very significant surplus. Bearing in mind its local popularity, our data suggest that either the school is too large for its catchment, or that the catchment should be increased to match the capacity of the school.

2. Crewe and Shavington EIPs

There are nineteen primary schools within the Crewe and Shavington EIPs, with a total capacity of 6,627 pupils. **Appendix B** shows that the roll at January 2009 was 5,868, which indicates that the EIP has 11% surplus places overall. A small increase in pupil numbers is also projected which will reduce the number of surplus places to 655, or just less than 10%. There are nine schools with greater than 10% surplus places. Five schools in particular have higher than 25% surplus places. There are seven schools within the EIP family that do not appear to be very popular with their local parents in that less than 50% of the pupils living within the school's catchment actually attend the school.

School B currently has 40% capacity and a very high cost per pupil: £4,080 compared with the average of £3,115 for this group. Only 18% of children living in its catchment area attend the school, suggesting that it is not popular with local parents. This school's academic performance is below average with a CVA of 99.9 and pass rates of 77% in English and 72% in Maths. **School P** is clearly popular with parents in that 78% of those eligible to send their children to the school do so. It is a very cost effective school in that its cost per pupil at £2,724 is well below the average for the group of schools. It also has a higher than average CVA score and excellent exam results. Surprisingly it still shows 10% surplus places, which may be attributable to parents choosing a faith based education nearby.

3. Congleton EIP

This group of schools currently has capacity for 2,806 pupils with 2,404 on roll, giving 14% surplus places. However it should be noted that four schools have 25% or more surplus places and for most the position is set to worsen over the next five years. There has been very little variation in the birth rate within this part of Cheshire East that might change this situation. Whilst three of these schools are well above average in terms of cost, one is only slightly above. The two examples below illustrate the contrast

School E has a capacity of 390 but only 224 pupils on roll, giving 43% surplus places. This will probably rise still further because of a projected fall in number to 160 on roll (which would mean over 50% surplus places). Only 37% of parents in the catchment send their children to this school, suggesting that it is not popular within the community. Its cost, at £3,284 is above the Council average but a little below this EIP's average of £3,375. **School M** attracts 76% of local children, is academically very successful (CVA of 100 and pass rates of 97% for English and 100% for Maths) and is extremely cost effective at £2,605 per pupil.

4. Holmes Chapel EIP

This group of primary schools has a net capacity of 1,156 with 1,004 pupils currently on roll, resulting in 13% surplus places overall. It should be noted that two schools have greater than 25% surplus places and also higher than average costs on a per pupil basis. The position at one in particular is projected to worsen over the next five years, with surplus places increasing to 60%. This case is particularly instructive: the school was rebuilt within the last five years but demonstrates how changing demographics plus parental choice to send children elsewhere can frustrate investment decisions.

School A currently has 28% surplus places. However, over the next five years numbers are projected to increase from the current number on roll (108) to 149, reducing surplus capacity at this school to zero. Although the school is academically successful, with a CVA of 100.9 and an 89% pass rate at English and Maths, only 40% of local children attend it, suggesting that it is not locally popular. **School C**, however, is subscribed by 83% of local children, suggesting considerable popularity. This school has no surplus places. Its educational standards are good, with a CVA of 101 and pass rates of 94% and 97% in English and Maths, well above the average of 84% for Cheshire East. **School E** is the most cost effective school within the EIP, at £2,715 per pupil, which is well below this EIP's average of £3,428. The school appears popular with parents in that 79% living in the catchment area send their children here. Standards are good, with a CVA of 99.1 and exam pass rates of 92% and 84% for English and Maths.

5. Knutsford EIP

This group of seven primary schools has a capacity for 1,412 pupils. The number on roll at January 2009 was 1,288: this is predicted to rise to 1,299 by 2013. The average of surplus places is only 9%. Numbers are set to rise over the next five years to 1,363, reducing the surplus capacity to 3%.

This figure of 3% masks the case of **School D** which currently has 33% surplus places. CVA performance is below average at 99.8%, but exam results are good, with above average performance in English and Maths (91%). At £4,729 per pupil per year this is also the most expensive school in the area, well above the EIP average of £3,399. The school is apparently popular with local parents in that 83% of them choose to send their children there. Only six children live within the catchment area, five of whom attend the school. However, postcode data tell us that the majority of pupils at this faith school travel large distances to attend: 27 travel from Warrington; 23 travel from Trafford; others travel from Stockport and Manchester. This begs the question, perhaps, of whether this school is meeting a truly local demand.

6. Macclesfield and Bollington EIP

There are 26 primary schools within this group, with a capacity of 5,923. There are currently 4,826 pupils on roll, giving a surplus of 19% in school places. Amalgamation between **Schools V** and **Y** will remove 315 places, reducing the surplus to 13%. Although a small increase in numbers is projected over the next five years, the surplus capacity will remain at 18%.

School A has the capacity for 149 pupils: 94 pupils are currently on roll, giving 37% surplus places. The school has a high resource cost at £4,603 per pupil per year. Only 86 (20%) of the 420 pupils living in the catchment area attend this school: 90 local children attend a joint faith school, 72 go to another local school, and the remaining 172 are spread across 16 other local schools, all within a radius of less than 2 miles. This school is evidently not popular with most local parents. Nor is it particularly successful in educational terms, with a CVA of 98.9 (well below average) and poor L4+ results for Maths and English. This school was proposed for closure under TLC but given a three year reprieve, subject to delivery against an action plan.

School S, with a capacity of 210 but only 81 on roll, has 61% surplus places. The cost per pupil is £5,098, which is amongst the highest across Cheshire East. As only 32% of local children attend the school it appears to lack popularity with local parents. Its CVA is above average, at 100.5, but the pass rate for English and Maths is well below average at 57% and 74% respectively.

School N currently receives £5,627 per pupil per year, the highest level of resource across Cheshire East (including secondary schools). There are 38 children on roll. Out of only nine potential pupils from the local community, three attend this school. It is not a 'local' school as the majority of pupils are drawn from outside its catchment area. It is, however, popular with parents from other areas who are willing to drive their children to this school (as no public transport exists). This school received only a 'satisfactory' rating from Ofsted in 2007 whereas other schools in the surrounding area (of which there are six within a two mile radius) have better ratings.

To avoid closure, **School N** formed a 'hard' federation with another primary school, **School D**. **School D** currently has 60% surplus places, one of the highest in the Council area. This school also has one of the highest costs per pupil, at £4,686 per head; only 10% of pupils living in the catchment attend the school. It has a 'good' Ofsted rating.

School F, within a two mile radius of both the above schools, has a capacity of 210 and currently runs with 14% surplus places, which is sufficient to incorporate children from both **Schools N and D**. **School F** has an 'outstanding' rating from Ofsted. The cost per pupil is £2,915 per year and 94% of children in the school live in the school's catchment area. This is a cost-effective school, popular with its local community.

7. Middlewich EIP

This family of four schools with capacity of 1,136 currently has 1,054 on roll, giving 7% surplus places. Numbers of pupils are projected to fall to 938 by 2014, rising surplus places to 17%.

School D can be seen to have 63 on roll, with a capacity of 56. This faith school is over-subscribed, with costs per pupil of £4,090, which makes it the highest in this EIP and well above the EIP average of £3,250. Although academic standards are good, with a CVA of 100.6 and 82% pass rates in English and Maths, the school does not appear to be very popular. Only 48% of parents in the catchment area choose to send their children to this school. Postcode analysis reveals that the majority of children attending the school travel significant distances.

8. Nantwich EIP

This family of 14 schools has capacity of 2,404 children with 2,184 currently on roll, giving 9% surplus places. Over the next five years this is set to drop to 6%.

Popularity of schools varies widely, from a low of 37% local attendance for **School N** to a high of 84% local attendance for **School B**.

School N currently has 18% surplus places, and has the highest cost per pupil at £4,149 compared with the group average of £3,236. Although CVA is above average at 100.5, English and Maths results (68% and 74%) are below average. Postcode analysis tells us that there are 264 children within the catchment of this school: as only 98 of these attend this school (37%) it seems unpopular with local parents.

9. Poynton and Disley EIPs

This family of seven schools has capacity for 1,387 pupils with 1,311 currently on roll, giving 5% surplus places. Numbers on roll are projected to fall to 1,261 in the next five years, giving 9% surplus places.

Within this group we have one school (**School F**) that is over-subscribed, with 330 on roll compared with a capacity of 315. The school appears to be relatively popular, with 55% of parents choosing to send their children to this school. Both CVA (98.2) and pass rates in English and Maths (77% and 75%) are below average. **School B** appears to be the most popular in the group, with 95% of local parents choosing to send their children here. However, the current level of surplus places (13%) is set to increase as projected numbers on roll in five years time drop from the current level of 182 to 144, giving 31% surplus places. Postcode analysis tells us that there are currently 178 pupils within the catchment area: 171 of these attend this school. This suggests that the school is too large, with a capacity of 210, for the community it serves.

10. Sandbach EIP

This group of eight schools has a capacity of 2,158 pupils and 1,845 are currently on roll, giving 15% surplus places. The birth rate in this part of Cheshire East is near static and the predicted number on roll is set to decline, over the next five years, to 1,796, increasing surplus places to 17%. In overall terms, the data suggest that there is one too many schools within this EIP family.

School E currently has 38% surplus places which are projected to rise to 50% in five years. The school is the most expensive in the EIP, at £4,021 per pupil, compared with the average of £3,117. The school appears to lack popularity in that only 34% of local parents choose to send their children here. Its CVA (99.1) and pass rate in English and Maths (72% and 68%) are below average. Taken together, these points raise questions about the longer-term viability of the school.

11. Wilmslow and Alderley Edge EIP

This family of eleven schools has 2,553 pupil capacity, with 2,429 currently on roll, giving 5% surplus places. Over the next five years projections indicate that a small increase in numbers on roll, to 2,433, will result in 4% surplus places. Popularity of schools within the EIP ranges from a low of 28% (**School F**) to a high of 81% for **School D**.

School F has only 28% of local parents choosing to send their children here. It has the highest cost, at £4,392, well above this EIP's average of £3,196. Although CVA is well above average, at 101.3, performance at English and Maths are well below the EIP average of 84%, at 75% and 67%. The majority of parents in this school's catchment opt to send their children to **School B**. This school is the most cost effective in the group, at £2,536, well below the EIP average. 75% of local parents send their children to this school. Its CVA is 100 and pass rates in English and Maths are 98% - well above the EIP average. Taken together, these data may raise questions about the longer-term future of **School F**.

6.2 Surplus Places in Secondary Schools across Cheshire East

We have a capacity of 24,287 places in secondary schools. On roll we currently have 23,565 pupils: this number is set to fall quite rapidly over the next five years to a level below 21,000 pupils. Figure 10 (page 18 above) shows that the numbers of children currently within the 11-16 age-group are at a peak and are projected to decline over the next five years, on the basis of birth rate data, by 15%. However, after reaching this low point rolls will then start to increase again over the next six years, although projections indicate that they will not rise to the current high levels. In other words, we are facing 15% surplus places within the next eight years; thereafter, the need for places will increase but to a level significantly below current demand. Cheshire East faces the challenge of responding to this changing wave of demand.

We also need to consider the related issues of popularity, equity, efficiency and effectiveness. The average cost per pupil in secondary schools is £3,976; the range is

from £3,583 to £4,606. As with primary schools, this raises the question of inequitable resource distribution between secondary schools. Here too we require further information on each school, in addition to information on surplus places and cost, in order to judge whether or not a school is providing efficient and effective provision. The case studies below use information given in Table 12 of Appendix B of this report.

School J has a capacity of 1,100 with 817 pupils currently on roll (i.e. 26% surplus places). The roll is projected to fall significantly by 2013. Its cost per pupil, at £4,435, is third highest for Cheshire East secondary schools. Academic performance is very poor, with fewer than 30% of young people achieving five or more A* to C (including English and Maths) grades at GCSE level. The school serves a large community, with nearly 2000 pupils living within its catchment: 655 of these attend the school. A further 600 children attend a Catholic College; 602 attend a second high school in the area; and 71 pupils go to a third. This suggests that the school is not popular with parents in its catchment area. The CVA is 981.3.

Conversely, **School F** has a capacity for 1,238 but has 1,500 currently on roll, so is over-subscribed. This is both a successful and popular school with 74% of pupils achieving 5+A*-C including Maths and English GCSEs. This ranks the school second best within Cheshire East with an average of 53%: the average across England is 47%. Educationally it is within the top four performing schools across Cheshire East with a CVA score of 1005.1, which compares favourably with the Cheshire average of 997.9. Within the school's catchment area there are 716 pupils: 564 of these (nearly 80%) attend the school. Nearly half of pupils attending this school are drawn from the catchment area of **School J**. It can be concluded that parental choice has led to the over-subscription to the second school and the decline of numbers attending the case High School. The second high school is also far more cost effective, at £3,849 per pupil per year.

School I has a capacity of 1,606 and 1,419 pupils on roll, which equates to 12% surplus places. Over the next five years this is projected to rise to over 20%. Only 47% of pupils that attend the school live within its catchment; conversely 82% of pupils that live within the town attend the school. In other words this school is twice the size needed to satisfy the needs of its local community. The total number of young people within the 11 to 18 age range living within the town is 725 and 680 of these attend the school. There are 558 pupils attending the school who live within another Council area and 69 from a city outside our boundaries. This school is currently running with a significant budgetary deficit which in part is no doubt due to its operation over two sites.

7. DEVELOPING A NEW SYSTEM TO MANAGE THE PROVISION OF SCHOOL PLACES WITHIN CHESHIRE EAST

The weight of evidence provided above indicates the need for a new system of managing the provision of school places within Cheshire East Council. The Task & Finish Group consider that the main attributes of any new system should involve the following:

- A new name should be given to the process, to indicate a clear break with TLC.
- A sound evidence base, with accurate and timely data, must be developed. The new concept of school popularity (measured by the percentage of pupils within a school's designated catchment area actually attending that school) should be included. However, should a school be identified as requiring further scrutiny on the basis of lack of local popularity, then catchment data should be checked for their accuracy and validity.
- The new system should be as objective as possible but should also recognise that factors such as the impact of school closure on the local community will need to be taken into account.
- There needs to be a continuous management of changing circumstances rather than a large catch-up programme. There needs to be an early warning system in place which will alert the Council, for example, when surplus places at a school exceed a certain number or when costs exceed a certain sum.
- The new system should be as transparent as possible and should involve swift and decisive decision-making. Adequate support should be provided to schools, particularly those directly involved, as this could influence the pace of change.
- The issue of surplus places should not be managed on a Council-wide basis but approached from a more local perspective, such as Locality or EIP.
- There needs to be a clear policy framework for small and rural schools.
- There needs to be close and early working with EIPs, Diocese and others.
- A clear policy needs to be developed for the role of Federations.
- There needs to be an immediate update of the Schools Funding Formula.
- This new system needs to be interfaced with both the Primary Capital and Building Schools for the Future Programmes.

In developing any new system, experience from TLC suggests that attention needs to be given to business continuity, as the Council takes forward its work on the provision of school places, so that experience and learning are consolidated and not lost.

7.1 Presentation of data

The Task & Finish Group believe it essential that up to date and accurate data is provided, which demonstrate the effectiveness or otherwise of the Council's strategy for the management of surplus places. The time taken to assemble this report is one indication that, in future, certain pieces of key information need to be available for presentation together, to ensure clarity.

The Group considers that the following key data sets must be established:

- Current Published Admission Number (PAN)
- Current Net Capacity
- Current Number on Roll (NOR)
- Current percentage of surplus places
- Projected NOR in five, ten and fifteen years time
- Current cost per pupil
- Popularity of school expressed as percentage of pupils within the school catchment attending the school
- Academic achievement of school expressed in terms of Contextual Value Added (CVA) and exam performance

8. CONCLUSIONS

- 8.1** The former Cheshire County Council's 'Transforming Learning Communities' was an ambitious programme designed to examine educational provision within the County in the light of 'Every Child Matters' (ECM) agenda, and at the same time reduce the number of surplus places in Cheshire Schools. The need for a reduction in surplus places was particularly acute in primary schools where, as a result of a long term fall in the birth rate, the number on roll was forecast to fall and surplus places to rise from 12% to 20% over the period 2005 to 2010. However, although there were many positive outcomes from TLC, its multiple requirements seem to have stretched the authority's resources and overshadowed transformational aspects of the programme.
- 8.2** The TLC process was received unfavourably by both the Church of England Diocese of Chester and the Catholic Diocese of Shrewsbury. In view of the numbers of church schools within Cheshire East, this suggests that attention should be paid to improving future relations with both Dioceses.
- 8.3** Cheshire East Council inherits a different position than that forecast at the start of the former County TLC programme in two respects. Firstly the fall in rolls is not as great as was forecast, due to a reversal of the birth rate from 2003 onwards. Secondly, the number of surplus places removed under TLC has fallen short of forecast. Although the two factors tend to counteract each other

Cheshire East is still required to remove significant numbers of surplus places if it is to ensure that the authority is making best use of its resources.

- 8.4** Whilst it is difficult to comment on some of the conclusions drawn in the body of the former Cheshire County Council Scrutiny Report it is clear that recommendations relative to process and the need for policy and Funding Formula reviews are sound. The lessons from TLC are that Cheshire East needs better tools in terms of policies and information systems, and a better process for the review, consultation and decision phases of any change to school arrangements. The review of the Funding Formula is urgent and should be adequately resourced.
- 8.5** Given the large number of small and rural schools across East Cheshire, many of which fall below the minimum size recommended by the Audit Commission, the Council needs a clear policy framework for small and rural schools.
- 8.6** The Group considers there is also a need to review other aspects of the Funding Formula, in particular the way that additional funding is allocated in deprived areas through the number of free school meals served. The Group believes that there are now sufficient data on individual children to reallocate the money involved on a different basis.
- 8.7** Whilst evidence suggests federation plays no direct role in removing surplus places, it can enable future changes to be made, reducing barriers to future amalgamation, providing an opportunity to improve school leadership, and improving staff capability. Forming a federation between two schools could be the first step towards school amalgamation, or the closure of the less successful or needed school. Federation should be understood as one of several options for school governance. .
- 8.8** With regard to the match between supply and demand, data projections indicate the shifting nature of the trends in live births. This will impact on the demand for primary and secondary school places over the longer term. This phenomenon can be thought of as a 'wave' of demand which fluctuates over time and across specific age cohorts, sometimes quite sharply. Cheshire East will therefore need to consider how to build into its system of school provision the capacity to accommodate such marked rises and dips in demand.
- 8.9** Any future strategy needs to recognise the requirement to manage surplus places on an area basis and in line with changing demographics. In addition, parental choice with regard to school places is a policy imperative with which the Council must comply. Future strategy therefore needs to reward success by making appropriate investment in popular and successful schools and take decisive action relative to unpopular and academically weak schools.

- 8.10** One of the problems we face in understanding current and probable future trends is the lack of sufficiently robust and up to date information: this report has drawn on much data from 2008 as 2009 is, in many cases, unavailable. We will need such data to be more readily available and in user-friendly format.
- 8.11** Cheshire East Council urgently requires an appropriate future investment strategy. This is needed before we can re-submit our Strategy for Change to the Primary Capital Programme (PCP), and submit our statement of 'Readiness to Deliver' to the Building Schools for the Future (BSF) Programme. Both are potential major sources of investment for the next ten years and provide an opportunity we cannot afford to miss.

9. RECOMMENDATIONS

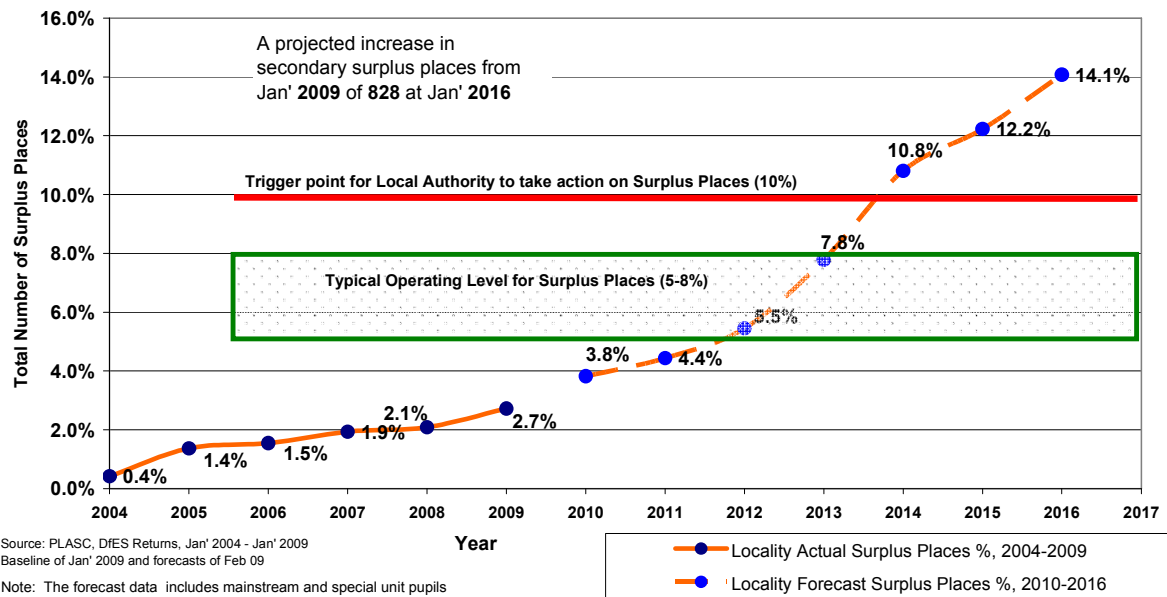
- 9.1** Cheshire East Council should review its commissioning of school places in accordance with the needs of the communities served by the Council and build upon the evidence base considered by this Task & Finish Group. The review should be conducted transparently and include all stakeholders.
- 9.2** The recommended review should include commissioning arrangements for the provision of learning for all children and young people, including those with SEN and additional needs, and gifted and talented children. Comments made by witnesses to the former County Council Scrutiny Group relative to special needs were also noted by the Group. The County Council had conducted a separate review of special needs in parallel with TLC. In view of the lack of special schools in Cheshire East the conclusion is that special needs considerations should be fully integrated into any system for the management of surplus places in main stream schools.
- 9.3** The recommended review should cover all geographical areas and be phased according to priority needs.
- 9.4** The review of the Funding Formula for schools should be prioritised and should clearly be driven by the need to improve outcomes for children and young people. The review should be conducted swiftly. The Council should consider what resources are required to enable this to be prioritised.
- 9.5** There needs to be a clear policy framework for small and rural schools.
- 9.6** The Council should develop a guidance note for Members on the role of federation and other forms of school governance in achieving structural transformation of education and reducing surplus places.
- 9.7** The role of the Educational Improvement Partnership (EIP) is growing and they are becoming key stakeholders in service delivery. Any new system should

ensure that the EIPs play a significant role in formulating any any school reorganisation proposals.

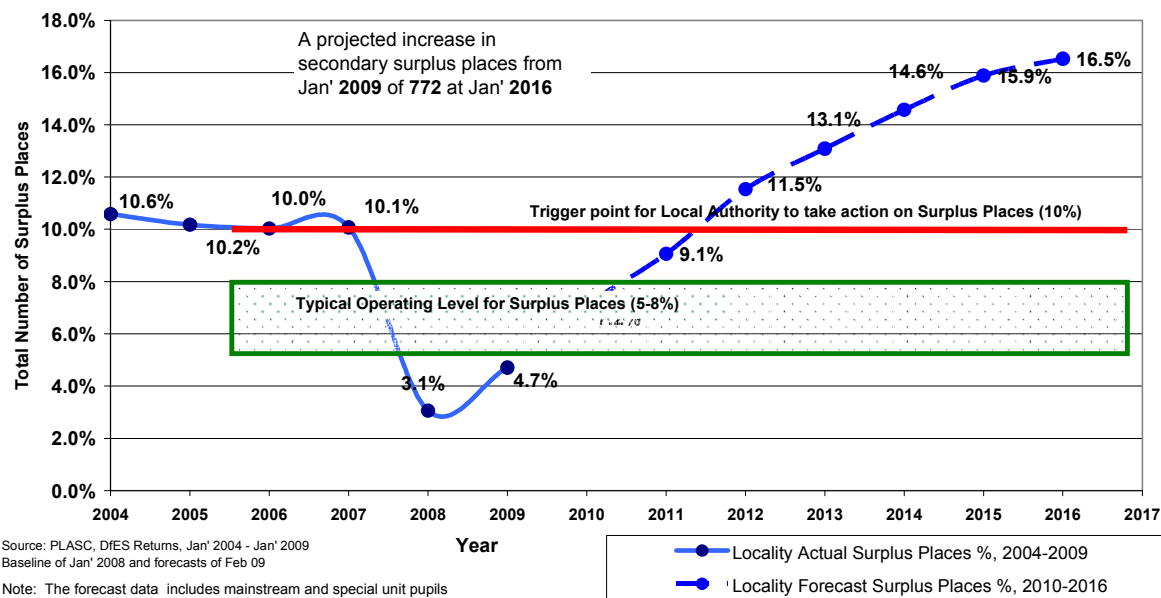
- 9.8** Future changes to school organisation may well require full cooperation of the respective Dioceses. It is recommended that more attention is paid to these relationships and that full account is taken of the special circumstances of church schools, during both the consideration and consultation stages of the process.
- 9.9** The quality of existing information systems was not commented on in the former Cheshire County Council Report but it is clear that the quality of available data does need to be improved and the range of data extended to accommodate the needs of the strategy referred to in 9.1 above. PLASC data are released for each school term so adequate resource must be allocated to ensuring that such up-to-date information is readily available, in user-friendly form, to Members and Officers.
- 9.10** The Group recommends that Cheshire East Council develop a sound future investment strategy for its schools estate. The investment strategy needs to be based upon robust and up to date information which in turn leads to timely conclusions and firm decisive action after appropriate consultation. In terms of any actions initiated the Council needs to be aware of the 'capacity trap'. Any proposed actions need to be adequately supported. The schools involved need to be fully supported but there also needs to be sufficient resources to manage the communications/public relations process.
- 9.11** The Council also needs to develop a strategic vision for its future investment in schools in order to access vital sources of longer term external funding (via PCP and BSF) which will help address some of the issues raised in this report. The investment strategy must be informed by a robust and defensible methodology, which should now be developed.

Projected Change in ECC Secondary School Surplus Places 2004-2015

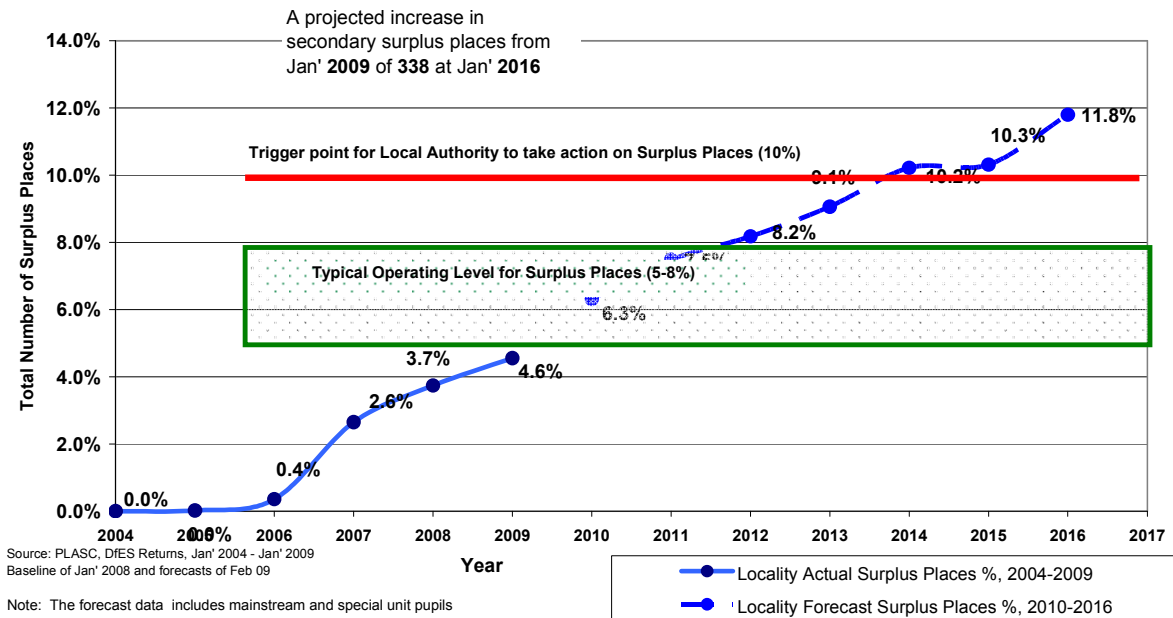
Alsager, Congleton, Sandbach & Holmes Chapel Locality: Change in Secondary School Surplus Places %, 2004 to 2016



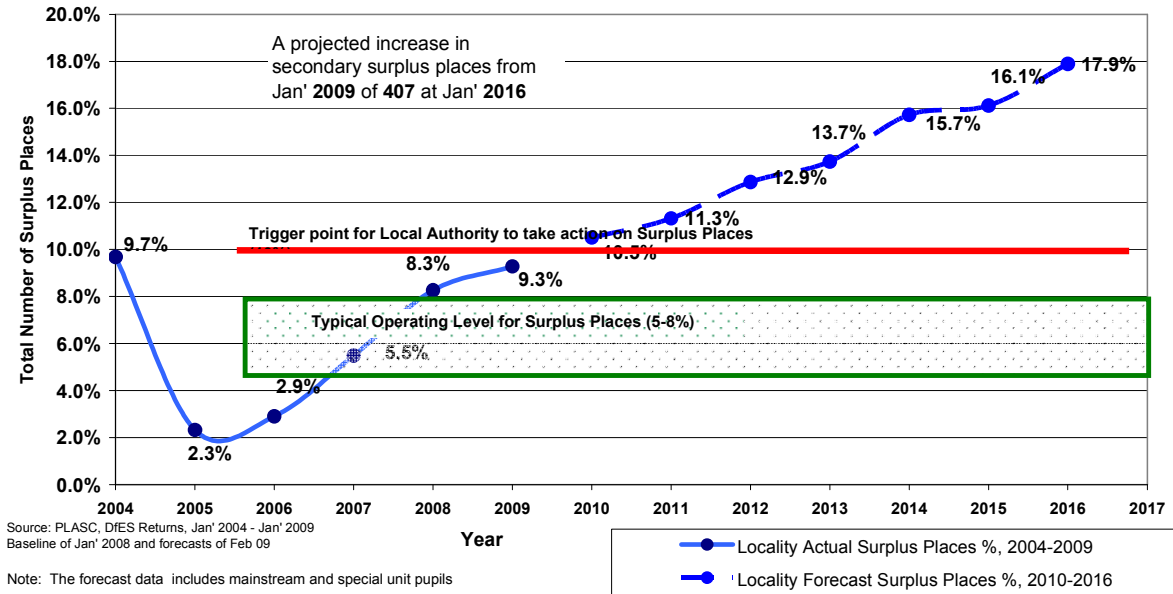
Crewe & Nantwich Locality: Change in Secondary School Surplus Places %, 2004 to 2016



Knutsford, Wilmslow & Poynton Locality: Change in Secondary School Surplus Places %, 2004 to 2016



Macclesfield Locality: Change in Secondary School Surplus Places %, 2004 to 2016



Appendix B

Surplus Primary School Places within EIPs

Table 1
Primary Schools within the Alsager EIP

School	PAN @ Jan 09	Net Capacity @ Jan 09	NOR @ Jan 09	Forecast NOR @ Jan 2014	% Surplus Places @ Jan 09	Cost Per Pupil @ 2009/10	Popularity (%age pupils living in catchment & attending school)	CVA Score	English pass rate L4+	Maths pass rate L4+
School A	40	233	278	271	0%	£2,794	51%	101.7	98%	100%
School B	N/A	105	46	N/A	56%	£4,336	13%	101	100%	73%
School C	45	315	237	178	25%	£2,797	51%	100	84%	93%
School D	30	210	203	194	3%	£2,874	53%	100.3	96%	92%
School E	30	210	214	207	0%	£2,834	73%	100.2	100%	97%
School F	30	210	160	173	24%	£3,101	77%	100.4	95%	100%
School G	30	210	206	193	2%	£2,662	N/A	101.5	100%	96%
TOTAL	205	1,493	1,344	1,216	10%	£3,057				

EIP = Education Improvement Partnership
 NOR = Number of children on the school roll
 CVA = Contextual Value Added

Table 2
Primary Schools within the Congleton EIP

School	PAN @ Jan 09	Net Capacity @ Jan 09	NOR @ Jan 09	Forecast NOR @ Jan 2014	% Surplus Places @ Jan 09	Cost Per Pupil @ 2009/10	Popularity (%age pupils living in catchment & attending school)	CVA Score	English pass rate L4+	Maths pass rate L4+
School A	16	112	127	128	0%	£3,213	44%	100.5	83%	92%
School B	40	240	237	260	1%	£2,761	57%	101.8	97%	89%
School C	9	55	45	55	18%	£4,159	79%	100	92%	69%
School D	30	178	159	175	11%	£3,669	40%	102	100%	83%
School E	60	390	224	160	43%	£3,284	37%	98.2	89%	73%
School F	25	150	150	169	0%	£3,515	49%	101.3	94%	89%
School G	30	180	191	174	0%	£4,672	18%	100.2	80%	80%
School H	30	210	178	199	15%	£2,810	67%	99.4	93%	97%
School I	50	350	322	355	8%	£2,889	79%	99.1	93%	91%
School J	30	230	153	143	27%	£2,844	61%	100	76%	79%
School K	16	112	121	125	0%	£3,354	54%	100.7	89%	100%
School L	27	180	127	158	29%	£3,470	N/A	101.6	82%	82%
School M	50	330	303	318	8%	£2,605	76%	100	97%	100%
School N	15	89	67	97	25%	£3,999	43%	99.5	75%	75%
TOTAL	428	2,806	2,404	2,516	14%	£3,375				

EIP = Education Improvement Partnership
NOR = Number of children on the school roll
CVA = Contextual Value Added

Table 3
Primary Schools Crewe and Shavington EIPs

School	PAN @ Jan 09	Net Capacity @ Jan 09	NOR @ Jan 09	Forecast NOR @ Jan 2014	% Surplus Places @ Jan 09	Cost Per Pupil @ 2009/10	Popularity (%age pupils living in catchment & attending school)	CVA Score	English pass rate L4+	Maths pass rate L4+
School A	40	280	252	256	10%	£3,543	76%	99.9	77%	72%
School B	30	210	127	178	40%	£4,080	18%	99.7	60%	72%
School C	30	210	219	189	0%	£2,939	37%	99.3	71%	77%
School D	60	420	420	418	0%	£2,986	53%	98.3	73%	72%
School E	60	420	386	421	8%	£3,204	66%	102.1	88%	94%
School F	60	420	403	401	4%	£2,985	48%	101.5	96%	96%
School G	81	567	485	475	15%	£2,630	65%	99.1	83%	83%
School H	60	420	317	353	25%	£3,148	50%	100.9	80%	85%
School I	45	315	277	312	12%	£3,663	37%	98.9	43%	50%
School J	30	210	181	198	14%	£3,522	34%	100.5	88%	88%
School K	70	490	544	545	0%	£2,620	N/A	99.9	71%	65%
School L	60	442	417	422	6%	£4,047	44%	96.6	47%	41%
School M	30	210	210	200	0%	£2,883	38%	99.2	84%	84%
School N	60	390	282	280	28%	£3,358	33%	96.9	58%	58%
School O	30	378	245	203	35%	£2,788	65%	100	85%	85%
School P	50	351	316	301	10%	£2,661	71%	99.8	95%	78%
School Q	38	266	198	233	26%	£2,833	80%	100.7	96%	96%
School R	60	420	404	420	4%	£2,577	63%	n/a	97%	93%
School S	30	208	185	167	11%	£2,724	78%	101	97%	97%
TOTAL	924	6,627	5,868	5,972	11%	£3,115				

Table 4
Holmes Chapel EIP

School	PAN @ Jan 09	Net Capacity @ Jan 09	NOR @ Jan 09	Forecast NOR @ Jan 2014	% Surplus Places @ Jan 09	Cost Per Pupil @ 2009/10	Popularity (%age pupils living in catchment & attending school)	CVA Score	English pass rate L4+	Maths pass rate L4+
School A	30	150	108	149	28%	£3,418	40%	100.9	89%	89%
School B	15	90	47	38	48%	£4,190	50%	98.9	100%	100%
School C	30	209	209	198	0%	£3,055	83%	101	94%	97%
School D	30	210	202	204	4%	£3,276	52%	100.9	88%	84%
School E	60	420	370	367	12%	£2,715	79%	99.1	92%	84%
School F	11	77	68	63	12%	£3,912	40%	100.5	90%	100%
TOTAL	176	1,156	1,004	1,019	13%	£3,428				

EIP = Education Improvement Partnership
NOR = Number of children on the school roll
CVA = Contextual Value Added

Table 5
Primary Schools in the Knutsford EIP

School	PAN @ Jan 09	Net Capacity @ Jan 09	NOR @ Jan 09	Forecast NOR @ Jan 2014	% Surplus Places @ Jan 09	Cost Per Pupil @ 2009/10	Popularity (%age pupils living in catchment & attending school)	CVA Score	English pass rate L4+	Maths pass rate L4+
School A	60	420	406	402	3%	£3,225	75%	99	86%	78%
School B	30	210	197	210	6%	£2,911	54%	99.2	100%	93%
School C	21	147	126	133	14%	£3,290	76%	100.2	92%	100%
School D	15	105	70	85	33%	£4,729	83%	99.8	91%	91%
School E	30	210	167	176	21%	£3,589	37%	99.3	81%	70%
School F	20	140	128	143	9%	£3,207	62%	100.1	81%	56%
School G	30	180	194	214	0%	£2,839	N/A	99.2	100%	97%
TOTAL	206	1,412	1,288	1,363	9%	£3,399				

EIP = Education Improvement Partnership
 NOR = Number of children on the school roll
 CVA = Contextual Value Added

Table 6
Primary Schools within the Macclesfield and Bollington EIP

School	PAN @ Jan 09	Net Capacity @ Jan 09	NOR @ Jan 09	Forecast NOR @ Jan 2014	% Surplus Places @ Jan 09	Cost Per Pupil @ 2009/10	Popularity (%age pupils living in catchment & attending school)	CVA Score	English pass rate L4+	Maths pass rate L4+
School A	25	149	94	97	37%	£4,603	20%	98.9	58%	33%
School B	30	209	179	188	14%	£2,873	63%	99.6	80%	77%
School C	22	150	96	150	36%	£4,025	16% **	101.1	82%	82%
School D	17	119	49	36	59%	£4,686	10% **	100.5	100%	82%
School E	30	210	108	95	49%	£5,281	14% *	97.8	63%	71%
School F	30	210	181	173	14%	£2,915	34% **	100.6	97%	100%
School G	30	210	200	204	5%	£3,011	85%	100.1	93%	89%
School H	30	210	173	199	18%	£2,926	72%	101	100%	91%
School I	25	158	100	77	37%	£4,143	24%	101.7	83%	75%
School J	54	378	299	323	21%	£3,846	29% *	100.6	78%	63%
School K	9	63	47	63	25%	£3,964	94%	100.1	100%	82%
School L	24	163	161	164	1%	£3,258	77%	100.8	81%	81%
School M	60	420	402	419	4%	£2,783	50%	100.6	79%	80%
School N	6	42	38	29	10%	£5,627	33%	100.1	100%	100%
School O	40	280	289	298	0%	£2,663	81%	100.9	100%	98%
School P	60	420	303	253	28%	£3,693	57%	98.7	81%	79%
School Q	25	175	158	178	10%	£3,074	78%	100.4	100%	100%
School R	60	418	369	348	12%	£2,653	N/A	101.2	98%	96%
School S	30	210	81	84	61%	£5,098	32%	100.5	57%	74%
School T	30	210	134	128	36%	£3,605	N/A	99.2	78%	74%
School U	15	105	90	73	14%	£3,335	N/A	98.9	89%	89%
School V	45	315	316	318	0%	£2,875	N/A	98.9	84%	76%
School W	60	420	378	348	10%	£2,768	58%	100.3	82%	85%
School X	60	420	326	352	22%	£3,215	41%	n/a	91%	87%
School Y	30	210	201	221	4%	£3,047	45%	100	97%	90%
School Z	7	49	54	48	0%	£3,680	82%	100.6	100%	100%
TOTAL	854	5,923	4,826	4,866	19%	£3,602				

* Indicates choice of catchment

** Indicates shared catchment

Table 7
Primary Schools within the Middlewich EIP

School	PAN @ Jan 09	Net Capacity @ Jan 09	NOR @ Jan 09	Forecast NOR @ Jan 2014	% Surplus Places @ Jan 09	Cost Per Pupil @ 2009/10	Popularity (%age pupils living in catchment & attending school)	CVA Score	English pass rate L4+	Maths pass rate L4+
School A	60	420	389	304	7%	£2,828	61%	N/A	#N/A	#N/A
School B	60	420	376	350	11%	£3,261	38%	98.5	80%	84%
School C	35	240	226	224	6%	£2,822	N/A	100.6	97%	97%
School D	8	56	63	60	0%	£4,090	48%	100.6	82%	82%
TOTAL	163	1,136	1,054	938	7%	£3,250				

EIP = Education Improvement Partnership
NOR = Number of children on the school roll
CVA = Contextual Value Added

Table 8
Primary Schools within the Nantwich EIP

School	PAN @ Jan 09	Net Capacity @ Jan 09	NOR @ Jan 09	Forecast NOR @ Jan 2014	% Surplus Places @ Jan 09	Cost Per Pupil @ 2009/10	Popularity (%age pupils living in catchment & attending school)	CVA Score	English pass rate L4+	Maths pass rate L4+
School A	20	140	110	123	21%	£3,264	55%	99.7	82%	73%
School B	30	208	183	168	12%	£3,011	84%	99.6	86%	79%
School C	12	84	76	64	10%	£3,907	76%	99.6	92%	92%
School D	30	210	192	190	9%	£2,882	55%	100.9	97%	93%
School E	30	210	195	200	7%	£2,921	57%	99.7	72%	76%
School F	30	210	198	204	6%	£3,103	46%	99.3	91%	88%
School G	17	119	112	118	6%	£3,003	54%	100.5	100%	100%
School H	30	210	191	205	9%	£2,793	N/A	101	86%	90%
School I	7	49	43	51	12%	£4,927	57%	99.5	83%	67%
School J	30	204	188	198	8%	£2,747	60%	101.1	83%	83%
School K	30	210	211	210	0%	£2,792	55%	100	94%	83%
School L	30	210	199	206	5%	£2,790	61%	100.5	100%	100%
School M	20	140	121	123	14%	£3,022	71%	100.5	100%	100%
School N	30	200	165	193	18%	£4,149	37%	100.5	68%	74%
TOTAL	346	2,404	2,184	2,253	9%	£3,236				

Table 9
Primary Schools with the Poynton and Disley EIP

School	PAN @ Jan 09	Net Capacity @ Jan 09	NOR @ Jan 09	Forecast NOR @ Jan 2014	% Surplus Places @ Jan 09	Cost Per Pupil @ 2009/10	Popularity (%age pupils living in catchment & attending school)	CVA Score	English pass rate L4+	Maths pass rate L4+
School A	15	105	93	108	11%	£3,639	51%	100.6	100%	100%
School B	30	210	182	144	13%	£3,130	95%	99.5	83%	86%
School C	21	147	122	120	17%	£3,287	59%	101.3	100%	94%
School D	40	280	279	278	0%	£2,778	69%	100.1	98%	90%
School E	20	120	100	84	17%	£3,538	N/A	99.1	88%	94%
School F	45	315	330	344	0%	£2,944	55%	98.2	77%	75%
School G	30	210	205	183	2%	£2,729	66%	100.2	100%	100%
TOTAL	201	1,387	1,311	1,261	5%	£3,149				

EIP = Education Improvement Partnership
 NOR = Number of children on the school roll
 CVA = Contextual Value Added

Table 10
Primary Schools with the Sandbach EIP

School	PAN @ Jan 09	Net Capacity @ Jan 09	NOR @ Jan 09	Forecast NOR @ Jan 2014	% Surplus Places @ Jan 09	Cost Per Pupil @ 2009/10	Popularity (%age pupils living in catchment & attending school)	CVA Score	English pass rate L4+	Maths pass rate L4+
School A	40	280	279	280	0%	£2,798	57%	98.9	85%	85%
School B	30	209	171	191	18%	£3,591	50%	100.1	91%	88%
School C	50	329	266	229	19%	£2,825	62%	99.8	98%	82%
School D	60	420	328	326	22%	£2,839	77%	99.2	67%	78%
School E	30	210	131	106	38%	£4,021	34%	99.1	72%	68%
School F	30	150	133	114	11%	£3,253	83%	98.3	93%	93%
School G	50	350	326	341	7%	£2,589	75%	99.4	80%	81%
School H	30	210	211	209	0%	£3,018	50%	100.5	93%	87%
TOTAL	320	2,158	1,845	1,796	15%	£3,117				

EIP = Education Improvement Partnership
NOR = Number of children on the school roll
CVA = Contextual Value Added

Table 11
Primary Schools with the Wilmslow & Alderley Edge EIP

School	PAN @ Jan 09	Net Capacity @ Jan 09	NOR @ Jan 09	Forecast NOR @ Jan 2014	% Surplus Places @ Jan 09	Cost Per Pupil @ 2009/10	Popularity (%age pupils living in catchment & attending school)	CVA Score	English pass rate L4+	Maths pass rate L4+
School A	30	210	219	212	0%	£2,869	72%	100	90%	93%
School B	60	420	420	406	2%	£2,536	75%	102	100%	98%
School C	45	378	301	310	20%	£3,052	47% *	n/a	89%	89%
School D	60	420	403	393	4%	£2,686	81% *	100.3	98%	94%
School E	30	210	220	237	0%	£2,965	57%	101.3	90%	85%
School F	21	150	140	159	7%	£4,392	28%	101.3	75%	67%
School G	15	105	102	100	3%	£3,303	45%	100.2	77%	77%
School H	19	133	117	119	12%	£3,680	34% *	100.2	94%	69%
School I	26	182	186	186	0%	£2,921	N/A	100.4	91%	87%
School J	15	105	107	105	0%	£3,443	63%	99.2	73%	60%
School K	34	240	214	216	11%	£3,307	60%	100.3	71%	68%
TOTAL	355	2,553	2,429	2,443	5%	£3,196				

* Indicates choice of catchment

** Indicates shared catchment

Table 12
Summary data for Secondary Schools within Cheshire East

School	PAN @ Jan 09	Net Capacity @ Jan 09	NOR @ Jan 09	Forecast NOR @ Jan 2013	Cost Per Pupil @ 2009/10	% Surplus Places @ Jan 09	Popularity (%age pupils living in catchment & attending school)	CVA Score	% of pupils achieving 5+ A* to C inc. A* to C GCSE Eng & Maths
School A	210	1,258	1,120	1,009	£3,767	11%	N/A	983.8	61%
School B	225	1,362	1,354	1,251	£3,770	1%	95%	998.6	61%
School C	210	1,050	1,058	952	£3,583	0%	79%	1022	64%
School D	180	1,134	1,064	941	£4,019	6%	67%	983.6	52%
School E	180	1,143	1,009	948	£4,133	12%	70%	987	53%
School F	240	1,238	1,504	1,400	£3,849	0%	79%	1005	74%
School G	200	1,180	1,174	1,085	£3,732	1%	85%	1004	70%
School H	156	780	773	720	£4,074	1%	31%	970.8	28%
School I	260	1,606	1,419	1,263	£3,979	12%	82%	988.3	51%
School J	180	1,100	817	665	£4,435	26%	33% *	981.3	42%
School K	210	1,384	1,324	1,217	£3,707	4%	69%	983.2	53%
School L	140	700	655	590	£4,379	6%	55%	993.8	49%
School M	246	1,529	1,587	1,475	£3,756	0%	95%	1005	68%
School N	140	666	694	690	£4,007	0%	53%	986.8	33%
School O	210	1,285	1,366	1,194	£3,713	0%	49% **	1017	79%
School P	195	1,167	1,117	1,066	£4,606	4%	45%	N/A	68%
School Q	197	970	814	609	£3,759	16%	50%	989.2	46%
School R	210	1,050	993	756	£4,538	5%	37%	1005	25%
School S	127	635	619	636	£3,928	3%	N/A	1000	61%
School T	210	1,214	1,158	1,055	£3,911	5%	67% *	991.4	56%
School U	300	1,836	1,946	1,878	£3,855	0%	89%	989.2	67%
TOTAL	4,226	24,287	23,565	21,400	£3,910	5%			

* Indicates choice of catchment

** Indicates shared catchment