

School place planning 2023-26

Securing sufficient high-quality
learning and childcare places



Directorate for:
Children and Families

School Place Planning 2023-2026
Securing sufficient high-quality learning and childcare places

Contents

1. Executive Summary	3
2. Context	5
2.1 Legal Context	5
2.2 Resources available to create additional school places and the challenges	5
3. Factors Affecting Demand for School Places	7
3.1 Population and Pupil Cohorts	7
3.2 Local Plan	13
3.3 Parental preference	13
3.4 Cross Border flow between Kirklees and other Local Authorities	15
4. The Supply of School Places	19
4.1 Mainstream Schools	19
4.2 Education Places for Children with Special Education Needs and Disability	20
4.3 Early Learning and Childcare Provision	24
4.4 Post-16 Learning	27
5. Planning Sufficient Places in Kirklees Council	29
5.1 Kirklees Planning Areas	29
5.2 The Kirklees Partnership Approach	32
6 Conclusions	36
6.1 Primary Demand 2022/23 to 2025/26 at Planning Area Level	36
6.2 The position at February 2023: Primary Places	40
6.3 Secondary Demand 2022/23 to 2025/26 at Planning Area Level	41
6.4 The position at February 2023: Secondary Places	43
6.5 Other Factors	45
7. Summary of Priorities	46
7.1 Next Steps	46
7.2 Progress on the priorities set in 2021	47
Appendix A: Kirklees Population Data	49
A1 Kirklees Population 2007-2018	49
A2 Kirklees Birth Rate 2001-2018	50
A3 Kirklees Total Fertility Rate 2001-2018	50
A4 Gender: School Year Groups by Gender	51
A5 Ethnicity: School Year Groups by Ethnicity	51
A6 Free School Meal Entitlement	51
A7 Socio-economic Disadvantage: IMD	52
A8 IMD Profile of school year groups by year group percentage	52
A9 Socio-economic Disadvantage: IDACI	53
Appendix B: Primary Planning Areas	55
Planning Area 1: Batley	56
Planning Area 2: Batley & Birstall	63
Planning Area 3: Batley East	70
Planning Area 4: Birkenshaw & Gomersal	77
Planning Area 5: Cleckheaton	84

Planning Area 6: Colne Valley	91
Planning Area 7: Dewsbury East	98
Planning Area 8: Dewsbury South	105
Planning Area 9: Dewsbury West	112
Planning Area 10: Golcar	119
Planning Area 11: Heckmondwike	126
Planning Area 12: Holme Valley	133
Planning Area 13: Honley & Meltham	140
Planning Area 14: Huddersfield North	147
Planning Area 15: Huddersfield North West	154
Planning Area 16: Huddersfield South East	161
Planning Area 17: Huddersfield South West	168
Planning Area 18: Kirkheaton, Lepton & Grange Moor	175
Planning Area 19: Liversedge	182
Planning Area 20: Mirfield	189
Planning Area 21: Newsome	196
Planning Area 22: Shelley	203
Planning Area 23: Skelmanthorpe & Denby Dale	210
Primary School Index: School name and planning area	217
Appendix C: Secondary Planning Areas	220
Planning Area 24: Batley, Birkenshaw, Birstall & Gomersal	225
Planning Area 25: Cleckheaton, Heckmondwike, Liversedge & Mirfield	231
Planning Area 26: Colne Valley	237
Planning Area 27: Denby Dale, Kirkburton & Shelley	243
Planning Area 28: Dewsbury	251
Planning Area 29: Holme Valley, Honley & Meltham	257
Planning Area 30: Huddersfield North & West	262
Planning Area 31: Huddersfield South & East and Kirkheaton	268
Planning Area 32: Huddersfield South West	274
Secondary School Index: School name and planning area	280

1.0 Executive Summary

This document aims to give a clear analysis of pupil demography and the current organisation of learning places. It positions the current and future demand across all phases, whilst exploring the strategies for securing sufficient school places to enable access for children and young people to an excellent local education system. Local authorities are required to ensure there are enough school places for children in their local area; this is referred to as 'Basic Need'.

Planning learning places is a complex process. It depends on numerous variables, many of which are difficult to predict over the given period of time. Therefore, it cannot be an exact science because it pulls together the effects of these changing variables. Variables include fluctuations and underlying trends in child population demographics, changes in housing developments, the migration of families between and within local authority areas, local geography, and the exercising of parental preference for schools in Kirklees and in neighbouring local authorities.

The context for planning for future school places is set out, including the limited availability of capital funding, alongside the different opportunities and associated processes. This poses the challenge of finding creative, cost effective and value for money solutions that provide the sufficient numbers of high-quality learning places required, where they are needed and when they are needed, so that children and young people can access schools locally. The introduction of new places in the wrong place or at the wrong time can create sustainability challenges for existing schools, already under increasing financial pressures.

The document looks at current child population, as measured by NHS GP registration data, to describe the size and distribution of the potential child population. This baseline information is used to determine the likely need for learning places in the future. Like most other local authorities, Kirklees has seen a significant change in the size of the school age population in recent years. There has been an increase of almost 20% since 2000, from approximately 5,000 per age cohort to around 6,000 in 2015/16. However, since this time, the size of Reception cohorts has been declining. Evidence suggests that this trend will continue towards 2025/26 before a slight increase in 2026/27 in North Kirklees only. It is not possible to tell at this stage whether this increase will be short-lived or more sustained, however, there is some evidence to suggest that beyond this time the population will start to stabilise, though caution is required as the children referred to here have not been born yet. Apart from a small increase in Batley East, there are no areas of Kirklees showing a growth in the size of Reception cohorts and some areas are showing a more rapid decline than others. The population growth previously experienced in the primary phase has now moved into the secondary phase, peaking in 2022/23 with demand for places remaining high in 2023/24, although below this Kirklees-level headline there was a small reduction in demand in the North, offset by increased demand in the South. However, a decline in demand for secondary places across the authority is expected in 2024/25 and beyond, with the only possible exception being where there will be significant housing development.

Both housing development and the impact of inward migration (from other parts of the country and those new to the country) are important considerations affecting the need for places. Future changes in these variables are not reflected in the current NHS GP registration data. These factors are harder to predict but cannot be ignored when assessing the requirement for places.

Annual reviews of population data and the tracking of live school applications, as well as dialogue with neighbouring authorities, help to manage the risks associated with these variables.

The variation in localised child populations means that in some places, such as some of the more rural areas of Kirklees, there may be an increasing number of school places that are either unfilled or attract preferences from outside the area (an important factor when assessing basic need). This may also be the case where new schools have been introduced. Population trends are examined in more detail at each local level in the Appendices B and C.

This document describes the impact of the varied and inter-related factors that affect **demand** for school places. The data tables in Appendices B and C illustrate the current numbers of children by year group in every school, as well as the range of residential areas in which these children live. Children, even at the earliest age, are not simply attending their local school. It is not unusual for the children attending a primary school to live in the admission areas of other neighbouring schools. At secondary stage, young people may travel even further afield. A secondary school might easily count on its roll children from 40 or so different primary school admission areas. Across all phases, there are many reasons why parents express preferences for schools. These include access to faith schools, selective schools, and single gender schools.

The tables in Appendices B and C also show the range of schools for which parents express a preference or where their children are allocated places. It is not unusual for more than half of the children living in an area to attend a primary school outside the immediate area. For the first time, historical snapshots of National Offer Day positions, including the number of applicants per school, have been included in Appendices B and C providing a useful cross-check to GP population data.

The movement of children across local authority (LA) boundaries to attend schools in neighbouring LAs is documented at the Kirklees level on pages 15 to 18. Further localised detail can be found in Appendices B and C.

Finally, the document draws together the position regarding the future need for learning places by planning area and sets priorities for the next three years, which in summary are:

Primary

- Continue to engage with the school system about opportunities to reduce the number of available places where there is evidence of a significant surplus.

Secondary

- Continue to work with secondary schools in anticipation of introducing a small number of bulge places for September 2024.
- Complete existing capital schemes, including North Huddersfield Trust School to accommodate the existing bulge places and enable the removal of temporary accommodation.
- Continue to monitor the impact that significant housebuilding and fluctuations in cross-border movement have on demand for places at secondary schools, particularly, in Huddersfield North and West.

- Monitor the impact of the population peak on the transition from middle to high school (Year 9) in the Denby Dale, Kirkburton and Shelley planning area and whether some additional high school places may be required on a temporary basis.

Cross phase

- Continue to monitor the impact of actual and proposed housing development on the basic need for school places, whilst developing options associated with large strategic development sites proposed in the Local Plan.

Given the number of factors affecting pupil numbers and choices made by parents around school provision, it is difficult to make definitive judgements on provision too far into the future. However, this document is intended to stimulate the continuing dialogue between school leaders, governors, partners, elected members, the Department for Education (DfE) and officers. These ongoing conversations will lead to the strategic development of collaborative solutions, and (where required) investment, that will deliver enough quality learning places to enable Kirklees children access to the excellent education they deserve.

2. Context

2.1 Legal Context

Local authorities have a statutory duty to ensure that sufficient school places are available within their area for every child of school age whose parents wish them to have one; to promote diversity and high educational standards; to ensure fair access to educational opportunity; and to help fulfil every child's educational potential. LAs should also manage the school estate efficiently and should reduce or find alternative uses for high levels of spare capacity, in order to avoid detriment to schools' educational offer or financial position.

In order to carry out this statutory duty, Councils need to carry out school place planning and forecasting. According to the Local Government Association (LGA) "Councils have the unique responsibility for securing sufficient school places, although they increasingly have to work with schools and other partners to deliver the places needed."

Planning for changes in demand for school places is an important function which can only be fulfilled locally. The statutory framework for schools and academies has undergone much change in recent years and, with increasing school autonomy, a planning mechanism with strong local knowledge is needed to ensure that funding to secure sufficient school places is allocated effectively and efficiently.

2.2 Resources available to create additional school places and the challenges

In planning for future demand, many factors need to be considered, including capital funding availability (DfE grants such as the basic need grant, contributions from housing developers and, where required, the opportunity for council borrowing); the possibility of additional resources through the DfE-funded free school programme; the feasibility and opportunity of expanding existing schools; the availability of sites for new schools and the impact of the introduction of additional places on existing schools.

The creation of new school provision is complex and cannot always be achieved by incremental expansion and growth of existing schools. The scale of the development and associated upfront costs of establishing a new school building present a challenge when funding is limited and different funding sources are required to align for a single purpose.

The availability of capital has become more and more limited. The capital grant funding the government has provided to contribute towards meeting the “**basic need**” for school places i.e., to resource the provision of **additional** places, has been much reduced ahead of the decline in population. There are also growing pressures on the availability of capital funding for building repair and maintenance programmes across the school system.

Capital contributions towards the impact of housing developments are requested wherever possible through a planning process known as ‘Section 106’. A set formula is applied to the available places in a school priority admission area and the impact of house building is based on the assumption that 100 new houses will on average result in the need for 3 extra places per year group in the primary phase and 2 extra places per year group in the secondary phase. The results are multiplied by a fixed rate per place to calculate a required contribution. However, negotiations sometimes result in this amount being reduced. Where a contribution is agreed with a developer it usually includes triggers of when money will be released to the council (e.g. 50% of agreed contribution on the occupation of the 100th dwelling). There are often a number of years between an agreement being signed and the receipt of any financial contribution as a result of these agreed triggers and other factors such as delayed starts and build rates.

The process for allocating available developer contributions starts with the identification of a basic need for additional places. Options to address this need are then explored with local schools. Only after this are decisions made about how a scheme will be funded. Developer contributions are not usually used for any other purpose than addressing the basic need for school places.

The section 106 education contribution process presents a number of challenges which can limit the flexibility of its use. Due to the difference in time between contributions being calculated to the time when the contribution becomes available (triggers are met and the contribution is collected) local dynamics may have changed. Furthermore, some older funding agreements have restrictions to specified schools and some schools are either uneconomical to expand or the scale of expansion would leave them with unsustainable class sizes. Maximum flexibility is therefore sought at the earliest opportunity when negotiating with developers.

A review of the process for calculating developer contributions for education is underway and more flexible options for investing the contributions are being investigated, however, this may take some time as the legal framework is complex. Until new processes are fully approved, the existing arrangements remain in place.

The DfE provides additional funding for schools proposed by approved sponsors through its funded free schools programme, with an emphasis on areas where places are needed. However, there is an expectation that local authorities should commission and fund new schools when they

are created in response to a specific need identified by the authority through the Free School Presumption¹ process (formerly the Academy Presumption process).

The availability and suitability of sites for new schools has been a challenge in recent years. While there are no immediate plans to introduce any further new schools, land has been set aside for new schools, when they are needed, at the large strategic housing sites approved in the Kirklees Local Plan (see section 3.2).

3. Factors Affecting Demand for School Places

The main factors affecting demand for school places are birth rates, migration into and out of the area (including migration into and out of the UK), cross-border movement of children into schools in other local authorities, changes in the housing market and housing developments, parental preference, changes in private education provision, rural sustainability, and the impact of the cost of living crisis. Many of these are subject to short-term uncertainty. So, for example, the housing market and associated family mobility may react quite quickly to any improvement or deterioration in the underlying economy.

3.1 Population and Pupil Cohorts

Chart 1 overleaf illustrates a comparison between two key sets of data that provides the baseline for school place planning. Data extracted from the NHS GP patient register provides the number of children and young people aged between 0-16 years resident in Kirklees. Data collection methods ensure that children and young people living in Kirklees but accessing a GP outside Kirklees are included and, conversely, that children and young people living outside Kirklees using a Kirklees-based GP are removed. Whilst no dataset is 100% accurate, this is considered the best available for this purpose.

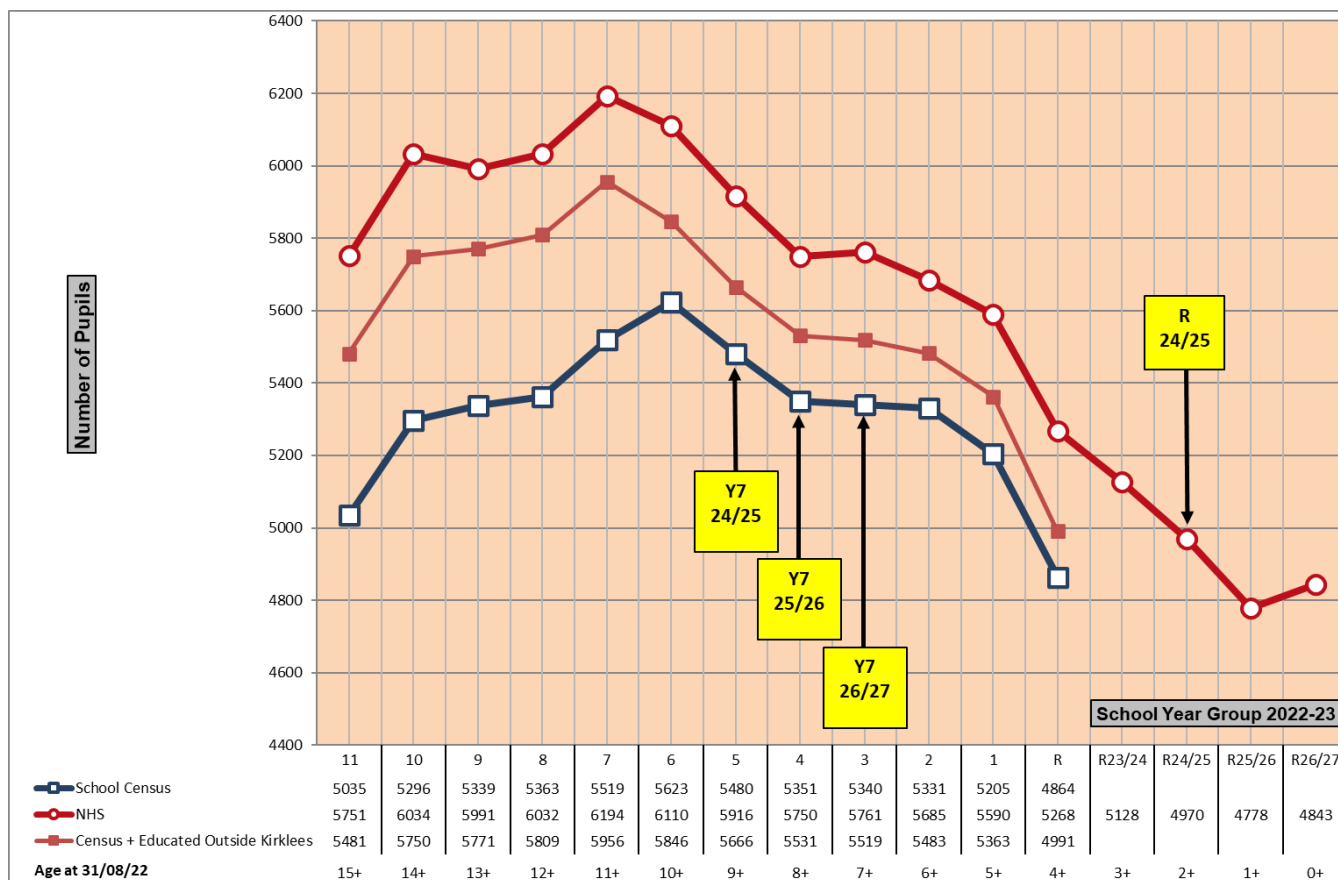
The School Census provides a count of the number of pupils on school rolls at a fixed point in time. January Census is used as this represents a stable position after which movement associated with normal round admission appeals is limited. The purpose of this collection is to obtain accurate data about publicly funded schools and their pupils and is used for statistical analysis. The population data indicates the overall potential demand for learning places. The NHS GP patient register for 0-4 year olds is key for forecasting future demand, however, it should be noted that data for 0-1 year olds can under-represent the cohort size.

¹ See DfE Guidance published September 2023 'Establishing a new academy: the free school presumption route Departmental guidance for local authorities and new school proposers'

Chart 1: Year Group Numbers 2022-23 – NHS Data and Kirklees School Pupil Census

Sources: NHS GP registration data October 2022 - NHS Digital

Kirklees School Census January 2023 – Information Unit, Directorate of Children’s Services



Explanatory notes to accompany Chart 1

- The population data shown is derived from a snapshot of GP registration data provided by NHS Digital from the NHS Primary Care Registration (Demographic) database. The snapshot of data is from 1 October 2022. It breaks down the number of children living in Kirklees postcodes and registered at a GP practice. Historically, this is the best measure of the population because it gives an update on births, migration in and out of the area, and changes in residents due to tenancy changes or house building.
- The Kirklees School Census data in Chart 1 shows the total number of all pupils in Kirklees schools. A more detailed breakdown of pupil numbers by school year and type of school they attend can be found in the detailed place planning area documentation that accompanies this paper.
- The difference between the NHS and school census datasets reflects:
 - The number of children attending non-state funded education
 - Children missing in education
 - Home educated children
- The difference between the NHS and school census datasets also indicates the number of children attending schools in neighbouring authorities, which is only partly offset by children living in other authorities who attend schools in Kirklees. The third dataset shown on the chart illustrates this by showing the total numbers of Kirklees residents attending either a Kirklees school or a school in another local authority. Recent data on

these movements between authorities is presented in section 3.4 below. The greater difference between population and school numbers for secondary aged young people reflects the larger number of secondary aged pupils in neighbouring LA schools.

Chart 1 demonstrates significant consistency between population and census trends in future years when comparing cohort sizes.

NHS population and school census data at North and South Kirklees level

Chart 2: Year Group Numbers 2022-23 for North and South Kirklees – NHS data

Sources: NHS GP registration data October 2022 - NHS Digital

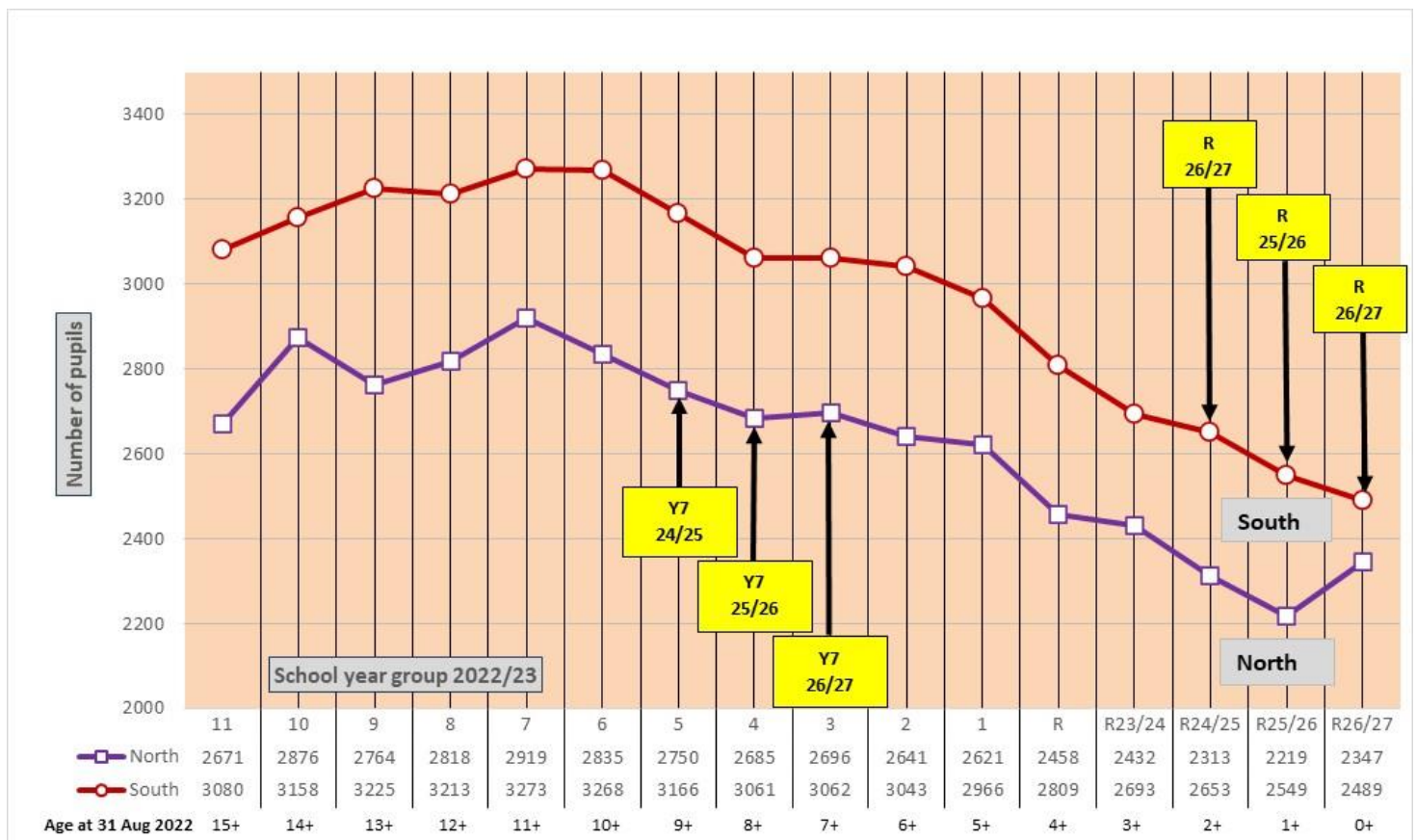
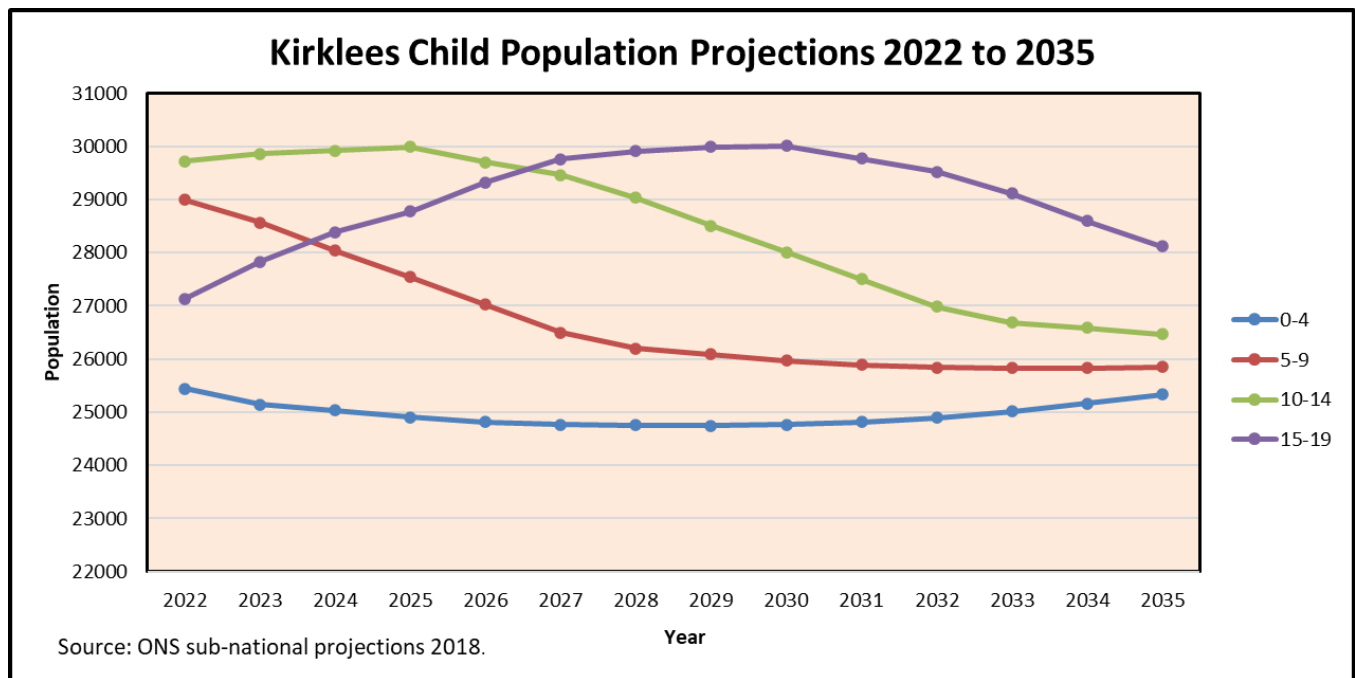


Chart 2 shows the number of pupils transferring to Year 7 in North Kirklees reached a peak in 2022/23. After this, the number of pupils transferring to Year 7 steadily decreases, however, demand remained high in 2023/24.

In South Kirklees, the number of pupils who transferred to Year 7 also peaked in 2022/23 and remained at a similar level in 2023/24, decreasing thereafter.

In the primary phase, a population decline is evident in both North and South Kirklees but is greater in the North. While this population decline continues in the South, there is evidence of population recovery in the North between 2025/26 and 2026/27. It is not possible to tell at this stage whether this increase will be short-lived or more sustained.

Chart 3: The following chart shows the Office of National Statistics (ONS) forecasts for fluctuations in child population at a Kirklees level:



The ONS predictions illustrate a decline in the population of children aged 0-4 towards 2023 before changing to a broadly static trend. This contrasts with the sharper decline in GP registrations trends illustrated in Chart 1 towards 2025, which is as far forward as we can look with GP registration data. For children aged 5-9 already in the primary phase, there is a declining trend from 2021, which gradually slows from 2027. Predictions for children aged 10-14 match the continuation of increased demand for secondary places before changing to a broadly static trend towards 2025 and then beginning to decline.

Caution: should be exercised in using GP registration data as a proxy population for the following reasons:

- GP registration data do not always match ONS forecasts although there has been greater synergy recent years with both indicators showing similar trends
- It is a snapshot data set from a fixed point in time and subject to change
- The data by its very nature will always be incomplete and out of date before publication
- At a planning area level there are greater accuracy risks associated with smaller sample sizes

Population estimates do vary. A previous comparison to national census data showed a Kirklees population of 12,000 more than the ONS modelling and 12,000 fewer than GP registrations representing a difference of +/- 2.8%. The further into the future attempts are made to predict population numbers, the less accurate these projections are likely to be.

Headline population trends at a Kirklees-level mask significant variations at the school planning area level. A summary table of population trends per planning area can be found in section 6.1 for primary and section 6.3 for secondary on pages 36 to 43. Full details of each planning area can be found in Appendices B and C.

In summary

The Kirklees level population trend for Reception age children has been declining since a peak in the 2015/16 reception cohort. The same primary phase peak evolved into a peak in demand for secondary school places. The largest Year 7 population peak came in 2022/23. Demand remained high in 2023/24, particularly in South Kirklees, although beyond this time population will begin to decline across the authority. This results in:

- A general declining trend across most primary planning areas
- A steadily declining trend for the secondary planning areas across Kirklees beyond 2023/24.

However, this overview masks a more complex local picture which can be explored in Appendices B and C. The above information does not take account of the impact of housing development which may counter the population decline to an extent in some areas over time.

Further information about Kirklees populations can be found at the following links:

Kirklees Joint Strategic Assessment – Population, migration, births and deaths

<https://observatory.kirklees.gov.uk/jsna/>

Kirklees Fact Sheets – including population and households

<https://www.kirklees.gov.uk/beta/information-and-data/pdf/kirklees-factsheets-2021.pdf>

Links to more demographic information about Kirklees

<http://www.kirklees.gov.uk/beta/information-and-data/area-and-ward-profiles.aspx>

Kirklees Census information:

<http://www.kirklees.gov.uk/beta/information-and-data/census-information.aspx>

Migration Yorkshire – population and migration information

<https://www.migrationyorkshire.org.uk/statistics>

Table 1 below provides a further breakdown of the school census data represented in chart one between male and female pupils and the different phases and types of schools.

Table 1. Pupil numbers by school year

School Year	Age	Nursery		Primary		Middle		Secondary		Special		All-Through		PRU		Total
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	
N1	2+	19	15	197	179	0	0	0	0	0	0	0	0	0	0	410
N2	3+	20	25	744	811	0	0	0	0	2	1	0	0	0	0	1,603
Reception	4+	0	0	2,317	2,473	0	0	0	0	2	2	39	31	0	0	4,864
Year 1	5+	0	0	2,494	2,617	0	0	0	0	13	11	32	38	0	0	5,205
Year 2	6+	0	0	2,536	2,663	0	0	0	0	11	19	43	58	0	1	5,331
Year 3	7+	0	0	2,568	2,639	0	0	0	0	9	44	39	40	0	1	5,340
Year 4	8+	0	0	2,519	2,698	0	0	0	0	14	38	27	53	1	1	5,351
Year 5	9+	0	0	2,605	2,732	0	0	0	0	10	46	38	47	1	1	5,480
Year 6	10+	0	0	2,558	2,519	190	179	0	0	14	45	61	51	1	5	5,623
Year 7	11+	0	0	2	5	186	202	2,283	2,407	24	74	159	175	0	2	5,519
Year 8	12+	0	0	0	0	175	180	2,237	2,334	27	70	152	182	1	4	5,362
Year 9	13+	0	0	0	0	0	0	2,389	2,531	18	60	145	190	2	4	5,339
Year 10	14+	0	0	0	0	0	0	2,482	2,385	21	73	144	180	4	6	5,295
Year 11	15+	0	0	0	0	0	0	2,320	2,299	26	50	150	177	5	8	5,035
Year 12	16+	0	0	0	0	0	0	414	317	11	29	0	1	0	0	772
Year 13	17+	0	0	0	0	0	0	412	276	17	23	0	0	0	0	728
Year 14	18+	0	0	0	0	0	0	32	6	11	8	0	0	0	0	57
Total		39	40	18,540	19,336	551	561	12,569	12,555	230	593	1,029	1,223	15	33	67,314
		79		37,876		1,112		25,124		823		2,252		48		

Source : School Census January 2023
Produced by: Data & Insight (Education)

Note: To avoid double-counting, the data excludes dually-registered pupils with a subsidiary registration.

NB: School year shown is the expected school year based on age, rather than actual school year. Actual school year can be misleading in early years education.

3.2 The Local Plan

Kirklees Council's Local Plan is a housing and industry development strategy for the borough and identifies sites across Kirklees that could provide homes or business premises. The Kirklees Local Plan was adopted on 27 February 2019. The Local Plan is now the statutory development plan for Kirklees and has superseded the Kirklees Unitary Development Plan. Planning applications must be determined in accordance with the development plan unless material considerations indicate otherwise.

A formal 'review' of whether the Kirklees Local Plan remains fit for purpose must be published within five years of Local Plan adoption, i.e., by February 2024. The formal review process has begun, the results of which will be shared through Cabinet.

Maps are available to view at the following link to find further detailed information about where and when new housing developments may be built in a local area:

www.kirklees.gov.uk/localplan

It is worth noting three areas of large-scale strategic development proposed in the Local Plan which are likely to increase the demand for school places and the action taken to ensure strategies can be introduced to address the future impact of the associated demand on school places:

- Dewsbury Riverside: 1869 dwellings and the potential for 2131 beyond the plan period (Dewsbury South). Land has been safeguarded for new schools should they be needed in the future.
- Chidswell: 1535 dwellings (Batley East/Dewsbury East). Land has been safeguarded for a new school should it be needed in the future.
- Bradley: 1958 dwellings (Huddersfield North). Land has been safeguarded for a new school should it be needed in the future.

To assess the impact of new housing developments on future school places, it is an established practice to use a formula of 100 new homes resulting in the additional demand of 3 places per primary school year group and 2 places per secondary year group.

The fifteen-year period the Local Plan covers means developments will be completed in stages. In this context, the impact on the demand for school places will also arrive over a period of many years. The exact impact and timing of this impact is challenging to predict with many variables involved. However, housing developments are not a new concept and previous place planning strategies have addressed the demand they generate.

Full details and copies of all the available Local Plan documents are available here:

www.kirklees.gov.uk/localplan

Reference is made within each planning area in Appendices B and C where housing developments may have a significant impact on future demand for school places.

3.3 Parental Preference

Parental preference continues to influence the pattern of pupil distribution and demand for places at a local level. However, it can be difficult to predict with a high degree of certainty as each year

a different set of parents consider their school preferences based on their own unique family circumstances and their view of which schools would best suit the needs of their child.

The introduction of new school places and localised house building are also factors which impact on the supply and demand for school places. These changes over time can impact upon the ability of parents to secure a place at their preferred school. However, families living in the local area will normally be given priority for oversubscribed schools above families living outside the area at normal entry points. In most cases these entry points are Reception and Year 7, but there is an extra entry point at Year 3 where there are separate infant and junior schools, and different entry points where there is a three-tier system.

Local schools for local children is a key element of place-based working in Kirklees, where schools play an important role in their community beyond the provision of education. They are not just part of the local infrastructure, but anchor institutions at the heart of the communities they serve. Admission arrangements determined for schools where Kirklees Council is the admission authority (community and voluntary controlled schools) adhere to this principle wherever possible. However, not all own admission authority schools follow this approach, and this can impact on the allocation of places alongside parental preference. Own admission authority schools are required to undertake a consultation process if they wish to change their admission arrangements. Kirklees Council will always respond to such consultations, championing the interests of local families whilst also taking account of parental preference.

Indicators of parental preference are made for each planning area in pink summary tables in Appendices B and C.

Further detailed information is available from published school admission arrangements and school admissions statistics which can be found at the following link:

<http://www.kirklees.gov.uk/beta/admissions/policies-and-publications.aspx>

3.4 Cross border flow between Kirklees and other Local Authorities Primary age pupils

Chart 4. Cross LA border pupil movement OUT of Kirklees: Reception pupils

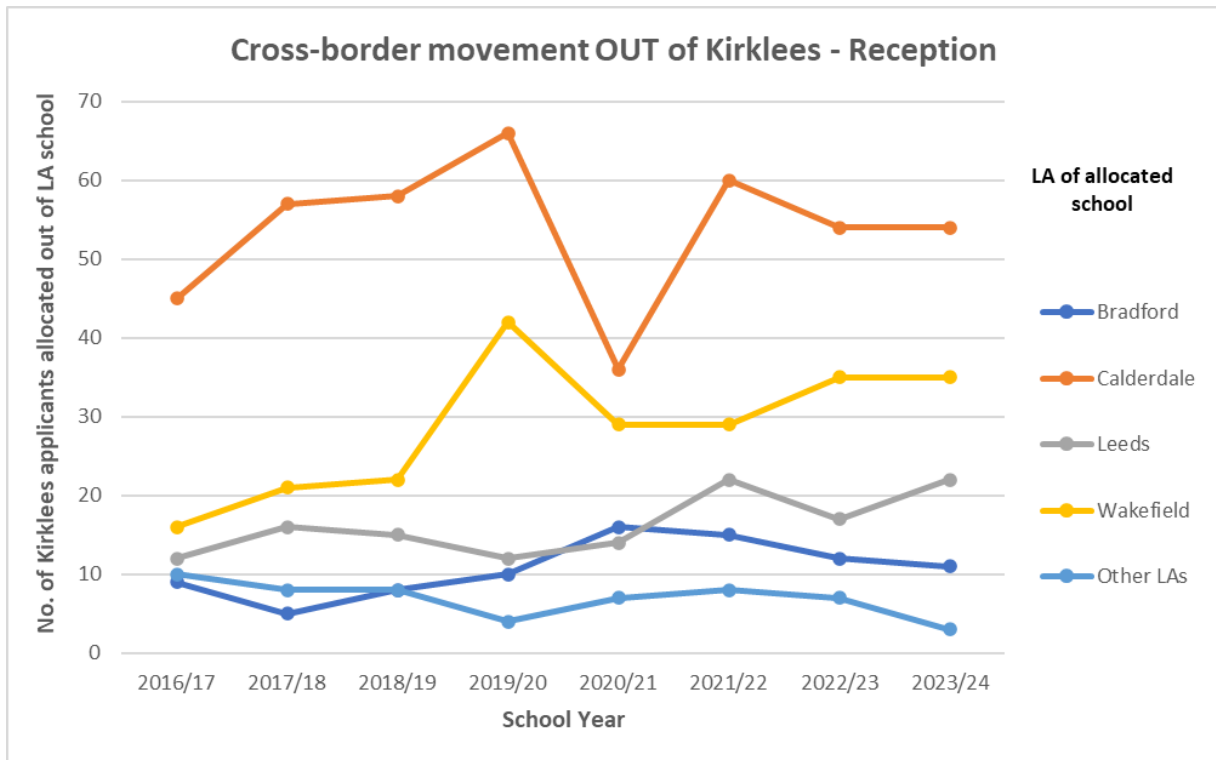
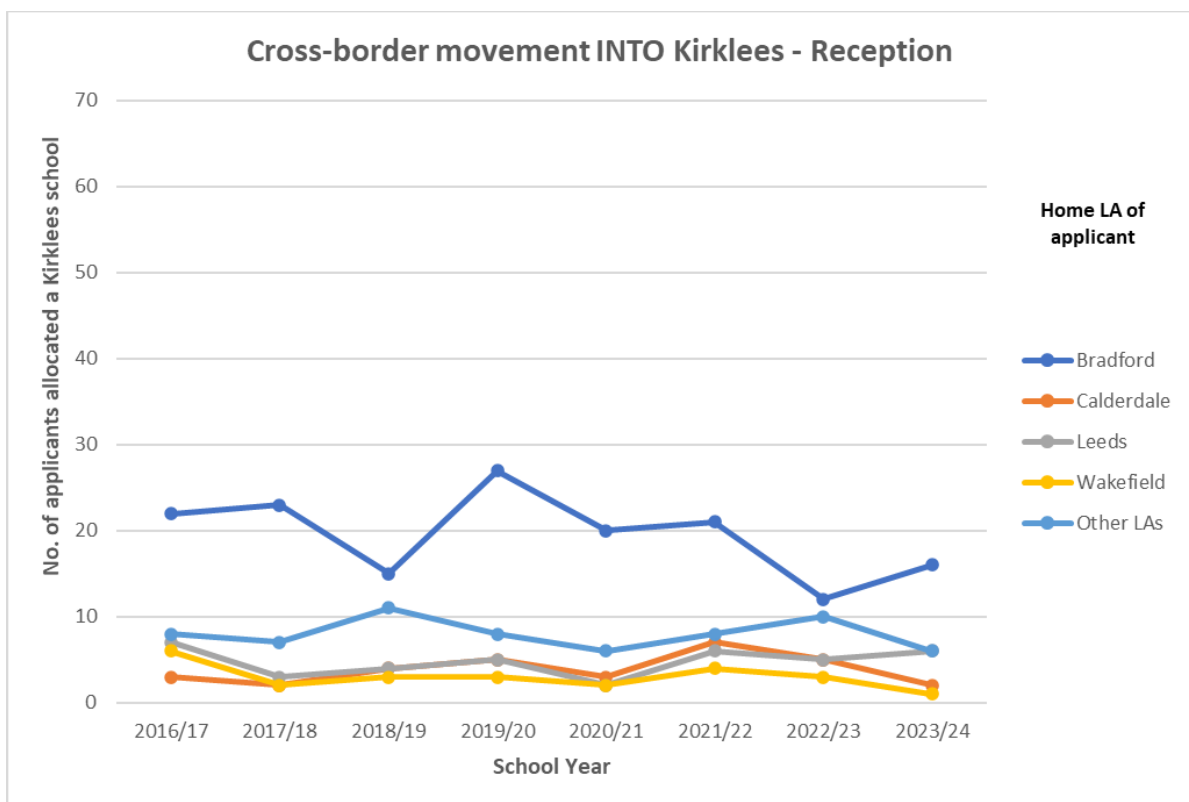


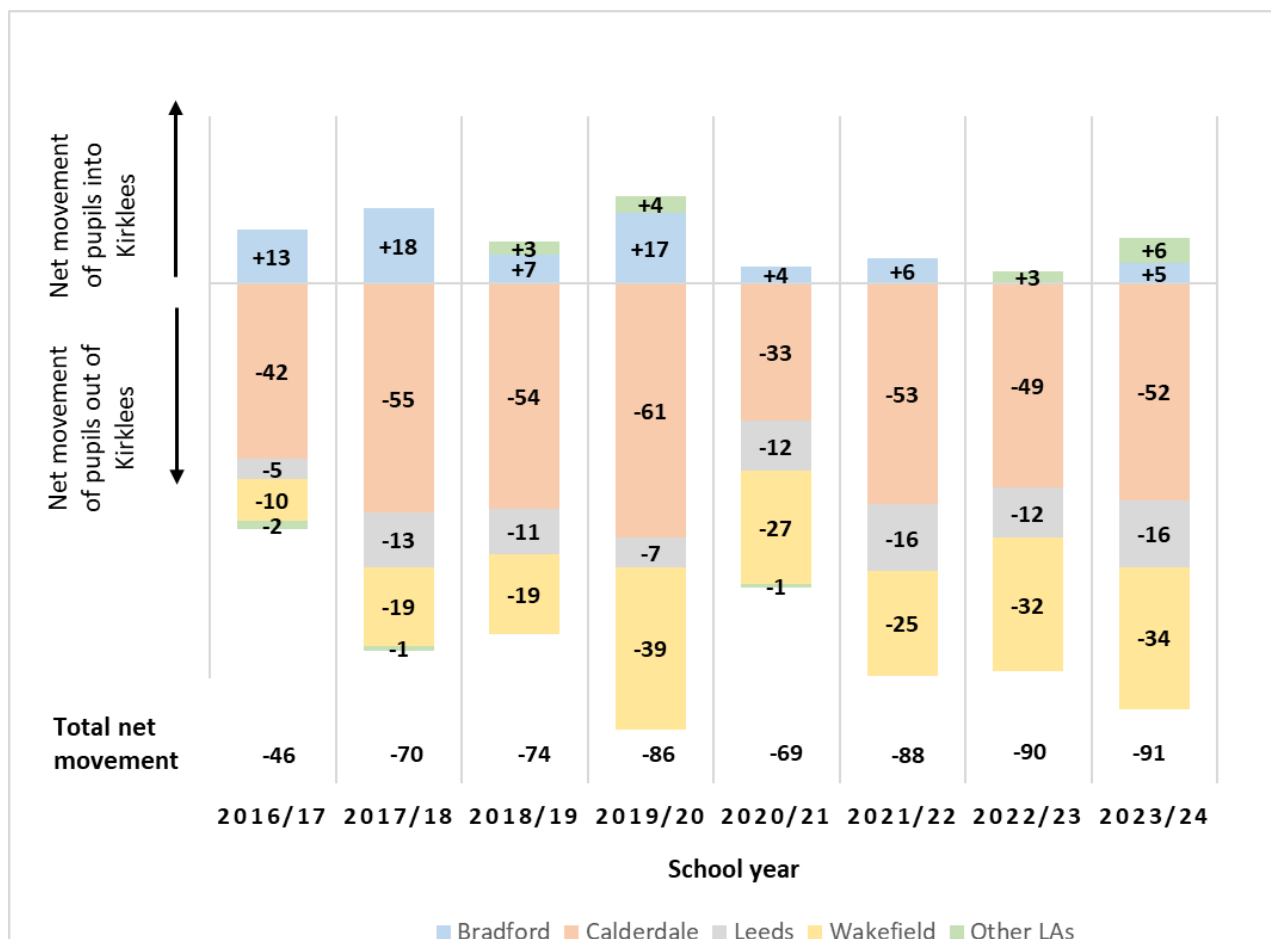
Chart 5. Cross LA border pupil movement INTO Kirklees: Reception pupils



Source: Pupil Admissions Team, Directorate for Children and Families, National Offer Days 2016-2023

- Chart 4 and Chart 5 show that more children of Reception age travel out of Kirklees to attend schools in neighbouring LAs than travel into Kirklees. There are fluctuations in the year-to-year pupil movement out of LA to all our neighbouring LAs, but the numbers of pupils involved are very small compared to the size of the cohort as a whole.
- Chart 5 shows the smaller number of Reception aged children who travel into Kirklees from neighbouring LAs to attend school. The majority of these live in the Bradford LA and attend Kirklees schools in the Birkenshaw / Cleckheaton area.

Chart 6. Net movement of Reception pupils into/out of Kirklees



Secondary age pupils

Chart 7. Cross LA border pupil movement OUT of Kirklees: Year 7 pupils

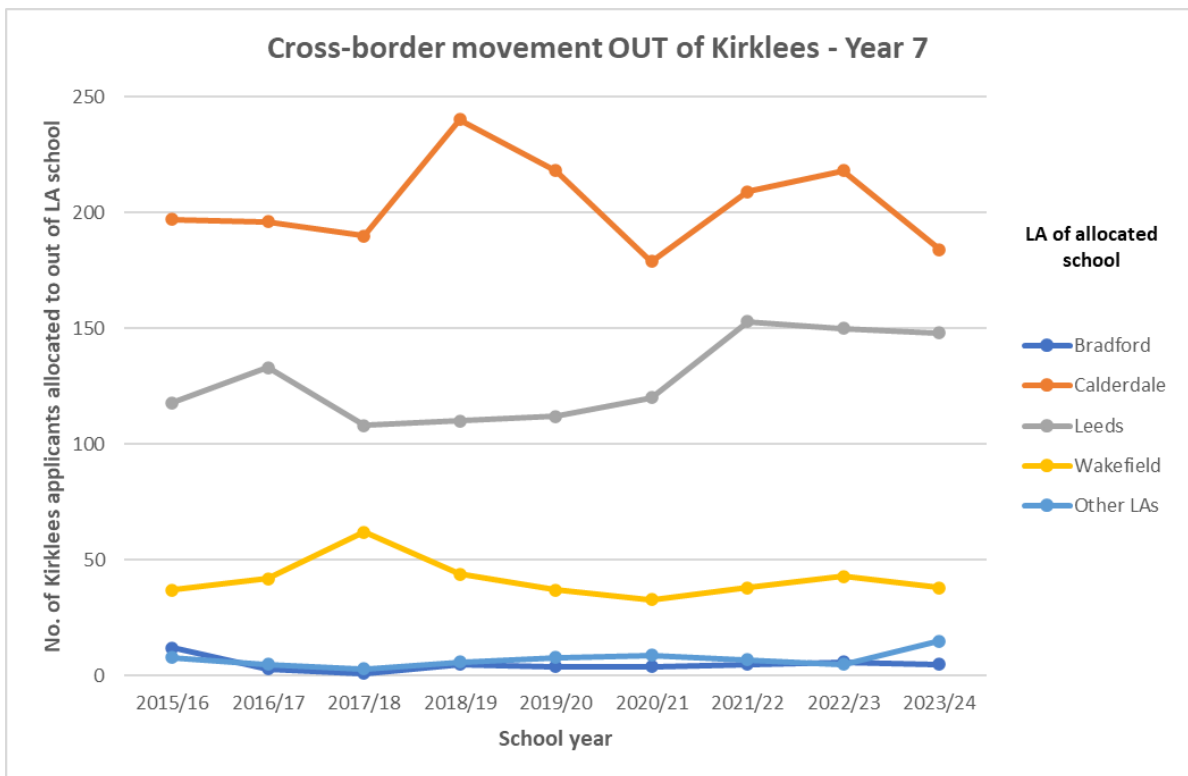
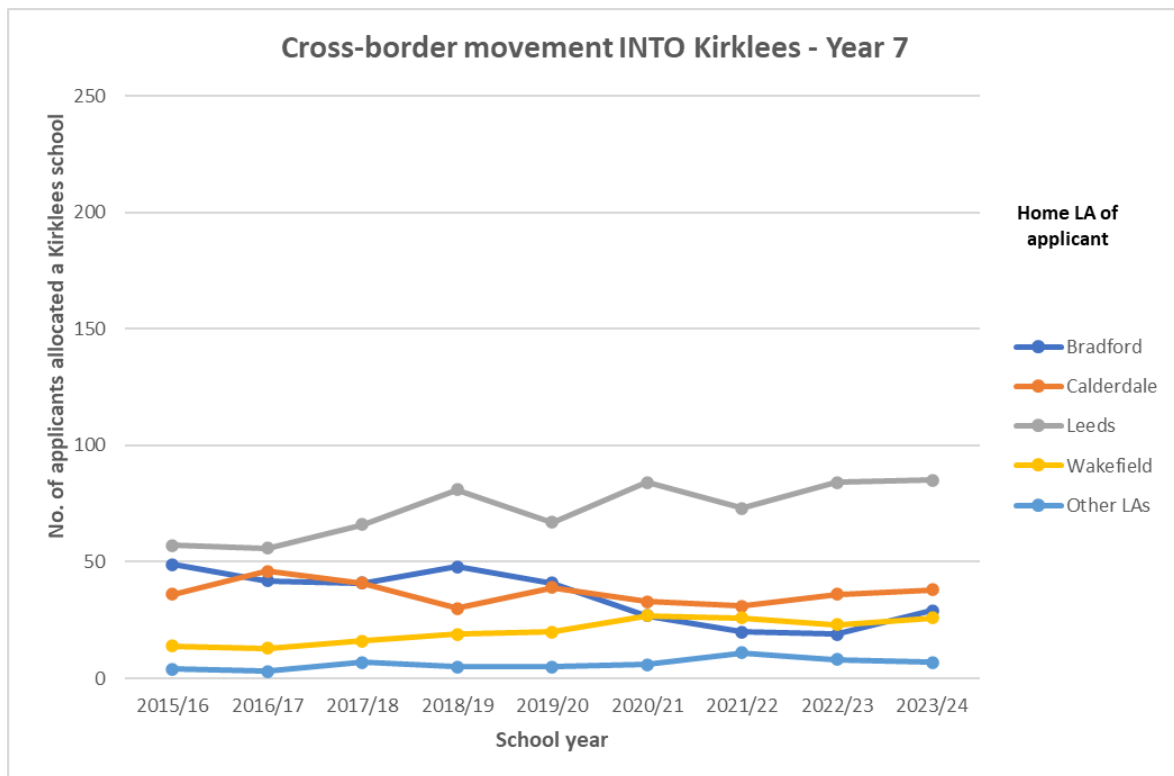


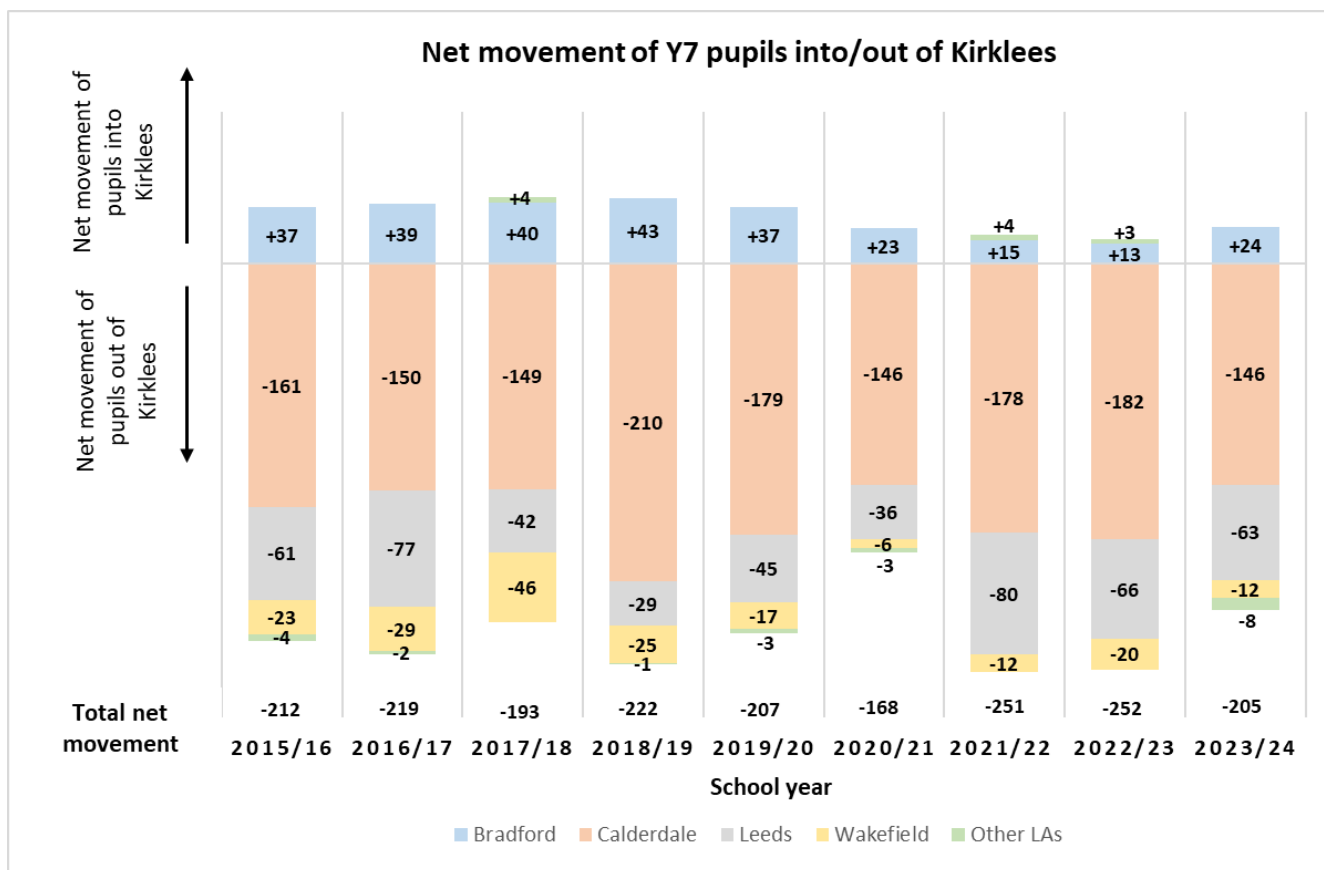
Chart 8. Cross LA border pupil movement INTO Kirklees: Year 7 pupils



Source: Pupil Admissions Team, Directorate for Children and Families, National Offer Days 2016-2023

- Charts 7 and 8 show that more children of year 7 age travel out of Kirklees to attend schools in neighbouring LAs than travel into Kirklees. Most children travel to attend schools in Calderdale or Leeds.
- Chart 8 shows the smaller number of year 7 children who travel into Kirklees from neighbouring LAs to attend school. An increasing number of these live in Leeds, the majority of whom travel into Kirklees to attend the selective grammar school. Most of the other children travel in from Calderdale.

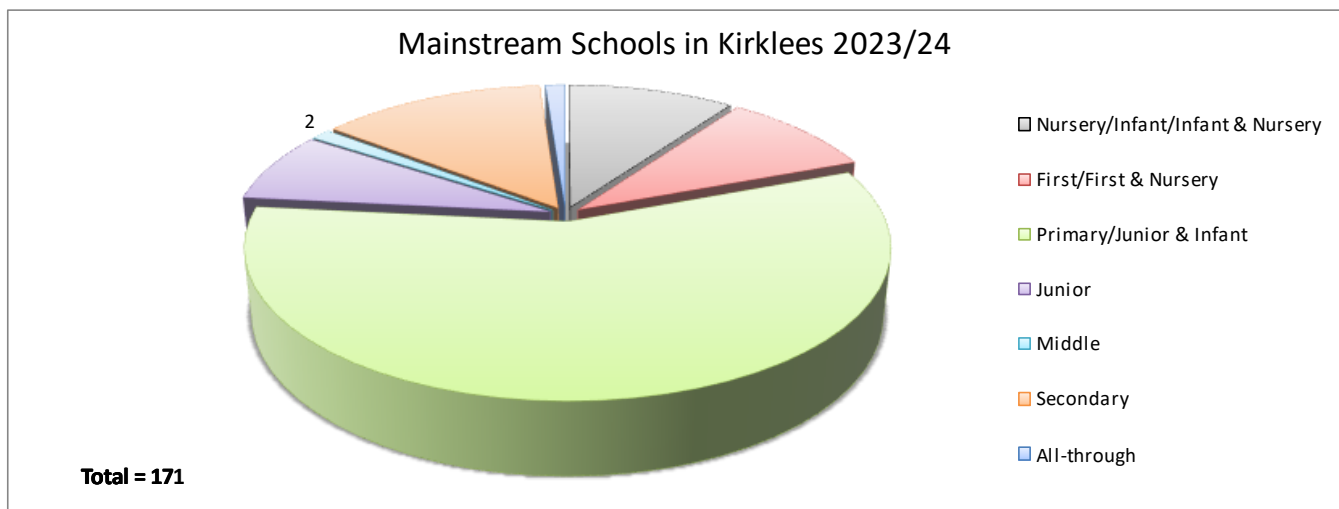
Chart 9. Net movement of Y7 pupils into/out of Kirklees



4. The Supply of School Places

4.1 Mainstream Schools

Chart 10. Mainstream schools in Kirklees in 2023/24



Together in September 2023, 170 mainstream schools made the following number of places available:

5,877 Reception places in the primary phase

5,477 Year 7 places in the secondary phase

The places referred to above represent the agreed published admission numbers (PAN) plus admitted over PAN in 2023/4. Year 7 secondary places include 367 middle school places for this illustration. Detailed information at school and planning area level is presented in Appendices B and C.

4.2 Education Places for Children with Special Education Needs and Disability

Assessing the sufficiency of places for children with Special Education Needs and Disability (SEND) is outside the scope of this document. A specific assessment will be published separately to cover this area of work. For the purposes of this document, some overview information is included below to illustrate the key links to mainstream provision in terms of the SEND transformation plan. Details of schools offering specialist SEND provision are also shown in order to present a complete picture of all schools in Kirklees.

Kirklees SEND transformation plan

The SEND transformation plan was published in September 2021 and can be found in full at the following link: <https://www.kirklees.gov.uk/beta/special-education/pdf/send-transformation-plan.pdf>

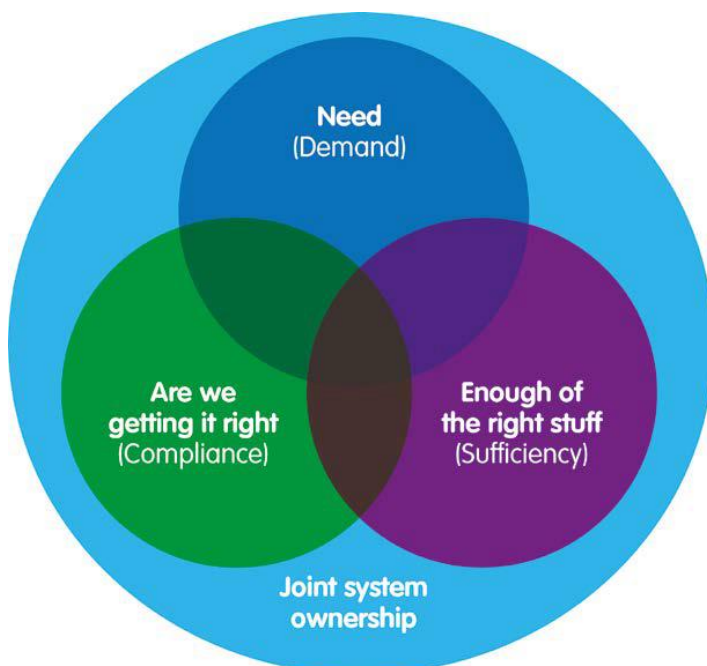
The plan shared our vision for children and young people in Kirklees, that they have the best start in life. We want our young people to be proud to come from Kirklees and its localities. We want confident children ready to do well throughout their schooling and in life. We want to see our children making good progress and achieving the best outcome, with improved life chances for everyone. Our aspirations for children and young people with SEND are no different from what we would want for all children.

The work on the SEND Transformation Programme has evolved over the last two years and, with this in mind, it made sense to refresh the SEND Transformation Strategy.

Young people, parents and partners told us there were opportunities to make it easier to understand. For example, young people have said “don’t use the word strategy - just call it **The Big Plan**” and “don’t say sufficiency - say enough of the right stuff because this is what you mean”.

In December 2023 a refreshed **Big Plan** was published following feedback from range of stakeholders, including young people, parents, carers and partner agencies.

The Big Plan focuses on 3 key areas and highlight 7 objectives:



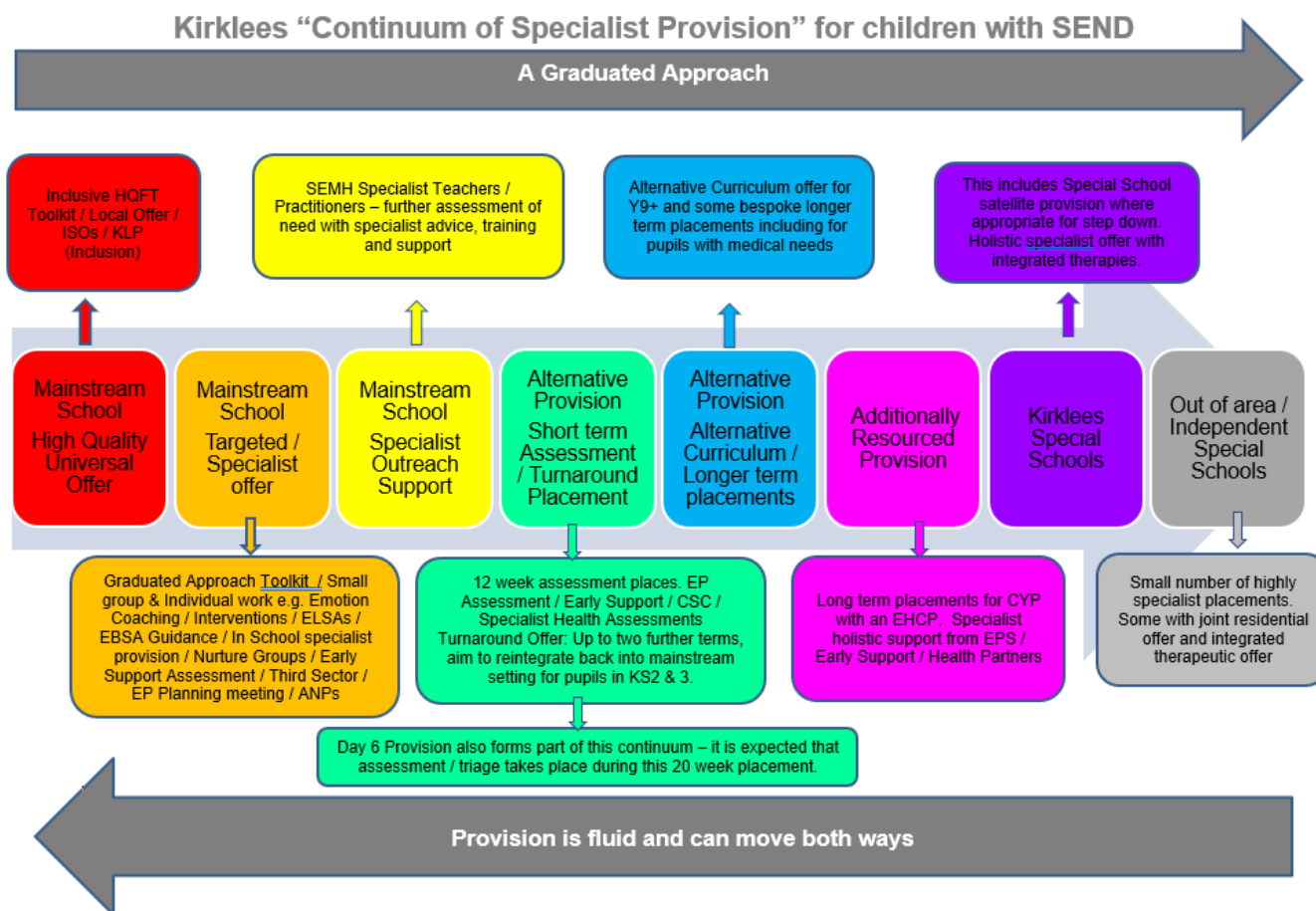
Our 7 objectives

1. Improve parent/carer confidence /young people’s confidence in Kirklees SEND system
2. Increase the range and impact of early intervention strategies
3. Increase the sufficiency of places and settings across Kirklees Council
4. Increasing and improve the timeliness of responses to needs of children and young people with SEND
5. Enhance and improve the preparation for adulthood (PTA)
6. Improve outcomes for children and young people with SEND in mainstream settings
7. Addressing workforce pressures and capacity issues

The Big Plan also includes a timeline of key milestones, past and future.

Link to The Big Plan: [SEND - The Big Plan! | How we plan for SEND | Kirklees SEND Local Offer](#)

Linked to objective 3 of The Big Plan, from a sufficiency perspective or ‘having enough of the right stuff’, the following illustration is helpful to show the continuum of provision which is required to provide a graduated approach to meet the needs of all pupils:



Currently, too many children and young people access their provision in out of area independent special schools. Over time, the aim is to re-orientate the associated spending, investing more in mainstream schools, support for mainstream schools and sufficient places across the continuum of provision so far fewer out of area places are required.

The following section provides information about the mainstream schools in Kirklees with Additionally Resourced Provision. The final section provides information about the six Special Schools in Kirklees.

Additionally Resourced Provision in mainstream schools

Additionally Resourced Provision (ARP) is a provision in a mainstream school, designed to provide specialist and targeted support for children with special educational needs and disabilities (SEND). Many children and young people with SEND can achieve excellent outcomes when attending mainstream provision. ARPs receive additional funding, which means they can offer additional support and resources for the pupils who attend the provision offering:

- Teaching and support staff with additional knowledge, skills, expertise and allocated time in a particular area of SEND.
- Specialist environments which support the learning, behaviour and social and emotional needs of each pupil.
- Systems to identify, plan for and track small-step progress to inform next steps.
- Lessons in mainstream classes, but with additional specialist resources and teaching.
- Additional Educational Psychologist and specialist health input as necessary.
- Accommodation and environment that is adapted to meet need.

Each ARP specialises in a particular area of special educational need and places are allocated according to the specific needs of the child or young person. Each ARP is an integral part of the school.

Admissions to the ARPs follow a different procedure from that operating for the rest of the school. Admissions into the ARP will be through the Kirklees SEND decision-making groups. These groups include representation from the Special Educational Needs & Disabilities Assessment and Commissioning Team, Educational Psychology, School Head Teachers/Special Educational Needs & Disabilities Co-ordinators, and other multi agency professionals.

Table 2 Additionally resourced provision in mainstream schools		
Strand	Primary	Secondary
Hearing Impairment	Lowerhouses CE (VC) JI & EY School 14 Places	Newsome Academy 14 Places
Visual Impairment	Dalton School 14 Places	Moor End Academy 14 Places
Physical Impairment		Newsome Academy 14 Places
Complex Communication and Interaction Needs	Windmill Church of England Primary School (Communication & Interaction) 6 Places Netherhall St. James (CE) VC I&N School 12 Places Netherhall Learning Campus Junior School 12 Places [will open in the near future]	Royds Hall Community School (SLCN) 24 Places Netherhall Learning Campus High School 20 Places Honley High School 20 Places Thornhill Community Academy 20 Places

Table 2 Additionally resourced provision in mainstream schools		
Strand	Primary	Secondary
Cognition and Learning	Old Bank Academy 16 Places	
Social, Emotional and Mental Health Needs	Beaumont Primary Academy 6 Places Carlinghow Academy 12 Places	

Note: Not all places are available all the time depending on the phased growth of new ARPs and the needs of the current cohort of children in each provision.

Six special schools provide the specialisms shown in Table 3 below. Some special school places are commissioned from other LAs or alternative providers to meet specific pupil needs.

Table 3. Special school planned places for the 2023-24 academic year			
Specialism	School	Places	Total places
Complex Communication and Interaction Difficulties (including Autism)	Woodley School & College	• 144 places (Proposal to increase to 194 places)	• 144 places
Social Emotional and Mental Health Difficulties (age 7-16)	Joseph Norton Academy	• 63 places (Proposal to increase to 132 places)	• 63 places
Complex needs (age 5-19)	Southgate School	• 174 places	• 384 places
	Ravenshall School	• 210 places	
Profound and Multiple Learning Difficulties (age 3-19)	Fairfield School	• 124 places	• 248 places
	Castle Hill School	• 124 places	
TOTAL			• 839 places

Special school satellite provision

Special school satellite provision is where a special school increases its capacity by expanding onto an additional site. The additional site may be on the site of a mainstream school which provides some physical space for satellite purposes, or it could be a suitable building not occupied by another school.

This applies to:

- Ravenshall Special School hosted by Headfield CE (VC) Junior School
- Ravenshall Post-16 provision based in a former library building
- Southgate Special School hosted by Newsome Academy
- Woodley Post-16 provision based in a shop in Huddersfield town centre

As pupils accessing satellite provision remain on the roll of the special school, the number of places in the table above includes satellite provision.

4.3 Early Learning and Childcare Provision

Kirklees Early Learning and Childcare Provision

Closely linked to the organisation of school places, is the work that the Council undertakes to ensure there is sufficient early learning and childcare provision. Kirklees has a diverse early learning and childcare market which consists of a range of provision including nursery provision in primary schools/academies, a maintained nursery school, private day nurseries, voluntary sector pre-schools, home based childminders, out of school clubs and holiday clubs. Whilst the early learning element focuses on children aged 2, 3 and 4, the childcare element covers children aged 0 to 14 (or 18 for children with a disability).

The Statutory Duty to Secure Childcare Sufficiency

The Childcare Act 2006 places a duty on local authorities to:

- Secure sufficient childcare, so far as is reasonably practicable, for working parents, or parents who are studying or training for employment, for children aged 0-14 years (or up to 18 for disabled children)
- Ensure there are sufficient early learning and childcare places for eligible 2, 3-and 4-year olds
- Provide information, advice and guidance to parents/carers seeking childcare

The free early learning and childcare entitlement is a national scheme which provides free early learning for all three and four-year-old children and some two-year olds. Children can have up to 570 hours a year, most commonly accessed by taking 15 hours each week for 38 weeks of the year. Some providers offer free places during the school holidays where the entitlement is spread across the year by taking less hours each week, supporting working parents during the school holidays and providing consistency for the child. Some working parents of 3-and 4-year olds are eligible to an extra 15 hours per week of free childcare, (this is known as the extended entitlement) eligible children can therefore access up to 1,140 free hours.

The power to provide childcare directly is greatly restricted by the Childcare Act 2006 and local authorities can only provide childcare if it is satisfied that nobody else is willing to do so, or if someone is willing, that in the circumstances it is more appropriate for the local authority to do so.

In fulfilling its statutory duty to secure childcare sufficiency the Local Authority will:

1. Assess and keep under review the sufficiency of the childcare market in Kirklees by:
 - Assessing the supply of and demand for childcare at ward level
 - Analysing the gap between supply and demand
 - Publishing an annual assessment of childcare sufficiency

2. Manage the childcare market as a commissioner of provision through the use of fair and transparent, graduated approaches to market intervention to stimulate the market such as the provision of information and advice, commissioning, procurement and tendering.

Further reference:

Kirklees Childcare Sufficiency Assessments

<https://www.kirklees.gov.uk/beta/working-with-children/childcare-sufficiency.aspx>

Facts for 2023

- 716 childcare providers offered 22,606 places (as at 31st August 2023)
- 80% of eligible 2-year-olds in Kirklees accessed free early education (Summer 2023)
- 97% of 3-year-olds in Kirklees accessed free early education (Summer 2023)
- 96% of daycare providers and 98% of childminders in Kirklees are judged by Ofsted to be “good” or “outstanding” (as at 31st August 2023)

4.4 Post-16 Learning

Closely linked to the organisation of school places is the work that the Council undertakes to ensure there is sufficient post-16 provision available to young people.

The local authority has statutory duties relating to participation:

- Secure sufficient suitable education and training provision for all young people aged 16 to 19 and for those up to age 25 with an Education, Health and Care (EHC) plan in their area. 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.
- Make available to all young people aged 13-19 and to those up to age 25 an EHC plan, support that will encourage, enable or assist them to participate in education or training.
- In addition, local authorities have two duties around Raising of the Participation Age (RPA). RPA requires young people to stay in education or training until their 18th birthday. RPA does not necessarily mean staying in school; young people have a choice about how they continue in education or training Post-16. This could be through:
 - full-time study in a school, college or with a training provider;
 - full-time work or volunteering (20 hours or more) combined with part-time education or training; or
 - an apprenticeship or traineeship (more information available at <https://www.gov.uk/topic/further-education-skills/apprenticeships>)

Kirklees Council will work with the ESFA to identify and resolve any gaps in provision, which will in the first instance involve negotiation with good existing providers. If good existing providers cannot fulfil identified provision gaps, these are put out to tender by the ESFA.

Through strong local and regional partnerships Kirklees Council aims to ensure that all young people have access to high quality, coherent and co-ordinated progression routes into post-16 learning, training and employment, and that young people of all abilities have access to a broad, rich and deep curriculum.

A key element of this process is the provision and facilitation of high quality Careers Education, Information Advice and Guidance, alongside NEET (not in Education, Employment or Training) prevention activity and ongoing support to ensure successful transition. The LA invests a significant amount of resource in this activity - well above regional and national averages - primarily commissioned through our partner C&K Careers. Recent developments and work undertaken through the Kirklees Progression Board has resulted in improved information sharing between schools and post-16 providers, notably the Get Into universal application system <https://www.get-into.co.uk/>. Currently, the numbers of NEET and Not Known 16-18 young people is comparatively low, and better than regional and national averages,

meaning Kirklees' young people have an excellent chance of successful transition to and achievement in the post-16 environment.

Key data is shared via the Kirklees Progression Board, summarising and exploring some of the central issues which impact on the number and range of 16-19 (25) places in Kirklees. Further work is undertaken in line with the Kirklees Economic Strategy and colleagues from Economy and Skills and from the West Yorkshire Combined Authority, in order to ensure that young people can benefit from excellent apprenticeship opportunities and that there is robust and effective NEET re-engagement and employability provision.

The Learning and Early Support service also undertakes individual discussions with providers, alongside planning colleagues, in order to explore expansion opportunities and capacity issues, to ensure the Post-16 system can adapt to changing demographics or alterations in GCSE results. Effective relationships with providers and effective sharing of detailed demographic information has been significant in recent post-16 capital bids, with the goal being high quality sufficient places in Kirklees.

Post-16 provision is also a key element of the Preparing for Adulthood section of the SEND Strategy and Action Plan. Several projects are being developed in order to ensure broader and richer post-16 provision in Kirklees, such as employment-based internships such as Project SEARCH and increased post-16/preparation for adulthood provision in the alternative provision sector, both within mainstream GFE institutions and in the broader market. The LA keeps the post-16 market under review and is committed to ensuring that all young people, especially those with an EHC plan, have a range of appropriate and aspirational options post-16.

A copy of the previous Kirklees Post 16 Strategic Needs Assessment can be found at <http://observatory.kirklees.gov.uk/explorer/resources/>

The Post-16 landscape

The post-16 landscape remains a complex and changing one, however Kirklees' young people have access to a highly successful and aspirational sector. The quantity and distribution of places is impacted not only by changing demographics but by school outcomes, changes to the condition of funding and the national curriculum, in response to the requirements of Higher Education and employment, and by the distribution of academic and vocational choices.

A slight dip in overall numbers of year 12s between 2015 and 2018 returned to an upward trajectory by 2019, with approximately 350-600 more young people predicted to enter year 12 compared to the 2018 numbers by 2025, as the growth in primary and secondary numbers in previous years works its way through the education system¹. Increased numbers entering level 3 – particularly A-level study – added significant pressure to level 3-focused providers, especially Greenhead College and Huddersfield New College, in 2021, 2022 and 2023. However, the LA was satisfied that no Kirklees learners were disadvantaged and the system as a whole responded swiftly and effectively to these pressures. Increased growth in the overall population and improvements in underlying outcomes at KS4 should mean that pressures remain for the foreseeable future. Mild expansion at the two biggest A level providers over the past 3 years is indicative of this pressure for A level and voc. level 3 places. There is currently a proposal for a

new post-16 free school with up to 150 places available, which could alleviate some pressure for A-level places, but as yet no decision has been made by the DfE.

Locally, post-16 provision remains relatively rationalised. The West Yorkshire Area Review in 2016 noted that Kirklees is unusual in that 82% of funded places for young people in 2015/16 were provided by just two SFCs (both rated Outstanding) and one GFE College (rated Good)² and this pattern has been maintained throughout the past 5 years, with the majority of young people attending 3 large institutions.

Alongside significant investment in the Dewsbury Learning Quarter, aligning with the Leeds City Region Economic plan, the strength and quality of post-16 provision locally suggests that the sector is well placed to respond successfully to future change. However, flexibility remains crucial in this complex, changing environment. It is also noticeable that several subject and vocational choices within GFE have seen dips in numbers, and that overall numbers entering GFE have fallen as a result of the pandemic and associated GCSE grade increases.

The LA continuously maintains strong links and undertakes productive discussions with a range of providers, to ensure that the system can respond swiftly to changes in examinations, national curricula, the employment market and the needs and aspirations of young people.

¹ Post-16 Learning and Skills – Kirklees District Strategic Needs Assessment, March 2016, p. 15 <http://observatory.kirklees.gov.uk/resource/view?resourceId=4556> ,

² Post-16 Learning and Skills – Kirklees District Strategic Needs Assessment, March 2016, p.3 <http://observatory.kirklees.gov.uk/resource/view?resourceId=4556> ,

³ The Post-16 Employment and Skills Kirklees District Strategic Needs Assessment, May 2018, p.14 <http://observatory.kirklees.gov.uk/resource/view?resourceId=4696>

5 Planning Sufficient Places in Kirklees Council

5.1 Kirklees Planning Areas

It is normal practice for local authorities to undertake their duty to ensure there are sufficient school places by forecasting and planning at a level above the individual school. Being an authority that consists of a mix of urban and semi-rural settlements, the geography of Kirklees is an important contextualising factor in understanding the impact of areas of growth. For place planning purposes the areas of Kirklees have therefore been divided into “planning areas” which are customised to fit the local geography at primary and secondary (including middle schools) level.

Rationale for grouping primary schools into planning areas

The primary schools have been organised into planning areas that are reflective of the geographical make up of Kirklees. The planning areas are subdivisions of the secondary school priority admission areas, localised into clusters of schools that match the spread and density of population. The planning areas correlate to the predominant patterns of parental preference, taking into account faith provision and reasonable travel distance in urban areas as well as in the more rural areas of the authority.

Rationale for grouping secondary schools into planning areas

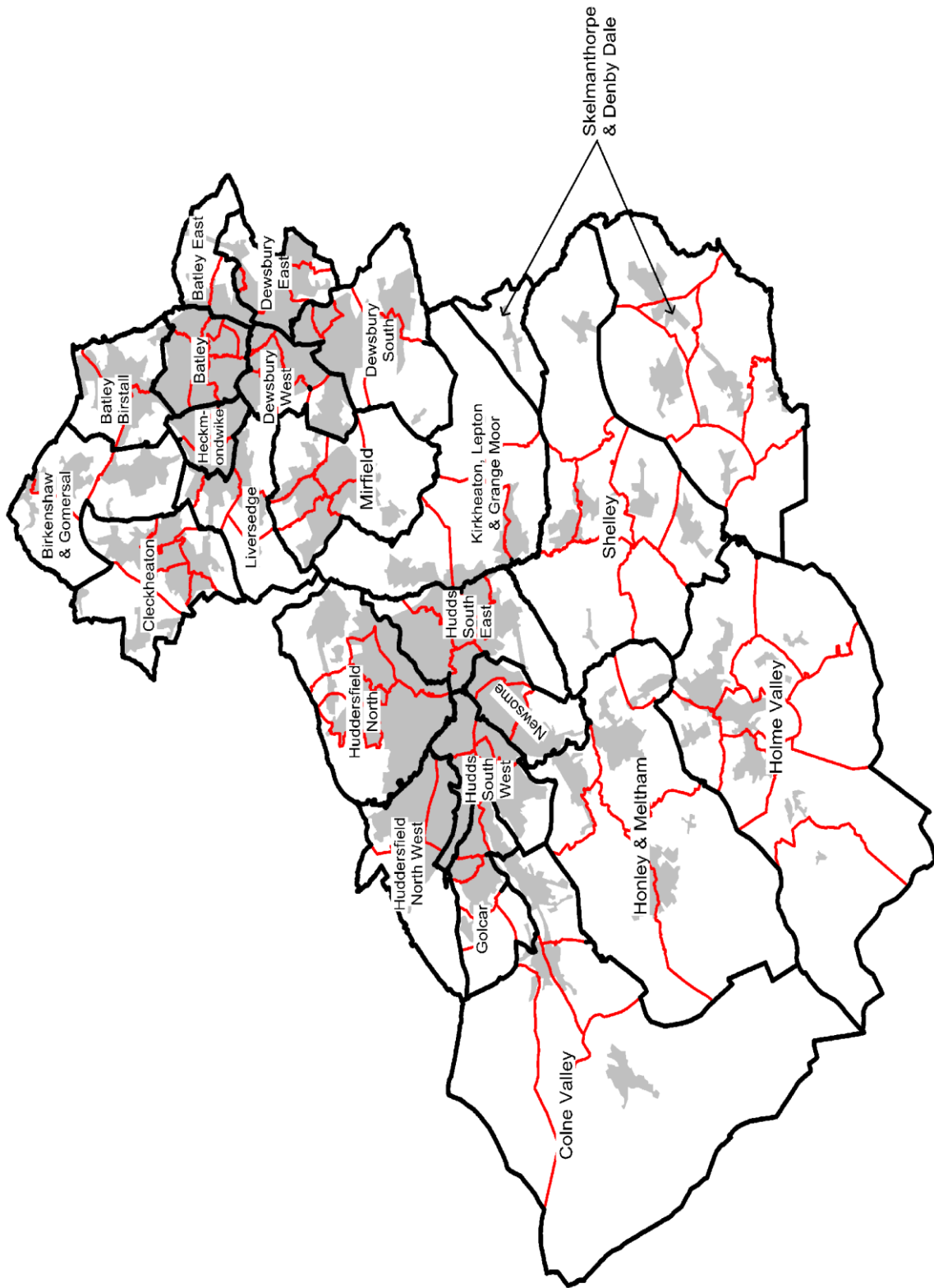
The secondary and middle, deemed secondary, schools have been organised into planning areas that too are reflective of the geographical make up of Kirklees. The secondary planning areas are aggregated from the primary planning areas and grouped, broadly mirroring the priority admission areas (where applicable), matching the spread and density of population. The planning areas correlate to the predominant patterns of parental preference, taking into account selective and faith provision as well as reasonable travel distance in urban areas as well as in the more rural areas of the authority.

Specialist provision and special schools

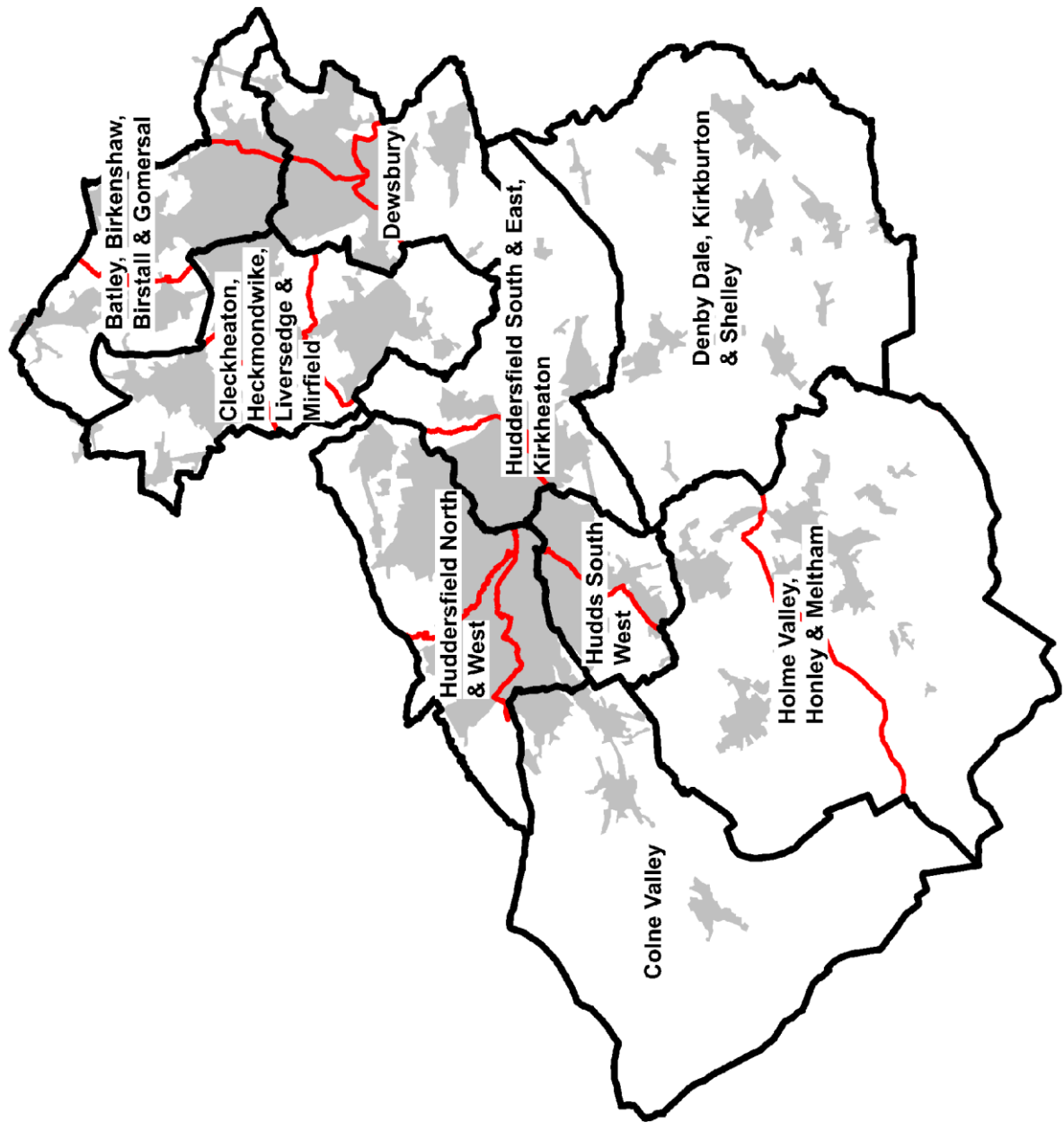
Given the relative demand, a bespoke approach is taken when assessing the need for specialist provision and special school places. Where appropriate, this takes into account a north and south Kirklees offer.

The following pages provide an illustration of the primary and secondary planning areas.

Kirklees Primary School Planning Areas



Kirklees High School Planning Areas



5.2 The Kirklees Partnership Approach

Kirklees Council has developed shared outcomes in conjunction with our partners, these include:



Shaped by People

We make our places what they are



Best start

Children have the best start in life



Well

People in Kirklees are as well as possible for as long as possible



Independent

People in Kirklees live independently and have control over their lives



Aspire and achieve

People in Kirklees have aspiration to achieve their ambitions through education, training employment and lifelong learning



Sustainable economy

Kirklees has sustainable economic growth and provides good employment for and with communities and businesses



Safe and cohesive

People in Kirklees live in cohesive communities, feel safe and are safe/protected from harm



Clean and green

People in Kirklees experience a high quality, clean, sustainable and green environment



Efficient and effective: Kirklees Council works smart and delivers efficiently and effectively

In particular, the Aspire and Achieve and Best Start outcomes underpin the approach for meeting future demand for school places in Kirklees. This of course does not diminish the importance and interconnectivity of the other outcomes. Kirklees Council will continue to work in conjunction **with** the existing family of schools in the authority and providers of education, for example the Catholic Diocese of Leeds and the Church of England Diocese of Leeds, Multi Academy Trusts as well as any new providers, to secure the right number of high-quality places in the areas where they are needed. Kirklees believes strongly in a collaborative approach where stakeholders share a moral purpose that serve the best interests of our children and young people to give them the best start in life.

There is a long history of strong partnership and collaboration in Kirklees between schools and the council. This continues to be underpinned by the **Kirklees Education and Learning Partnership Board**. Stakeholders including head teachers and governors form a significant proportion of the Board which is Chaired by the Cabinet member for Learning and Aspiration.

The Board holds strategic oversight for the development, leadership and quality-assurance of the Kirklees school and educational improvement strategy and draws on and complements regional and national strategies. It also directs, develops and takes decisions about services used by schools and education settings. In doing this, it ensures that the services the council provides for schools are of the highest quality, are fit for purpose, innovative, draw on best practice and promote financial resilience.

As national and local requirements for education evolve, it is anticipated that the Board will have the opportunity to proactively respond and where necessary extend its focus. The Board will be the vehicle for consolidating existing arrangements in the learning system and removing duplication.

To maximise its effectiveness, the Board has three Committees:

- **Education Improvement Committee** using data and intelligence to monitor school achievement, prepare applications for funding, monitor the impact of the funding expenditure.
- **Education Services Committee** to monitor services provided to schools and learning settings and identify and champion proposed improvements to these services, informed by data and intelligence and manage consequential changes.
- **Places, Access and Inclusion Committee** to monitor and inform a system wide approach to meet the future demand for school places which is inclusive to the needs of all children.

The agreed principles for an effective education and learning partnership are:

- That improvement systems and distribution of resources are most effective when they are based on mutual respect, partnership and collaboration.
- That school leaders, leaders of learning settings, teaching school alliances, multi-academy trusts, governors and the Council will work in equal partnership with children and young people at the heart of all decision making.
- That local solutions, supported by national best practice, are often best placed to drive improvement and meet the needs of Kirklees communities.
- That challenge, support, and services across Kirklees should be transparent, clearly understood by all and open to scrutiny to ensure the greatest impact on outcomes and opportunities for our children and young people.
- That the Council, as a strategic champion for securing the highest standards of education and outcomes for all children and young people will responsibly enable and lead its partners and communities to manage resources effectively to shape services that schools need.
- That all business and discussions are communicated openly, and are underpinned with a shared moral and social purpose to improve outcomes for children and young people in Kirklees.

Our Kirklees Futures

In September 2021 'Our Kirklees Futures' was published, a strategy to help children reach their full potential.

It was produced with the local education sector, other organisations who work with families, and after listening to the voice of young people themselves. The Education and Learning Partnership Board has been a key contributor to the development of the strategy.

'Our Kirklees Futures' highlights the barriers faced by learners, including the impact of the Covid-19 pandemic, and explains how they will be overcome.

The strategy also outlines priorities, describes the vision for education in Kirklees and features a series of actions that will be taken over several years to support children.

The actions include:

- A strong focus on the value of early years provision.
- Tackling inequalities so that disadvantaged children and those with Special Educational Needs or Disabilities are able to thrive.
- Championing social, emotional, mental and physical health.
- Ensuring a smooth transition between phases of education and then into adulthood.
- Hearing the ambitions, aspirations and concerns of children and young people so that they can shape their own futures.

All work through 'Our Kirklees Futures' will be carried out in a strong partnership between the council, early years settings, schools, local communities and providers of further and higher education.

A partnership approach to school place planning

As school finances continue to come under pressure a careful balance needs to be struck between the duty to ensure there are sufficient places and risks associated with the oversupply of places. Any oversupply of school places can lead to instability and inefficient use of resources; equally challenging is being able to provide places in the right geographical locations for communities. It falls to local authorities both for practical reasons, and, as part of a statutory duty to collect the data and to forecast demand for school places as accurately as possible.

In response to priorities identified in previous school place planning documents to meet the forecast peaks in demand for secondary school places, collaborative work has been taking place with Kirklees High School Heads. A mutually agreed set of guiding principles for introducing additional school places continues to underpin this work:

- Placing children and their families at the heart of decision making
- Provide more places in the right geographic locations at the right time identified by the available evidence
- Building upon what is already good (The DfE expects additional places created to be 'good' or 'outstanding')
- Prioritising value for money solutions with consideration for modern building standards
- Taking opportunities to improve financial resilience of schools (e.g. with economies of scale) and managing the risks associated with the over provision of places
- The type of governance in a school is not a factor in place planning decision making (e.g. academy/maintained school)
- Full transparency where expressions of interest to provide additional school places are shared with and discussed with Kirklees High School Heads and the Kirklees Education and Learning Partnership Board (including relevant subcommittee) before any decision making

It must be recognised that whilst there is enormous strength in the Council working in partnership with the school system, not everything is in their collective control.

The DfE continues to launch mainstream free school 'windows' open to proposers to express an interest to establish a new school wherever they see fit. In doing so they are required to undertake a local consultation. Whilst the DfE provide the opportunity for Councils to express their views it is not the Council who are the decision maker, the decision rests with the DfE.








Similarly, when a new school is to be opened under the free school presumption process (instigated by a local authority), whilst the Council is able to recommend to the DfE its preferred provider, the final decision rests with the Regional Department for Education Director.


Recent experience suggests that there is a willingness for the DfE and its agencies (the Regional Department and Education and Skills Funding Agency) to work closely with Councils with regard to free school applications, academy conversions and the re-brokerage of academies where required. It is vital that this continues, and the Council will do all it can support this relationship to represent local communities and the local school system in the best interest of outcomes for children and their families.








6 Conclusions


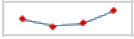





6.1 Primary Demand 2023/24 to 2025/26 at Planning Area Level


The following table provides a summary of the key evidence and conclusion referred to in Appendix B, plus an additional column to indicate the proportion of unused places.

PA No.	Planning area name	Trend in no. of children living in this PA per year group towards 2026	Percentage of unused Reception places within the planning area *	Additional capacity required?
1	Batley	Broadly static with fluctuations 	18.4% (with the effect of agreed PAN changes, surplus will reduce to 13.1%; if further proposed PAN changes are agreed, the surplus would reduce still further to 7.1%)	Engagement is required with the local school system about the level of surplus places in this planning area and opportunities that may exist.
2	Batley Birstall	Slight decline with fluctuations 	10.8%	No need for additional places.
3	Batley East	Increase 	13.6%	No change to the number of places available is required at this time, but it is important that the impact of the strategic development site on school places remains under constant review.
4	Birkenshaw & Gomersal	Broadly static with fluctuations 	11.9%	No need for additional places.
5	Cleckheaton	Decline with fluctuations 	10.2%	No need for additional places.
6	Colne Valley	Decline with fluctuations 	19.5%	Engagement is required with the local school system about the level of surplus places in this planning area and opportunities that may exist.
7	Dewsbury East	Broadly static with fluctuations 	2.0%	There is no need for additional places at this time, however, this will remain under constant review given continuing housing development.

PA No.	Planning area name	Trend in no. of children living in this PA per year group towards 2026	Percentage of unused Reception places within the planning area *	Additional capacity required?
8	Dewsbury South	Broadly static 	24.9% (with the effect of agreed PAN changes, surplus will reduce to 21.8%; if further proposed PAN changes are agreed, the surplus would reduce still further to 12.7%)	No change to the number of places available is required at this time, but it is important that the impact of the strategic development site on school places remains under constant review.

PA No.	Planning area name	Trend in no. of children living in this PA per year group towards 2026	Percentage of unused Reception places within the planning area *	Additional capacity required?
9	Dewsbury West	Broadly static with fluctuations 	12.8%	No need for additional places. This will be kept under review in light of potential housing development.
10	Golcar	Slight decline 	22.1%	Engagement is required with the local school system about the level of surplus places in this planning area and opportunities that may exist.
11	Heckmondwike	Broadly static 	12.3% (with the effect of agreed PAN changes, surplus will reduce to 11.2%)	No need for additional places.
12	Holme Valley	Slight decline 	27.6%	Continued engagement is required with the local school system about the level of surplus places in this planning area and opportunities that may exist.
13	Honley & Meltham	Decline with fluctuations 	8.6%	No need for additional places.
14	Huddersfield North	Decline with fluctuations 	8.2% (with the effect of agreed PAN changes, surplus will reduce to 2.3%)	No need for additional places. This will be kept under review in light of potential housing development.
15	Huddersfield North West	Slight decline with fluctuations 	0.7%	No need for additional places.

PA No.	Planning area name	Trend in no. of children living in this PA per year group towards 2026	Percentage of unused Reception places within the planning area *	Additional capacity required?
16	Huddersfield South East	Broadly static 	17.9% (with the effect of agreed PAN changes, surplus will reduce to 8.1%)	No need for additional places.
17	Huddersfield South West	Broadly static 	20.3% (with the effect of agreed PAN changes, surplus will reduce to 7.8%)	No need for additional places at this time
18	Kirkheaton, Lepton & Grange Moor	Slight decline with fluctuations 	14.2%	No need for additional places.
19	Liversedge	Decline with fluctuations 	14.7%	No need for additional places
20	Mirfield	Broadly static 	14.7%	No need for additional places
21	Newsome	Decline with fluctuations 	3.7%	No need for additional places
22	Shelley	Decline 	10.3% (with the effect of agreed PAN changes, surplus will reduce to 8.1%)	No need for additional places.

PA No.	Planning area name	Trend in no. of children living in this PA per year group towards 2026	Percentage of unused Reception places within the planning area *	Additional capacity required?
23	Skelmanthorpe and Denby Dale	<p>Decline</p> 	24.0%	Continued engagement is required with the local school system about the level of surplus places in this planning area and opportunities that may exist to review places at a more localised level.

*The percentage of unused places has been calculated by taking an average of the numbers on roll in Reception and Year 1 in each planning area (Jan 2023 school census) and comparing this to the number of Reception places available in each planning area (PAN 2023/24)

6.2 The position at November 2023: Primary Places

The Kirklees level population trend for Reception age children has been declining since a peak in 2015/16. This decline is expected to continue at a similar rate towards 2025/26 before a slight increase in 2026/27 focused in North Kirklees, which is as far forward as the NHS GP registration data is available (as a full cohort of children beyond this point have not been born). It is not possible to tell at this stage whether this increase will be short-lived or more sustained, however, Office of National Statistics population predictions do stretch beyond this period, and they show a broadly static picture beyond 2026/27.

Apart from a small increase in Batley East, there is no sign of population growth in any primary planning area, even those where there has been significant house building. Some planning areas are seeing a sustained decline in their local child population.

It therefore remains the case that there is **no evidence to suggest any additional primary places are required at this time.**

Generally, the decline in population provides greater choice for parents, and their preferences continue to have a significant impact on the demand for school places at planning area and individual school level. A combination of falling population and the dynamics of parental preference is placing a different pressure on the school system, where surplus places in some areas are impacting upon the budgets of individual schools. With school budgets predominantly based upon numbers of children on roll, schools with falling numbers of pupils are having to make budget cuts, including the reduction of staff.

Housing development could change this position in some specific areas, but this is likely to be over a period of time. Monitoring of this position will continue with a particular focus on:

- Areas surrounding large strategic housing development sites
- Areas where development may have a disproportionate impact on basic need demand for places such as near semi-rural schools where an alternative school place cannot be offered within a reasonable distance.

There remain areas where there is a mismatch between key stage 1 and key stage 2 places. The LA will take opportunities to address this when evidence leads to a review of local places.


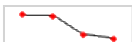
In table 6.1, a column has been included to indicate the level of unused capacity within each planning area. This has been included in recognition of a declining population trend in Reception





cohorts. At a Kirklees level, the average unused capacity in the Reception age group over the past two years is 13.6%. The planning areas most affected are Batley, Colne Valley, Dewsbury South, Golcar, Holme Valley, Huddersfield South West, and Skelmanthorpe and Denby Dale. However, future demand from housing development may reduce the amount of unused capacity at schools in the Dewsbury South planning area. Agreed PAN changes, which will take effect from 2024/25, will also reduce unused capacity in Batley, Dewsbury South, Huddersfield South West and Huddersfield South East. **Continued engagement is required with the school system about the level of surplus places in the other planning areas named above and opportunities that may exist.**




This analysis is based on census information versus available places. It highlights where there is likely to be pressure on school budgets, although the extent of this will depend upon whether unused capacity is spread across a number of schools or focused on one or two schools.

6.3 Secondary Demand 2023/24 to 2026/27 at planning area level

The following table provides a summary of the key evidence and conclusion referred to in Appendix C:

PA No.	Planning area name	Trend in no. of children living in this PA per year group towards 2026	Additional capacity required?
24	Batley, Birkenshaw, Birstall & Gomersal	<p>Decline with fluctuations</p> 	In the period leading up to the 2022 population peak there was high demand for places in the wider area of North Kirklees. Through the goodwill and collaboration of the Kirklees school system, this was managed by the carefully planned introduction of bulge places rather than the introduction of a new school. These bulge classes are still working their way through the school system and this does continue to present some challenges to in-year pupil movement. However, the pressure on Year 7 places will begin to ease as the population declines. In future, it is likely that far fewer bulge places, if any, will be needed.
25	Cleckheaton, Heckmondwike, Liversedge & Mirfield	<p>Decline</p> 	In the period leading up to the 2022 population peak there was high demand for places in the wider area of North Kirklees. Through the goodwill and collaboration of the Kirklees school system, this was managed by the carefully planned introduction of bulge places rather than the introduction of a new school. These bulge classes are still working their way through the school system and this does continue to present some challenges to in-year pupil movement. However, the pressure on Year 7 places will begin to ease as the population declines. In future, it is likely that far fewer bulge places, if any, will be needed.

26	Colne Valley	Slight decline with fluctuations 	It is not anticipated there is a need for establishing additional places.
27	Denby Dale, Kirkburton & Shelley	Declining trend with fluctuations for Y6 and for Y9 	The current pupil on roll modelling (January Census 2023) assumes children in the first schools will move through the three-tier system regardless of where they live. This modelling indicates a similar trend in middle school pupil numbers to the population model, i.e. numbers follow a broadly static trend towards 2025, before declining further. For the high school, the modelling indicates a two-year peak in the number of children transferring from middle school in 2024 and 2025. Beyond this period, numbers are expected to decline. There may be a need to consider some additional high school bulge places on a temporary basis.
28	Dewsbury	Broadly static with fluctuations 	<p>In the period leading up to the 2022 population peak there was high demand for places in the wider area of North Kirklees. Through the goodwill and collaboration of the Kirklees school system, this was managed by the carefully planned introduction of bulge places rather than the introduction of a new school. These bulge classes are still working their way through the school system and this does continue to present some challenges to in-year pupil movement. However, the pressure on Year 7 places will begin to ease as the population declines. In future, it is likely that far fewer bulge places, if any, will be needed.</p> <p>There are two strategic development sites in the Kirklees Local Plan in this planning area. Given the concentration of housing development in this planning area, there is a risk that, even with the expected population decline, demand for places will exceed the available capacity. A strategic decision was made in 2021 to introduce a modest number of permanent places (30 per year group) at Manor Croft Academy to manage the previous population peak and future demand generated by these two sites.</p>
29	Holme Valley, Honley & Meltham	Steady decline 	There are more places available than the numbers of pupils living in in this planning area, therefore, there will remain sufficient places available even when future house building is taken into account. There is no need for additional places.
30	Huddersfield North and West	Broadly static with fluctuations	Due to the expected high demand for places and the impact of housing development in Huddersfield North and West, a need for a modest number of additional

			places on a more permanent basis was identified in previous place planning documents. This has led to a strategic decision by Kirklees Cabinet to invest capital at North Huddersfield Trust School to support a permanent increase of 30 places per year group over time. Despite some signs of population becoming broadly static in this planning area, consideration needs to be given to the combined impact that significant house-building and potential changes in cross-border movement to Calderdale may have on generating further demand for secondary places. Therefore, in addition to the permanent places planned at North Huddersfield Trust School, the need to introduce more secondary school places in the future cannot be ruled out. For this reason, this planning area will remain under constant review.
31	Huddersfield South & East and Kirkheaton	Slight decline with fluctuations 	There are established trends of pupils resident in this planning area accessing a school place in surrounding planning areas. Longer term, the declining population trend may be lessened by the impact of future Local Plan housing developments in this and neighbouring planning areas. There is no need for additional places.
32	Huddersfield South West	Broadly static with fluctuations 	There are two large housing development sites proposed in the Local Plan which could impact this planning area and require additional places in the future. This planning area will be kept under review.

6.4 The Position at November 2023: Secondary Places

There continued to be high demand for year 7 places due to peaks in population, as larger cohorts in the primary phase work through the system. As expected, the population data continued to indicate the largest peak came in 2022/23. Demand was expected to remain high in 2023/24, particularly in South Kirklees. However, 2023 national offer day data suggested the peak in demand was actually slightly higher than in 2022/23. This is likely to have been caused by in-year movement. Beyond 2023/24, however, population will begin to decline across Kirklees.

Demand is expected to decline for an extended period of time after these peaks. In the period leading up to the 2023 peak, the high demand for places was managed by the carefully planned introduction of temporary bulge places, with the goodwill and collaboration of the Kirklees school system. These bulge classes are still working their way through the school system and this does continue to present some challenges to in-year pupil movement. However, the pressure on Year 7 places will begin to ease as the population declines.

The following table illustrates the places offered to date and the projection of additional places required as demand starts to decline in 2024/25:

Year	Additional Year 7 bulge places to meet population peaks
2019/20	102 across 6 schools
2020/21	184 across 6 schools
2021/22	179 across 6 schools (including 39 places offered over PAN at two schools over and above those agreed with the LA)
2022/23	194 across 10 schools (including 39 places offered over PAN at two schools over and above those agreed with the LA)
2023/24	230 bulge places across 15 schools (110 places in North Kirklees and 120 places in South Kirklees)
2024/25	A limited number of bulge places in both the north and south are expected to be required beyond the permanent expansions at Manor Croft Academy and North Huddersfield Trust School.

Note:

1. The estimated bulge places required for 2024/25 take into account the varying rates of population decline across Kirklees in light of the latest data available.
2. With the support of secondary schools, the exact number of additional places required can be adjusted in the lead up to national offer day when actual application data begin to emerge.
3. A variation of just 1% in actual applications compared to the number predicted can mean a shortage of 50 to 60 places or, conversely, 50 to 60 places too many. Such variations are critical at times of high demand where decisions on the introduction of bulge places are being made.

On national offer day 2023 every Year 7 child was offered a place, with a limited number of schools retaining some vacancies. However, post-national offer day, but before the initial round of reallocations, a limited number of additional bulge places were introduced at a small number of schools. This bulge helped to manage a single year localised population peak which aligned with wider pressures across South Kirklees.

The numbers of young people joining the secondary phase at year 7 remains in excess of young people leaving schools at the end of year 11, therefore the total number of pupils in the secondary phase has continued to increase. This trend is likely to turn from as early as 2024/25.

There remains significant movement between planning areas and across local authority boundaries at the secondary phase, demonstrating the impact of parental preference. In the case of movement across borders, there is evidence of significant fluctuations in numbers from year to year, which adds a greater challenge when predicting future demand for school places within Kirklees.

In two planning areas, Dewsbury and Huddersfield North and West, high levels of demand are expected to be sustained for a longer period as existing cohorts of children move through the school system. In addition to this, both areas contain large strategic housing development sites as part of the Kirklees Local Plan. This has led to strategic decisions to introduce a modest number of permanent places (30 per year group) at Manor Croft Academy and North Huddersfield Trust School to manage the previous population peak and future demand generated by these strategic development sites. The need to introduce more secondary school places in Huddersfield North and West in the future, in addition to the permanent places planned at North Huddersfield Trust School cannot be ruled out.

Pressure on places has now started to ease for the first school to middle school transition at Year 6 in the Denby Dale, Kirkburton and Shelley secondary school planning area, where a three-tier school system operates. However, the population peak is expected to have an impact on the middle to high school transition for a limited time in 2024 and 2025, meaning there may be a need to consider some additional high school bulge places on a temporary basis. Beyond this period, numbers are expected to decline.

6.5 Other factors

There are challenges when popular schools fill on national offer day, meaning late applicants and families moving into an area are unable to secure a place. This can lead to families having to choose between a school further away from where they live or even having to place siblings at different schools. This can be a greater challenge in semi-rural areas where the distance between schools is greater and transport links can be more limited. Introducing additional places does not necessarily resolve these challenges. However, the Council will continue to work flexibly with schools, where required, in the best interests of children and their families. Parents also have a right to appeal where they do not secure the place or places they want.

The availability of places for children with special educational needs and disabilities in specialist provision of all kinds is not included within the scope of this document. This remains an important area of work and there are clear connections between this and ensuring there are sufficient mainstream places.

7. Summary of priorities

Primary

- Continue to engage with the school system about opportunities to reduce the number of available places where there is evidence of a significant surplus.

Secondary

- Continue to work with secondary schools in anticipation of introducing a very small number of for September 2024.
- Complete capital schemes to address pressures on available facilities at some schools caused by the introduction of bulge places to manage a temporary pupil population peak. Implement 30 permanent places per year group at North Huddersfield Trust School.
- Continue to monitor the impact that significant housebuilding and fluctuations in cross-border movement have on demand for places at secondary schools, particularly, in Huddersfield North and West.
- Monitor the impact of the population peak on the transition from middle to high school (Year 9) in the Denby Dale, Kirkburton and Shelley planning area and whether some additional high school places may be required on a temporary basis.

Cross phase

- Continue to monitor the impact of actual and proposed housing development on the basic need for school places, whilst developing options associated with large strategic development sites proposed in the Local Plan.

7.1 Next steps

Kirklees Council, in its strategic role, will continue using the available evidence to engage with groups of local schools, ensuring that there is a system response to changes in demand over time. This might involve introducing additional places where there is a basic need, or decommissioning places where there is a significant surplus, in order to provide sufficient, sustainable high-quality school places in the right areas.

A range of short-term and longer-term value for money strategies will be required to achieve this. Some solutions can be implemented more quickly than others. Some significant changes take time where a statutory process or Department for Education Regional Director approval is required. Where solutions require capital investment there is the need to secure capital resources, plan, design, seek tenders and carry out building works. This means a significant amount of time may be required in the forward planning process.

New primary schools and the expansion of existing secondary schools may be required in the future linked to the large strategic housing development sites in Dewsbury and Huddersfield North and West. Additional permanent secondary school places have been introduced at Manor Croft Academy and agreed at North Huddersfield Trust School to meet the initial demand from these strategic sites.

There isn't a need at this time to expand primary school places. In many areas of Kirklees there are surplus primary school places and this is starting to impact on the sustainability of some schools. Kirklees Council is committed to working with schools and other partners to explore creative solutions to ensure there is a better fit between demand for places and the number of places available. This involves engagement with maintained schools, Dioceses, multi-academy trusts and other groups of schools. Whilst there are differences in decision-making responsibilities and processes for different types of schools, e.g. own admission authorities, all schools play an important role in supporting the supply of school places, using an approach that is collaborative and avoids competitiveness.

In the areas where there are large strategic housing development sites it is possible that additional school places will be required in the future. Kirklees Council will work with local schools and other partners to ensure sufficiency of school places. Where necessary, Kirklees Council will instigate open and transparent processes to establish new schools, ensuring high quality learning places are available at the right time.

Given the various capital funding routes and processes it is vital that Local Authorities work with the DfE and its agencies: the Education and Skills Funding Agency (ESFA) and the Regional Department for Education Director.

7.2 Progress on the priorities set in 2022

Primary

Continue to engage with the school system about opportunities to reduce the number of available places where there is evidence of a significant surplus

Progress: Further discussions have taken place with individual schools, groups of schools and with representatives of the wider school system at the Kirklees Places, Access and Inclusion Committee. PAN reductions have been agreed for a number of schools in planning areas with a high level of unused capacity. While some progress has been made, this will remain a priority.

Secondary

- Continue to work with secondary schools in North Kirklees and South Kirklees to introduce additional places bulge places for September 2023.

Progress: With the support of the school system 230 additional places (110 places in North Kirklees and 120 places in South Kirklees) were introduced for September 2023 across 15 schools. This ensured that every child could be offered a school place on national offer day.

- Complete capital schemes to address pressures on available facilities at some schools caused by the introduction of bulge places to manage a temporary pupil population peak. Implement 30 permanent places per year group at Manor Croft Academy and North Huddersfield Trust School.

Progress: Capital works at Manor Croft Academy in Dewsbury to support a permanent increase of 30 places per year group over time are complete. Construction work at North Huddersfield Trust School is expected to commence in early 2024.

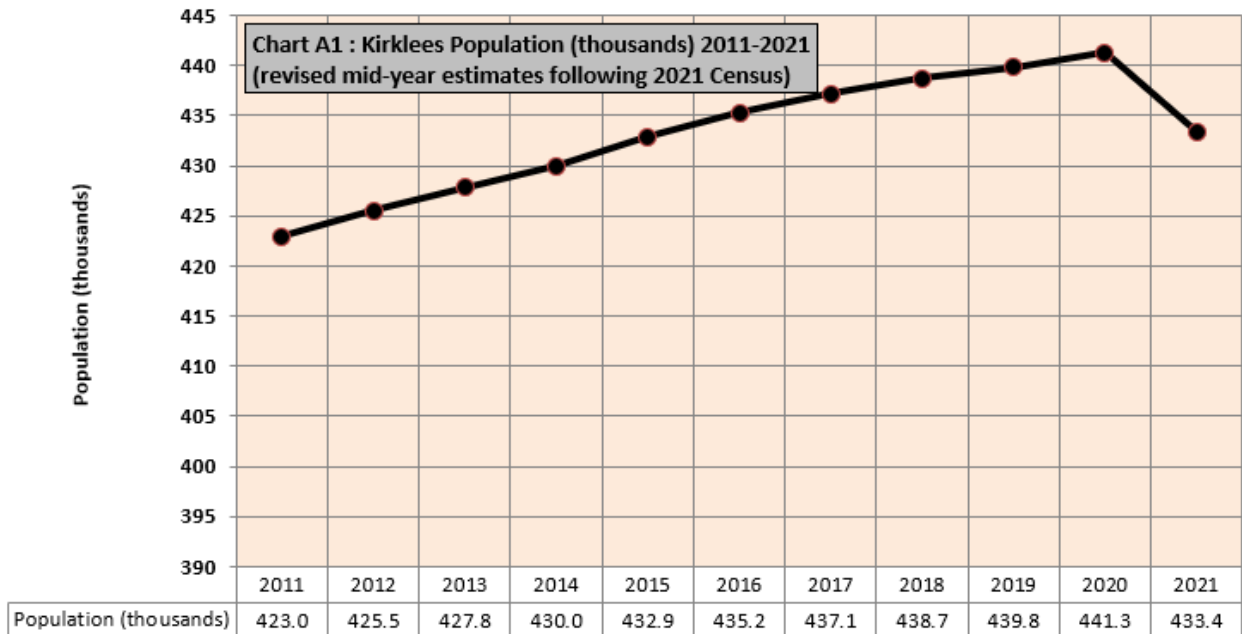
- Continue to monitor the impact that significant housebuilding and fluctuations in cross-border movement have on demand for places at secondary schools, particularly, in Huddersfield North and West.
Progress: This is a continuing process involving the regular sharing, discussion and analysis of intelligence with local planning officers, along with school place planning colleagues in neighbouring LAs.
- Monitor the impact of the population peak on the transition from middle to high school (Year 9) in the Denby Dale, Kirkburton and Shelley planning area and whether some additional high school places may be required on a temporary basis.
Progress: Pro-active discussions with school leaders have taken place informed by some early analysis of expected applications for Year 9 places in September 2024. Planning will become more detailed as a clearer picture of the number of applications emerges and firmer evidence on the likely impact of the population peak becomes available.

Cross-phase

- Continue to monitor the impact of actual and proposed housing development on the basic need for school places, whilst developing options associated with large strategic development sites proposed in the Local Plan.
Progress: This is a continuing process. However, the falling population means that the timing of when new primary schools may be required on the large strategic housing development sites is likely to be further into the future than first envisaged. The impact of future housing development is an important factor which led to the decision to expand places on a permanent basis at Manor Croft Academy and North Huddersfield Trust School.

Appendix A: Kirklees Population Data

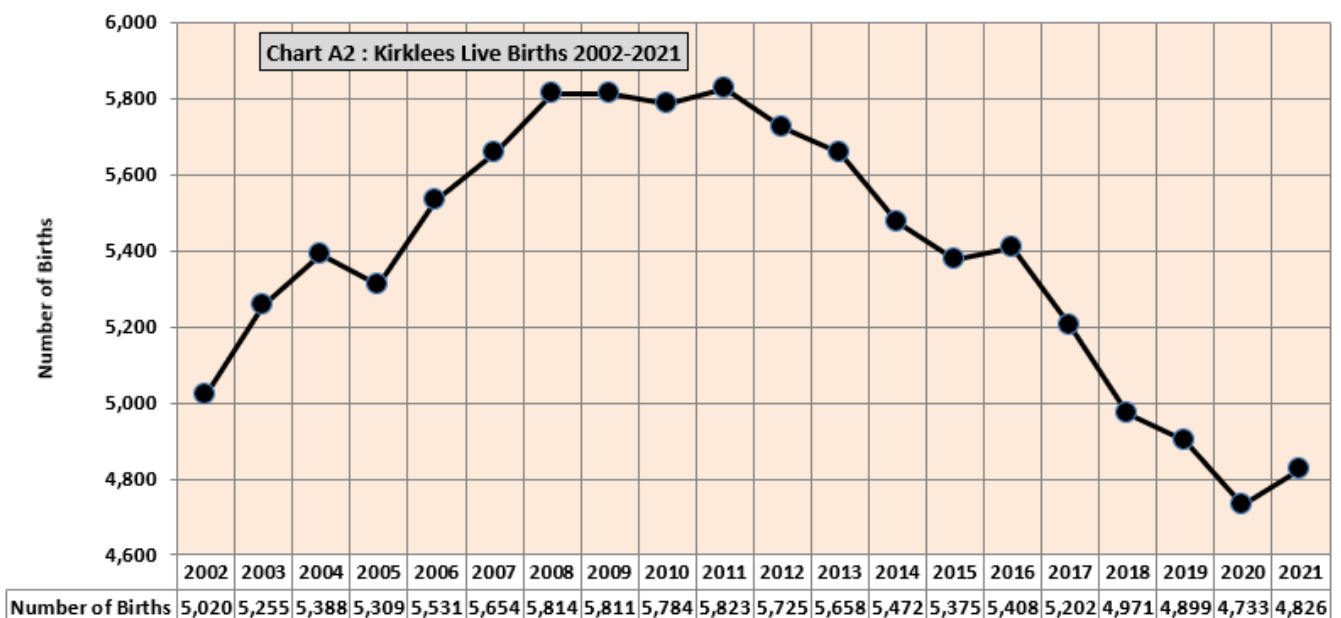
A1 Kirklees Population 2011-2021



Source: Office for National Statistics, Population Estimates Unit

Chart A1 above shows that the overall population in Kirklees has grown steadily from 2011 to 2021.

A2 Kirklees Birth Rate 2002-2021

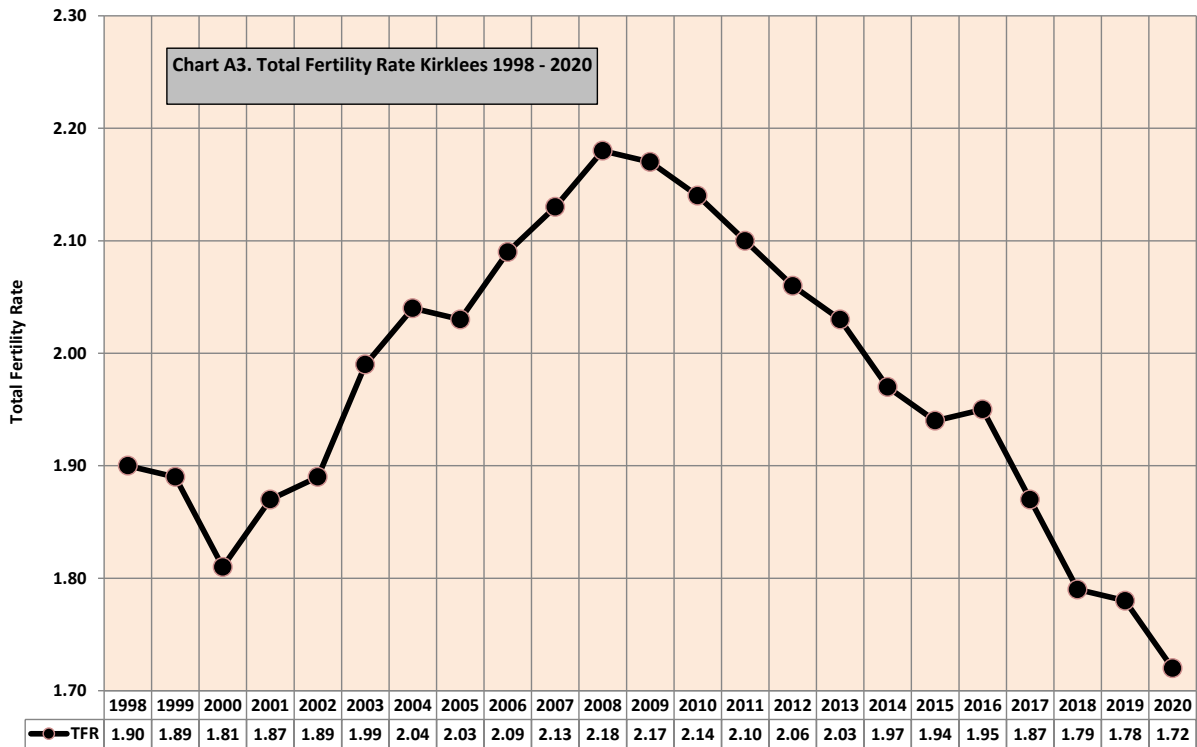


Source: Office for National Statistics, Key Population and Vital Statistics

Chart A2 above shows the pattern in births in Kirklees from 2002 to 2021. There is an overall decline in birth rate from 2011 to 2021.

A3 Kirklees Total Fertility Rate 1998-2021

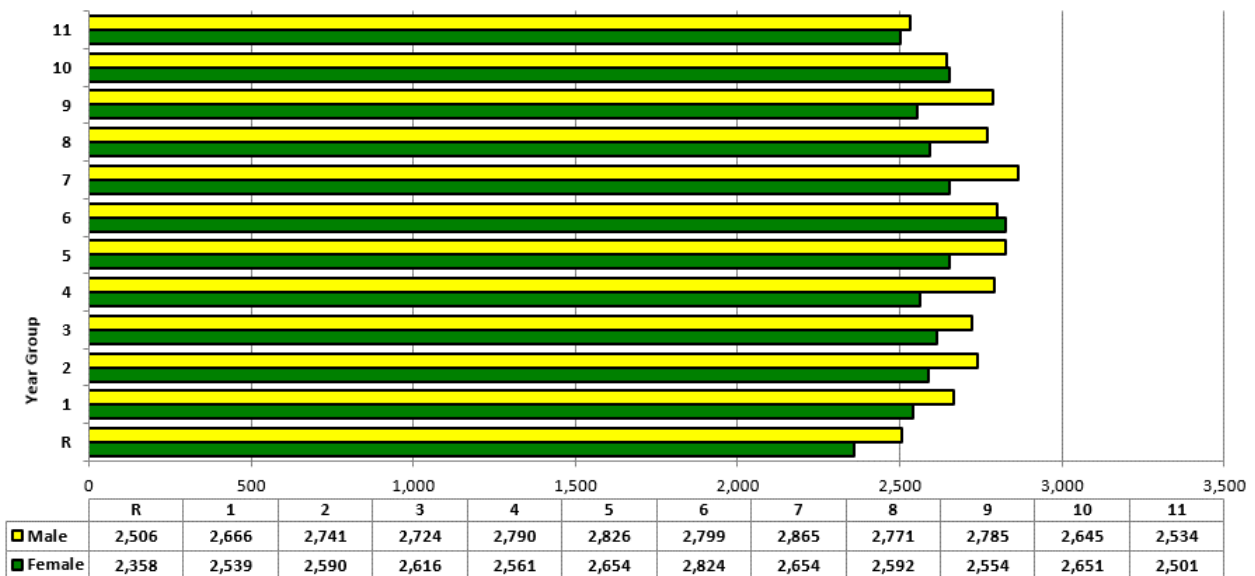
Kirklees data is available up to 2021 as shown in Chart A3 below. The change in fertility rate mirrors the pattern of live births.



Source: Office for National Statistics, Key Population and Vital Statistics

A4 Gender: School Year Groups by Gender

(Pupil census in Jan 2023)

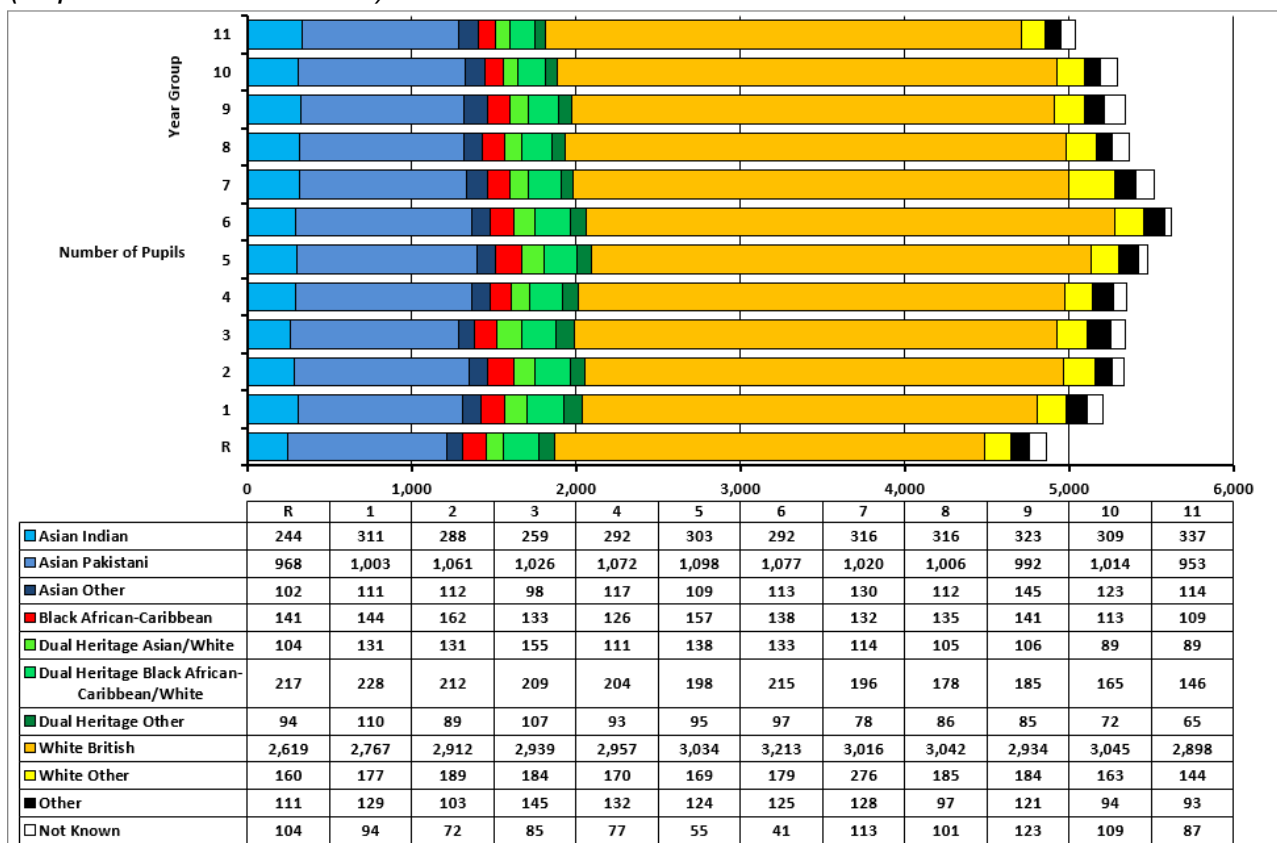


Number of Pupils

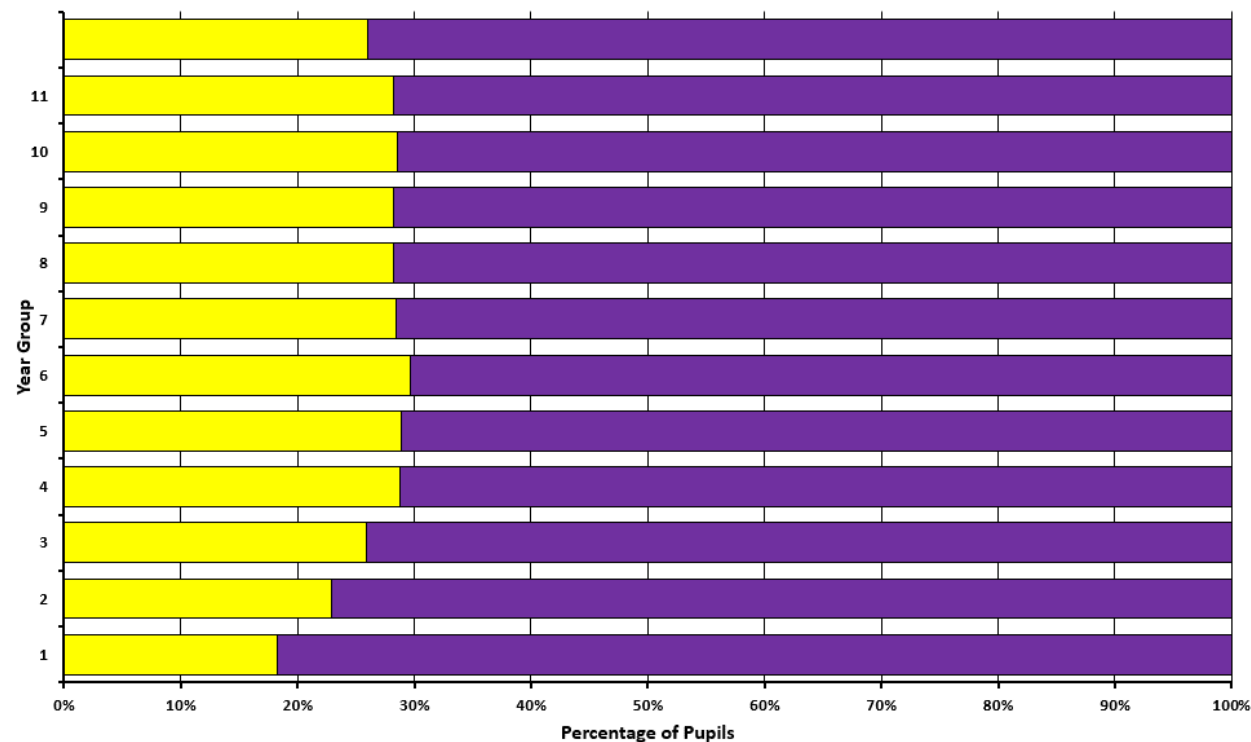
Data Source: School Census Jan 23

A5 Ethnicity: School Year Groups by Ethnicity

(Pupil census in Jan 2023)



A6 Free School Meal Entitlement: % of school year groups recorded as meeting the criteria for free school meals (Pupil census 2023)



Data Source: School Census Jan 23

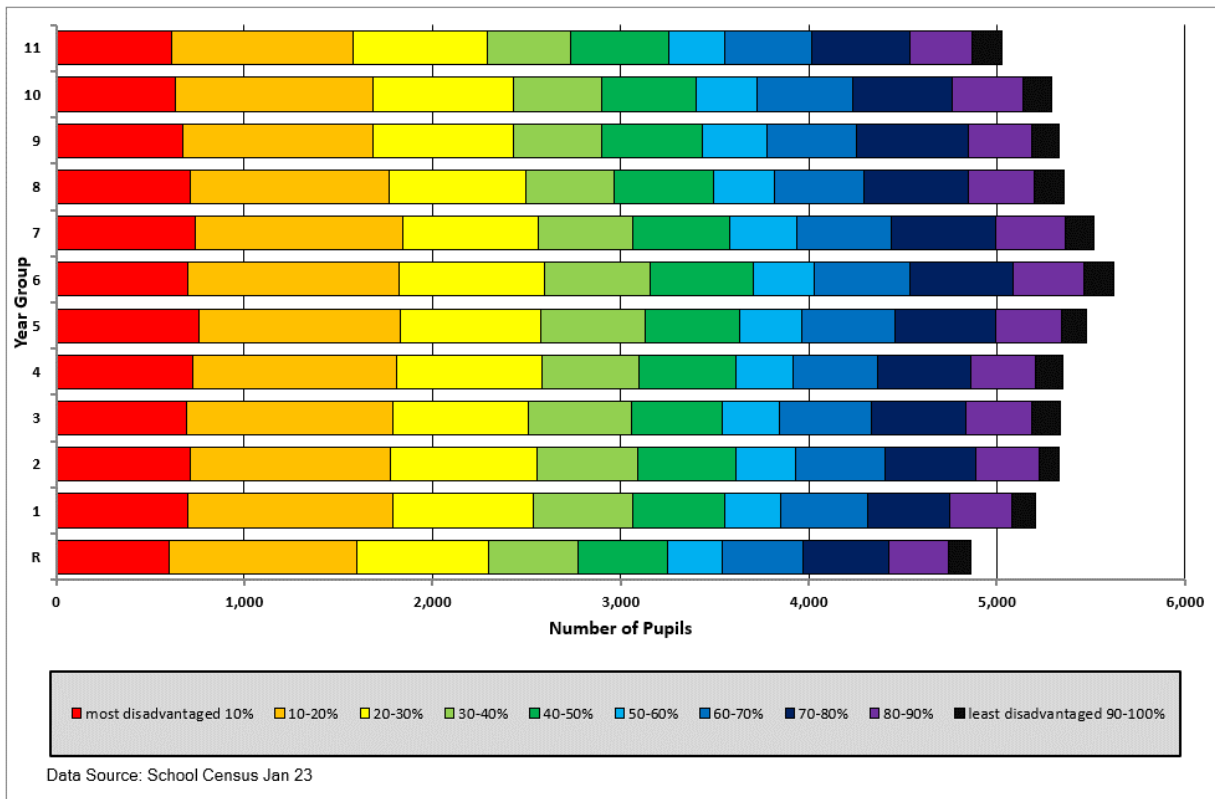


Chart A6 above shows that the percentage of year groups recorded as meeting the Free School Meal criteria. Since the introduction of universal free school meals for children in key

stage 1 the incentive for parents to apply for free school meals has reduced. This is a significant factor in the lower percentage of eligible pupils shown above in R, year 1 and year 2.

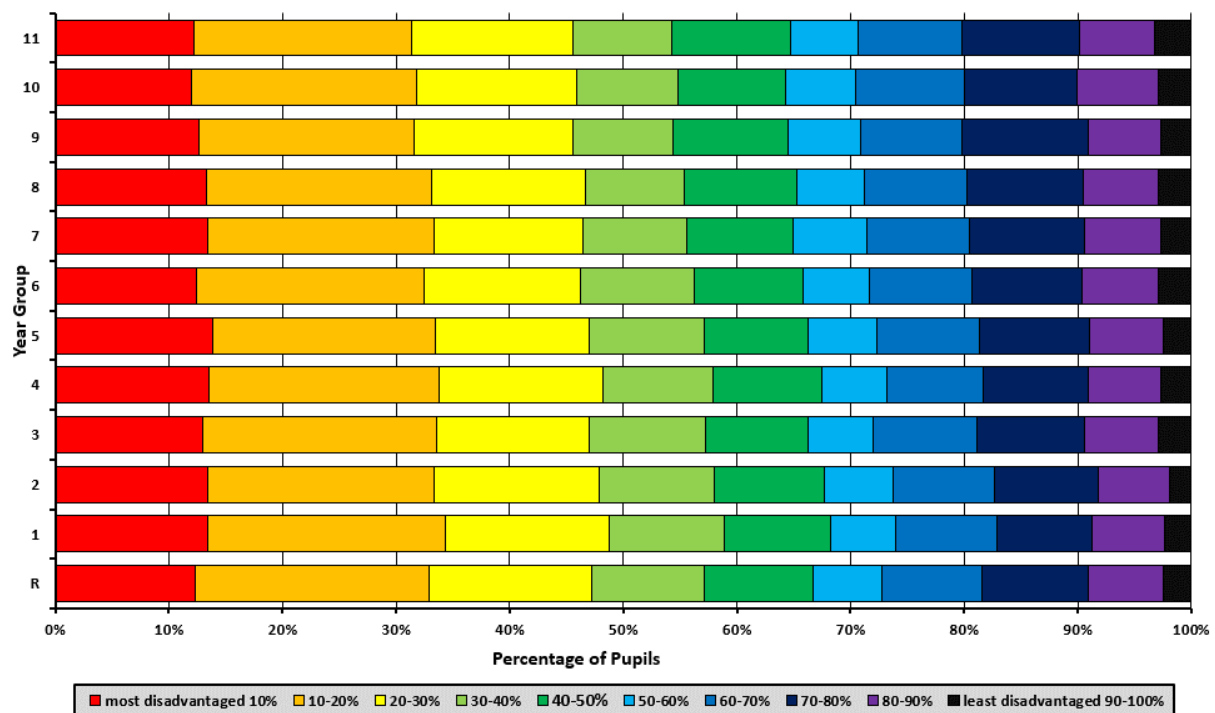
A7 Socio-economic Disadvantage: Index of Multiple Deprivation (IMD)

IMD Profile of school year groups by pupil numbers (Pupil census 2023)

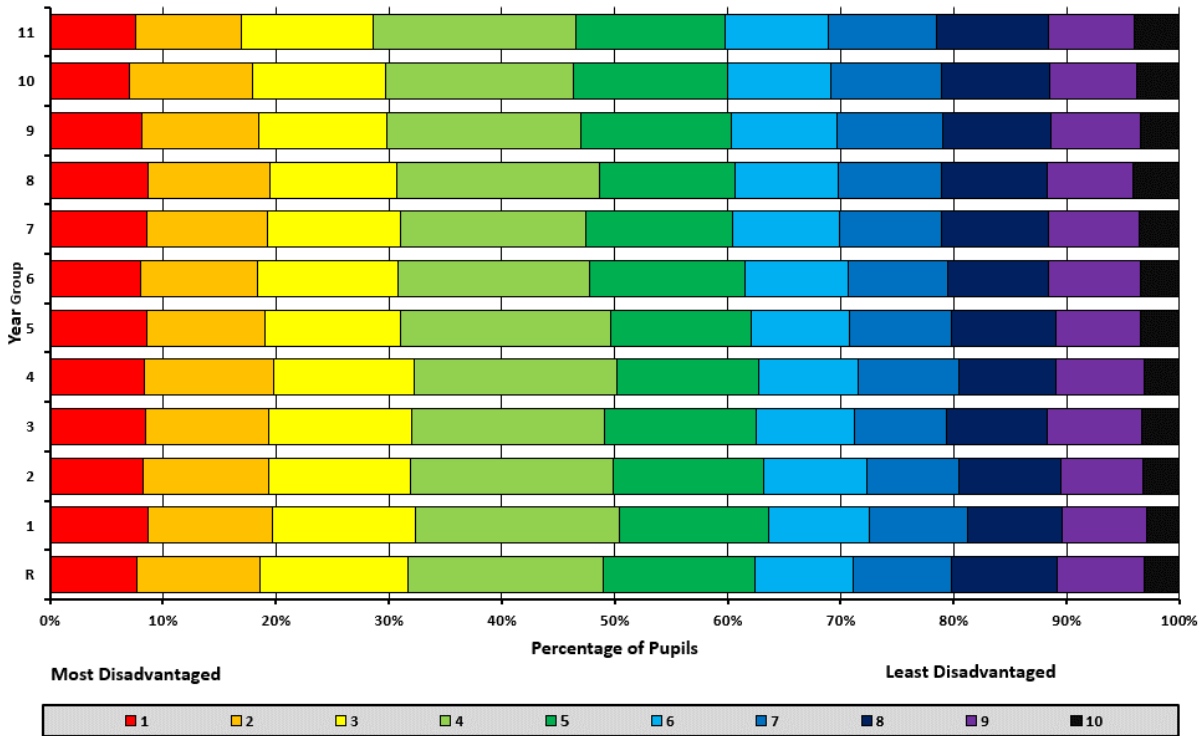


A8 IMD Profile of school year groups by year group percentage

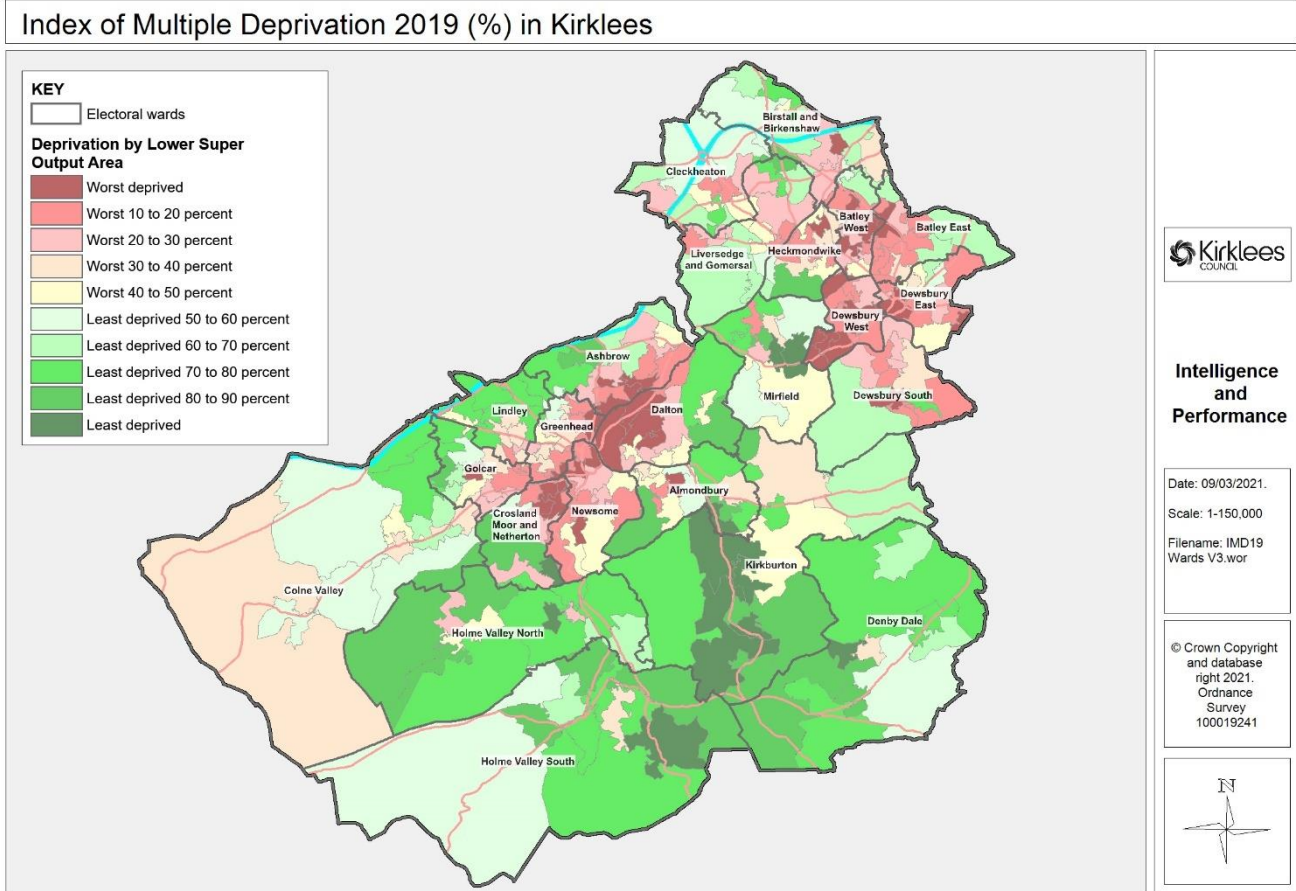
(Pupil census 2023)



A9 Socio-economic Disadvantage: Income Deprivation Affecting Children Index (IDACI) of school year groups by year group percentage (Pupil census 2023)



Data Source: School Census Jan 23



Index of Multiple Deprivation (IMD) calculations show that Kirklees has become more deprived in the 2019 release compared to 2015, relative to other local authorities in England. This relative change does not necessarily mean that actual levels of deprivation have worsened. Over 30% of the Kirklees population live in areas of high deprivation (within the most deprived quintile across the country). Deprivation follows the national pattern of being primarily concentrated in urban areas.