



School Organisation Plan

2003/04 – 2007/08

November 2003

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INTRODUCTION

1. The School Standards and Framework Act 1998 requires Local Education Authorities to produce a School Organisation Plan covering a five year period. LEAs have a statutory duty to secure sufficient places for the children in their area. Fulfilling this duty can involve the establishment of new schools, the addition of places to existing schools if further capacity is needed as well as the closure of schools or their reduction in size where surplus accommodation exists.

The School Organisation Plan.

2. The School Organisation Plan sets out how the LEA plans to meet its statutory responsibility to secure sufficient education provision within its area in order to promote higher standards of attainment. This includes provision for children with Special Educational Needs and post 16 provision. The Plan should help the key stakeholders – LEA, schools, promoters, parents and local communities – to understand what school places are needed at present and in the future and how they will be provided. It is also the starting point for the School Organisation Committee for the area in considering statutory proposals for changes to schools.

The School Organisation Committee

3. The School Organisation Committee is an independent statutory body set up under the provisions of Section 24 of the School Standards and Framework Act 1998. This brings together the key partners in the provision of education locally, giving each an equal voice. It is not a committee of the LEA, but the LEA has the responsibility for convening it, appointing its members and responding to nominations where appropriate. It takes decisions on school organisation proposals and approves the School Organisation Plan for its area.
4. The School Organisation Committee is organised in groups, each with a single vote. There is a maximum of seven members in each group. In Kingston there are five groups. These groups represent:
 - the LEA: elected Members appointed in proportion to the balance of political power within the authority;
 - the Church of England, nominated by the diocese;
 - the Roman Catholic Church, nominated by the diocese;
 - the Learning and Skills Council
 - the schools group with members drawn from serving school governors at Community, Voluntary and Foundation Schools.
5. The schools group representatives must include a governor of a primary school, a secondary school and a special school. Governors may be

parent, headteacher, teacher or staff governors but not governors who are also elected Members of the Authority. The Authority has sought to ensure that not all members of the schools group are drawn from one class of governor.

6. The School Organisation Committee must meet at least once a year to agree the School Organisation Plan.
7. The conduct of the Committee, including the appointment of Chairman and Vice-chairman, Secretary, notice of meetings etc. is set out in the appropriate regulations.
8. The School Organisation Committee has a duty to consider the draft Plan prepared by the LEA, any objections arising from the Statutory Consultation and the LEA's comments on them.
9. If the Plan is not accepted unanimously by the School Organisation Committee it passes to the Schools Adjudicator for determination.

SECTION A: Policies and principles which ensure enough suitable school places offering a good and improving standard of education

10. The School Organisation Plan is one of a number of Plans which the LEA is required to produce which contributes to a coherent framework and vision in which the Council's strategic aim of developing education and lifelong learning can be delivered. The School Organisation Plan shows how developments in school place provision will contribute to raising of standards and improving outcomes for all pupils in the area.
11. In support of our strategic aims and objectives for education the LEA is committed to the following principles:
 - Meeting parental preference
 - Diversity of provision
 - Equality of opportunity
 - The requirements of the Disability Discrimination Act
 - Openness and transparency in making decisions about school places
 - Supporting the expansion of successful schools
 - Effective partnership working with other agencies
 - Development of schools as community resources
 - The development of effective school partnerships and federations

Issues raised in the School Organisation Plan will help to address these requirements.

12. Kingston's Education Development Plan 2002 – 7 contains challenging priorities and targets for the next stage in our school improvement programme and reflects the needs and priorities of our schools which continue to aspire to a very good quality of education and improving standards.
13. Schools in Kingston are some of the highest achieving nationally, however we recognise there is much more to achieve, to improve some lower performing schools and to raise standards for some groups of pupils. The annual review of the Education Development Plan gives greater emphasis to these areas of work.
14. The Asset Management Plan reviews school premises in relation to their condition, suitability and sufficiency. It sets out how the strategic priorities for the use of funds available to the Authority and its schools for work on school buildings will support school improvement and considers priorities in the School Organisation Plan and the Education Development Plan.
15. The LEA's SEN Policy reflects changes in the new national SEN Code of Practice and developments in the LEA's practice in supporting pupils

with SEN. This is supported by the SEN Action Plan and the LEA's Access Strategy which outlines how access to schools for people with disabilities will be secured.

16. The Behaviour Support Plan outlines the LEA's strategy to improve behaviour and attendance, reduce exclusions and improve education for pupils out of school.
17. The Early Years Development and Childcare Plan which outlines the strategies and progress in the development of early years and childcare provision for children aged 0 – 14 years.
18. The Adult Learning Plan which sets out the LEA's objectives for supporting the participation of young people and adults in the local community to participate in continued learning activities and achievement.

Primary Schools

19. The general principles adopted by the Authority in planning its Primary School provision include:
20. Schools should be planned within the following range of sizes: Primary Schools (for pupils aged 4 -11) with an intake of between 30 and 90 pupils, Infant Schools (for pupils aged 4 - 7) and Junior Schools (for pupils aged 7 – 11) with an intake of between 60 and 120 pupils.
21. Class sizes at Reception and Key Stage 1 (4-7 year olds) should be 30 pupils or fewer. The LEA with Governing Bodies are responsible for securing the legal requirement to limit infant classes to 30 pupils or less.
22. Class sizes at Key Stage 2 (7-11 year olds) should be of 30 pupils or fewer. This is not a legal requirement but is an aim of the Authority and the Class Size Plan was drawn up on the basis that class sizes of 30 or less would carry forward into Key Stage 2. By September 2006 all Key Stage pupils should be taught in classes of 30 or less.
23. Due regard should be given to the exercise of parental preferences by expanding popular and high achieving schools which are capable of being expanded within the constraints of their site and DfES guidelines for site areas.
24. As far as this is possible, schools should not be obliged to organise pupils into mixed age group classes. Clearly, pupils do not always come along in neat packages of 30 pupils, and fluctuating pupil numbers may from time to time require schools to organise some mixed age group classes.

25. Pupils should be able to attend a school within their own locality - and preferably within two miles of their home.
26. Practicalities, such as the site area to accommodate expansion, have to be taken into account. The Authority plans to provide schools within the guidelines of the DfES site requirements but within the constraints of an urban area where sites are not readily available.
27. The opportunity should be taken to improve learning conditions through a better balance between the number of pupils in a school and the teaching space available.
28. Affordability is an important issue. Capital approvals are restricted and this is likely to restrict the capital resources available to the Borough for further school building development.
29. The balance between the number of places at voluntary schools and at 'community schools' and the consequential choice for parents has to be taken into account.

Parental Preferences

30. It is the Authority's aim to meet parental preference as conditions allow. There is a legal requirement on admission authorities to comply with parental preferences unless certain other conditions militate against it e.g. the prejudice to the provision of efficient education or the efficient use of resources and in the case of a Voluntary School their inability to meet the admission requirements. At Key Stage 1 there is an added constraint on admission authorities - that of not allowing class sizes to exceed 30 pupils.
31. Currently at Primary level, parents express three preferences in priority order and where there is oversubscription for Community Schools the following admission criteria apply:-
 - i) where a brother or sister will be attending the same school or the "paired" school at the time of admission;
 - ii) where medical or family circumstances (which must be stated on the application form and subsequently verified) make a particular school the most suitable for an individual child;
 - iii) nearness of home address to school i.e. the actual distance as measured by the shortest safe walking route. (this criterion will also be used if there are more applications than places available under criteria (i) and/or (ii) above).
For Ellingham Primary School (in Chessington) only, children living in the area of Malden Rushett will be given priority over children who live nearer to the school but outside this area.

Secondary Schools

32. The pattern of Secondary School provision within Kingston has developed over the years as a result of earlier decisions on the nature and size of schools. There is a diversity of provision which reflects this historical development.
33. There are two selective schools, Tiffin School (boys) and Tiffin Girls' School. The Holy Cross School (girls) is a partially selective school.
34. There are eight single sex schools in the Authority, a pattern which has traditionally reflected the demand for single sex education. This has historically been more pronounced for girls than boys although a number of the single sex boys schools are oversubscribed.
35. In terms of size, the Authority plans for secondary schools with intakes of between 120 and 210 pupils.
36. The Authority plans to provide schools within the guidelines of the DfES site requirements but also within the constraints of an urban area where sites are not readily available.
37. The secondary schools are not evenly distributed geographically throughout the Borough. However the current location of the schools allows pupils wherever they are resident in the Borough, access to a school within a three mile radius.
38. The Secondary Schools in Kingston collectively, have for some years been amongst the highest achieving schools overall in the country. This success translates into popularity at admission level and some schools are significantly oversubscribed.
39. Teaching group sizes in Secondary Schools are determined by the individual school within the constraints of accommodation, the requirements of the National Curriculum, and school funding.
40. All schools cater for pupils aged 11-18 and offer Post 16 provision. The EDP sets out actions to develop collaboration between schools and the college to improve students' participation, retention and achievement. A key part of this is the development of a more strategic capital programme aimed at supporting the development and expansion of the post 16 provision and improving further the post 16 opportunities and support for pupils with SEN and disabilities.

Parental Preferences

41. It is the Authority's aim to meet parental preference as far as conditions allow. At secondary level there are six different admissions authorities within the LEA (the LEA itself for the Community Schools together with

- the Foundation and Voluntary Schools - Beverley School, The Hollyfield School, The Holy Cross School, Richard Challoner School and Tiffin School). There is good liaison and co-operation between them. Currently parents are able to apply to any schools for places for their children and at each school applications are treated as first preferences.
42. Although the satisfaction of parental preference within the LEA is high, some parents consider that there is room for more mixed provision within the authority.
43. The current arrangements for admission to the non-selective Community Schools indicate that places will be offered according to the following criteria and in the order listed:
- places will be offered first to those with a brother or sister attending the same school at the time of admission;
 - places will be offered where evidence is provided (at the time of application and subsequently verified), of particular social or medical need, which can be met only by attendance at the school concerned;
 - the remaining places will be offered to those living nearest the school, as measured by the shortest safe walking route. The distance will be measured by the Director of Environmental Services using the same methodology for all applicants.
44. The LEA and other admission authorities annually review their practice and policies to ensure that procedures are efficient and work for the benefit of parents and children. For admissions from 2005 the government is proposing that every LEA will co-ordinate applications for places at any maintained school (in or out borough) from parents that live in its area. The aim of the process is to ensure all parents receive one offer of a school place on the same day. The LEA's ability to offer every parent one place will depend upon the number of applications and number of places available.
45. In February 2003 the DfES published a consultation document "Building Schools for the Future". This document set out the government's intention to renew the secondary school estate in England over a 10 to 15 year period mainly funded by the Private Finance Initiative. The consultation period closed at the end of May and LEA anticipate receiving further guidance on this issue shortly. In the meantime, LEAs have been advised that the date for submission of Education Asset Management Plans has been delayed from July 2003 until November 2003 to enable LEAs to amend their plans to take on board the Building Schools for the Future agenda
46. The Building Schools for the Future consultation document indicated that the DfES expects the investment it anticipates over the 10 to 15 year life of the project to address the government's social inclusion and

extended school agendas in addition to meeting the accommodation demands of the curriculum. The document suggested that multi agency and cross Borough boundary bids for PFI funding would be welcomed.

- The LEA has therefore invited Head teachers to participate in a working group to develop a vision for the future of secondary education in Kingston which will consider a number of areas including:
- The number of 6th form places
- Greater social inclusion
- The development of schools as a community resource
- The development of out of school learning and adult learning

Special Education

47. The LEA is committed to early and accurate identification of needs through a school-based approach. Early identification of pupils' needs and appropriate intervention ensures access to learning and structured provision for pupils at any age including pre-school provision. The majority of pupils with special educational needs are supported in mainstream schools within the classroom and for a small number in specialist resources attached to mainstream schools. There are some pupils whose needs can only be met in maintained special or specialist residential schools.
48. The LEA's Policy for Children with Special Educational Needs reflects recent developments in the LEA's practice in supporting pupils with SEN. The key principles are:
 - Children will have their needs met, normally in mainstream classes, with full access to a broad and balanced curriculum
 - The LEA will continue to work towards a more inclusive approach by improving differentiation, flexibility in schools provision and outreach work from its specialist provision
 - The LEA will develop partnership arrangements across the South West London area for the development of more specialist SEN provision.
49. The LEA's objectives for increasing accessibility for disabled pupils are based on parental preferences and meeting the needs of individual pupils and their schools including access to the National Curriculum through appropriate equipment and Information Technology. There is also an incremental approach to improvements which will support pupils in local communities and reduce journey times for home to school transport.

Children out of school

50. The LEA is committed to the provision of high quality education for pupils out of school due to physical ill health, behavioural, emotional or social needs or other reasons.

Looked After Children

51. The LEA has an agreed protocol for the education of children in Public Care and young offenders resident in the LEA. This protocol ensures access to education and a clear commitment to raising achievement.

Provision of additional places and removal of surplus places

52. The Authority reviews the projected rolls in schools and compares these with the existing number of school places. The Authority would aim to operate with no more than 10% surplus places across the borough as a whole. However, at any one time, the proportion of surplus places at individual schools will vary according to parental preferences.
53. The Authority can determine whether there is a 'Basic Need' case within a distance of 2 miles for Primary Schools and 3 miles for Secondary Schools. The 'Basic Need' case if accepted by the DfES will generate credit approval for the Authority to provide additional places. Similarly where there is a significant surplus of places i.e. over 25% in an individual school the LEA is expected to take action to remove the surplus.

Home to School Transport

54. The Authority's policy on travel provides assistance for Primary school pupils where they have to travel more than 2 miles to a suitable school and for Secondary School pupils where they have to travel more than 3 miles. Very few pupils qualify for assistance with transport to mainstream schools because of the small geographical size of the Borough.

SECTION B: Demographic information relevant to the supply of school places and structure of school provision

55. This School Organisation Plan takes into account any changes which are effective from the beginning of the school year 2003/04.
56. At its meeting on 19 May 2003 Kingston's School Organisation Committee did not unanimously approve the proposal to change the status of Southborough School from Community Secondary to Voluntary Aided Church Of England Secondary School. The proposal has therefore been referred to the Schools Adjudicator for determination. As no decision is available at the time of writing the draft School Organisation Plan that change has not been incorporated in the draft Plan.
57. The appendices to this plan provide the detailed information on schools numbers on roll, school capacities and projections required to enable the LEA to carry out its strategic role in the planning of school places.

Schools in Kingston

58. In Kingston there are

- 7 Community Infant Schools
- 1 Voluntary Aided Infant School
- 5 Community Junior Schools
- 3 Voluntary Aided Junior Schools
- 10 Community Primary Schools
- 10 Voluntary Aided Primary Schools
- 1 Foundation Primary School

- 5 Community Secondary Schools
- 3 Voluntary Aided Secondary Schools
- 2 Foundation Secondary Schools

- 2 Community Special Schools
- 1 Foundation Special School

- 2 Pupil Referral Units

59. Appendix 1 shows the location of primary schools and Appendix 2 secondary schools. Detail on status and character of individual primary, secondary and special schools is given in Appendix 3.
60. Aggregated information on gender and ethnicity of pupils in Kingston schools is shown in appendices 4 and 5 respectively.

Planning Areas

61. For planning purposes in the primary sector the Authority has been divided into five planning areas which are co-terminus with ward boundaries. Schools within planning areas are shown in Appendix 6. Historically The Mount Primary School has been considered as part of Area 1, the North Kingston/ Kingston Town Planning Area however given its proximity to the New Malden Area it is more sensibly placed in Area 4, New Malden and Kingston Vale. Any information and projections referring to planning areas take this change into account. However, the planning areas are not self contained as far as transport routes or physical barriers are concerned but the use of ward boundaries corresponds to demographic data that can be used for pupil projection purposes and to monitor trends. Although new ward boundaries were introduced in all London Boroughs from May 2002 it is not expected that these will be used for population projections until the 2003 round of projections which will inform school roll projections for 2004.
62. In the secondary sector planning of school places is done on a borough wide basis. In Kingston there are ten secondary schools, and parents are able to apply for any secondary school within the Authority.

School Capacity

63. In previous years there have been two different methods of assessing a schools capacity -Standard Number (SN) and More Open Enrolment (MOE). The Standard Number indicated the number of pupils the school was legally required to admit regardless of the notional physical capacity of the school. More Open Enrolment was based on a space formula and showed a school's physical capacity.
64. As part of the development of Asset Management Plans the DfES has revised the formula for assessing school capacity. From this year the Net Capacity Assessment (NCA) which is based on the number of 'workplaces' available in every usable space in a school is the capacity measure in use. School admission numbers are set by the relevant admission authority with regard to the capacity assessment for the school. Schools are legally required to admit pupils up to their admission number.
65. The LEA is required to return the Surplus Places return to the DfES by 1 August. The NCA is used to compare actual pupil numbers from the January Pupil Level Annual School Census (PLASC) return with physical capacity to indicate the number of nominal surplus places. In particular the Authority has to report on the levels of surplus places and any action to reduce levels of surplus capacities focussing particularly on schools with 25% of their places empty. It should be noted that this surplus does not simply equate to NCA minus the number on roll

because some schools enrol beyond their capacity. Surplus capacity only exists if a school's number on roll is less than the NCA.

66. Number on roll information, admission number, net capacity, and the surplus places in each school for the Primary Sector is given in Appendix 7 and for Secondary Schools in Appendix 8.
67. Aggregated school capacity by school category and denomination is shown in Appendix 9.

Pupil projections

68. Kingston, in common with many other London LEAs, uses the Greater London Authority's (GLA) school roll projection service to forecast pupil numbers. These are based on total populations in appropriate age groups, recent school populations and include assumptions on other factors such as future migration and fertility. They also include the effect of known and assumed new housing developments (as provided by RBK Environmental Services Directorate). These projections provide independent objective forecasts drawing on sound demographic procedures. No attempt is made to allow for influences such as changes in parental preferences.
69. Detail regarding the accuracy of projections over the last three years is shown in Appendix 10. Despite the relative reliability of projections in the past where both primary and secondary projections have been within or near the Audit Commission accepted error rate of + or – 1% they must always be approached with some caution. The accuracy at borough level in the short term is good however, as would be expected, the projection error rate for individual planning areas or for longer time scales can be greater than this.
70. The projections used in this year's Plan are the first round to incorporate population data from the 2001 Census. The impact of the 2001 census is to cause a downward shift in the overall population of virtually all London Boroughs, as is the case for Kingston. This is reflected in the school roll projections.

Primary Schools

71. Actual Numbers on Roll and overall forecasts for the Borough for pupil numbers in all age groups in Primary Schools over the lifetime of this plan are shown in Table 1.

Actuals	Primary: Reception – Year 6
1998/99	10569
1999/00	10582
2000/01	10621
2001/02	10589
2002/03	10526
Projections	
2003/04	10570
2004/05	10658
2005/06	10651
2006/07	10663
2007/08	10588

Table 1: Overall pupil number forecasts for the primary sector (Jan 2003)

72. Overall primary rolls are projected to remain fairly static over the next five years. These projections show a decrease in the rate of growth of the school population compared with projections made a year ago which reflects the data from the 2001 Census.

Matching Supply with Demand in the Primary Sector

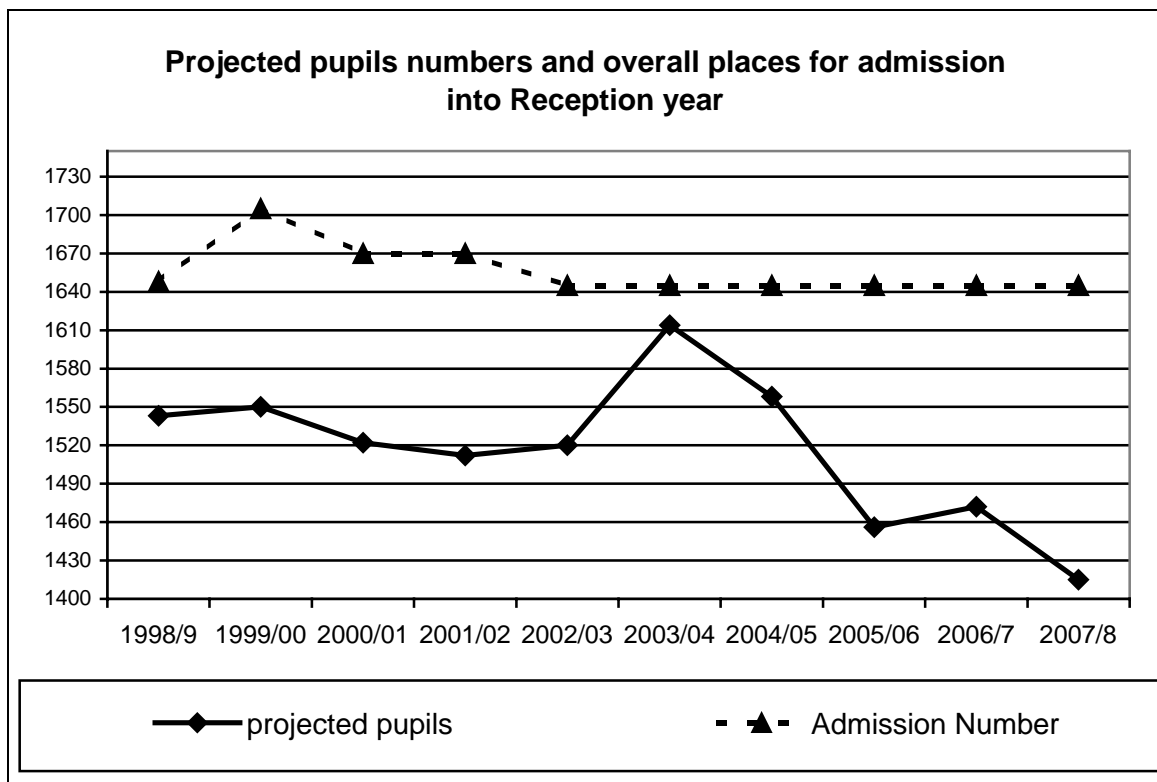


Chart 1: Supply and demand at Reception level

73. Matching the supply of places with the anticipated demand at admission level should ensure a sufficiency of places throughout the statutory school age group. Chart 1 shows the supply of places available in

Reception classes and the forecast for Reception class pupils expected over the next 5 years. Parental preference plays a significant part in choice of school and this is difficult to project. Another factor in the supply and demand of places is the movement of pupils across area boundaries especially where schools are situated close to the boundary edge.

74. The pupil projections shown in Chart 1 suggest that there will be pressure on places for admissions in September 2003. However the applications for admission into reception in September 2003 are currently being processed and the level of applications suggests this amount of pressure will not be experienced. In the following years the demand for places is expected to fall reaching a low in 2007/8. The projections from 2007/08 through to 2012/13 however suggest a steady rise to 1537 in that year.
75. Appendix 11 shows the supply and demand in terms of Admission Numbers and pupil projections by planning area at reception level and for all age groups in the primary sector (Reception to Year 6). Across the primary sector as a whole the number of unfilled places in five years time is estimated to be 927 (8.1% of total capacity).
76. Appendix 11a) shows that the position with regard to surplus places is not consistent across all primary planning areas. In planning areas 1, 2, 3 and 4 the supply and demand of places appears to be closely matched. In area 5, which covers the Chessington, Hook and Malden Rushett, rolls have been declining over recent years and a continuing surplus of places is projected.

Primary schools with more than 25% surplus places

77. When comparing Numbers on Roll with Net Capacity Assessments 2 primary schools in Kingston have more than 25% surplus places. King Athelstan Primary is currently showing 34.5% surplus capacity and Buckland Infant School 30%.
78. King Athelstan Primary School is situated in Planning Area 1 - the Kingston/North Kingston Area. Whilst the admission number for the school is 60 i.e. two forms of entry the physical capacity of the school can only support 1.5 entry across the whole age range. The school currently recruits to approximately 1 form of entry. If it were to admit up to its admission number there would be a need for additional accommodation at the school. Overall in Area 1 the only flexibility and places available for people moving into the area tends to be in King Athelstan. It would not be an option to remove the surplus places from King Athelstan Primary without providing additional places elsewhere in the area preferably towards the north of the borough. The LEA is currently in discussions with the school to consider strategies to develop the community role of the school.

79. Buckland Infant School is paired with Moor Lane Junior School which also has a high percentage of surplus places at 24.8%. Children attending the Infant school have priority for admission to the Junior School. As part of Kingston's Class size Plan, Buckland Infant School was increased from 3 forms of entry at 35 per class (total 105) to 4 forms of entry at 30 per class (total 120). This increase was made to balance the places being reduced in the other primary schools in Area 5 in order for them to comply with the class size legislation. The overall effect of this was to remove 10 places from Area 5. In the first year of the new admission numbers (Sept 1999) Buckland Infant admitted 106 pupils however since then the school has been experiencing falling admissions into Reception.
80. As part of the Authority's Key Stage 2 Plan paired Junior Schools adjusted their admission numbers in line with their paired Infant schools for September 2002 to ensure children attending these schools would attend classes of 30 or less in the same way as pupils attending all through primary schools. There was no requirement for the number at Moor Lane Junior to be increased as the demand was not apparent so their admission number remains at 105.
81. Over the past few years it has become apparent that the population trend for children in the relevant age group in Area 5 has been declining and the first projections using the data from the 2001 census confirm this. The Local Education Authority has discussed with the governing bodies of the two schools the possibility of reducing their admission numbers to 90 (three forms of entry). The governing body of Buckland Infant School has indicated its wish to progress this and the LEA is proposing to consult on this with the proposal to reduce the admission number to 90 with effect from 1 September 2005. The LEA will have further discussions with Moor Lane Junior School about reducing their admission number from 105 to 90. It would not be prudent at this stage to remove further places from the Chessington area as this would have an effect on parental preference in the area.

Issues arising from last year's School Organisation Plan

- a) Basic Need Bid for Additional places
82. For admissions into Reception for September 2002 the LEA received more applications for places than were places available in the New Malden/Kingston Vale area. In order to ensure that a place would be available for every child within a reasonable travelling distance the LEA established an additional class at The Mount Primary for one year only.
83. The DfES deadline for submission of Basic Need funding for additional places was 30 September 2002 and the LEA submitted an application on the basis of the projections at that time. The DfES allocated £319,000 Basic Credit Approval (BCA) to establish additional places.

84. However, since the date of application, the 2001 census data has become available and in common with other boroughs has indicated there is a downward shift in pupil projections. Applications for Reception places this year do not demonstrate the same pressure on places in these areas and it is clear that there is currently over provision of places in Planning Area 5. The trend demonstrated by the 2001 census data would mean that additional places could not be established in one part of the Borough without places being withdrawn elsewhere. Therefore the resources bid for this purpose could not be used so the Director of Finance did not recommend to Members that this borrowing approval be taken up for the establishment of additional places.
- b) Review of balance of primary school places
85. Last year's Plan included the request for consideration of additional Catholic places in Area 5 in the context of a review of the balance of the number of primary places at Voluntary Aided, Foundation and Community Schools and a review of the supply and demand of primary places in the Chessington Area and Kingston as a whole.
86. The balance of reception places across Kingston in the Voluntary Aided, Foundation and Community sectors is shown in Table 2. The number of 1st preference applications received is also shown as an indication of the demand for these places.

	Area 1	Area 2	Area 3	Area 4	Area 5	Total
Community places 2003	270	240	120	270	210	1110
1 st preferences for community schools 2003	290	239	83	278	163	1051
VA (CofE) places 2003	30	105	30	70	60	295
1 st preferences for VA (CofE) schools 2003	44	112	51	78	60	345
VA (RC) places 2003	90	60		60		210
1 st preferences for VA (RC) schools 2003	90	54		42		186
Foundation places 2003	30					30
1 st preferences for foundation schools 2003*	50					50*

Table 2: Supply and demand of places in different categories of schools

Parents may apply to a foundation school and state a preference for another school in the borough and this will account for double counting. 35 of the applicants to the foundation school also applied to another school.

87. The pattern of demand for this year confirms the over provision in Area 5 which has been previously highlighted. In addition Table 2 shows that in each of the areas where there are RC Voluntary Aided Places the number of 1st preferences received for these places is equal to or less than the number of places available. However the number of 1st preference applications in previous years for RC schools in Kingston

has been higher. It is not clear whether the reduction in 1st preference applications this year is a trend or a blip.

88. As a consequence of Kingston's Class Size Plan the number of RC Voluntary Aided admission places across the borough was increased from 190 (11.8% of the total reception places) to 220 (13.1%). In 2001 the School Organisation Committee approved the proposal from the Governing Body of Our Lady Immaculate Primary School to reduce their Standard Number by 10. The Voluntary Aided RC sector currently comprises 12.8% of places available in Reception. The supporting documentation for this proposal outlined the effect of provision for RC children from practising Roman Catholic families in the parishes of Our Lady Immaculate and Chessington and that "they would continue to gain places if the standard number were reduced to 60". It concluded "a reduction in the standard number would have no effect on baptised Roman Catholic children from practising families in the two above parishes".
89. There is an overall surplus of places in Area 5 and 1st preference applications for RC schools this year across the borough are less than places available. This suggests that the provision of RC places in area 5 would require removal of surplus places in other schools and have a considerable effect on the proportionality of denominational places across the borough. There are however, ongoing issues in the Chessington Area including the removal of surplus places which will require further review and consultation in the coming year. The review will include the LEA working with the Diocese to carry out a more detailed analysis of baptismal records in the Chessington area.

Other issues affecting primary schools

90. Green Lane Primary is a Kingston school physically situated in the Borough of Sutton. A planning application has recently been agreed by Sutton Borough Council for a housing development for over 400 houses close to Green Lane Primary which would be the nearest primary school. Kingston and Sutton have been working to secure funding for additional buildings at Green Lane Primary School to accommodate up to 60 pupils per year group. As part of an agreement between the London Borough of Sutton and the developers, financial provision has been secured for the provision of additional places at Green Lane Primary School. This will not become available until the completion of 150th unit which is not expected to be at least until 2005.
91. Last year's Plan indicated that Christ Church Infant school governors were proposing to consult on the reduction in their Standard Number from 70 to 60 and the establishment of a nursery for 52 part-time pupils. This was not progressed last year mainly because of the pressure on places in the New Malden area and the adverse affect of the reduction

of a further 10 places. The school has recently approached the authority again with this proposal.

92. The matching of supply and demand across Areas 1 and 4 (North Kingston/Kingston and New Malden Areas) remains tight. If the number of places at King Athelstan is reduced to align with its capacity and Christ Church Infant pursues the reduction of its admission number by 10 there will be a need to provide at least 30 additional places. Sites in this area are very tight and a school by school review of the availability of sites to accommodate the additional places will have to be carried out. This should have regard to the DfES guidance which encourages the expansion of popular, oversubscribed schools.

Secondary Schools

93. Table 3 shows the actual numbers on roll and projected numbers for all age groups in the Secondary Schools in the Authority during the lifetime of this plan.

Year	Secondary		
Actuals	Under 16	16+	Total
1998/99	6786	1505	8291
1999/2000	6956	1481	8488
2000/01	7084	1555	8639
2001/02	7271	1629	8900
2002/03	7408	1682	9090
Projections			
2003/04	7529	1709	9238
2004/05	7497	1766	9263
2005/06	7485	1776	9261
2006/07	7472	1769	9241
2007/08	7495	1763	9258

Table 3: Student Number forecasts for the secondary sector (Jan 2003)

94. Roll projections continue to show an increase in numbers in the secondary sector although the figures indicate a slowing down of the growth compared with projections made a year ago. The projections suggest an increase in secondary rolls (Years 7-13) of 1.8% between 2002/03 and 2007/2008. For statutory provision in the secondary sector the projections (Years 7-11) suggest an increase of 1.2% between 2002/03 and 2007/08.

Matching Demand with Supply in the Secondary Sector

95. Matching the supply of places with the anticipated demand at admission level should ensure a sufficiency of places throughout the statutory

school age range. Chart 2 and appendix 12a) show the supply and demand in terms of Standard Number and pupil projections for admissions into Year 7.

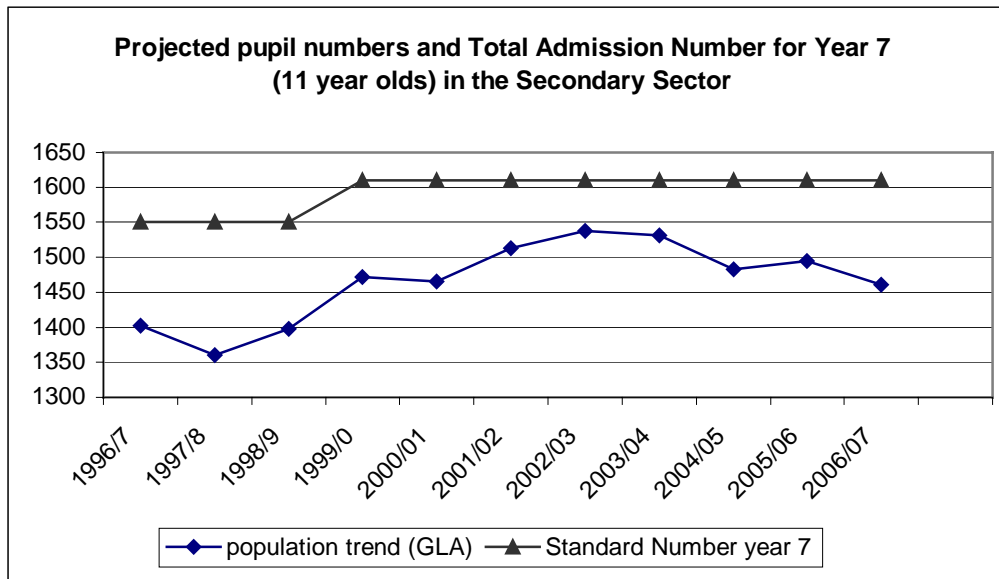


Chart 2: Supply and demand in Year 7

96. Appendix 12b) shows supply and demand in terms of places and pupil projections for statutory provision across the secondary sector (Years 7 – 11). Standard Number Capacity for Years 7 - 11 in 2006/07 is 8,050, thus the number of unfilled places in five years time is expected to be 555 (6.9%). The population projections for the next five years suggest there are sufficient places overall within the Authority.

Secondary Schools with more than 25% surplus places

97. One Secondary School, Beverley, has more than 25% surplus places at 43.1%. The LEA is working with the Governors in devising strategies to reduce this surplus and will be reviewing future provision with the school following confirmation of the September 2003 intake. In particular from 2003 the school is joining with Coombe Girls' at 6th form level and will provide a wider range of vocational courses and other opportunities for such collaboration are being investigated.
98. Last year's Plan stated that the governors of Southborough School were consulting on the possibility of becoming a boys Church of England Voluntary Aided School. Following the consultation the appropriate Notices were published and the proposal was considered by the School Organisation Committee on 19 May. The Committee did not unanimously approve the proposal to change the status so the proposal has been referred to the Schools Adjudicator for determination at the time of writing the draft plan.

99. The Governing Body of Tiffin Girls' Schools has consulted on the possible change to Voluntary Aided Status and a decision will be taken in early December on whether or not to proceed with the change of category.

Other issues affecting secondary schools

100. Sutton Borough Council has recently agreed a planning agreement for a housing development on their border with Kingston (see paragraph 94, Page 17). Sutton Council has secured financial provision for additional secondary school places and their draft School Organisation Plan for this year confirms that they intend to increase a secondary school by an additional form of entry to accommodate the increased demand as a result of the housing development.

Sixth Form Provision

101. There are sixth forms in all ten Secondary Schools in the Borough with numbers on roll ranging from 25 to 341. Appendix 13 shows the number of post 16 students (i.e. those in the sixth form) in all the Secondary Schools in January 2003.
102. The projections for sixth form pupils in Kingston schools (see Table 3) show an increase in population of about 5% over the next 5 years. These projections reflect the increasing rolls in secondary schools and assume similar staying on rates to the current ones. It is expected that the developments in post 16 educational provision in Kingston schools with the provision of a wider range of courses and the success of the 14-19 strategy will increase demand for places.
103. The Authority aims to promote co-operative arrangements between schools to improve the range and efficiency of provision and it is an EDP priority to work with schools to ensure the curricular offer meets the needs of the full ability range within Kingston.
104. The LEA completed a post-16 review in 2002 and there are now clear ways forward to improve collaboration and enhance the curriculum offer. The rationalisation of provision will remove small groups with low levels of achievement and provide a wider range of Level 2 provision for pupils in the borough, remove unhelpful repetition and ensure that all school sixth forms are able to be cost effective in the way that they offer their curriculum. The Learning and Skills Council (LSC) is aware of the review and has financially supported the Coombe Sixth Form at Beverley. The London South Learning and Skills Council has expressed a desire to consider the LEA review and the associated LEA plans more fully as part of its own Strategic Area Review.
105. From September 2003 there will be new joined up post-16 provision at Coombe Girls' and Beverley (Coombe 6th Form). The Coombe Girls' site will largely provide for level 3 courses (A Levels, AS Levels and

ACEs) and the Beverley site will initially provide for level 2 courses leading to level 3 courses from September 2004 and the opportunity to transfer to the Coombe Girls' site for advanced level courses.

106. The Holy Cross School and Richard Challoner are forming The Catholic Federation whereby the schools are co-operating to offer 6th form places for Catholic pupils at Levels 2 and 3 with joint teaching and an option to take places on courses at the Beverley site.
107. The Kings Sixth Form Collegiate, a consortium between three schools in the borough (Chessington Community College, The Hollyfield School and Southborough School) continues to provide students with an extended range of post 16 courses using the facilities and resources of all three schools.
108. Kingston College provides a wide range of full and part time courses at Advanced Level and GNVQ. The LEA has collaborated with the College through an increased flexibility programme for years 10 and 11. This will allow these pupils to have an increased participation rate post 16. There are Colleges in neighbouring boroughs which also attract post 16 students.

Early Years and provision for 3 and 4 year olds

109. The planning of Early Years provision is undertaken in consultation with the Early Years Development and Child Care Partnership. The Early Years Development and Child Care Plan shows how Kingston plans to meet the requirement to provide a free early education place for every 3 year old whose parent wants one by April 2004.
110. In 2002/2003 in the maintained sector, reception classes provided 1645 places for 4 year olds and one Nursery School (Surbiton Hill Nursery Centre) and 22 Nursery Classes attached to Infant/Primary Schools providing 1408 part time places for 3 year olds. Appendix 14 shows the number of nursery places for children aged 3+ in the Nursery Centre and in each of the Infant/Primary Schools with nursery classes attached.
111. In 2002/03 there were 46 Private Voluntary and Independent Providers registered to provide Early Education places for 3 and 4 year olds. Many of these providers are day nurseries providing for children from 0 – 5 or pre-schools providing for children from 2 1/2 to 5 years of age.
112. The projected number of free part-time early education places taken up by 3 and 4 year olds in each of the maintained, private, voluntary and independent sectors for the next five years is shown in Appendix 16.

Special Education

113. As part of the ongoing review of Special Educational provision in Kingston we are seeking to provide more education for pupils within the

borough where possible and not rely on outborough provision. An increasing number of children with more additional learning needs are being educated in mainstream schools. There is a policy commitment to greater inclusion. This requires clear strategic planning by the LEA for the development of specialist education provision including the development of unit or resourced provision in mainstream schools.

Special Schools

114. The Authority maintains three special schools.

Bedelsford School provides for children between the ages of 2 and 16 who have physical difficulties. This is a foundation special school.

Dysart School provides for children with severe learning difficulties between the ages of 2 and 19.

St Philip's School is for pupils aged 5 to 16 with moderate learning difficulties.

115. As part of the ongoing review of Special Educational provision in Kingston we will be reviewing the role and number of places at the Special Schools including their outreach role.

116. Appendix 1 shows the number of places approved by the DfES for each of the three Special Schools together with the number on roll.

117. Included in the totals for the Special Schools are pupils for whom provision is made at these schools who are not resident within the Borough. In April 2003 there were 35 out-borough pupils in Bedelsford, 16 out-borough pupils in St Philips and 9 out-borough pupils in Dysart.

Schools with Additional Specialist Resources and Units

118. Seven schools have additional specialist resources or units which address a range of special educational needs but help is concentrated for those pupils with difficulties in speech and language. Five are attached to mainstream Primary Schools, one to a Special School and one to Surbiton Hill Nursery Centre where there are a number of places for pre-school pupils with complex needs who do not have a Statement of Special Educational Need. Appendix 19 shows the numbers on roll and the capacity in each of these.

Provision for Kingston resident pupils with Special Educational Needs in Schools outside the Authority

119. Where the Authority cannot meet a child's needs from within its own mainstream or special schools, places are sought in a school maintained by another LEA. Appendices 20 and 21 show the provision

for Kingston resident pupils with Special Educational Needs in schools outside the Authority.

Special Educational Provision over the period of the Plan

120. The Authority keeps the provision for special education constantly under review and is committed to reducing the number of pupils who are supported by a Statement of Special Educational Need. Kingston plans to increase the proportion of children with statements of special educational needs in mainstream schools compared to those in special schools.
121. There is an increase in the numbers of pupils with autism and speech and language needs requiring more specialist and expensive provision in special schools. There are regional deficits in provision for pupils with Autistic spectrum disorders (ASD) and emotional, behavioural and social needs (EBSN) and the LEA is contributing to a regional audit of such pupils to help forecast levels of future provision. The LEA has secured Key Stage 3 ASD provision in collaboration with Sutton LEA from September 2003. This is more cost effective than providing in-borough Key Stage 3 provision.
122. The success of inclusion strategies has resulted in more young people with special educational needs accessing post 16 education. There is a need to review the provision of post 16 education in our special schools.

Provision for Pupils "Out of School"

123. The LEA is committed to the provision of high quality education for pupils out of school due to physical ill health, behavioural, emotional or social need or other reasons.
124. The Authority maintains two Pupil Referral Units (PRUs). Malden Oaks caters for pupils with emotional difficulties and Mecklenberg for pupils with behavioural difficulties. Numbers on Roll at the PRUs (Jan 2003) are shown in Appendix 22.
125. The PRUs and tuition service in 2002/3 have been graded by Ofsted as providing very good and excellent services and value for money. The services provide flexible education programmes and support the reintegration of pupils to schools. The successful reintegration rate over the past three years has been 70% or higher.
126. The LEA's 2002/3 target for permanent exclusions was 14. The out turn for this period has actually been 4 and this has been achieved by partnership working with schools, pupils, parent/carers and other services and agencies and the provision of high quality in school support and a range of flexible alternatives to exclusion.

127. College link courses of one day a week have been available for Year 11 pupils since 1999 at three local colleges and there has also been the provision of 6 week, 2 hour taster courses for Year 10 pupils. Since September 2002, under the Increased Flexibility Programme, Year 10 pupils have been attending Kingston College resulted in good attendance, steady work towards exam requirements and pupils gaining in maturity and self confidence
128. The Authority is currently meeting its requirements to provide 25 hours of access to education for pupils out of school using a range of providers with the PRUs. Consequently, there is currently no need to increase provision for pupils out of school.
129. The LEA works in partnership with Children and Family Services and CAHMS to ensure that any pupils who have been educated in secure provision or psychiatric units are supported during their return to the LEA and to local education. The numbers of pupils in these categories are very small with, on average, only 3/4 pupils a year requiring this support
130. The LEA has clear procedures established between the EWS and Inspection Services for monitoring pupils educated at home by their parents. A record of each pupil's with up to date reports on visits are maintained by both services. In June 2003 28 children were being educated at home.

Looked after Children

131. In June 2003 there were 79 pupils of statutory school age looked after in Kingston. 27 of these are educated out borough. Appendix 23 shows an analysis of the provision made for 'looked after' pupils.

SECTION C: Conclusions

Primary

132. The Authority has sufficient primary school provision across the Borough to meet the average forecast of demand over the period of the plan.
133. Currently there are 1,645 places available across the Borough in the reception year and demand over the period of the plan is expected to range between 1614 and 1415 pupils.
134. In area 5 there is surplus of places and it is proposed that the Authority consults on reducing the number of admission places in this area by 30 to reduce this surplus.
135. A review of all school sites in Areas 1 and 4 should be carried out to assess the feasibility of reducing the admission number at King Athelstan to 45 in line with accommodation capacity and providing an additional 30 places on another site.
136. Subject to the availability of resources from the DfES the Authority, through the Asset Management Plan, will seek to address any imbalance between the number of places available at a school and the building stock.

Secondary

137. The Authority has sufficient secondary school provision to meet the average forecast of demand over the period of the plan, with an estimated overall surplus at Year 7 of about 6%.
138. Currently there are 1610 places available in secondary schools in Year 7 and demand over the period of the plan is expected to range between 1465 and 1531 year 7 pupils.
139. The Authority will continue to monitor closely the overall levels of supply and demand and the levels of supply and demand specifically at admission level (year 7).
140. Subject to the availability of resources from the DfES the Authority, through the Asset Management Plan, will seek to address any imbalance between the number of places available at a school and the building stock.

Sixth Form Provision

141. Kingston will continue to develop and maximise opportunities for collaboration between schools and other agencies to generate a cost effective and efficient programme and to ensure the curricular offer meets the needs of the full ability range within Kingston.

Special Education

142. As part of the ongoing review of Special Educational provision in Kingston we

- are seeking to provide more education for pupils within the borough where possible and not rely on outborough provision.
- will be reviewing the role and number of places at the Special Schools including their outreach role
- will review the provision of post 16 education in our special schools and work with London LSC to ensure that such a review is undertaken in ways which will promote effective planning and coherence.

General Planning Considerations

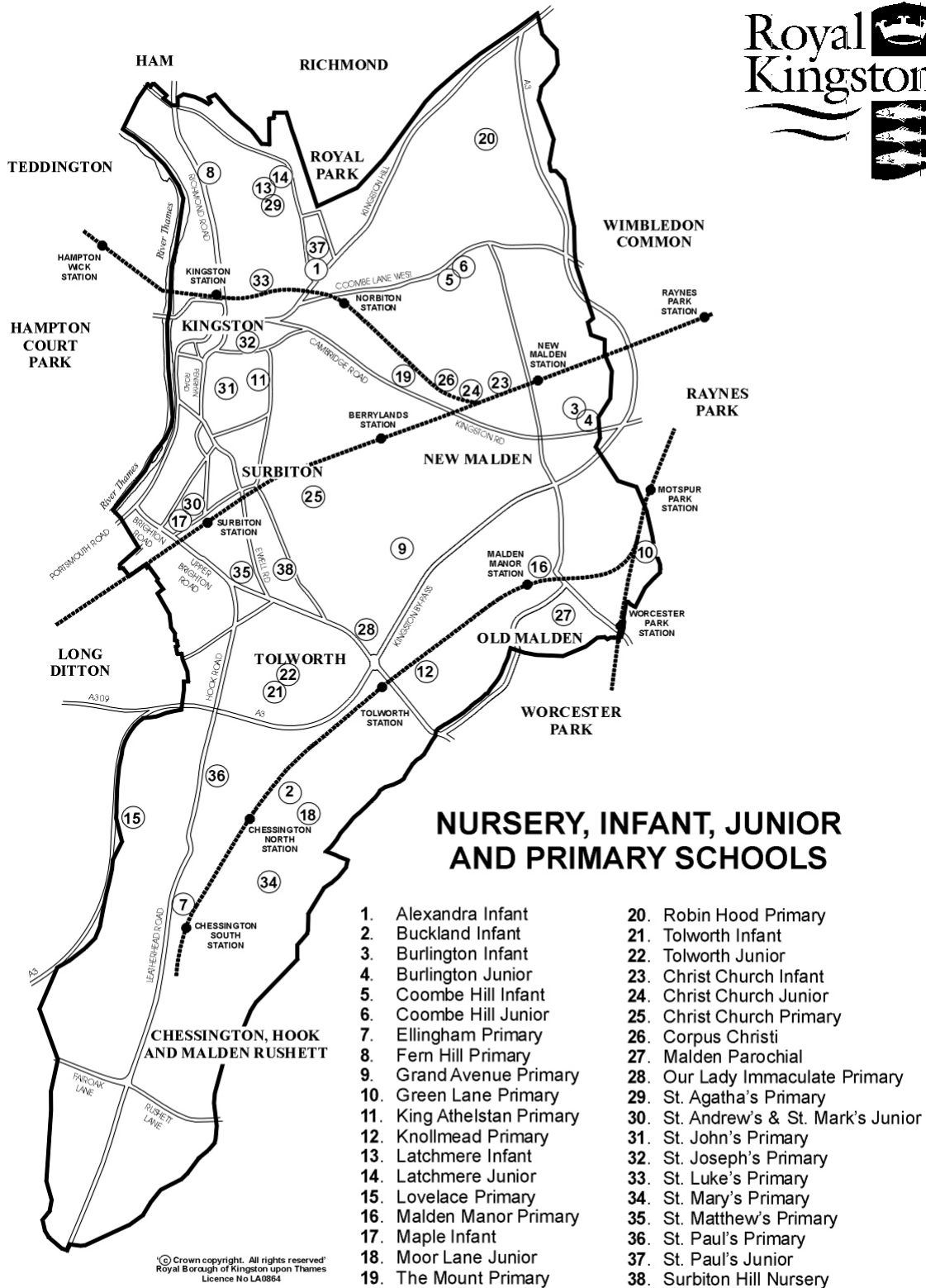
143. The LEA will continue to liaise with other agencies - the local Planning Authority, the Greater London Authority and the Health Authority - on developments and trends which may have an effect on the school population and the need to increase or reduce the overall level of school places.

Appendices to
Draft School Organisation Plan
2003/4 – 2007/8

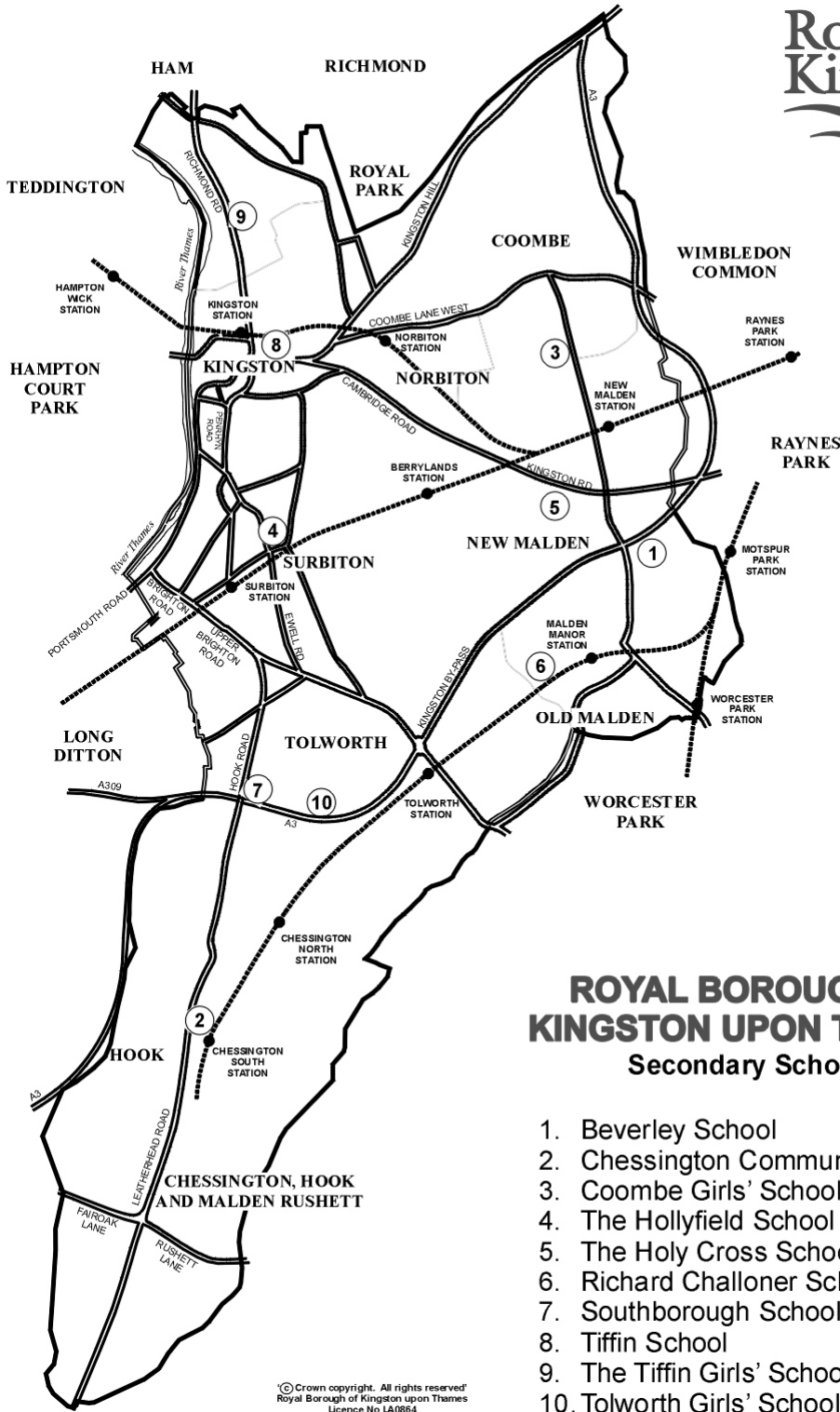
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Appendix 1: Location of Primary Schools in Kingston



Appendix 2: Location of Secondary Schools in Kingston



Appendix 3a): Status of Primary Schools in Kingston

Status	School
Community Infant Schools (7)	Alexandra Infant School, Latchmere Infant School, Burlington Infant and Nursery School, Coombe Hill Infant School, Buckland Infant School, Maple Infant School, Tolworth Infant School.
Voluntary Aided Infant Schools (1)	Christ Church Infant School
Community Junior Schools (5)	Latchmere Junior School, Burlington Junior School, Coombe Hill Junior School, Moor Lane Junior School, Tolworth Junior School
Voluntary Aided Junior Schools.(3).	Christ Church Junior School, St Andrews' and St Marks' Junior School, St Pauls' Junior School
Community Primary Schools (10)	King Athelstan Primary School, Fernhill Primary School, The Mount Primary School, Knollmead Primary School, Grand Avenue Primary School, Green Lane Primary School, Malden Manor Primary School, Robin Hood Primary School, Ellingham Primary School, Lovelace Primary School
Voluntary Aided Primary Schools(10)	St Agatha's Primary School, St Joseph's Primary School, St John's Primary School, St Matthew's Primary School, Our Lady Immaculate Primary School, Christ Church Primary School, Malden Parochial Primary School, Corpus Christi Primary School, St Paul's Primary School, St Mary's Primary School.
Foundation Primary Schools(1)	St Luke's Primary School

Appendix 3b): Character and Status of Secondary Schools in Kingston

Status	School	Character
Community	Chessington Community College	Mixed non selective
Community	Coombe Girls' School	Girls non selective
Community	Southborough School*	Boys non selective
Community	Tiffin Girls' School	Girls selective
Community	Tolworth Girls' School	Girls non selective
Foundation	Beverley School	Boys non selective
Foundation	The Hollyfield School	Mixed non selective
Voluntary Aided R.C	Holy Cross Convent	Girls partially selective
Voluntary Aided R.C	Richard Challoner School	Boys non selective
Voluntary Aided	Tiffin School	Boys selective

* Proposal for Southborough School to change status to Voluntary Aided, Church of England was referred to the Schools Adjudicator for determination on 23 May 2003.

Appendix 3c): Character and Status of Special Schools in Kingston

Status	School	Character
Foundation Special	Bedelsford School	pupils with physical disabilities
Community Special	Dysart School	pupils with severe learning difficulties
Community Special	St Philip's School	pupils with moderate learning difficulties

Appendix 4: Numbers on roll in Kingston Schools by age range and gender

	Primary Rec – Year 6	Secondary Years 7 – 11	Secondary post 16
Total NOR	10526	7408	1682
Total boys	5338	3498	768
Total Girls	5188	3910	914

In the primary sector the proportion of boys to girls marginally exceeds that for girls (50.7% to 49.3%). In the secondary sector the population of girls exceeds that of boys (53.1% to 46.9%)

Appendix 5: Numbers on roll in Kingston Schools by ethnicity (Jan 2003)

	Primary Rec – Year 6	Secondary Years 7 – 11
English	7013	4627
Scottish	26	18
Welsh	25	15
Other white British	130	108
Irish	65	45
Traveller or Irish heritage	17	4
Albanian	2	4
Kosovan	8	2
White European	379	280
White other	124	128
Gypsy/Roma	14	2
White and Black Caribbean	124	65
White and Black African	57	26
White and Asian	183	124
Any other mixed background	249	147
Indian	219	233
Pakistani	179	120
Bangladeshi	41	24
Sri Lankan Tamil	327	244
Other Asian	322	224
Caribbean	43	55
African	177	149
Any other black background	56	56
Chinese	74	105
Korean	354	204
Any other ethnic group	156	118
Not obtained	30	34
Refused	130	34

Appendix 6: Primary Planning Areas

Area 1	Alexandra Infant, King Athelstan Primary, Fernhill Primary, Latchmere Junior, Latchmere Infant, St Joseph's RC Primary, St Agatha's RC Primary, St Luke's Primary, St Paul's CE Junior, St John's CE Primary
Area 2	St Matthew's CE Primary, Knollmead Primary, Our Lady Immaculate RC Primary, Maple Infant, Tolworth Junior, Tolworth Infant, Grand Avenue Primary, Christ Church CE Primary, St Andrew's and St Mark's CE Junior
Area 3	Green Lane Primary, Malden Manor Primary, Malden Parochial CE Primary
Area 4	Burlington Junior, Burlington Infant and Nursery School, Robin Hood Primary, Coombe Hill Junior, Coombe Hill Infant, Christ Church CE Junior, Christ Church CE Infant, Corpus Christi RC Primary, The Mount Primary
Area 5	Buckland Infant, Moor Lane Junior, Ellingham Primary, St Paul's CE Primary, St Mary's CE Primary, Lovelace Primary

Appendix 7: Capacity of Primary Schools – Current Numbers on Roll, Net Capacities and surplus places

	Published Admission Number	NOR Jan 2003 Reception – Year 6	Net Capacity Jan 2003	Surplus/ deficit places Jan 2003	% surplus places
Area 1 North and Central Kingston					
Alexandra Infant	60	180	179	-1	
King Athelstan Primary**	60	192	293	101	34.5%
Fernhill Primary	60	410	420	10	2.4%
Latchmere Junior*	90	401	387	-14	
Latchmere Infant	90	267	270	3	1.1%
St Joseph's Primary*	30	191	208	17	8.2%
St Agatha's Primary**	60	315	417	102	24.5%
St Luke's Primary*	30	204	208	4	1.9%
St Paul's Junior*	60	268	240	-28	
St John's Primary*	30	221	207	-14	
Total Area 1		2649	2829	180	
Area 2 Surbiton					
St Matthew's Primary**	45	255	315	60	19%
Knollmead Primary*	30	203	210	7	3.3%
Our Lady Immaculate Primary*	60	474	428	-46	
Maple Infant*	60	179	164	-15	
Tolworth Junior	90	324	356	32	9%
Tolworth Infant	90	239	235	-4	
Grand Avenue Primary*	60	435	402	-33	
Christ Church Primary**	60	378	404	26	6.4%
St Andrew's and St Mark's Jun*	60	251	240	-11	
Total Area 2		2738	2754	16	
Area 3 Old Malden					
Green Lane Primary**	60	259	314	55	17.5%
Malden Manor Primary*	60	378	404	26	6.4%
Malden Parochial Prim*	30	219	210	-9	
Total Area 3		856	928	72	

Appendix 7 (cont.): Capacity of Primary Schools – Current Numbers on Roll, Net Capacities and surplus places

	Published Admission Number	NOR Jan 2003 Reception – Year 6	Net Capacity Jan 2003	Surplus/ deficit places Jan 2003	% surplus places
Area 4 New Malden and Kingston Vale					
Burlington Junior*	90	398	360	-38	
Burlington Infant and Nursery	90	270	263	-7	
Robin Hood Primary*	30	206	197	-9	
The Mount Primary**	60	413	410	-3	
Coombe Hill Junior**	90	300	360	60	16.7%
Coombe Hill Infant	90	270	270	0	
Christ Church Junior	70	269	266	-3	
Christ Church Infant	70	198	210	12	5.7%
Corpus Christi Primary**	60	376	389	13	3.3%
Total Area 4		2700	2725	25	
Area 5 Chessington and Hook					
Buckland Infant**	120	252	360	108	30%
Moor Lane Junior	105	318	423	105	24.8%
Ellingham Primary*	30	218	208	-10	
St Paul's Primary*	30	225	207	-18	
St Mary's Primary*	30	194	208	14	6.7%
Lovelace Primary*	60	413	452	39	8.6%
Total Area 5		1620	1858	238	

*The numbers admitted to these schools in the first admission year were reduced as part of the Authority's Class size Plan. The full effect has not worked its way through the whole age range of the school.

** The numbers admitted to these schools in the first admission year were increased to comply with the Authority's Class Size Plan. The full effect in terms of pupils admitted has not worked its way through the whole age range of the school although the associated additional accommodation where completed is included in the Net Capacity assessment.

Note: For schools with Units (The Mount Primary, Buckland Infant and Moor Lane Junior) the published admission number includes pupils admitted to the Units.

Appendix 8: Capacity of Secondary Schools – Current Numbers on Roll, Net Capacities and surplus places

	Published Admission Number	NOR Jan 2003 Years 7 - 13	Net Capacity Jan 2003	Surplus/ deficit places Jan 2003	% Surplus places
Beverley	180	475	835	360	43.1%
Chessington	150	685	807	122	15.1%
*Coombe Girls	210	1360	1375	15	1.1%
Hollyfield	180	994	945	-49	
Holy Cross	150	856	815	-41	
Richard Challoner	120	723	692	-31	
Southborough	150	791	760	-31	
Tiffin	140	1062	1021	-41	
Tiffin Girls'	120	866	919	53	5.8%
*Tolworth Girls'	210	1278	1346	68	5.1%
Total		9090	9498	408	

* Increase in admission number from Sept 1999 has not yet worked through the whole age range of the school however associated additional capacity is in place.

Appendix 9: Aggregated capacity for schools in Kingston by age range, category and character

	Primary	Junior	Infant	Secondary
Age range				
4-11	21			
4-7			8	
7-11		8		
11-18				10

Category				
Community	10	5	7	5
Foundation	1			2
Voluntary Aided CE	6	3	1	
Voluntary Aided RC	4			2
Voluntary Aided non church				1

Character				
Mixed	21	8	8	2
Boys				4
Girls				4

Appendix 10: Pupil projections for the last 3 years

	Primary Schools	Secondary Schools		
		Under 16	16&over	total
1999/0 actuals	10585	6952	1532	8484
2000/1 actuals	10621	7084	1555	8639
2000/1 forecast (2000 based)	10597	7144	1521	8665
Actual % change	0.3%			1.8%
forecast % error	-0.2%			0.3%

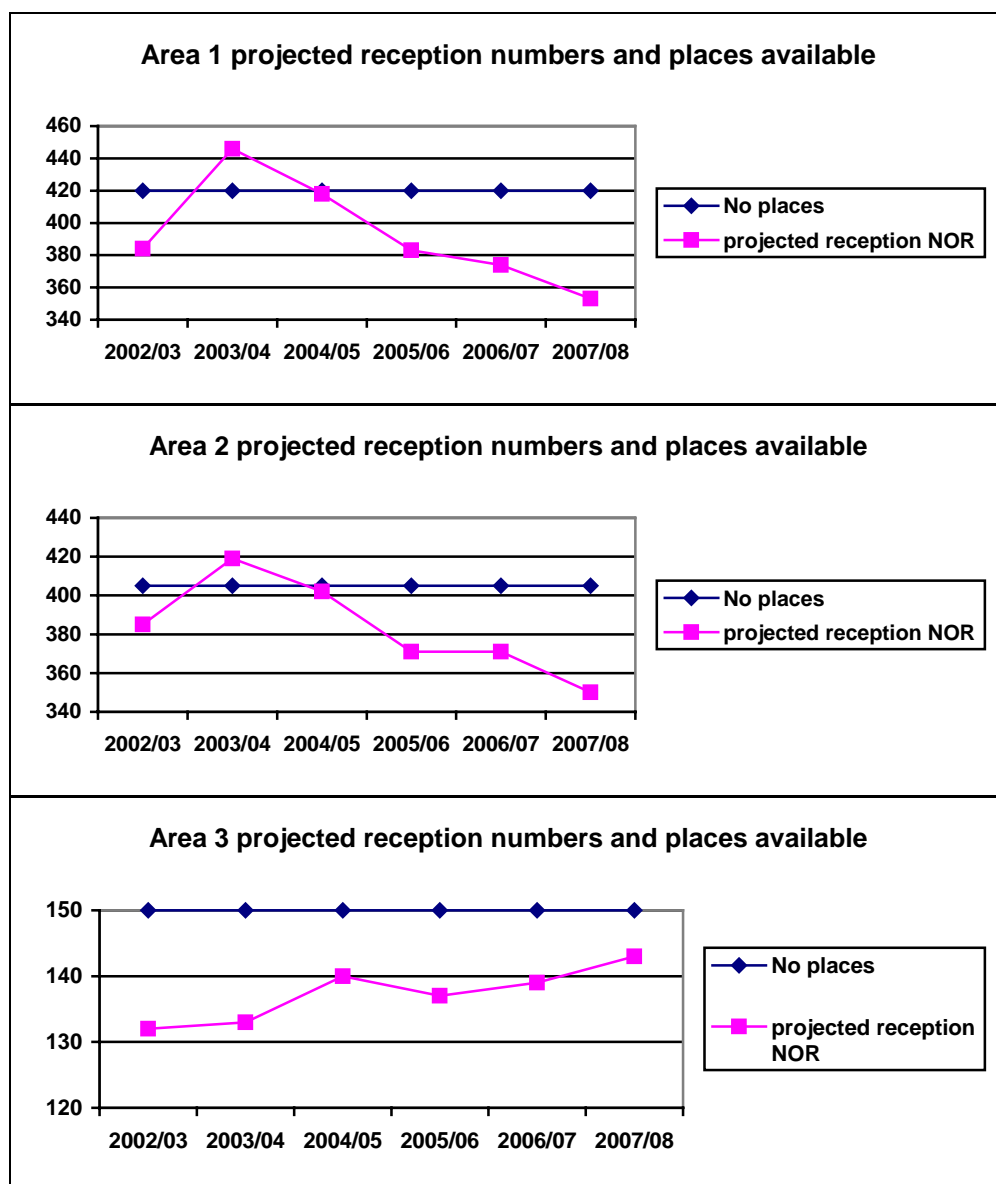
	Primary Schools	Secondary Schools		
		Under 16	16&over	total
2000/1 actuals	10621	7084	1555	8639
2001/2 actuals	10589	7271	1629	8900
2001/2 forecast (2001 based)	10581	7207	1581	8788
Actual % change	-0.3%			3.2%
forecast % error	-0.1%			-1.3%

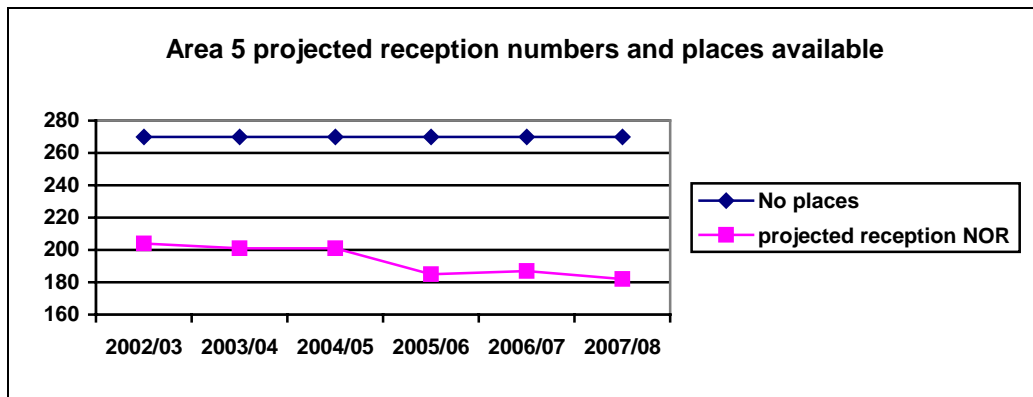
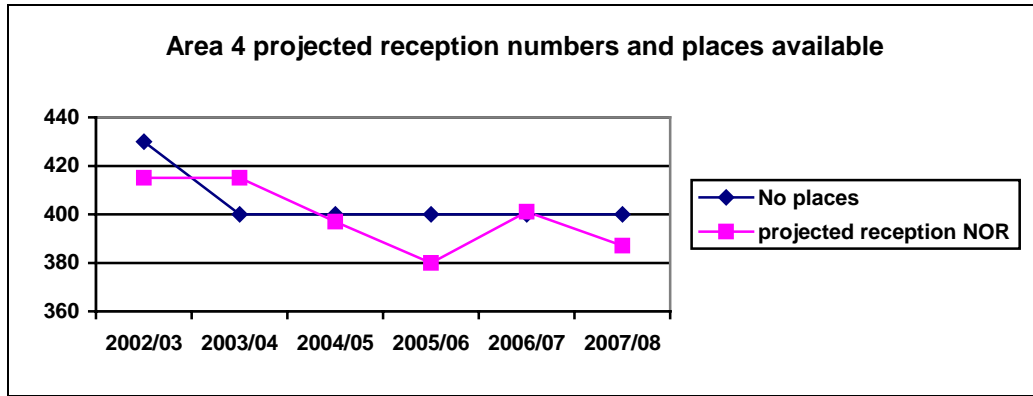
	Primary Schools	Secondary Schools		
		Under 16	16&over	total
2001/02 actuals	10589	7271	1629	8900
2002/3 actuals	10526	7408	1682	9090
2002/3 forecast (2001 based)	10586	7443	1670	9113
Actual % change	-0.6%			2.1%
forecast % error	-0.6%			0.3%

Source : Surplus places returns to DfES

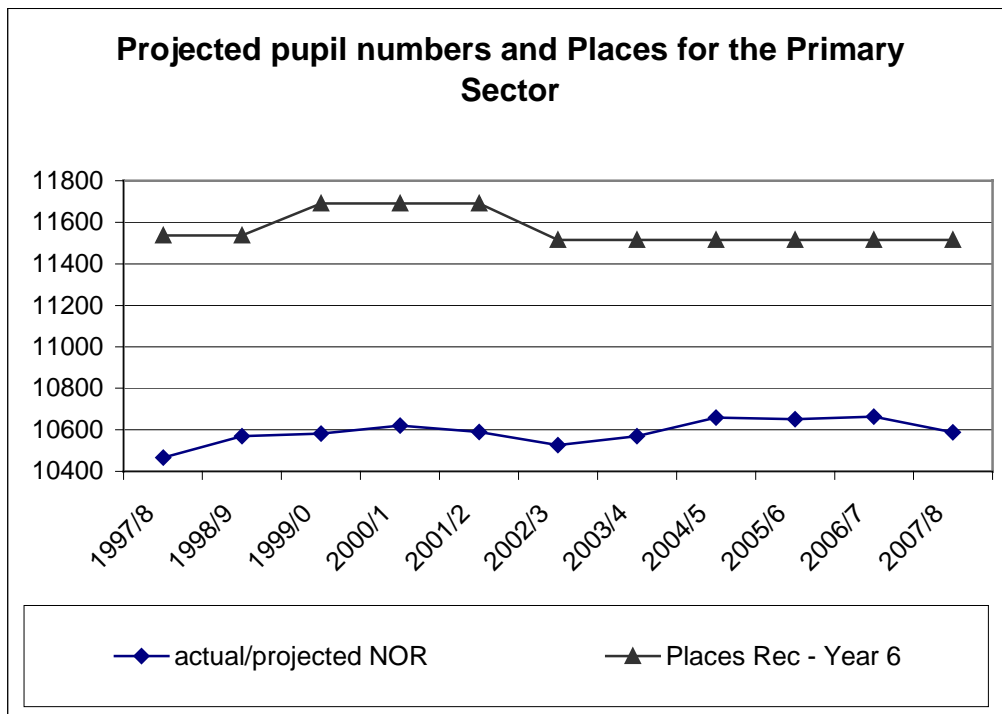
Appendix 11a) Supply of places in Reception classes and the forecast for Reception class pupils

Area	Number of Places	Forecast of Demand				
		2003/04	2004/05	2005/06	2006/07	2007/08
Area 1	420	446	418	383	374	353
Area 2	405	419	402	371	371	350
Area 3	150	133	140	137	139	143
Area 4	400	415	397	380	401	387
Area 5	270	201	201	185	187	182
Total	1645	1614	1558	1456	1472	1415





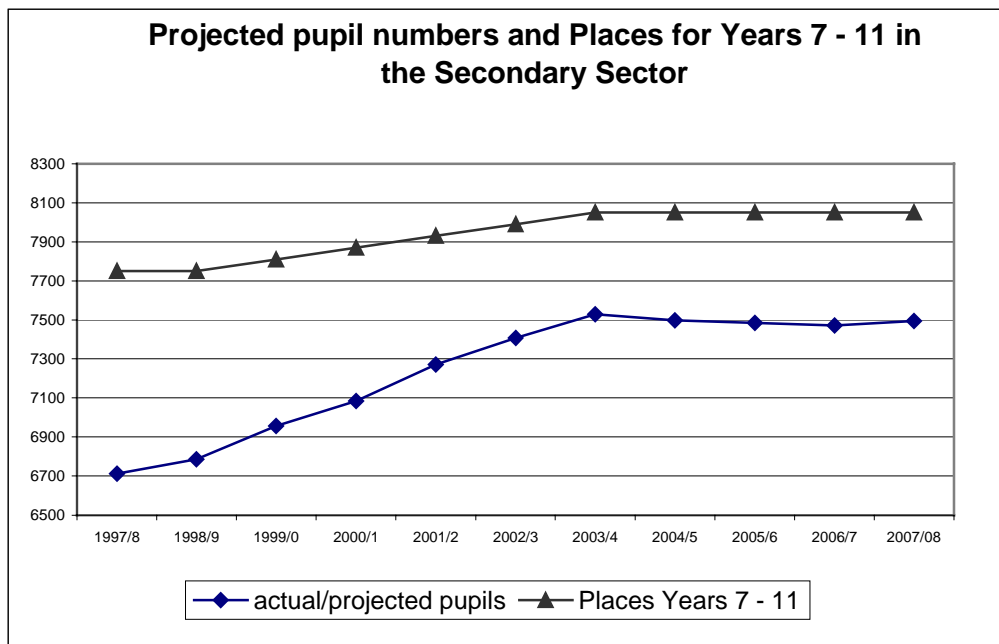
Appendix 11b) Supply of places in the Primary Sector and the forecast for primary pupils



Appendix 12a) Supply of places in Year 7 and the projected demand for places in Year 7

No of Places Available	Projected Demand				
	2002/03	2003/04	2004/05	2005/06	2006/07
1610	1531	1460	1465	1484	1524

Appendix 12b) Supply of places in the Secondary Sector (Years 7-11) and the forecast for secondary pupils



Appendix 13: Number of post 16 students (i.e. those in the sixth form) in all the Secondary Schools in January 2003

	NOR 16+ Jan 2003
Beverley	25
Chessington	63
Coombe Girls	341
Hollyfield	80
Holy Cross	118
Richard Challoner	119
Southborough	68
Tiffin	340
Tiffin Girls'	267
Tolworth Girls'	261
Total	1682

Appendix 14: Places in Nursery Classes and schools Jan 2003

The number of places indicates the number of children who can be accommodated in the nursery at any one time. Most children attend half time, so that, for example, a 26 place nursery can cater for 52 children, 26 in the morning and 26 in the afternoon. Some children attend full time, mainly at The Mount Primary School and Surbiton Hill Nursery Centre.

Area	SCHOOL	Nursery places by area Jan 2003
1	Alexandra Infant	52
1	Latchmere Infant	52
1	St Luke's Primary	52
1	St Agatha's Primary	52
1	King Athelstan Primary	52
1	St John's Primary	52
1	St Joseph's Primary	52
1	The Mount Primary	104
1	Fern Hill Primary	52
2	Grand Avenue Primary	52
2	Maple Infant	52
2	Surbiton Hill Nursery Ctr	108
2	Knollmead Primary	52
2	Tolworth Infant	52
3	Green Lane Primary	52
3	Malden Manor Primary	52
4	Burlington Infant and Nursery School	104
4	Corpus Christi Primary	52
4	Robin Hood Primary	52
5	Buckland Infant	130
5	Ellingham Primary	26
5	St Mary's Primary	52
5	Lovelace Primary	52
	TOTAL	1408

Malden Parochial will be opening a 26 part time nursery class in January 2003

Appendix 15: Number of free part-time early education places taken up by 3 and 4 year olds in each of the maintained, private, voluntary and independent sectors

	3 year olds	4 year olds
Maintained sector	1477	1645
Private and voluntary sector	402	233
Independent sector	34	85

In the maintained sector these are the places available to 3 and 4 year olds in September 2003. In the non- maintained sector some of the places may subsequently be taken up by younger children.

Number of early education places for 3 and 4 year olds which offer integrated or wrap around places	493
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Appendix 16: Projected number of free part time early education places taken up by 3 and 4 year olds

	2003/04	2004/05	2005/06	2006/07	2007/08
3 year olds	1308	1310	1361	1387	1410
4 year olds	1614	1558	1456	1472	1415

Appendix 17a): Numbers of pupils with special educational needs in mainstream schools. (pupils in units attached to schools are included in these figures)

Primary Schools	Pupils with SEN statement maintained by LEA (Jan 2003)	Pupils with SEN but no statement (Jan 2003)
Buckland Infant	15	59
Burlington Junior	4	59
Burlington Infant	1	24
Moor Lane Junior	11	43
Coombe Hill Infant	5	57
Ellingham Primary	2	18
Green Lane Primary	3	32
Knollmead Primary	4	25
Latchmere Junior	6	74
Latchmere Infant	2	60
Robin Hood Primary	1	25
Tolworth Junior	7	48
Tolworth Infant	2	46
Coombe Hill Junior	7	28
Maple Infant	2	18
Alexandra Infant	1	24
King Athelstan Primary	0	88
Grand Avenue Primary	8	58
Malden Manor Primary	7	73
The Mount Primary	18	123
Lovelace Primary	11	60
Fern Hill Primary	5	46
Christ Church CE Junior	5	37
Christ Church CE Infants	0	25
Christ Church CE Primary	2	27
Malden Parochial CE Primary	2	21
St Andrew's & St Mark'sCE Jun	2	45
St John's CE Primary	1	33
St Paul's CE Primary	2	22
St Paul's CE Junior	3	34
St Matthew's CE Primary	4	37
St Mary's CE Primary	4	38
Corpus Christi RC Primary	3	42
Our Lady Immaculate RC Prim	3	69
St Joseph's R C Primary	1	30
St Agatha's RC Primary	3	51
St Luke's CE Primary	1	25

Appendix 17b) : Numbers of pupils with special educational needs in mainstream schools.

Secondary Schools	Pupils with SEN statement maintained by LEA (Jan 2003)	Pupils with SEN but no statement (Jan 2003)
Coombe Girls' School	9	153
Chessington CC	29	150
Southborough S	18	163
The Tiffin Girls' School		14
Tolworth Girls' School	9	101
Tiffin School	2	31
Richard Challoner School	20	105
The Holy Cross School	9	138
Beverley School	6	104
The Hollyfield School	15	193

Appendix 18: Capacity of Special Schools and Numbers on Roll by age (Jan 2003)

Capacity

Jan-2003	NOR	DfES approved No
Dysart	73	70
St Philips	134	140
Bedelsford	59	80

Numbers on Roll by age

Age	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 +	Total
Bedelsford (PD)		2	3	2	9	6	3	3	2	2	7	4	7	6	3	59
Dysart (SLD)	1	1	5	5	8	5	6	7	4	5	4	4	4	3	10	73
St Philip's (MLD)					4	8	4	11	16	14	20	14	21	19	3	134
Total	1	3	8	7	21	19	13	21	22	21	31	22	32	28	17	266

Appendix 19: Numbers on roll and capacity of units attached to maintained schools (January 2003)

Unit/Resourced Provision	Key Stage	Type of Provision	NOR	Capacity	Total surplus places
Moor Lane Junior Resourced Provision	2	Speech and Language Impairment	9	12	3
Buckland Infant Speech & Language	1	Speech and Language impairment	15	15	0
Buckland Nursery Speech & Language (ICAN)	N	Speech and Language impairment	20	20	0
Surbiton Hill Nursery Centre Green Class	N	Communication / autism	8	10	2
The Mount Primary	1	Autistic Spectrum Disorders Unit	8	9	1
The Mount Primary	2	Autistic Spectrum Disorders Unit	6	12	6
Knollmead Primary resourced provision	1 + 2	Hearing Impairment	3	n/a	
Dysart School Rainbow Unit	2	Autism	8	8	0
Dysart School Rainbow Unit	3	Autism	9	9	0

Note: Pupils accommodated in the units are included in the numbers on roll admitted to the appropriate school.

Appendix 20: Outborough provision for Kingston Pupils with Special Educational Needs, Jan 2003

SEN Disability	LEA mainstream Schools	LEA special schools	Non-maintained Schools	Independent Schools	Total
Physical	1			2	3
Speech and Language	5		5	13	23
Specific Learning Difficulty	4			5	9
Emotional & Behavioural difficulty	11	19	3	8	41
Autism/Asperger's		9	8	8	25
Severe Learning Difficulty	1	3	2	3	9
Moderate Learning Difficulty	1	12	2	7	22
Sensory Impairment	4	5	1	3	13
Total	27	48	21	49	145

Appendix 21: Outborough provision for Kingston Pupils with Special Educational Needs by Age and Special Educational Need, Jan 2003

Disability	Age															Total
	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17+	
Physical		1											1		1	3
Speech & Language			2	1	2	2		2	3	3	2	1	2	2	1	23
Specific Learning Difficulty						1		1	2	1			3		1	9
Emotional and Behavioural Difficulty					1			3	8	7	6	8	4	4		41
Autism/Asperger's			2	2	2	3		1	3	4	5		1	2		25
Severe Learning Difficulty									1	2	2	1		1	2	9
Moderate Learning Difficulty			2		1		2	2	1	3	2	2	2	3	2	22
Sensory Impairment			2				1		4	2	1	2	1			13
Total	0	1	8	3	6	6	3	9	22	22	18	14	14	12	7	145

Appendix 22: Numbers on Roll in Pupil Referral Units

Pupil Referral Unit	NOR Jan 2003 (DfES ASC PRU)			
	On roll of PRU only	Dually registered pupils	Also with other providers	<i>Total</i>
Mecklenburg		18	0	18
Malden Oaks	1	12	0	13
Total	1	30	0	31

Appendix 23: Educational Provision for looked after pupils (June 2003)

	In-Borough	Out-Borough
Primary Mainstream	6	3
Secondary Mainstream	22	7
Special	23 (includes 3 children post 16)	9
Tuition/PRU	1	0
Boarding	0	0
Boarding Special	0	9 (includes 3 children post 16)
16+ in further education	3	2
Total	55	30

Appendix 24:**SOUTHWARK DIOCESAN BOARD OF EDUCATION****Statement of Planning Principles**

Within the Diocese of Southwark, decisions regarding the provision of school places will be made with reference to the following principles:

- i) Maintaining the historic places in voluntary aided schools;
- ii) Maintaining and increasing places in voluntary aided schools;
- iii) Promoting pre-statutory provision in the form of nursery classes;
- iv) Recognising that one form of entry primary schools are viable and, in the main, very effective;
- v) Supporting small C of E rural schools as centres for their communities;
- vi) While recognising the arguments for integration of pupils with special educational needs the Board believes that pupils with profound and complex disabilities will require special provision.
- vii) Monitoring Sixth Form provision where this exists and promoting such provision where it is practicable to do so and where it is supported by governing bodies and demanded by parents;
- viii) Promoting high quality education demonstrating Christian beliefs as expressed in the ethos statement of the School's Instrument of Government; and
- ix) Recognising the role of the school in the mission of the Church and the life of the community.

Appendix 25:**Archdiocese of Southwark
School Organisation Committees****Planning for provision of school places: basic principles**

The Archdiocese of Southwark affirms its commitment to work in partnership with LEAs to ensure there are enough schools in number, character and equipment to meet the needs of the pupils in the area.

The following principles will inform decisions on school places:

- Catholic voluntary aided schools are rooted in the Catholic community of local parishes and the Diocese.
- Catholic schools are part of the Church's educational mission and must be able to sustain their identity and mission in their particular circumstances. Their distinctive identity is recognised by law and demonstrated in their Instrument of Government. The land on which the schools are built is owned by the Trustees of the Dioceses or by a Religious Congregation.
- The educational mission of Catholic schools includes care for the poor, the disadvantaged and those with special educational needs: this care must be evident in decisions on school places.
- The Church is committed to comprehensive education in all the LEAs of the Diocese. Comprehensive education expresses Gospel values, based on the belief that every individual is created by God and given talents, which should be nurtured and developed.
- Catholic parents should have their choice of a Catholic education for their child met by Catholic school provision, wherever reasonably possible.
- Catholic parents' right to choose Catholic education extends both to nursery places and to sixth form provision.
- Catholic voluntary aided schools must offer standards of education which are at least as high as those offered by community and foundation schools.

Appendix 26:

GUILDFORD DIOCESAN BOARD OF EDUCATION

The Provision of School Places

The Guildford Diocesan Board of Education has not formally adopted a set of principles to apply to school place planning issues, preferring to examine proposals on their individual merits.

The following are among the broad objectives, which would be taken into account in considering proposals:

- Promoting high quality education in a Christian context.
- Retaining and enhancing the role of church schools in the maintained school system, specifically seeking to implement the Dearing proposals where appropriate.
- Seeking to ensure that church school places are available in those areas where there is unmet denominational demand.
- Achieving a balance between the need to meet the demand for denominational education and the traditional role of church schools to serve the local community.
- Recognising an ongoing commitment to small rural schools as providers of quality education and as focal points within their communities.
- Recognising that high quality education can be provided in both large and small schools and that the quality of leadership and teaching are more important than size.