

Publication of draft School Organisation Plan 2003-2008

Slough Local Education Authority has today published a draft School Organisation Plan. The complete draft School Organisation Plan is available for inspection between the hours of 9:00am and 4:45pm at the Town Hall, also at Slough, Britwell, Langley and Cippenham Libraries and at the One Stop Shop in the Queensmere Shopping Centre (weekdays and Saturday mornings). The full document is also on the Internet at www.slough.gov.uk/LearningForAll/.

In considering the future number of school places which should be available in the authority over the next five years, the Local Education Authority has taken into account the likely demand for places at all types of maintained school, including nursery, primary, secondary, special and post 16.

There are currently a large number of surplus primary school places across the borough and primary rolls are forecast to fall further by 2008. The authority is exploring ways to manage and reduce these surplus places in the future.

Currently there is parity between Secondary pupils and places available. The numbers on roll will rise until 2006 and thereafter start falling, creating a short-term need for places. Additional places may need to be added over the next 3 years.

The Local Education Authority observes the following Key Considerations when considering school organisation proposals. It is our aim to:

- **Provide sufficient and suitable school places for Slough residents wishing to access a place in a local school for their children;**
- **Provide school places which deliver quality and effective education and contribute to raising standards;**
- **Make most effective use of available funding and resources;**
- **Ensure equality of opportunity for Slough students of all ages.**

You may comment on any aspect of the draft Plan in writing, sending or e-mailing it to, Kevin Barrett, Clerk to the School Organisation Committee, Democratic and Corporate Services, Slough Borough Council, Bath Road, Slough, SL1 3UQ (kevin.barrett@slough.gov.uk) by 4:45pm on 17th October 2003. The draft School Organisation Plan, together with all the comments, will be considered by the School Organisation Committee for the Local Education Authority area by 17th November 2003.

A further public notice will be published when the School Organisation Committee has given its approval to the Plan.

Chris Spencer
Director of Learning and Cultural Services

Date: 1st August 2003

Slough Draft School Organisation Plan 2003/4 to 2007/8

Planning and Performance,
Learning and Cultural Services

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1 INTRODUCTION

1.1 Statutory Framework

LEAs have a statutory duty to secure sufficient school places and to publish details of this within a School Organisation Plan (SOP). SOPs have been produced since 1999 under the School Standards and Framework Act 1998. This is the fifth annual SOP for Slough and covers the period 2003-2008.

This year's plan is the first to reflect changes as a result of the 2002 Education Act. These changes relate to statutory proposals and the decisions that School Organisation Committees and Adjudicators take on them and to the powers of the Learning and Skills Council. The plan also implements changes as a result of the Education (School Organisation Plans) (England) (Amendment) Regulations 2003, which came into force on 1st June 2003. In addition, the plan takes account of revised statutory guidance and national and local priorities, including the publication Investment for Reform.

1.2 School Organisation Plans (SOPs)

The SOP is a strategic document that sets out the LEA's strategy to secure sufficient and suitable school places, in order to contribute to raising education standards and meet community needs in the most cost effective way. It is designed to support key stakeholders (e.g. LEA, schools, promoters, parents and local communities) in understanding policy and processes involved in planning school places. In addition, it provides the basis against which the School Organisation Committee (SOC) considers subsequent proposals for changes to schools in the LEA area (see Appendix 1 for process of consultation on proposals).

The plan covers provision for early years pupils, primary age pupils, secondary and post 16 students, as well as the provision for pupils with Special Educational Needs. It indicates in general terms the need to add, remove, re-locate or re-organise school places across each of these phases of provision.

Each SOP covers a five-year period and was formerly updated and consulted on annually. One of the main changes to the regulations is that future plans will only be required to be published every three-years, except where there is a significant change in local circumstances.

The SOP does not identify specific schools in proposals for future action. This is because these proposals may be subject to statutory notices, and should be consulted on through these notices and not via a prior publication. Individual proposals may also need to be brought forward in order to deal with immediate or unexpected situations not covered in the Plan.

The SOP is divided into three parts:

Part A – Analysis of demography and organisation of school places

This section includes an analysis of the demography of Slough, the current organisation of school places, current numbers of pupils against school capacity, and forecasts of future pupil numbers.

Part B – Statement of Slough LEA's Policies and Principles

This section discusses Slough's policies and principles relating to school organisation; including the implementation of national priorities and those of the local

council. In particular, the section highlights the impact of school organisation on raising standards, links to the national document Investment for Reform, and relationships to other local plans and priorities.

Part C – Conclusions concerning the need to add, remove, relocate or re-organise provision

This section sets out our conclusions drawn from Parts A and B about the need to add, remove, relocate or re-organise provisions for particular areas or types of school within the authority.

1.3 Statutory Consultation

The new statutory regulations require LEAs to publish their draft Plans by the 1st August 2003. Publication is followed by a public 11-week consultation period ending in October 2003. Subsequently, draft plans will be published on 1st June.

Slough Borough Council is committed to securing wide participation into its planning and policy making. Key stakeholders, including schools, community groups, and neighbouring authorities are all sent copies of the plan for consultation (see Appendix 3 for a list of consultees). The draft document is also available on the council Internet site, in libraries, and from the Town Hall, and at www.slough.gov.uk

During the 11-week consultation period any person may comment in writing on the plan, these comments can either be objections, supporting comments or general comments (a change to the regulations). Comments not withdrawn by the closure of consultation will be discussed at SOC together with the LEAs response. Changes to statutory regulations mean that the School Organisation Committee must take into account all comments, including supporting statements.

Comments should be sent to:

**Clerk for the School Organisation Committee
Committee Services
Slough Borough Council
Town Hall
Bath Road
Slough SL1 3UQ**

1.4 School Organisation Committee (SOC)

The SOC is an independent body, consisting of representatives of the major stakeholders affected by school place planning. Its purpose is to take the place of the Secretary of State in making the final decisions regarding local school place planning. This includes consideration and approval of the School Organisation Plan after its 11-week consultation period.

In Slough the SOC has representation from the following groups:

- ♦ The Local Education Authority (Local Councillors)
- ♦ The Diocese covering Church of England Schools
- ♦ The Diocese covering Roman Catholic Schools
- ♦ The Learning and Skills Council
- ♦ Schools (school governors)
- ♦ The Slough Race Equality Council

1.5 Agreeing the Plan

Agreement can only be reached by a unanimous vote from all groups on the SOC. If the SOC cannot reach such a decision, an independent adjudicator appointed by the Secretary of State makes the final decision.

2 PART A – ANALYSIS OF DEMOGRAPHY AND THE ORGANISATION OF SCHOOL PLACES

This section includes an analysis of the demography of Slough, the current organisation of school places, and analysis identifying the need to add, remove, relocate or otherwise re-organise school places.

2.1 Slough

Slough is situated in the Thames Valley in the South-East of England. It is an urban area, including the town of Slough and its large business areas, but also areas of greenbelt surrounding the town. It shares many of the characteristics of West London as well as those of some other Berkshire areas.

Slough was established as a Unitary Authority in April 1998, the area was formerly part of Berkshire County Council. Slough Unitary Authority is one of the smallest in the country. Neighbouring authorities include Buckinghamshire to the north and west, Royal Borough of Windsor and Maidenhead to the south, London Borough of Hillingdon to the east, and Surrey to the south-east.

2.1.1 Number of people

There are 119,067 people resident in Slough Unitary Authority (source: Census 2001), including 26,591 children aged 0-15 years.

The number of people in Slough has increased by 13,700 (13%) since 1991. This is the 11th highest increase in England and Wales (out of 376 authorities) and the 2nd highest increase in the South-east region¹ (source: Census 2001, National Statistics Online Profile).

2.1.2 Number of young people

In 2001, 27.3% (32,540) of the population of Slough were young people and school children under 19 years of age. 8,211 (6.9%) were aged 0-4 years; 8,350 (7%) were aged 5-9 years; 8,369 (7%) were aged 10-14 years; and 7,610 (6.4%) were 15-19 years. Overall, Slough has a younger than average population, with higher numbers of 20-39 year olds and fewer older residents than the UK average.

2.1.3 Ethnic and religious diversity

Slough has a very diverse ethnic population. Whilst the largest heritage group in Slough is White heritage (with 75,843 people making up 63.7% of the population), Slough has one of the smallest proportions of White heritage people in the country (ranking 367th out of 376 authorities), and the lowest in the South-East authorities.

The largest ethnic minority groups are Indian (16,719 – 14%); Pakistani (14,360 – 12.1%); and Black Caribbean (3,470 – 2.9%). Slough also has one of the highest percentages of people born outside the UK in the country (24% are born outside the UK compared to 9% nationally). Furthermore, Slough has the highest proportion of people born outside the European Union in the South-East region.

¹ Excludes London

Slough has the highest concentration of Muslim (13.4%), Sikh (9.1%), and Hindu (4.5%) residents in the South-East; and the highest proportion of Sikh residents in the country.

2.1.4 Deprivation

Slough has 3.4% unemployment (2001 census), low in comparison with some parts of the country, but the highest in the Berkshire area. Slough people have average levels of income, but this masks significant localised poverty, some based on geographical areas and some on particular cultural groups. Many Slough residents are in low paid employment, often outside the borough, while 70% of those employed in Slough are not local residents².

Indices of Deprivation 2000, produced for national government, rank wards and local authority areas on a number of factors including income; employment; health deprivation and disability; education skills and training; housing and geographical access to services. These scores are combined into a single deprivation score for each area.

Slough is ranked 107th out of 354 districts (where district ranked 1 is the most deprived), putting it amongst the top third most deprived local authorities in the country.

There are 14 wards in Slough, 6 of these are ranked in the bottom 25% of most deprived wards in the country, although none are in the 10% most deprived. A further 6 are also in the bottom half of wards in terms of deprivation, with only 2 in the top half, and none in the top 25%.

The most deprived wards overall in Slough are Britwell, Stoke, Baylis, and Chalvey. The least deprived wards overall are Langley St Mary's and Cippenham.

Chalvey is in the bottom 10% of wards in the country for education skills and training. Chalvey, Baylis, Stoke, Wexham Lea, Central and Farnham wards are in the bottom 10% in terms of housing. Stoke, Chalvey, Britwell, Wexham Lea, Baylis, and Central are in the bottom 10% of wards for child poverty.

Slough has a higher than average proportion of the working population with low or very low literacy skills³. It also has a higher proportion of those in the working population having low numeracy skills.

As in the rest of the Thames Valley, employers perceive skill shortages in ICT, office and secretarial, marketing and sales⁴.

² OfSTED, Inspection of Slough Local Education Authority, May 2001

³ Learning and Skills Council, Berkshire Profile, Feb. 2003

⁴ Business Needs Survey 2001

2.2 Demography and organisation of Slough schools

Slough has 47 schools organised into nursery, some infant and junior, primary, secondary, and special schools. Slough has 11 secondary schools, comprising of seven non-selective, and four selective schools.

Map 1 (overleaf) shows the location of schools in Slough.

2.2.1 Pupil numbers and projections 1998-2008

The number of pupils on roll in each year is taken from the annual school census, carried out in January of every year. This was previously referred to as Form 7 (after the DfES form on which the return was made). In 2002 it became the Pupil Level Annual School Census (PLASC), and included information on individual pupils. This survey also includes information on pupil's gender, ethnicity, and special educational needs.

Pupil forecasts/projections are calculated using a piece of software, called "School Pupil Forecasting System (MVA)", designed for this purpose. The model takes into account a number of factors including: historical trends in birth rates, population and pupil numbers across Berkshire; housing developments; inflow and outflow figures. Over the past five years of its use the model has produced pupil forecasts that are accurate to within 1% for the proceeding year.

The figures overleaf show numbers on roll and future projections by pupil age for Slough, with primary schools sub-divided into three planning areas.

Table 2.2.1a change in primary school numbers on roll 1999-2003 and 2003-2008 by planning area

| Planning Area | Change 1999-2003 | Change 2003-2008 |
|---------------|------------------|------------------|
| Central | 138 | -401 |
| East | -45 | 145 |
| West | 102 | -539 |
| Slough Total | 195 | -795 |

In 2003 there were 10,243 pupils on roll in the primary phase (excluding nursery). The roll projections for primary schools indicate that, although there has been a rise in numbers on roll of 195 since 1999, there will be a fall in rolls of around 795 pupils by 2008, roughly equivalent to the size of two primary schools.

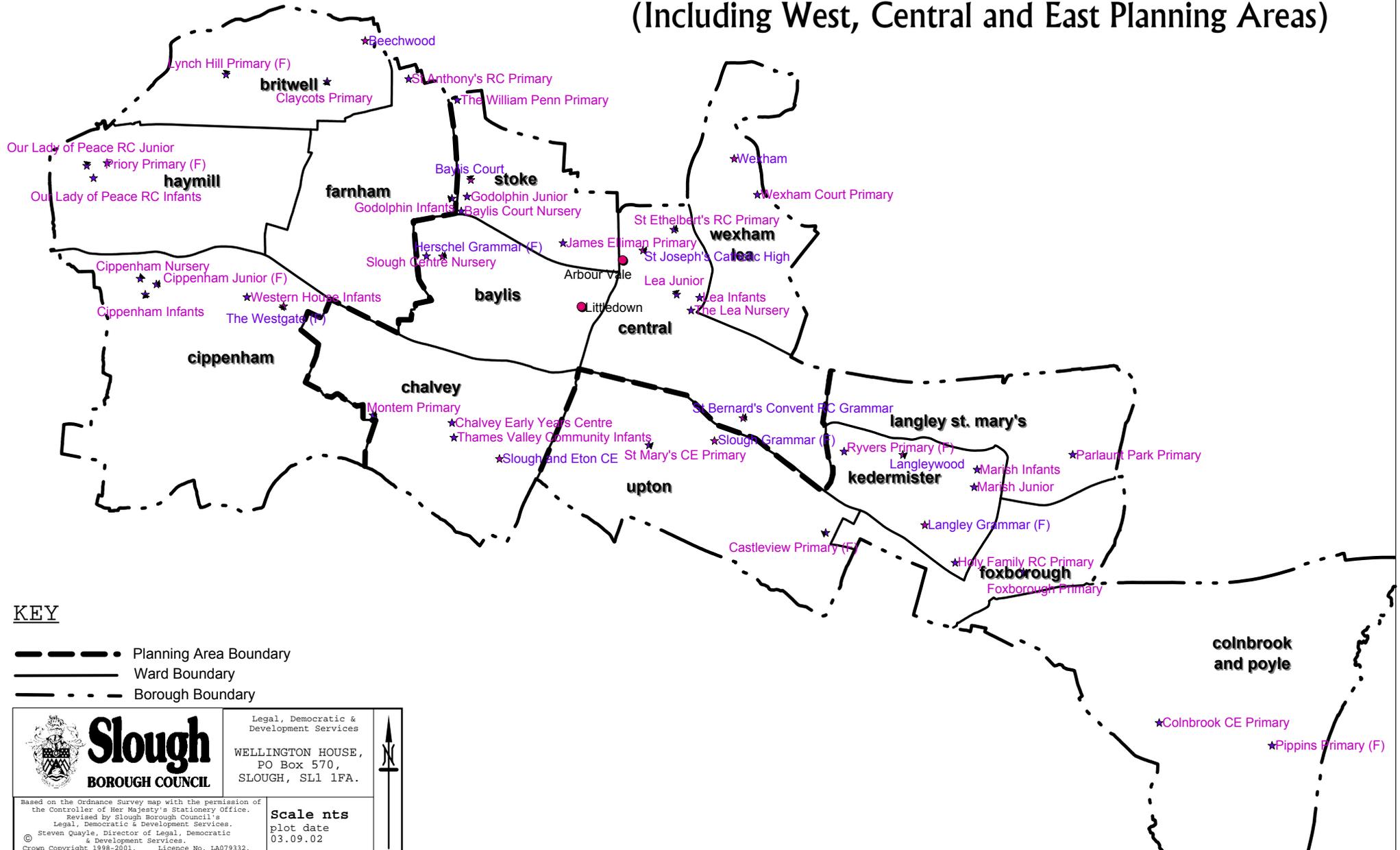
The central and western areas show increased numbers on roll between 1999-2003, but a large reduction in numbers, particularly in the west by 2008. In contrast the east showed a small drop in numbers between 1999-2003, but an increase to 2008, largely due to the housing developments planned or recently completed in the area (see section 2.2.3).

Table 2.2.1b change in secondary school numbers on roll over time

| Area | Change 1999-2003 | Change 2003-2006 | Change 2003-2008 |
|-----------------------|------------------|------------------|------------------|
| All secondary schools | 755 | 316 | 83 |

In 2003 there were 8,167 pupils on roll in secondary schools. The numbers on roll in secondary schools have been rising. The roll projections for secondary schools predict that rolls will continue to rise until reaching a peak of 8,483 in 2006, after which time they are forecast to begin falling.

MAP 1: Map showing all Slough Nursery, Primary, Secondary and Special Schools - (Including West, Central and East Planning Areas)



KEY

- Planning Area Boundary
- Ward Boundary
- - - Borough Boundary

| | | |
|--|---|---|
|  <p>Slough BOROUGH COUNCIL</p> | <p>Legal, Democratic & Development Services</p> <p>WELLINGTON HOUSE, PO Box 570, SLOUGH, SL1 1FA.</p> |  |
| | <p>Based on the Ordnance Survey map with the permission of the Controller of Her Majesty's Stationery Office. Revised by Slough Borough Council's Legal, Democratic & Development Services. © Steven Quayle, Director of Legal, Democratic & Development Services. Crown Copyright 1998-2001. Licence No. LA079332.</p> | |

Table 2.2.1.c numbers on roll and future projections for primary schools (by planning area and Slough total)

| | Age | Infant | | | Junior | | | | All ages |
|--------------------|-------|--------|-----|-----|--------|-----|-----|-----|----------|
| | | 4 | 5 | 6 | 7 | 8 | 9 | 10 | TOTAL |
| West Planning Area | 02/03 | 587 | 612 | 615 | 510 | 512 | 502 | 537 | 3875 |
| | 03/04 | 535 | 551 | 601 | 523 | 506 | 505 | 498 | 3719 |
| | 04/05 | 544 | 545 | 541 | 498 | 517 | 499 | 500 | 3644 |
| | 05/06 | 530 | 548 | 535 | 441 | 492 | 509 | 495 | 3550 |
| | 06/07 | 535 | 533 | 537 | 441 | 438 | 484 | 507 | 3475 |
| | 07/08 | 481 | 548 | 521 | 443 | 436 | 429 | 478 | 3336 |

| | | | | | | | | | |
|-----------------------|-------|-----|-----|-----|-----|-----|-----|-----|------|
| Central Planning Area | 02/03 | 387 | 432 | 418 | 498 | 549 | 518 | 544 | 3345 |
| | 03/04 | 353 | 405 | 439 | 502 | 498 | 550 | 522 | 3269 |
| | 04/05 | 361 | 387 | 402 | 520 | 497 | 493 | 544 | 3204 |
| | 05/06 | 347 | 391 | 380 | 462 | 514 | 491 | 490 | 3075 |
| | 06/07 | 354 | 382 | 388 | 447 | 455 | 508 | 487 | 3021 |
| | 07/08 | 318 | 395 | 378 | 460 | 440 | 450 | 503 | 2944 |

| | | | | | | | | | |
|--------------------|-------|-----|-----|-----|-----|-----|-----|-----|------|
| East Planning Area | 02/03 | 326 | 442 | 432 | 469 | 462 | 424 | 468 | 3023 |
| | 03/04 | 385 | 519 | 450 | 444 | 469 | 465 | 426 | 3158 |
| | 04/05 | 319 | 527 | 535 | 483 | 460 | 485 | 473 | 3282 |
| | 05/06 | 306 | 441 | 539 | 563 | 488 | 469 | 487 | 3293 |
| | 06/07 | 306 | 438 | 442 | 557 | 557 | 486 | 465 | 3251 |
| | 07/08 | 286 | 434 | 431 | 448 | 541 | 551 | 477 | 3168 |

| | | | | | | | | | |
|---------------------------------|-------|------|------|------|------|------|------|-------|-------|
| Total Slough | 02/03 | 1300 | 1486 | 1465 | 1477 | 1523 | 1444 | 1549 | 10243 |
| | 03/04 | 1273 | 1475 | 1490 | 1469 | 1473 | 1520 | 1446 | 10146 |
| | 04/05 | 1224 | 1459 | 1478 | 1501 | 1474 | 1477 | 1517 | 10130 |
| | 05/06 | 1183 | 1380 | 1454 | 1466 | 1494 | 1469 | 1472 | 9918 |
| | 06/07 | 1195 | 1353 | 1367 | 1445 | 1450 | 1478 | 1459 | 9747 |
| | 07/08 | 1085 | 1377 | 1330 | 1351 | 1417 | 1430 | 1458 | 9448 |
| Actual drop from 02/03 to 07/08 | | | | | | | | 795 | |
| % drop from 02/03 to 07/08 | | | | | | | | 7.76% | |

*4 year olds represented in this table refer to those in maintained Reception classes. This does not include those in nursery classes or schools in the PVI sector. Also the figures do not take into account the significant numbers of new initiatives in this area.

Table 2.2.1.d number on roll and future projections for secondary schools

| Age | Secondary | | | | | 6th Form | | | Totals | | |
|-------|-----------|------|------|------|------|----------|-----|----|-------------|-----------|------------|
| | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 11-15 total | post - 16 | All pupils |
| 02/03 | 1478 | 1403 | 1422 | 1415 | 1335 | 594 | 488 | 32 | 7053 | 1114 | 8167 |
| 03/04 | 1436 | 1469 | 1413 | 1428 | 1403 | 608 | 504 | 50 | 7149 | 1162 | 8311 |
| 04/05 | 1389 | 1429 | 1478 | 1423 | 1422 | 698 | 501 | 51 | 7141 | 1250 | 8391 |
| 05/06 | 1442 | 1377 | 1436 | 1484 | 1414 | 701 | 579 | 50 | 7153 | 1330 | 8483 |
| 06/07 | 1371 | 1422 | 1378 | 1435 | 1468 | 702 | 586 | 61 | 7074 | 1349 | 8423 |
| 07/08 | 1355 | 1348 | 1417 | 1371 | 1412 | 701 | 583 | 63 | 6903 | 1347 | 8250 |

| | |
|--|------|
| Actual increase from 02/03 to 05/06 (peak) | 316 |
| % increase from 02/03 to 05/06 (peak) | 3.9% |

2.2.2 Numbers on roll compared to net capacity

Since the publication of the previous School Organisation Plan the DfES' method for measuring schools' capacities has changed. The old method for calculating a school's capacity was called More Open Enrolment (MOE). This was based on the space of the main teaching areas (or schools' physical capacity), less an allowance made for pupils with special educational needs.

The new method for calculating a school's capacity is called Net Capacity. The DfES introduced this in 2002. The new method calculates a primary school's capacity based on the number and size of those spaces designated as "classbases". For secondary schools, it is based on the number, size and type of teaching spaces and the age range of the school. Both methods calculate whether there is sufficient space available to support the core teaching activities.

Slough Schools' capacities were assessed in summer 2002 by an independent consultant from Reading Evaluations Office, appointed by the DfES. Schools then had the opportunity to check and review these capacities before they were finally submitted to the DfES in November 2002.

Table 2.2.2a shows schools' old MOE compared to their net capacities.

| | Old MOE | New net capacity | Difference |
|---------------------------------------|---------|------------------|------------|
| West Planning Area Primary Schools | 3861 | 4326 | +465 |
| Central Planning Area Primary Schools | 4146 | 3888 | -258 |
| East Planning Area Primary Schools | 3337 | 3616 | +279 |
| All Primary Schools | 11344 | 11830 | +486 |
| All Secondary Schools | 7966 | 8174 | +208 |

The net capacities for primary schools in the east and central areas are higher than old MOE capacities, meaning that schools can accommodate a larger number of pupils than previously thought. Where places are unfilled, this has the effect of increasing the percentage surplus places in these areas. However, in the central areas there are fewer places than suggested by MOE capacities.

Some schools show larger differences between MOE and net capacities than others. These will be subject to further scrutiny.

Initial sampling of the returned Net Capacity Assessment Forms for secondary schools indicated that net capacities were averaging 5% higher than the school's preferred admission numbers. The DfES adjusted the Net Capacity Assessment Form to allow a further 60 basic workplaces for non-timetabled teaching spaces. The adjusted figures still show an increase in the number of places compared to MOE capacities.

The following tables and figures show net capacity data and surplus and deficit places for primary and secondary schools in the borough. The tables show the current situation by individual school, while the figures show the predicted situation over time by groups of schools.

Table 2.2.2b shows number on roll, net capacity, and surplus data for PRIMARY schools

| DfES No. | Primary | NOR | Net capacity | Surplus | % occupancy |
|----------|---|-------|--------------|---------|-------------|
| 5204 | Castleview School | 412 | 420 | 8 | 98.1% |
| 2194 | Cippenham Infant School | 266 | 255 | -11 | 104.3% |
| 5200 | Cippenham Junior School | 642 | 717 | 75 | 89.5% |
| 2256 | Claycots Primary School | 432 | 606 | 174 | 71.2% |
| 3077 | Colbrook C of E Primary School | 155 | 236 | 81 | 65.7% |
| 2216 | Foxborough Primary School | 263 | 360 | 97 | 73.1% |
| 2196 | Godolphin Infant School | 262 | 270 | 8 | 97.0% |
| 2221 | Godolphin Junior School | 351 | 332 | -19 | 105.7% |
| 5202 | Holy Family Catholic Primary School | 381 | 420 | 39 | 90.7% |
| 2815 | James Elliman School | 561 | 630 | 69 | 89.0% |
| 2198 | Lea Infant School | 291 | 360 | 69 | 80.8% |
| 2201 | Lea Junior School | 455 | 558 | 103 | 81.5% |
| 5208 | Lynch Hill (Primary) School | 470 | 560 | 90 | 83.9% |
| 2212 | Marish Infant School | 217 | 316 | 99 | 68.7% |
| 2206 | Marish Junior School | 383 | 450 | 67 | 85.1% |
| 2257 | Montem Primary School | 529 | 566 | 37 | 93.5% |
| 3353 | Our Lady of Peace Catholic Infant & Nursery | 225 | 270 | 45 | 83.3% |
| 3357 | Our Lady of Peace RC Aided Junior | 339 | 355 | 16 | 95.5% |
| 2244 | Parlaunt Park Primary School | 307 | 387 | 80 | 79.3% |
| 5207 | Pippins School | 176 | 189 | 13 | 93.1% |
| 5201 | Priory School | 681 | 664 | -17 | 102.6% |
| 5209 | Ryvers Primary School | 392 | 418 | 26 | 93.8% |
| 3364 | St. Anthony's Catholic Primary School | 294 | 359 | 65 | 81.9% |
| 3363 | St. Ethelbert's Catholic Primary School | 330 | 445 | 115 | 74.2% |
| 3070 | St. Mary's C of E Primary School | 337 | 420 | 83 | 80.2% |
| 2215 | Thames Valley Community Infant School | 112 | 180 | 68 | 62.2% |
| 2255 | The William Penn School | 346 | 397 | 51 | 87.2% |
| 2200 | Western House School | 264 | 270 | 6 | 97.8% |
| 2252 | Wexham Court Primary School | 370 | 420 | 50 | 88.1% |
| | ALL SCHOOLS | 10243 | 11830 | 1587 | 86.6% |

*Shaded occupancies show those with more than 25% unfilled places.

Table 2.2.2c shows number on roll, net capacity, surplus and occupancy data for primary schools grouped by PLANNING AREAS

| Primary | Total NOR (Excl. Nursery) | Net Capacity | Surplus Cap Jan '03 | % Occupancy |
|-----------------------|---------------------------------|-----------------|------------------------|----------------|
| West Planning Area | 3875 | 4326 | 451 | 89.6% |
| Central Planning Area | 3345 | 3888 | 543 | 86.0% |
| East Planning Area | 3023 | 3616 | 593 | 83.6% |
| ALL SCHOOLS | 10243 | 11830 | 1587 | 86.6% |

Table 2.2.2d shows number on roll, net capacity, surplus and occupancy data for SECONDARY schools

| DfES Secondary No. | PLASC 2003 | Net Capacity | Surplus Cap Jan '03 | % Occupancy |
|---------------------------------------|---------------|-----------------|---------------------------|----------------|
| 4082 Baylis Court School | 615 | 650 | 35 | 94.6% |
| 4085 Beechwood School | 503 | 685 | 182 | 73.4% |
| 5407 Herschel Grammar School | 753 | 822 | 69 | 91.6% |
| 5405 Langley Grammar School | 949 | 910 | -39 | 104.3% |
| 4086 Langleywood School | 767 | 759 | -8 | 101.1% |
| 4510 Slough & Eton C of E School | 615 | 600 | -15 | 102.5% |
| 5408 Slough Grammar School | 1104 | 1007 | -97 | 109.6% |
| 4700 St Bernard's Convent School | 865 | 766 | -99 | 112.9% |
| 4800 St Joseph's Catholic High School | 603 | 600 | -3 | 100.5% |
| 5409 The Westgate School | 652 | 675 | 23 | 96.6% |
| 4089 Wexham School | 738 | 700 | -38 | 105.4% |
| ALL SCHOOLS | 8164 | 8174 | 10 | 99.9% |

Table 2.2.2e shows the number on roll, capacities and surplus places of schools by denomination

| Secondary | PLASC 2003 | Net Capacity | Surplus Cap Jan '03 | % Occupancy |
|--------------------------------------|---------------|-----------------|------------------------|----------------|
| Non-denominational primary schools | 8182 | 9235 | 1143 | 88.6% |
| Church of England primary schools | 492 | 656 | 104 | 75% |
| Catholic primary schools | 1569 | 1849 | 280 | 84.9% |
| Non-denominational secondary schools | 6081 | 6208 | 124 | 98% |
| Catholic secondary school | 1468 | 1366 | -102 | 107.5% |
| Church of England secondary school | 615 | 600 | -15 | 102.5% |

*Shaded occupancies show those with either less than 75% occupancy (i.e. more than 25% surplus or unfilled places) or those with more than 110% places (i.e. those with more than 10% deficit places). When managing school places LEAs are required to pay particular attention to those establishments where there are significant surplus or deficit places.

The overall occupancy of Slough primary schools stands at 87%, meaning that there are 13% surplus places. There are six schools with more than 25% surplus places; this is an increase from two schools under the old MOE capacity calculations. No primary schools have more than 110% occupancy, although three schools are slightly over capacity. Without a reduction in primary phase capacity, the fall in numbers on roll predicted overtime (see section 2.2.1) would further increase surplus places to around 20% by 2008.

The west planning area has the highest level of occupancy, while the eastern area has the lowest (i.e. highest surplus). However, the numbers on roll are expected to increase slightly in the eastern area (due to housing developments), while a fall is expected in the west and central areas. This will mean that (with no changes) the east will have the lowest level of surplus by 2007/8 (12%), while the west and central areas will have 23% and 24% surplus respectively. However, as it is suggested that LEAs should be aiming for between 5-10% surplus places, all three areas have less than target occupancy levels.

The overall occupancy rate for Slough secondary schools stands at 100%. One school has less than 75% occupancy and one school has more than 110%. Slough has very little surplus at secondary level. Seven of its eleven schools have more than 100% occupancy, 10 out of 11 have more than 90% occupancy. Having only one school that is able to take casual admissions and recent arrivals to the UK disproportionately affects that school. The school in question has low levels of attainment and poor quality buildings. It is subject to a PFI bid, which aims to support the regeneration of the school and local community.

Figure 2.2.2.i shows the surplus place requirements over time for ALL PRIMARY schools

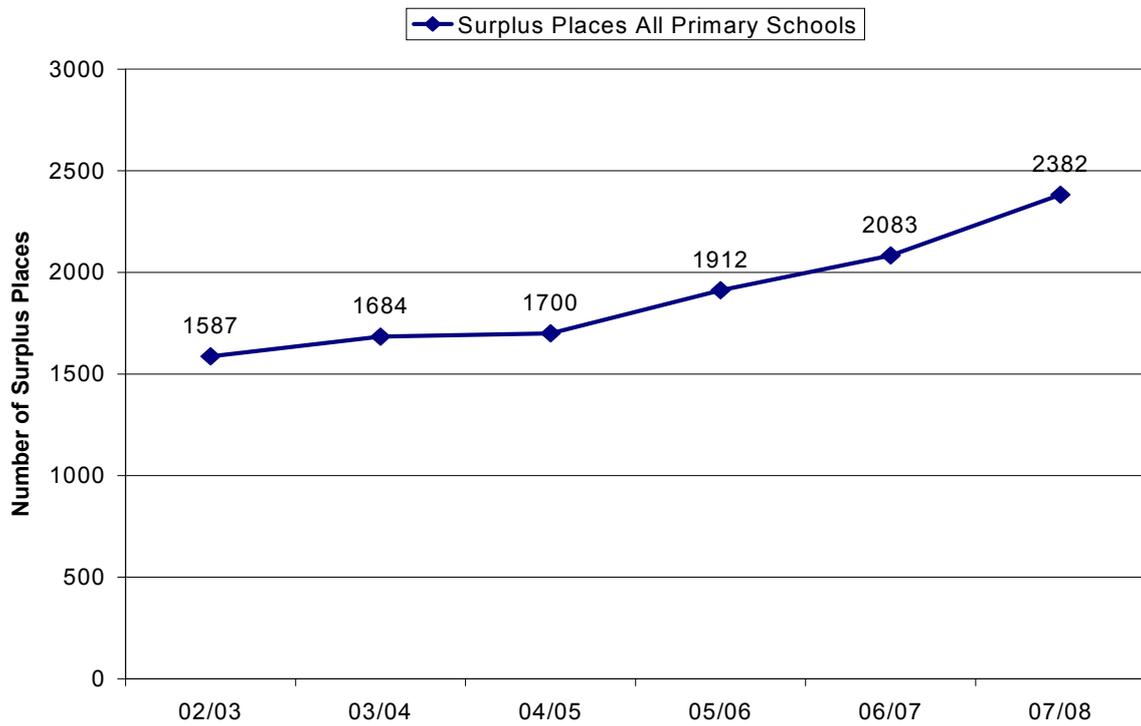


Figure 2.2.2.ii shows the surplus place requirements over time for primary schools in the WEST planning area

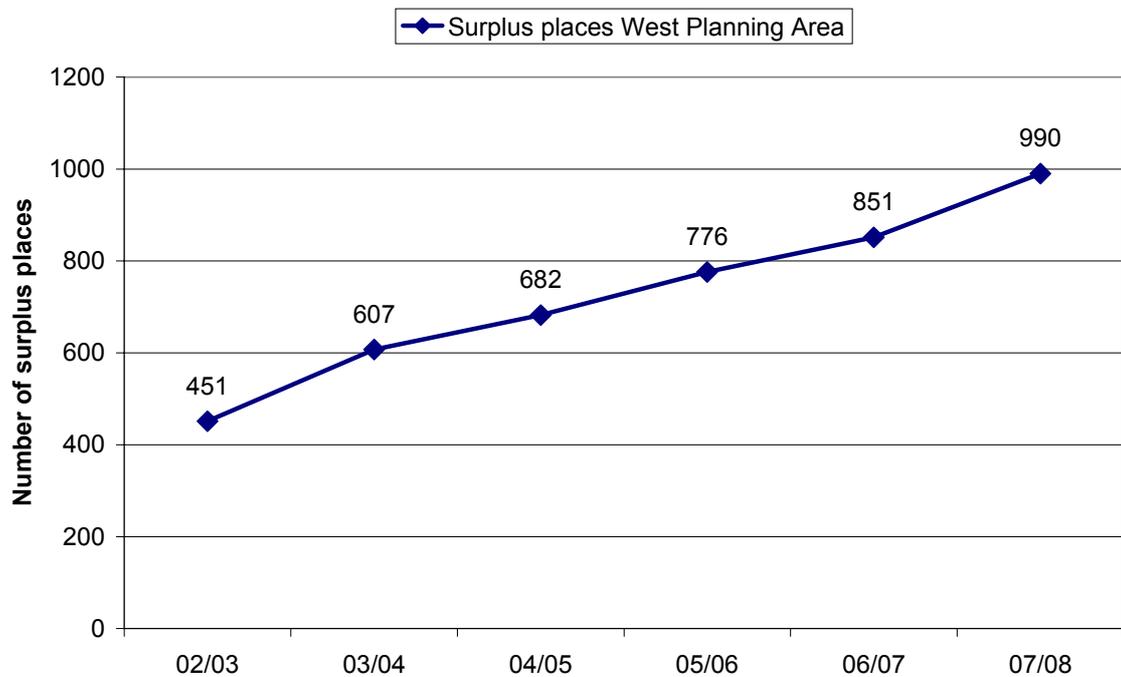


Figure 2.2.2.iii shows the surplus place requirements over time for primary schools in the CENTRAL planning area

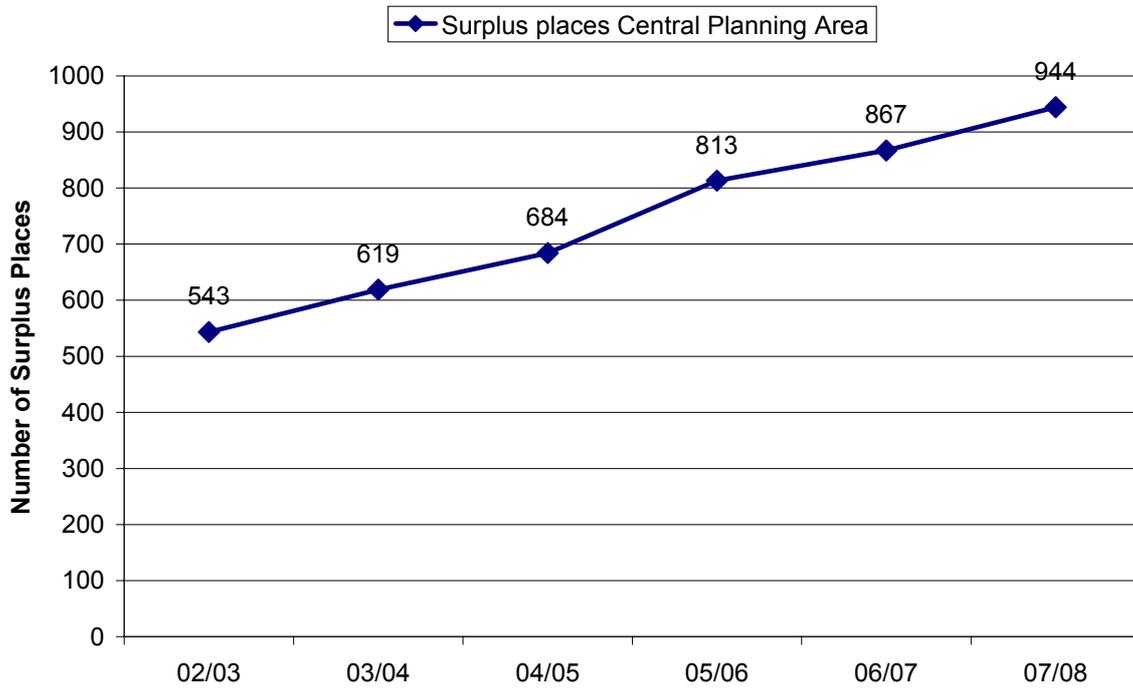


Figure 2.2.2.iv shows the surplus place requirements over time for primary schools in the EAST planning area

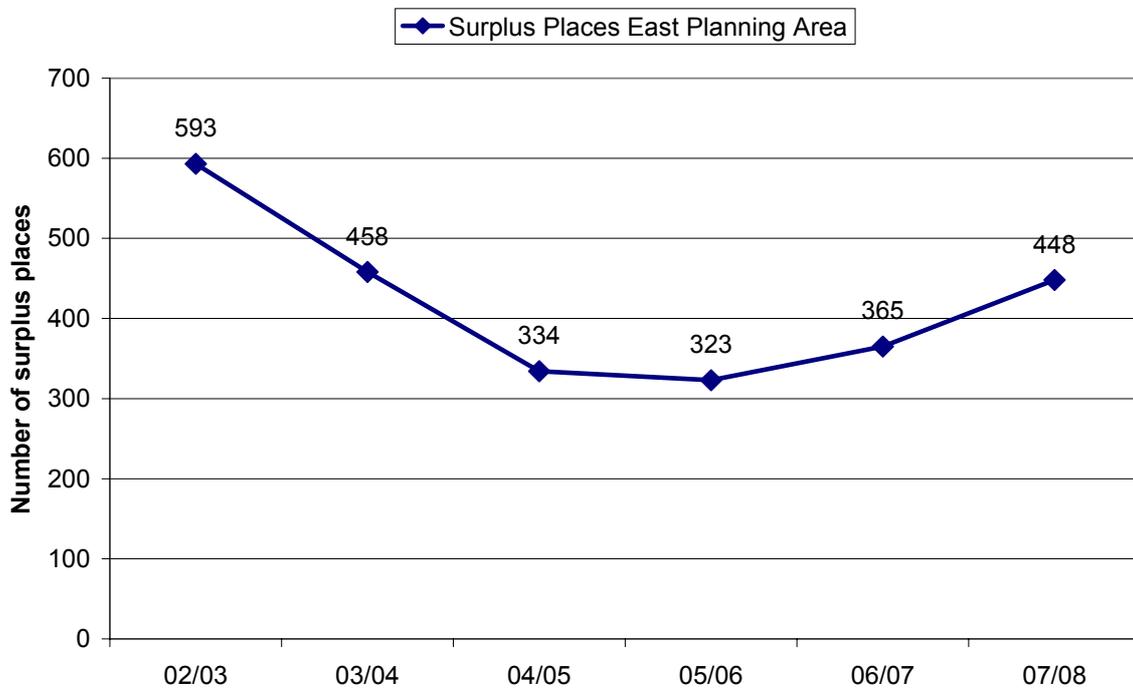


Figure 2.2.2.v shows the surplus place requirements over time for ALL SECONDARY schools

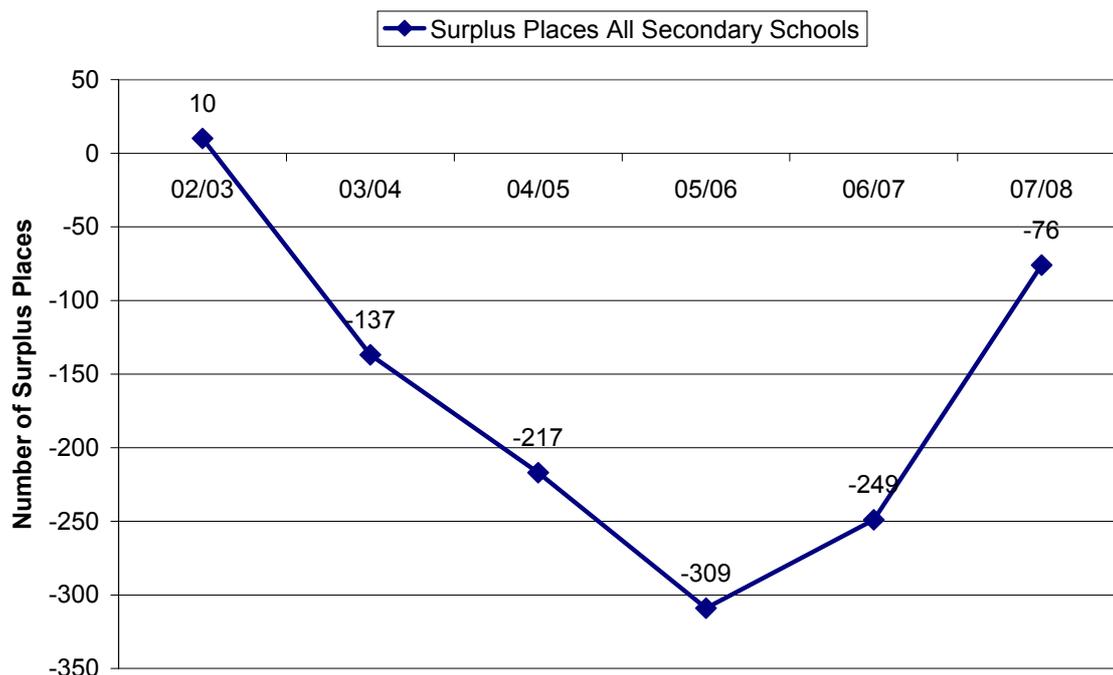


Figure 2.2.2.vi shows the net capacities and projected numbers on roll over time for ALL PRIMARY schools

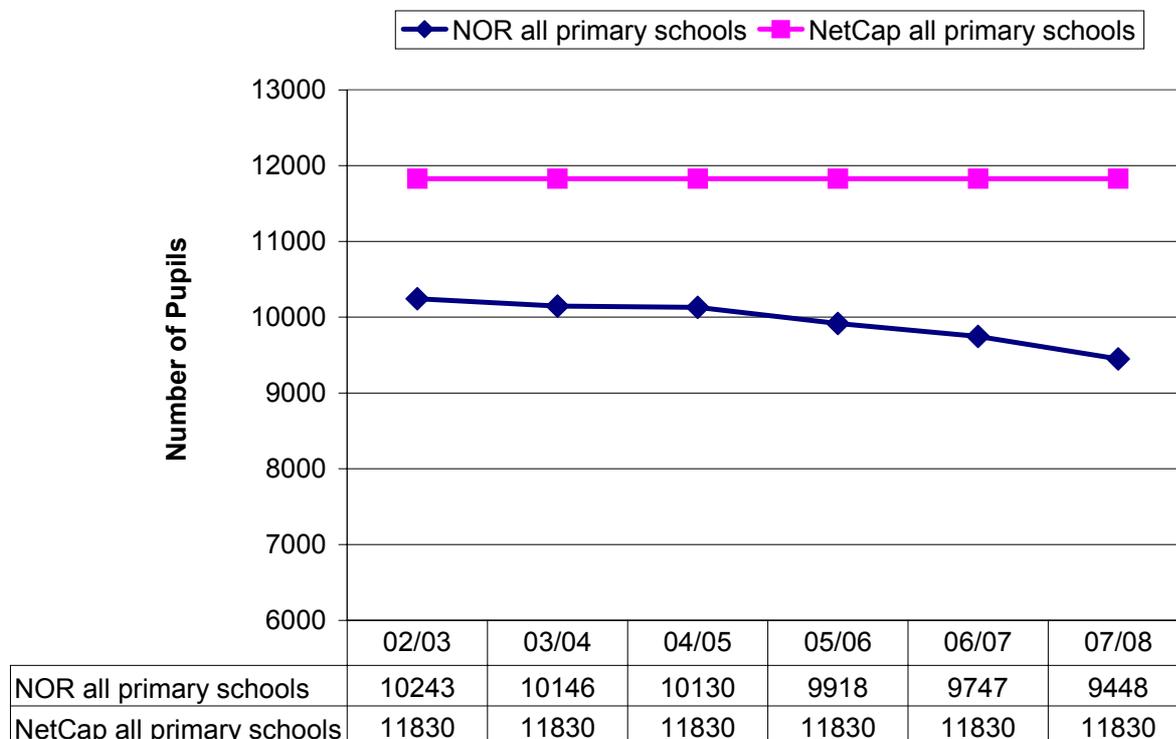


Figure 2.2.2.vii shows the net capacities and projected numbers on roll over time for primary schools in the WEST planning area

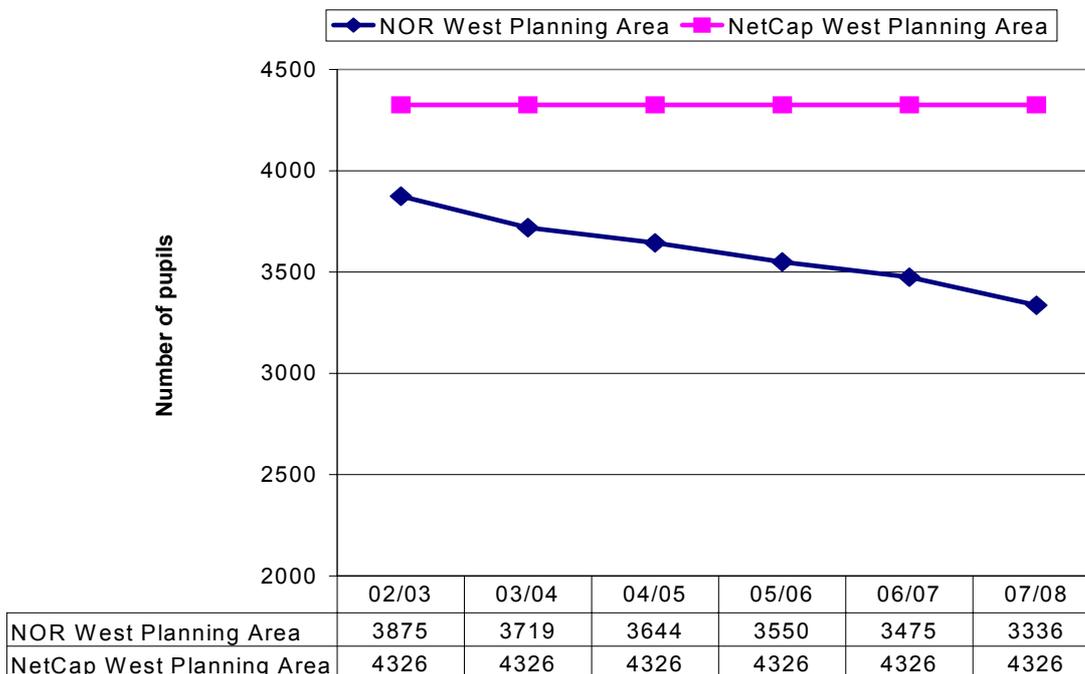


Figure 2.2.2.viii shows the net capacities and projected numbers on roll over time for primary schools in the CENTRAL planning area

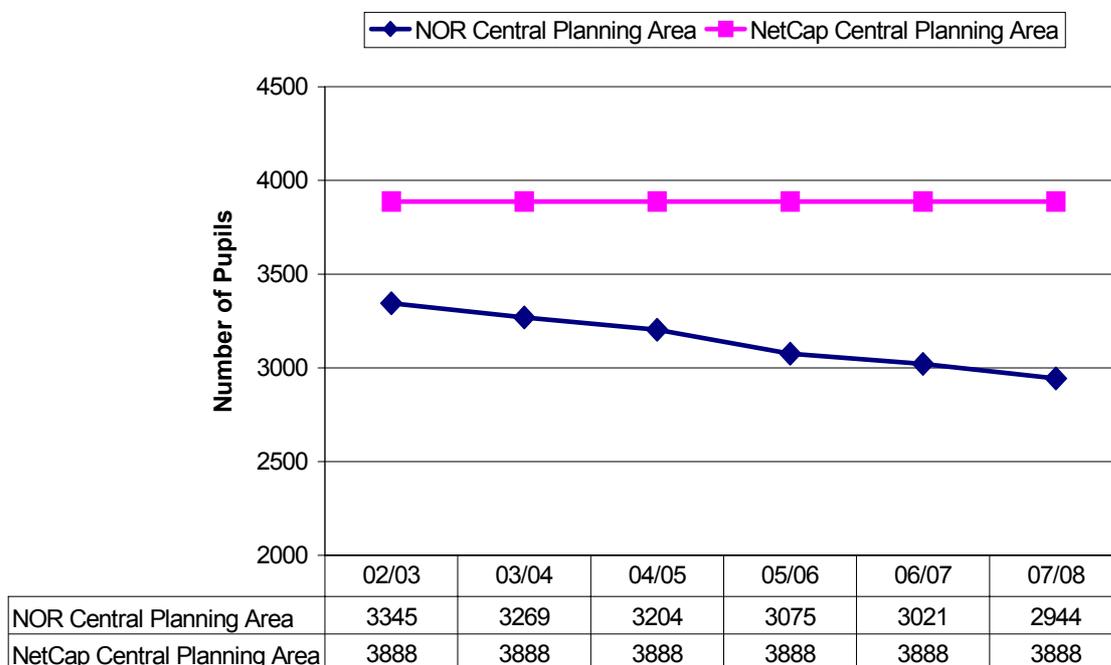


Figure 2.2.2.ix shows the net capacities and projected numbers on roll over time for primary schools in the EAST planning area

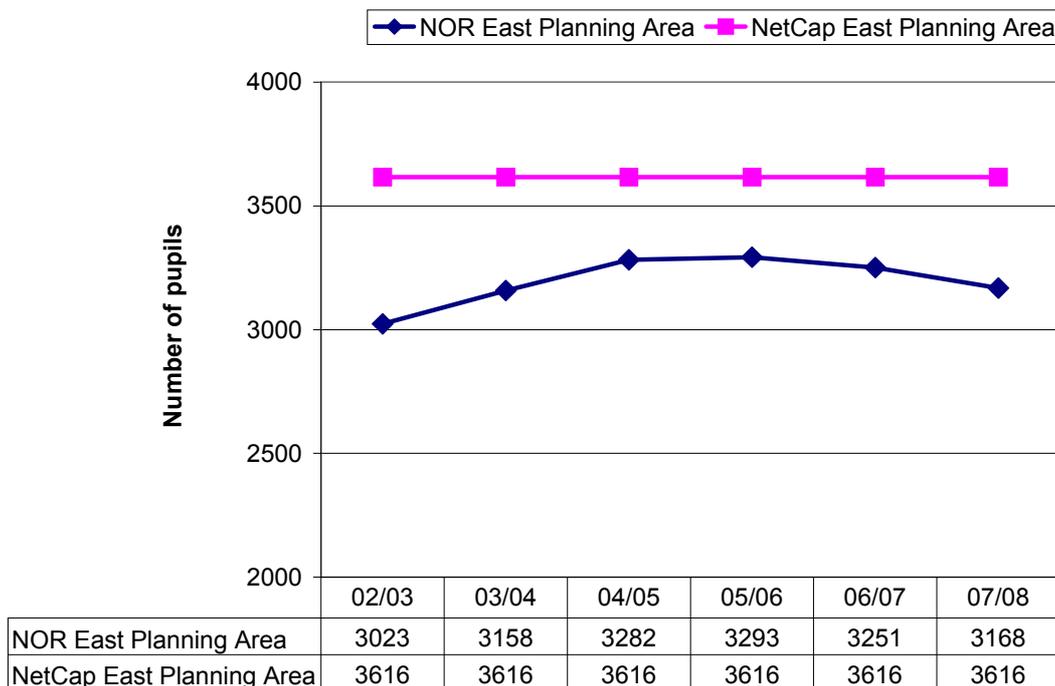
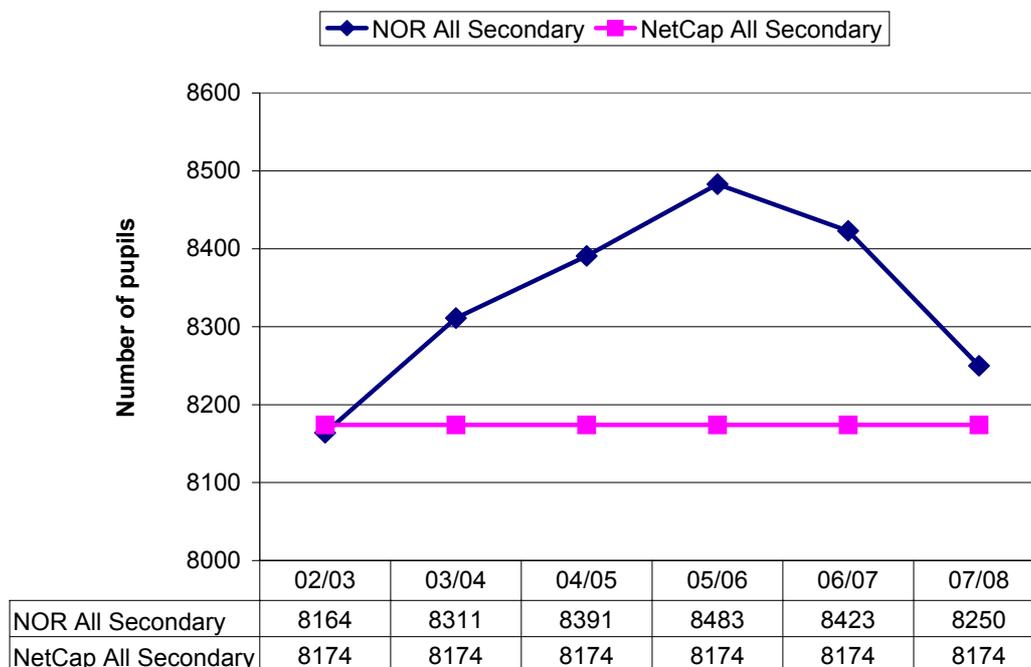


Figure 2.2.2.x shows the net capacities and projected numbers on roll over time for all secondary schools



2.2.3 Housing developments

Between April 2002 and March 2003 211 new dwellings were completed in Slough, over half of which were in the Langley St Mary ward.

Table 2.2.3a new dwellings 2002-3

| Ward | Planning area | Gross new dwellings (including losses) |
|--------------------|---------------|--|
| Baylis | Central | -4 |
| Britwell | West | 8 |
| Central | Central | -1 |
| Chalvey | Central | 1 |
| Cippenham | West | 6 |
| Colnbrook & Poyle | East | 15 |
| Farnham | West | 2 |
| Foxborough | East | 2 |
| Haymill | West | 21 |
| Kedermister | East | 21 |
| Langley St. Mary's | East | 117 |
| Stoke | Central | 19 |
| Upton | Central | 3 |
| Wexham Lea | Central | 1 |
| Total | | 211 |

There are a significant number of dwellings planned for completion over the next five years.

Table 2.2.3b proposed new dwellings

| Planning area | 2003/4 | 2004/5 | 2005/6 | Post 2006 | Total |
|---------------------|------------|------------|------------|------------|-------------|
| Central | 290 | 30 | 104 | 0 | 424 |
| East | 181 | 338 | 174 | 432 | 1125 |
| West | 62 | 41 | 14 | 10 | 127 |
| Slough Total | 533 | 409 | 292 | 442 | 1676 |

The current pupil yield rates used by Slough Borough forecast 0.28 primary pupils per new dwelling, 0.18 secondary pupils and 0.036 post-16 pupils. These rates would mean that the new dwellings in Table 2.2.3b would yield 469 additional primary school pupils and 301 additional (plus 60 post-16 pupils) secondary school pupils. Housing development information is reflected in the pupil-forecasting model, so these additional pupils are already accounted for.

2.2.4 Demographics of Slough schools

2.2.4.1 Category of school

Table 2.2.4.1a Number of schools by category (source PLASC, Jan 03)

| Type | Community | Voluntary controlled | Voluntary aided | Foundation | Total |
|---------------------------|-----------|----------------------|-----------------|------------|-------|
| Nursery | 5 | 0 | 0 | 0 | 5 |
| Infant | 6 | 0 | 1 | 0 | 7 |
| Junior | 3 | 0 | 1 | 1 | 5 |
| Primary | 7 | 2 | 3 | 5 | 17 |
| Secondary (non-selective) | 4 | 1 | 1 | 1 | 7 |
| Secondary (selective) | 0 | 0 | 1 | 3 | 4 |
| Special | 2 | 0 | 0 | 0 | 2 |
| Total | 27 | 3 | 7 | 10 | 47 |

Four of the five nurseries share a campus site with infant/junior schools; the fifth is a stand-alone nursery. Five of the infant schools share sites with the five junior schools; the other two infant schools are not partnered with a junior school (see map 1). Slough has one of the highest levels of selection in the country, with four selective grammar schools and seven non-selective schools.

The following lists the differences between the categories of school. It should however be noted that these are general differences; ownership of land and other characteristics may differ for some individual schools.

Community schools (formerly county schools) – usually the LEA employ the staff, own the school land and buildings and has the primary responsibility in deciding admissions arrangements.

Foundation schools (mainly former Grant Maintained schools) – usually the governing body employs staff and decides admissions arrangements. The land and buildings are usually owned by the school or by a charitable foundation. Slough has a higher than average proportion of pupils attending Foundation schools, both at primary (27% compared to 3% nationally) and at secondary (43% compared to 16% nationally).

Voluntary Aided schools (normally church schools) – usually the governing body employs staff and decides admission arrangements. The land is usually owned by a charitable foundation and the governing body contributes towards capital costs. Foundation governors representing the charitable foundation or diocese sit on the governing body. Slough has a higher than average proportion of pupils attending Voluntary Aided schools at the secondary stage (18% compared to 15% nationally), but a slightly lower than average proportion at primary schools (16% compared to 19%). All of Slough's Voluntary Aided schools are Catholic schools (5 primaries and 2 secondaries).

Voluntary Controlled schools (normally church schools) – usually a charitable foundation owns the school but the LEA employs staff and decides admissions arrangements. A higher proportion of Slough secondary pupils attend Voluntary Controlled schools than nationally (7% compared to 4%), however a slightly lower proportion of primary pupils attend Voluntary Controlled schools than nationally (5% compared to 10%). All Slough's Voluntary Controlled schools are Church of England

schools (2 primaries and 1 secondary). The 2001 census shows 54% of the population to be Christian (Church of England, Catholic, and other Christians) one of the lowest proportions of any authority.

2.2.4.2 Denomination

Slough has 7 denominational primaries: 5 Catholic and 2 Church of England. There are 3 denominational secondaries: 2 Catholic and 1 Church of England. However, because of the diversity of religious beliefs in Slough, many of the pupils attending these schools are from other faiths. In addition, there are also other community and Foundation Schools with a majority of students from a particular faith, particularly Muslim majorities.

Figure 2.2.4.2i shows the percentage of pupils by religious faith in Slough schools

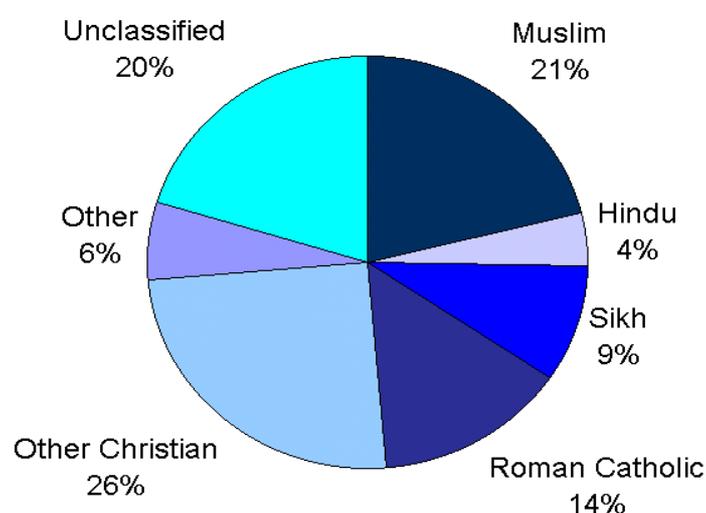


Table 2.2.4.2a shows proportion of pupils of different faith groups in Slough schools (source PLASC Jan 02 and Central Pupil Database Nov 02)

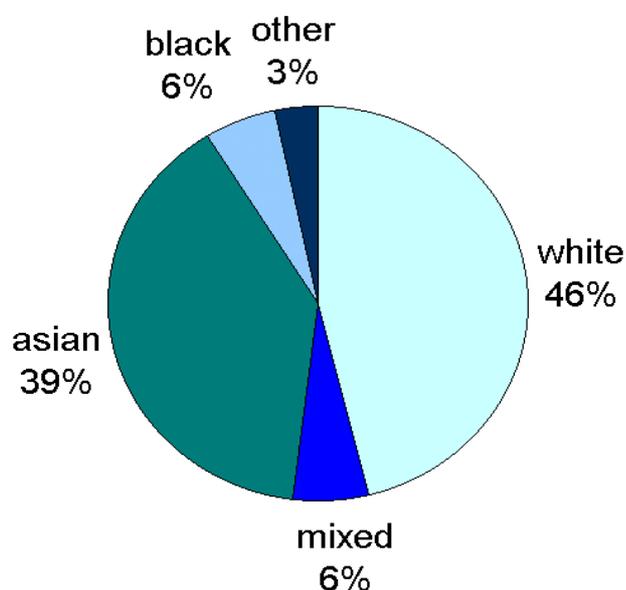
| School | Other Christian | Roman Catholic | Muslim | Hindu | Sikh | Other | Unclassified |
|---|-----------------|----------------|--------|-------|------|-------|--------------|
| Non-denominational Primary Schools | | | | | | | |
| Castleview School | 18% | 0% | 14% | 13% | 34% | 4% | 16% |
| Cippenham Infant School | 53% | 1% | 13% | 3% | 8% | 11% | 11% |
| Cippenham Junior School | 53% | 3% | 12% | 4% | 10% | 14% | 5% |
| Claycots Primary | 45% | 2% | 14% | 3% | 1% | 8% | 27% |
| Foxborough Primary School | 43% | 3% | 16% | 4% | 7% | 13% | 14% |
| Godolphin Infant School | 6% | 1% | 37% | 5% | 11% | 2% | 39% |
| James Elliman School | 15% | 2% | 44% | 5% | 10% | 6% | 19% |
| Lea Infant School | 10% | 1% | 64% | 4% | 13% | 4% | 4% |
| Lea Junior School | 10% | 1% | 57% | 3% | 9% | 3% | 17% |
| Lynch Hill School | 51% | 3% | 7% | 0% | 1% | 8% | 29% |

| School | Other Christian | Roman Catholic | Muslim | Hindu | Sikh | Other | Unclassified |
|---|-----------------|----------------|------------|-----------|------------|-----------|--------------|
| Marish Infant School/Nursery | 39% | 4% | 11% | 4% | 7% | 18% | 16% |
| Marish Junior School | 48% | 3% | 12% | 5% | 9% | 17% | 6% |
| Montem Primary School | 12% | 2% | 58% | 4% | 7% | 4% | 13% |
| Parlaunt Park Primary School | 51% | 1% | 2% | 1% | 9% | 17% | 19% |
| Pippins School | 49% | 3% | 1% | 3% | 8% | 3% | 31% |
| Priory School | 4% | 1% | 2% | 1% | 1% | 0% | 90% |
| Ryvers School | 30% | 1% | 19% | 6% | 17% | 9% | 17% |
| Thames Valley Infant School | 6% | 4% | 74% | 2% | 4% | 4% | 5% |
| The Godolphin Junior School | 12% | 1% | 53% | 9% | 18% | 4% | 3% |
| The William Penn School | 11% | 0% | 39% | 3% | 4% | 4% | 38% |
| Western House School | 30% | 1% | 9% | 2% | 7% | 2% | 49% |
| Wexham Court Primary School | 35% | 1% | 27% | 6% | 10% | 5% | 16% |
| All non-denominational primary schools | 28% | 2% | 25% | 4% | 9% | 7% | 25% |
| Denominational Primary Schools | | | | | | | |
| Colbrook C.E. Primary School | 49% | 2% | 6% | 1% | 4% | 1% | 36% |
| St. Mary's C E Primary School | 26% | 0% | 32% | 3% | 6% | 9% | 25% |
| Holy Family Catholic School | 2% | 93% | 0% | 0% | 0% | 0% | 5% |
| Our Lady of Peace Junior | 12% | 80% | 2% | 1% | 1% | 0% | 3% |
| Our Lady of Peace RC Infant | 8% | 61% | 1% | 2% | 1% | 0% | 27% |
| St Anthony's Catholic Primary | 12% | 79% | 0% | 0% | 0% | 2% | 7% |
| St. Ethelbert's Catholic | 10% | 48% | 2% | 1% | 1% | 2% | 37% |
| All denominational primary schools | 14% | 55% | 7% | 1% | 2% | 2% | 19% |
| Non-denominational Secondary Schools | | | | | | | |
| Baylis Court School | 12% | 1% | 56% | 3% | 8% | 3% | 17% |
| Beechwood School | 45% | 3% | 7% | 3% | 5% | 25% | 13% |
| Herschel Grammar School | 14% | 3% | 22% | 7% | 13% | 2% | 41% |
| Langley Grammar School | 28% | 3% | 6% | 15% | 23% | 11% | 15% |
| Langleywood School | 48% | 1% | 11% | 2% | 8% | 10% | 19% |
| Slough Grammar School | 22% | 3% | 22% | 11% | 21% | 5% | 15% |
| The Westgate School | 44% | 4% | 9% | 3% | 16% | 7% | 17% |
| Wexham School | 29% | 0% | 42% | 6% | 13% | 7% | 2% |
| All non-denominational secondary schools | 29% | 2% | 21% | 7% | 15% | 8% | 17% |
| Denominational Secondary Schools | | | | | | | |
| Slough and Eton CE School | 9% | 1% | 73% | 1% | 2% | 2% | 12% |
| St Bernard's Convent School | 6% | 81% | 0% | 0% | 1% | 0% | 11% |
| St Joseph's Catholic High School | 15% | 77% | 1% | 0% | 2% | 0% | 4% |
| All denominational secondary schools | 10% | 56% | 22% | 1% | 2% | 1% | 9% |

| School | Other Christian | Roman Catholic | Muslim | Hindu | Sikh | Other | Unclassified |
|----------------------------|-----------------|----------------|------------|-----------|-----------|-----------|--------------|
| Special Schools | | | | | | | |
| Arbour Vale School | 24% | 7% | 31% | 2% | 7% | 7% | 23% |
| Littledown School | 24% | 18% | 0% | 0% | 0% | 0% | 59% |
| All special Schools | 24% | 8% | 29% | 2% | 6% | 7% | 25% |
| All Slough Schools | 25% | 14% | 21% | 4% | 9% | 6% | 20% |

2.2.4.3 Ethnicity

Figure 2.2.4.3i shows the school population by broad ethnic group (source PLASC Jan 03)



There is a higher proportion of individuals from non-white ethnic heritage in the school population than in the resident population (54% compared to 36%). In particular, there is a higher proportion of individuals of Asian heritage in the school population (39%) than resident in Slough of all ages (26%), this may reflect a younger ethnic minority population, larger families, and/or school preferences.

Table 2.2.4.3a shows the school population by ethnic heritage group (source PLASC Jan 03)

| Ethnicity | % of secondary school pupils | % of primary school pupils | % of special school pupils | % of all pupils in Slough |
|-----------------------------|------------------------------|----------------------------|----------------------------|---------------------------|
| White Heritage | | | | |
| British | 43.3% | 39.5% | 49.0% | 41.8% |
| Irish | 0.7% | 1.7% | 0.0% | 1.1% |
| Traveller Of Irish Heritage | 0.1% | 0.0% | 0.0% | 0.0% |
| Gypsy/ Roma | 0.6% | 0.3% | 0.0% | 0.4% |

| Ethnicity | % of secondary school pupils | % of primary school pupils | % of special school pupils | % of all pupils in Slough |
|--|------------------------------|----------------------------|----------------------------|---------------------------|
| Any Other White Background | 2.7% | 2.7% | 7.7% | 2.8% |
| White Total | 47.4% | 44.1% | 56.8% | 46.2% |
| Mixed Heritage | | | | |
| White And Black Caribbean | 2.6% | 1.9% | 1.2% | 2.3% |
| White And Black African | 0.4% | 0.3% | 0.0% | 0.4% |
| White And Asian | 1.9% | 1.8% | 0.0% | 1.8% |
| Any Other Mixed Background | 1.3% | 1.2% | 0.4% | 1.3% |
| Mixed Total | 6.3% | 5.2% | 1.5% | 5.8% |
| Asian or Asian British Heritage | | | | |
| Indian | 13.7% | 19.3% | 8.1% | 15.9% |
| Pakistani | 20.8% | 20.1% | 30.1% | 20.6% |
| Bangladeshi | 0.3% | 0.3% | 0.0% | 0.3% |
| Any Other Asian Background | 2.3% | 2.7% | 0.8% | 2.4% |
| Asian Total | 37.1% | 42.4% | 39.0% | 39.3% |
| Black or Black British Heritage | | | | |
| Caribbean | 2.1% | 1.8% | 1.2% | 1.9% |
| African | 3.4% | 2.5% | 0.8% | 3.0% |
| Any Other Black Background | 0.9% | 0.4% | 0.0% | 0.6% |
| Black Total | 6.3% | 4.7% | 1.9% | 5.5% |
| Other Heritage | | | | |
| Chinese | 0.2% | 0.5% | 0.0% | 0.3% |
| Any Other Ethnic Background | 1.4% | 1.6% | 0.8% | 1.5% |
| Not Recorded | 1.4% | 1.5% | 0.0% | 1.4% |
| Other Total | 3.0% | 3.6% | 0.8% | 3.2% |

2.2.4.4 Gender

The total school population comprises 49% female and 51% male. There is one single sex secondary school for girls in the borough (Baylis Court School) all other schools are mixed. Whilst offering diversity and choice, the existence of the girl's schools impacts on other non-selective secondary schools, leading to a disproportionate number of boys in other schools. The intake of Slough and Eton and Beechwood Secondaries is currently around two-thirds male. Historically, the girl's school has particularly tended to attract a high percentage of Muslim girls.

2.2.4.5 SEN units or special classes

In total 1 in 5 children in Slough (3,825) are identified through the SEN code of practice as having some form of Special Educational Needs. Overall 1% of primary pupils and 1.9% of secondary pupils are educated in special schools, this is in line with national averages. A minority of pupils attend out of borough special schools or other out of borough provision.

Table 2.2.4.5a pupils with SEN by gender and ethnicity

| | | SEN not-stated | SEN – stated | All SEN | All pupils |
|-----------|----------------|----------------|--------------|---------|------------|
| Gender | Male | 62.0% | 68.5% | 63.0% | 50.5% |
| | Female | 38.0% | 31.5% | 37.0% | 49.5% |
| Ethnicity | White | 53.3% | 52.9% | 53.2% | 46.2% |
| | Black | 6.2% | 4.0% | 5.8% | 5.5% |
| | Indian | 7.8% | 8.2% | 7.9% | 15.9% |
| | Pakistani | 22.9% | 27.5% | 23.6% | 20.6% |
| | Other Asian | 1.4% | 1.2% | 1.4% | 2.7% |
| | Other heritage | 7.0% | 4.8% | 6.6% | 7.6% |
| | Not known | 1.5% | 1.5% | 1.5% | 1.4% |

Source: PLASC, Jan 2003

Table 2.2.4.5b special schools, SEN units, and SEN resources in Slough

| School | Type of provision | Age range of provision | Type of need | Number of places | Occupancy (May 03) |
|----------------------------|-----------------------------|------------------------|---|------------------|-----------------------|
| Arbour Vale School | Special School | 2-19 | Moderate – severe learning difficulties, profound and multiple learning difficulties, other low frequency/high complexity difficulties, e.g. autism | 240 | 245 |
| Littledown School | Special School | | Emotional and/or behavioural difficulties | 32 | 19 |
| Cippenham Junior School | Primary School Resource | 7-11 | Specific learning difficulties | n/a | n/a |
| Ryvers Primary Schools | Primary School Resource | 3-11 | Autistic Spectrum Disorder | 6 | 6 |
| Beechwood School | Secondary School Resource | 11-15 | Specific learning difficulties | 15 | 18 |
| Chalvey Early Years Centre | Assessment Unit / Nursery | 2-4 | Assessment Unit for Mild-moderate communication and learning difficulties | 10 | 8 |
| Priory | Resource | 3-11 | Physical, sensory and/or medical difficulties | 45 | 28 |
| The Westgate School | Resource | 11-15 | Physical and/or medical difficulties | | To be opened Sept '03 |
| Foxborough | Hearing Impairment Resource | 3-11 | Hearing Impairment | 10 | 7 |
| Langleywood School | Hearing Impairment Resource | 11-15 | Hearing Impairment | 5 | 3 |
| St Ethelbert's School | Speech & Language Resource | 3-11 | Speech and Language Difficulties | 15 | 15 |
| Colnbrook School | Resource | 3-11 | Moderate Learning Difficulties | 15 | 18 |
| Wexham Secondary School | Resource | 11-15 | Autistic Spectrum Disorder | 12 | 5 |

| School | Type of provision | Age range of provision | Type of need | Number of places | Occupancy (May 03) |
|--|---------------------------------|------------------------|---|------------------|--------------------|
| Non-selective schools | In School Learning Support Unit | 11-15 | In school centre for disaffected young people | | |
| Wexham Park Hospital/ Teaching and Support Services (TASS) | Hospital Unit | All ages | Provision while receiving short term medical care | NA | NA |

Table 2.2.4.5c the percentage of pupils at each stage of the SEN code of practice in Slough maintained schools

| SEN Code of practice | % of secondary school pupils | % of primary school pupils | % of special school pupils | % of all Slough pupils |
|----------------------|------------------------------|----------------------------|----------------------------|------------------------|
| School Action | 10% | 12% | 0% | 11% |
| School Action Plus | 5% | 5% | 0% | 5% |
| Referral | 1% | 0.2% | 2% | 0.6% |
| Statemented | 2% | 1.5% | 98% | 3% |
| No SEN | 82% | 81% | 0% | 80% |

702 pupils have a statement of SEN.

Table 2.2.4.5d number of pupils with statements of SEN by age, type of establishment and type of need (source SEN2 and 8B, Jan 03)

| Establishment | Age | Reason for statement | | | | | | | | | | | | |
|---|----------|----------------------|--------|---------------------------|------------------|---------|-------------------|----------|-----------------------|-----------------|-------------------|---------------------|------------------|-----------------|
| | | Aspergers | Aufism | Emotional and Behavioural | Hearing Impaired | Medical | Moderate Learning | Physical | Profound and multiple | Severe Learning | Specific Learning | Speech and Language | Under Assessment | Visual Impaired |
| Slough residents in Slough Maintained Schools | | | | | | | | | | | | | | |
| Mainstream schools | Under 5 | | 2 | | | | | 3 | | | | 2 | | 2 |
| | 5-10 | 3 | 4 | 19 | 4 | 4 | 26 | 4 | | 3 | 4 | 28 | | 1 |
| | 11-15 | 3 | | 17 | 1 | 5 | 42 | 8 | | 1 | 26 | 10 | 1 | 4 |
| | 16-19 | | | 8 | | | 3 | 1 | | 1 | 7 | | | 1 |
| | All ages | 6 | 6 | 44 | 5 | 9 | 71 | 16 | | 5 | 37 | 40 | 1 | 8 |
| Resourced provision/ units/ special classes in mainstream schools | Under 5 | | | | | 1 | | 3 | | | | | | |
| | 5-10 | | 4 | | | | 9 | 10 | | 1 | | 11 | 2 | 1 |
| | 11-15 | | | | 4 | | 4 | 3 | | 14 | | | | |
| | 16-19 | | | 1 | | | | | | | 3 | | | |
| | All ages | | 4 | 1 | 4 | 1 | 13 | 16 | | 15 | 3 | 11 | 2 | 1 |
| Special Schools | Under 5 | | 2 | | | | 1 | 1 | 1 | 2 | | | | |
| | 5-10 | | 4 | 8 | 1 | 1 | 23 | 1 | 1 | 18 | | 5 | 1 | |
| | 11-15 | | 2 | 5 | | 1 | 47 | 3 | 9 | 38 | 1 | 5 | | |
| | 16-19 | | | | | | 11 | | 5 | 22 | 1 | | | |
| | All ages | | 8 | 13 | 1 | 2 | 82 | 5 | 16 | 80 | 2 | 10 | 1 | |
| Pupil Referral Units | Under 5 | | | | | | | | | | | | | |
| | 5-10 | | | | | | | | | | | | | |
| | 11-15 | | | 2 | | | | | | | 1 | | | |
| | 16-19 | | | | | | | | | | | | | |
| | All ages | | | 2 | | | | | | | 1 | | | |
| Slough residents educated in other borough maintained settings | | | | | | | | | | | | | | |
| Mainstream schools | Under 5 | | | | | | | | | | | | 1 | |
| | 5-10 | | 1 | 1 | 4 | 1 | 2 | 1 | | | 4 | 6 | | |
| | 11-15 | | | 12 | 1 | 2 | 10 | 3 | | | 8 | 4 | | |
| | 16-19 | | | 1 | | | 1 | | | | 1 | | | |
| | All ages | | 1 | 14 | 5 | 3 | 13 | 4 | | | 13 | 10 | 1 | |
| Resourced provision/ units/ special classes in mainstream schools | Under 5 | | | | | | | | | | | | | |
| | 5-10 | | | | | | | | | | | | | |
| | 11-15 | | | 1 | 1 | | | | | | | 4 | | 1 |
| | 16-19 | | | | | | | 1 | | | | | | |
| | All ages | | | 1 | 1 | | | 1 | | | | 4 | | 1 |
| Special Schools | Under 5 | | | | | 1 | | 2 | | | | | | |
| | 5-10 | | 6 | 1 | | 1 | 1 | 1 | | 3 | 1 | 1 | | 1 |
| | 11-15 | 1 | 2 | 6 | 2 | | 6 | 1 | 1 | 2 | | 3 | | 1 |

| Establishment | Age | Reason for statement | | | | | | | | | | | | |
|--|----------|----------------------|--------|---------------------------|------------------|---------|-------------------|----------|-----------------------|-----------------|-------------------|---------------------|----------------------------------|---|
| | | Aspergers | Autism | Emotional and Behavioural | Hearing Impaired | Medical | Moderate Learning | Physical | Profound and multiple | Severe Learning | Specific Learning | Speech and Language | Under Assessment Visual Impaired | |
| | 16-19 | | | 1 | | | | | | 2 | | | | |
| | All ages | 1 | 8 | 8 | 2 | 2 | 7 | 4 | 1 | 7 | 1 | 4 | 2 | |
| Slough residents educated in independent and other non-maintained provision | | | | | | | | | | | | | | |
| Non-maintained special schools (incl Hospital Special) | Under 5 | | | | | | | | | | | | | |
| | 5-10 | | | | | | | | | | | 2 | | |
| | 11-15 | 1 | 1 | 11 | 1 | | 1 | | | | | 3 | 1 | |
| | 16-19 | | | | | | | | | | | 2 | 1 | |
| | All ages | 1 | 1 | 11 | 1 | | 1 | | | | | 7 | 1 | 1 |
| Independent special schools | Under 5 | | | | | 1 | | | | | | | | |
| | 5-10 | | 2 | 1 | | | | 1 | | | | 1 | | |
| | 11-15 | | 2 | 5 | 1 | | 1 | | | | 1 | | 1 | |
| | 16-19 | | 1 | 3 | | | | | | 1 | | | | |
| | All Ages | | 5 | 9 | 1 | 1 | 1 | 1 | | 1 | 1 | 1 | 1 | |
| Out of borough Pupils with statements of SEN in Slough Maintained Schools* | | | | | | | | | | | | | | |
| Mainstream schools | All ages | 2 | 3 | | 4 | 2 | 4 | 9 | | | 1 | | 1 | |
| Special Schools | All ages | | 2 | 6 | | 1 | 12 | | 2 | 11 | | 2 | 3 | |

*Slough receives remuneration for the 4 pupils under assessment

None of the places in Slough schools are residential/boarding. The proposed PFI project is considering providing some residential places for pupils with Autistic Spectrum Disorders.

2.2.5 Educated Otherwise

2.2.5.1 Educated outside mainstream schooling

Table 2.2.5.1a shows the number of pupils educated outside schools in May 2003 by reason and provision

| | School Refuser | Emotional and Mental Health | Pregnant | Exceptionally at Risk | Dual Roll | Total |
|---------------------------------------|----------------|-----------------------------|----------|-----------------------|-----------|-------|
| Step Out | | | | 10 | | 10 |
| At Home | 5 | | 1 | | | 6 |
| Wexham Park PRU - Hospital Schoolroom | | 8 | | | | 8 |
| Looked After Children's Service | | | | | 33 | 33* |

* 2 pupils are included in the establishments listed below.

Education that is provided by parents is monitored and supported by the Education Welfare Service and School Improvement Team.

Northbrook (including Haymill) Pupil Referral Unit, which covers Key Stages 1-4, had 89 pupils in attendance in January 2003. 61 pupils were on the unit register only, 23 were dually registered at another school and 5 pupils also attended a FE college or were with a voluntary provider.

Activate which provides for pupils with a wide variety of needs had 21 pupils in attendance in January 2003. Activate is a work based training scheme, offering an alternative to mainstream schooling providing work related learning. The scheme, which started in September 2001, is based at Sara Lee and is run by the council in partnership with East Berkshire College and the Slough Business Community Partnership. The centre offers a work-related curriculum to young people who have often become disenchanted with school, which can lead to poor behaviour and attendance. Trainees are helped to secure work placements as well as working towards vocational qualifications.

2.2.5.2 Vulnerable pupils

Slough currently has £250,000 available through a standards fund grant for Vulnerable pupils to support key groups, these include: looked after children; Gypsy Travellers; Asylum Seekers; young carers; school refusers; teenage parents; and young offenders.

The purpose is to develop a strategic approach within the LEA to support vulnerable school age children and improve access to education, attendance, inclusion and standards.

2.2.5.3 Excluded pupils

Slough's target is to become the first authority in the country with zero permanent exclusions. The authority fulfils its responsibility to offer full-time provision for all pupils excluded for more than 15 days.

Successful steps have been taken, supported by funding through the Behaviour Improvement Programme, to increase the capacity of mainstream schools to support children and reduce fixed term exclusions.

2.2.6 Early years provision

2.2.6.1 Places for 3 and 4 year olds

Table 2.2.6.1a number of 3 and 4 year olds by establishment in maintained nursery provision (source PLASC, Jan 2003)

| | FTE | |
|-----------------------------------|-------------|-------------|
| | 3 year olds | 4 year olds |
| Baylis Court Nursery | 48 | |
| Chalvey Nursery | 46.5 | 7.5 |
| Cippenham Nursery | 53.5 | |
| Lea Nursery | 47 | |
| Slough Centre Nursery | 50 | 10.5 |
| Castleview Primary | 22.5 | |
| Claycots Primary | 31.5 | |
| Colnbrook CE Primary | 8 | |
| Foxborough Primary | 15 | 0.5 |
| Holy Family RC Primary | 5.5 | 17 |
| James Elliman Primary | 34.5 | 0 |
| Lynch Hill Primary | 30.5 | 0 |
| Marish Infant | 31.5 | 14 |
| Our Lady of Peace RC Aided Infant | 26 | |
| Parlaunt Park Primary | 22 | |
| Pippins Primary | 12.5 | |
| Priory Primary | 30.5 | 3 |
| Ryvers Primary | 23 | 2.5 |
| St. Ethelbert's RC Aided Primary | 18 | |
| St. Mary's CE Primary (Slough) | 20.5 | |
| Western House Infant | 30.5 | 0.5 |
| Wexham Court Primary | 21.5 | 16.5 |
| William Penn Primary | 29 | |
| Total | 657.5 | 72 |

Slough LEA offers universal provision for nursery education for 3 and 4 year olds. Participation rate for 3 year olds currently stands at 92.5%.

90% of children taking up this provision do so in the maintained sector and 10% in the private, voluntary and independent (PVI) sector. The maintained sector comprises of 5 nursery schools and 18 primary/infant schools with nursery classes. The PVI sector comprises 20 different settings.

2.2.6.2 Foundation Stage

The Foundation Stage is now part of the National Curriculum for England. It covers education for children aged from three to the end of the Reception year (i.e. the end of the academic year in which they are five). It is a distinct stage and important both in its own right and in preparing children for later schooling.

The introduction of the foundation stage does not change the compulsory school age as defined in the Education Act 1996, which is the beginning of the term after a child's fifth birthday.

Currently many children will attend some form of pre-school or nursery soon after their third birthday and some will attend a number of different settings during the nursery phase either part-time or full-time, in both the maintained and private, voluntary and independent sectors. A few children will remain at home until the term after they turn five, which in some cases may be the beginning of Year 1.

Currently there are 18 primary/infant schools that are able to offer the Foundation Stage in its entirety without the need for children to move establishment within the stage. Another school is about to open a nursery class and so will also be able to deliver the whole of the Foundation Stage. A further, four primary/infant schools have a nursery school located on the same campus. In addition, there is one stand-alone nursery school, as well as a primary school that does not have nursery provision on site.

This means that some children have to move establishment in the middle of the Foundation Stage. Also the nature of early years provision means that children have many different experiences across the Stage, some of these experiences may better prepare pupils for Key Stage 1 than others.

A review of teaching and learning across the maintained sector Foundation Stage providers in Slough was carried out in July 2002. This study found that overall provision in the town is usually satisfactory or better, with many examples of good practice and a very small number of settings where unsatisfactory practice was observed. It was concluded that the scope of the audit should be widened in the future, in order to achieve increased consistency and cohesion.

2.2.6.3 Neighbourhood nurseries – childcare centres

Neighbourhood nurseries are childcare centres providing daycare for children aged 3 months to 5 years.

The authority is in the process of creating 200 places in Baylis/Stoke, Britwell and Chalvey wards. This provision is expected to open around December 2003. These childcare nurseries will be located at Montem Primary School, Claycots Primary School, and William Penn Primary School.

2.2.6.4 Childcare

There are currently 2,395 childcare places available across Slough. Childcare places offer either full day care or "wraparound" care in settings that also provide education.

The partnership intends to create 1,333 new out-of-school childcare places during 2003-4. These will include 815 out of school childcare places, 203 pre-school childcare places, and 315 child-minded places. These will contribute to a target of 2210 new places over the period 2001-2004. The majority of these places will be funded through the New Opportunities Fund, other places will be funded through other grants including the Childcare Grant.

The majority of these new places will be created in the most disadvantaged areas in the borough. Currently, there are proportionately more childcare places available per

100 children in other areas than in the most disadvantaged areas, but by 2004 it is targeted to reverse this position, with a higher proportion of such places available in the most disadvantaged areas.

2.2.6.5 Children's Centres

By 2006 the government plans to establish new Children's Centres to cover up to 650,000 pupils nationally⁵, providing childcare, early years education and health and family services for disadvantaged communities.

2.2.7 Primary class size

In January 2003 Slough had no Key Stage 1 classes of over 30 pupils. The January 2003 school census indicated that as of that day there were 6 Key Stage 2 classes with over 30 pupils and only one teacher, and a further 13 with a teacher and at least one non-qualified teacher.

2.2.8 Pupil Performance

Our strategy for school organisation in Slough aims to support the raising standards agenda, and ensure that where possible changes made in the management of school places have a direct positive impact on standards.

The Planning and Performance Team produce a comprehensive range of school and pupil performance data including performance over time; value-added information; performance and progress of specific pupils groups; and performance across postcode area. This data informs and drives a range of strategic decisions, including those relating to school organisation.

For public school performance information refer to the Primary School Performance tables, available from the LEA and from the DfES website www.dfes.gov.uk/performance/tables. Hard copies of these are also available from the Education Helpdesk.

2.2.9 Opportunity and diversity in Slough secondary schools

Part of the national agenda for secondary schools is to expand choice for students and encourage and celebrate diversity. Schools are encouraged to develop their own ethos and sense of mission; recognise their strengths and weaknesses; and have clear incentives for improvement.

2.2.9.1 Beacon Schools

Beacon schools are schools that have been identified as amongst the best performing in the country. They are expected to work in partnership with other schools, sharing good practice and passing on their particular areas of expertise. Each Beacon School received additional funding to be spent on the dissemination of its successful practice.

⁵ DfES (March 2003) Investment to Reform

Table 2.2.9.1 a: Beacon Schools in Slough

| School | Areas of Expertise |
|-------------------------------------|---|
| Holy Family Catholic Primary School | Monitoring and evaluation; Staff development; Use of ICT; Accelerated learning; Initial teacher training and support for newly qualified teachers. |
| Priory School | Whole school good practice; headteacher mentoring; mentoring of NQTs and new teachers; Writing; Raising standards through strategic planning, leadership and management training; the development and application of the school vision; Development of ICT to raise standards across the curriculum and achieve high levels of attainment by the development of a) children's use; b) curriculum delivery; c) staff training; Inclusive education; improvement of schools which have serious weaknesses or are failing, or likely to fail, through a focus on the quality of teaching and learning; Expert teachers at Foundation Stage, KS1 and KS2 in English, Mathematics, Science, Music and ICT. |
| St Bernard's Convent School | Spiritual, moral, social and cultural development; Pastoral care; Leadership and management; Home-school links; Teaching and learning strategies; Induction – transition issues; Raising achievement; Creative Arts; Humanities; Extra-curricular; Monitoring and evaluation; Role of the Governing Body; Role of the PTA; Mathematics; English; Post 16 Vocational Education; Initial Teacher Training. |

2.2.9.2 Leading Edge Programme

The leading edge programme⁶ is a new initiative that will eventually replace Beacon Schools at secondary level. The programme will involve schools that are high performing in relation to their circumstances; have areas of expertise and best practice; strong leadership; and form collaborations and challenging partnerships with other schools. The first round of leading edge schools has recently been announced and includes two Slough schools, Herschel Grammar School and Slough Grammar School from only 106 across the country.

2.2.9.3 Specialist Schools

Specialist schools are secondary schools, which in addition to providing the full national curriculum, specialise in one of the designated curriculum areas. Secondary schools can apply to become one of the ten types of Specialist School:

- Technology;
- Languages;
- Sports;
- Art (visual, performing or media);
- Business and Enterprise;
- Engineering;
- Science;
- Maths and ICT;
- Humanities (history, geography, and English); and
- Music.

Specialist Schools receive a one-off sum of capital funding and four years recurrent funding (renewable) to implement their Specialist School development plan. The LEA's strategy is to enable every school to enjoy specialist status, and to encourage coverage of the majority of the specialist areas across the borough. The LEA is responsible for providing strategic direction to the specialist school programme. The

⁶ This programme was originally to be called the Advanced Schools programme, the term advanced schools has now been dropped

LEA supports bids by providing advice and guidance to schools and will promote the bid with the DfES and business community. There may also be opportunities to bid for capital funding to support specialist school bids. The School Organisation Committee is responsible for ratifying the specialist school programme in the borough.

Table 2.2.9.3a Slough's Specialist Schools

| School | Specialism |
|-------------------------|------------|
| Herschel Grammar School | Technology |
| Slough Grammar School | Languages |
| Wexham School | Sport |
| Arbour Vale School | Sport |

A further school submitted an application for specialist status for Maths and ICT in March 2003. Four other schools are planning to submit applications in October 2003, many in relation to Business and Enterprise and the Arts.

2.2.9.4 City Academies

Slough Local Education Authority does not include an Academy. City Academies are publicly funded independent schools. They replace schools in challenging circumstances or are set up as part of a wider school reorganisation or where there is an unmet demand for school places.

2.2.9.5 Selection

There are four selective schools and seven non-selective schools in Slough. Entry to the selective sector is dependent upon achievement in an 11+ exam.

The selective system influences school planning. A significant number of pupils in grammar schools are not Slough residents. In contrast, a number of Slough residents who do not gain entry to grammar schools in the borough choose an out of borough school for their secondary education (either to another grammar school or a comprehensive school in a neighbouring authority).

The selective system can only be changed as a result of either a parental ballot or a governing body electing to change its school's status. The process of parental ballots is explained in Appendix 2.

In 2000 the LEA commissioned the National Foundation for Educational Research (NFER) to carry out an independent study into the impact of selective education in Slough. This research was carried out in the autumn term 2000 and the spring term 2001. A summary report was sent to all parent/guardians in May 2002. The full report is available on the NFER website (www.nfer.ac.uk)⁷.

The report found that the most able children in Slough grammar schools had similar levels of attainment to similar ability pupils in comprehensive schools elsewhere. The least able children in Slough non-selective schools did slightly better than those of the same ability in comprehensive schools elsewhere. The biggest impact of selection was on the middle ability pupils who may or may not secure a place in grammar schools. The children of this ability who go to grammar schools achieve much better exam results than those of similar ability in non-selective schools in Slough and in comprehensive schools elsewhere. In addition, those of this ability in non-selective schools achieved significantly lower results than those in comprehensive schools elsewhere.

⁷ NFER Report (Nov. 2001) "The Impact of the Structure of Secondary Education in Slough"

2.2.9.6 Extended Schools

Extended schools are schools that offer a range of opportunities and facilities for their pupils, parents, and local community that are wider than traditional formal schooling, both within and outside normal school hours. Such opportunities and facilities include study support, breakfast clubs, after-school clubs, homework clubs, summer schools, and sports clubs. Or may include adult learning, access to IT and sports facilities, childcare, access to social services and health care on site.

Many slough schools already offer extended opportunities and facilities and the number of schools and range of opportunities is growing all the time. For example, parents computer clubs; adult learning centres; adult literacy programmes; sports and community facilities; and homework and breakfast clubs. We are currently undertaking an audit to ascertain the full range of opportunities on offer in Slough.

The EAZ are also working with two clusters of school to review and expand extended school facilities.

£95,000 per year has been set aside by the DfES for one school in Slough to support extended school provision, with the likelihood of this being extended to other schools in the future.

2.2.9.7 Schools facing challenging circumstances

Four Slough Schools were included within the category of schools facing challenging circumstances. The category is now ending, as there is no longer a standards fund grant associated with this programme.

2.2.10 Post 16

Historically, the four selective grammar schools have had sixth forms catering for 150 to over 300 students each. Two of the non-selective schools also had small sixth forms catering for around 30 pupils each.⁸ The other main local provider is East Berkshire College, in 2000 the college provided just over 20% of the post 16 provision in Slough.

The 14-19 Forum, which is a sub-group of the Learning Partnership, oversees the development and implementation of a 14-19 strategy for Slough. The local policy is to develop centres of excellence based on consortia of schools to expand choice and range of post 16 provision. Two consortia have so far been established. The first between The Wexham School and East Berkshire College, this consists of a satellite of East Berkshire College located on the site of Wexham School. The students attending are registered at the college. The second, the Herschel Consortium, comprises Herschel Grammar School, Baylis Court School, The Westgate School and East Berkshire College. Provision is available for students to study at each of the sites (with the exception of the Westgate School, although a successful targeted capital bid may make this possible in the future).

The LEA has recently led a partnership representing East Berkshire College, Slough schools and Connexions to revise transport provision for post-16 students. A new travel card will be available from September 2003 for students remaining at school or college. It provides reduced rate travel for those required to pay and offers free travel for those with specific disabilities/needs or in difficult financial circumstances. The scheme is funded by the LEA, DfES and East Berkshire College and it is hoped that it will encourage retention of pupils in education beyond 16.

⁸ Slough Post 16 Review, 2001

Table 2.2.10a shows the numbers of post 16 pupils in Slough maintained schools (source PLASC, Jan 03)

| School | Type | Post 16 NOR at Jan. '98 | Post 16 NOR at Jan. '99 | Post 16 NOR at Jan. '00 | Post 16 NOR at Jan. '01 | Post 16 NOR at Jan '02 | Post-16 NOR at Jan '03 |
|----------------------------------|------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|------------------------------|------------------------------|
| Slough Grammar School | F | 266 | 296 | 345 | 366 | 391 | 396 |
| St Bernard's Convent School | VA | 258 | 229 | 238 | 242 | 244 | 240 |
| Langley Grammar School | F | 200 | 226 | 215 | 203 | 201 | 208 |
| Herschel Grammar School | F | 231 | 249 | 253 | 260 | 220 | 208 |
| Slough & Eton C of E School | VC | 15 | 37 | 35 | 28 | 36 | 32 |
| Baylis Court School | C | 35 | 33 | 35 | 52 | 30 | 26 |
| Wexham School | C | 4 | 4 | 2 | 2 | 5 | 2 |
| Langleywood School | C | 1 | 2 | 1 | 3 | 7 | 2 |
| The Westgate School | F | 1 | 2 | 2 | 0 | 0 | 0 |
| St Joseph's Catholic High School | VA | 1 | 0 | 2 | 3 | 0 | 0 |
| Beechwood School | C | 23 | 23 | 16 | 3 | 0 | 0 |
| TOTALS | | 1035 | 1101 | 1144 | 1162 | 1134 | 1114 |

2.2.10.1 Destinations – Year 11

Over half of Year 11 pupils stay on at school into Year 12, whilst a further quarter transfer to a Further Education College. There has been a large increase in the percentage of young people staying on in schools post 16 in Slough, and this mirrors a smaller increase across Berkshire.

Table 2.2.10.1a Destinations of learners completing Year 11

| | Slough 2001 | | | Berkshire 2001 | | |
|-----------------------------|-------------|------|-------------------|----------------|------|-------------------|
| | Number | % | Change since 1998 | Number | % | Change since 1998 |
| Remained at schools* | 725 | 55% | +13% | 4,594 | 55% | +5% |
| Transferred to college | 329 | 25% | -4% | 1,810 | 22% | -1% |
| Work based training | 26 | 2% | -6% | 134 | 2% | -4% |
| Employment with training | 79 | 6% | -2% | 871 | 11% | 0% |
| Employment without training | 40 | 3% | | 110 | 1% | |
| Not settled or no response | 119 | 9% | -2% | 813 | 10% | +1% |
| Learner completing year 11 | 1,318 | 100% | +5% | 8,332 | 100% | +2% |

* Includes those who moved to another school e.g. to a grammar school from a non-selective school.

The increase in the number of learners completing Year 11 reflects rising school rolls.

2.2.11 Education Action Zone (EAZ)

Around half the schools in Slough (13 primary, 9 secondary, 1 nursery and 1 special school) are part of the education action zone (EAZ) established in 1999. The EAZ is a private public partnership group that includes businesses, schools, the LEA and education/business partnerships. The EAZ will continue as an Excellence Cluster in December 2004 when the EAZ programme ends.

2.2.12 Volatility of pupil numbers

The main volatility factors affecting Slough are the relatively high number of Traveller families who stay in the area seasonally and the number of Recent Arrivals to the UK who enter via nearby Heathrow. However, given the size of the population these numbers are relatively small and do not have a significant impact on overall population predictions.

2.2.13 Inflow and outflow of pupils

Slough is a small unitary authority in an urban area. Many residents of Slough choose to study at schools outside of Slough for all or part of their school careers, while many pupils from neighbouring boroughs travel to Slough. The issue is particularly significant at transfer from Year 6 to Year 7 (primary to secondary school). This is in part due to the selective system, many pupils come into Slough from other boroughs to attend selective schools, while many Slough pupils not passing the 11+ exam move out of Slough into comprehensive schools. There are also a number of selective grammar schools in neighbouring Buckinghamshire that some pupils choose to attend. In 2002/3 there were 1,522 pupils in Year 6 and it is

estimated that 1,436 pupils will move into Year 7 in 2003/4, however many of these pupils will be different pupils due to the significant cross border movement.

Table 2.2.13a shows outflow of pupils from Slough Year 6 to out of borough schools in Year 7.

| Year 7 destinations | % of Yr 6 cohort | % achieving L4+ KS2 (English) |
|--|------------------|-------------------------------|
| All pupils | 100% | 73% |
| Pupils staying in Slough (Stable pupils) | 72% | 65% |
| Pupils moving out of borough (Leavers) | 28% | 79% |

Table 2.2.13b shows inflow of pupils from out of borough schools into Slough secondary schools Year 7

| Year 7 | % of Yr 7 cohort | % achieving L4+ KS2 (English) |
|--|------------------|-------------------------------|
| All pupils | 100% | 69% |
| Pupils staying in Slough (stable pupils) | 75% | 65% |
| Pupils joining Slough (all joiners) | 25% | 91% |
| <i>Pupils joining non-selective schools (ns joiners)</i> | 5% | 63% |
| <i>Pupils joining selective schools (s joiners)</i> | 20% | 100% |

2.2.14 Admissions Forum

The Education (Admissions Forums) (England) Regulations 2002 came into force on 20th January 2003 and require all Local Education Authorities to establish an Admissions Forum to consider admissions within their areas. Slough LEA had already established an Admissions Forum on a voluntary basis in May 2002.

The key role of the Admissions Forum is to:

- ♦ Consider how well existing and proposed admission arrangements serve the interests of children and parents within the area of the authority.
- ♦ Promote agreement on admission issues across the various admission authorities.
- ♦ Consider how information can be provided for parents and review documentation.
- ♦ Monitor the admission of children who arrive in the authority's area outside the normal admission round, with a view to promoting arrangements for the fair distribution of children among local schools.
- ♦ Review the admission arrangements for children with special educational needs, looked after children, and children who have been excluded from school,
- ♦ Consider any other admission-related issues that may arise.

Although the Forum has previously considered some of the issues referred to above, the scope of the Forum has been widened by the new regulations and a range of issues will be considered by the Forum at future meetings.

The Forum consists of a group of core members including representatives of the LEA and Dioceses and representatives of community and voluntary controlled schools, voluntary aided schools and foundation schools. The Forum also includes at least one parent governor representative and may include not more than three persons who appear to the authority to represent the interests of any section of the local

community. Any adjustments to the membership, to comply with the new regulations, will be made during the summer term 2003 and considered by the Council.

Until recently the Forum has met only occasionally, normally to consider the LEA's admission arrangements for the forthcoming school year. The new regulations require that a Forum must meet at least three times during its first year and at least twice yearly thereafter. The Forum continues to be an advisory body only and may only submit advice and recommendations to Admission Authorities.

Under the Education Act 2002 a new Code of Practice for Admission has been published this requires authorities to have fully co-ordinated admission schemes in place for the 2005/6 school year.

In March 2003 the Admissions Forum consulted on published admission numbers for September 2004. The Education Act 2002 repealed the requirement for schools to have standard numbers. These are to be replaced by published admission numbers (PAN) in 2004/5, based on net capacity indicated admission numbers (IAN).

2.2.15 Asset Management and Capital Investment⁹

Local Authorities are required to produce Asset Management Plans (AMPs), which detail the policies and priorities that govern their strategy in managing the buildings and land which make up the educational asset stock. Authorities are also required to produce a five-year capital programme, which forms part of the AMP and details how capital funding will be invested across individual establishments.

There is a clear link between strategic school place planning and asset management. Both are concerned with providing school places, the former with sufficient places, and the later with suitable places in buildings of a reasonable condition. Significant changes in one create opportunities or issues for the other. For instance, replacement plans for the building stock of one category of school establishment may create opportunities for significant school place re-organisation; and conversely requirements for additional places has implications for the capital programme.

Some of the major sources of funding within the capital programme relevant to the planning of school places include New Deal for Schools (NDS condition and modernisation); Slough Borough Council Capital Fund; Public Finance Initiative (PFI); Basic Need; Targeted Capital; and Section 106 Planning Agreements associated with major housing developments.

2.2.15.1 PFI

Slough has recently been successful in securing provisional PFI credits of £46.7 million to rebuild the facilities in three schools, subject to a satisfactory Outline Business Case and statutory notices for some aspects of the project. The proposed project involves the rebuilding of a 900 place 11-18 secondary school, a 220 special school with 12 residential places, and a 420 place primary school, and benefits two of the most deprived wards in the borough.

2.2.15.2 Basic Need

Basic Need is the requirement for additional school places in areas of population growth, where there is no more capacity in all Community, Voluntary Aided (VA) and Foundation schools in the surrounding area. This funding is delivered to Local Education Authorities (LEAs) in the form of Basic Credit Approvals.

⁹ Slough Learning and Cultural Services Asset Management Plan 2003-2008

In December 2002 Slough were successful in bidding for an additional 110 secondary school places, totalling in excess of £1 million over three years. This was significantly more funding achieved through Basic Need than in previous years.

A strategic decision was made through prioritisation within the Asset Management Plan capital programme (consulted on in March 2003), to use the funding to make a small expansion in accommodation at two non-selective secondary schools, thus dealing with the most significant accommodation and occupancy issues identified in 2002/3. Neither school is being expanded in excess of 25% of its capacity nor are statutory notices required to determine the proposals.

2.2.15.3 Targeted Capital

Targeted Capital Fund (TCF) provides capital funding for standards focused projects at LEA and VA schools not covered by other funding streams. Bids are assessed on the basis of how well they support the Government's current priorities for school improvement (these included 14-19 agenda, expanding successful and popular schools, workforce reform, and extended schools).

Each LEA can make a maximum of six bids; three LEA and three VA bids. Each LEA bid must not be less than £400,000 and not more than £5 million, up to a maximum for £5 million for all three bids. 20% of the cost of the project must be match funded.

Three LEA Targeted Capital bids were submitted in December 2002. The authority was successful in achieving funding for one of the three projects, totalling £2.4 million. The funding is match-funded via Basic Need money, accessibility funding, and school contribution. The project is intended to provide additional secondary places and post-16 provision for a consortium of three schools and East Berkshire College. The accommodation is intended to provide full disabled access through combination with an existing disabled access project. The post-16 aspect of this project is subject to a statutory notice, published at the end of May 2003.

2.2.15.4 Access Initiative

This grant is specifically for improving pupil access to schools with SEN/disabilities. The authority has recently completed, or is currently completing, access work at a number of schools, allowing more inclusion for pupils with physical and other difficulties that might otherwise restrict access to mainstream schools. Accessibility surveys are currently being completed across all schools in the borough; once the results are available the authority will prioritise a programme of works to increase disabled access in establishments across the borough, consistent with the Accessibility Strategy. The objective is to ensure that different categories of establishment are accessible, providing choice to disabled students, including denominational schools and selective schools.

2.2.16 Change since the previous plan

The new 2001 census figures for Slough show a larger resident population than previous forecasts suggested. The forecasted figure for Slough was 108,301, whilst in actual fact there are 119,067 people resident in Slough; 10,766 more than were forecast.

As the forecast figures are used in pupil projection methodologies this will affect future forecasts, although not as much as might be expected, since birth statistics and numbers on roll in schools are used in addition to population forecasts.

2.2.16.1 Net capacity

The methodology for measuring school capacities has changed since the previous plan. The More Open Roll (MOE) capacity measure has been replaced with the Net

Capacity assessment method. This has had the effect of increasing the number of places available in both primary and secondary schools across the borough (see section 2.2.2).

2.2.16.2 Housing development

211 additional dwellings have been completed since the previous plan, over half of which were in the Langley St Mary's ward (see section 2.2.3).

2.2.16.3 Faith Schools

Proposals are being developed for denominational Voluntary Aided primary schools by a Muslim and a Sikh community group. Slough has one of the largest Muslim and the largest Sikh community in the country, but no denominational schools for these groups, although it does have a number of Catholic and Church of England denominational schools.

The proposers of the two projects are responsible for developing and consulting on their proposals, and are bound by the same regulations regarding making changes to schools as local authorities, school governors and other groups. In accordance with the principles of this plan, the LEA has provided support to help proposers develop their projects in terms of advice on the legal processes, the consultation process; and funding applications. The LEA provided proposers with a suggested consultation process (see Appendix 3 School Organisation Plan 2002-7), similar to the more generic version found in Appendix 1 of this plan. Before either proposal can be implemented it must be published as a statutory notice, interested parties will have the opportunity to make their comments, positive and negative, both during the consultation process, and during the statutory notice period.

2.2.16.4 Statutory notices

The SOP 2002-7 detailed the implementation of changes to four schools as a result of statutory notices previously determined by the LEA or SOC.

- ♦ The scheme to create two new additional Key Stage 2 class bases at Foxborough Primary (under the Class size initiative) was completed in September 2002.
- ♦ The scheme to create a resource unit at Ryvers Primary for pupils with Autistic Spectrum Disorder is now due for completion in September 2003.
- ♦ The scheme to open a resource unit at The Westgate School for pupils with medical conditions resulting in physical difficulties is a phased project. Phase 1 involving the installation of a lift was completed in May 2003; phase 2 involving internal alterations began June 2003; phase 3 including a new physiotherapy area is due to complete January 2004. A further lift will be added by September 2005.
- ♦ The project to make significant enlargements to St Mary's CE Primary School was completed in January 2003.

Three statutory notices have been published and determined either by the LEA or the SOC since the last School Organisation Plan¹⁰:

- ♦ To create a nursery class at Montem Primary School. No objections were upheld to this notice and the LEA determined the creation of the nursery class in January 2003. The class is due for completion in December 2003.

¹⁰ Two of these notices were not completed at the time of writing but are expected to be completed when the plan goes out for public consultation. If objections are received they will be removed from the document.

- ◆ The closure of Western House Infant School (a four form of entry infants) and the opening of a new 2 form of entry all through primary school on a nearby site in Cippenham. The consultation period for this notice ended in June 2003 and did not result in any objections. Therefore the LEA has determined the implementation of this project.
- ◆ The change of age range at The Westgate School from 11-15 to 11-18, to enable the school to deliver post-16 provision on site as part of the Herschel Consortium. The consortium consists of Herschel Grammar School, Baylis Court School, The Westgate School and East Berkshire College. It aims to provide improved opportunities and diversity of choice for local pupils, increasing the number of pupils accessing further education, and improving the 14-19 curriculum. Students for all establishments within the consortium and also some coming from other schools will use the accommodation. This will be combined with the addition of extra general classrooms at the school and the disabled access project mentioned above, ensuring that the post 16 provision is fully accessible to pupils with physical difficulties. The project is due for completion in September 2005.

2.2.16.5 Other projects

Other projects, impacting upon school organisation, begun since the publication of the last plan, which do not require statutory notices, because they are not making a significant alteration to either the capacity (i.e. not an increase of in excess of 25% over 5 years); age range; or character, include:

- ◆ The addition of extra class-bases at Langleywood School to allow the school to take pupils up to its current published admission number of 180.
- ◆ The addition of extra class-bases at The Westgate School to allow the school to increase its admission number from 135 to 150, in order to cope with the demand for places at the school.
- ◆ Remodelling work at Montem Primary School following the amalgamation of the Infant and Primary School.
- ◆ Additional accommodation and remodelling work at Cippenham Infant Schools to address suitability and condition needs.
- ◆ Addition of music and arts facilities at Godolphin Infant School (funded through Sports and Arts initiative).
- ◆ Provision of neighbourhood nurseries at Montem Primary School, William Penn Primary School, and Claycots Primary Schools.

All of the above projects are detailed in the Capital Programme, part of the Asset Management Plan, which was consulted on with all schools and with other interested parties in February/March 2003. This plan was finalised and agreed by cabinet in March 2003.

3 PART B – STATEMENTS OF SLOUGH LEA’S POLICIES AND PRINCIPLES

3.1 Factors influencing the bringing forward of proposals

When considering making proposals to add, remove, relocate, or re-organise places, the authority will take into account the data and information in Part A of this plan and other similar data, including pupil numbers and forecasts, historical and predicted trends, performance data, inflow and outflow, category of school, and the backgrounds and needs of pupils

This section states the policies and principles of the authority when considering school organisation proposals brought forward by other proposers, and when bringing forwards its own proposals for change. Many of these principles are also reflected in other local and/or national plans, including Slough's Education Development Plan, Asset Management Plan, Accessibility Strategy, Early Years Development and Childcare Strategic and Implementation Plan, and 14-19 Plan.

Key Considerations:

- **Provide sufficient and suitable school places for Slough residents wishing to access a place in a local school for their children;**
- **Provide school places which deliver quality and effective education and contribute to raising standards;**
- **Make most effective use of available funding and resources;**
- **Ensure equality of opportunity for Slough students of all ages.**

These must be observed when considering the implementation of any proposals and in relation to supporting any other principles.

3.1.1 Quality and effectiveness of education

- Take account of quality and effectiveness of education within individual establishments and local areas.
- Take account of value-added achievements and those of specific pupil groups as well as actual attainment.
- Link with the Education Development Plan in order, where possible, to support the activities within the plan through the management of school places and buildings. We have included an activity within the EDP which states; “Design for new or expanded schools to take into account workforce reform, 21st century curriculum, ICT throughout the curriculum, social inclusion, extended school and other national and local priorities related to raising standards”.
- Support schools making positive steps towards improvement, including those facing challenging circumstances and those currently causing concern
- Consider options, including closure, for schools causing concern who are unable to respond to turn around strategies.

3.1.2 Effective management of resources

- Be proactive in applying for funding streams that benefit the organisation of school places and that enable improvements in the suitability of existing spaces.
- Take into account best-value principles (challenging, comparing, competing, and consulting) when planning and when implementing school organisation proposals.
- Ensure inter-linking school organisation and asset management programmes, this is reinforced by the location of asset management, education property, and school organisation planning within the same service area, Planning and Performance (cf. Slough Asset Management Plan 2003-2008)
- Consider the combination of financial resources from different sources to create more cost effective solutions and economies of scale (cf. Slough Asset Management Plan 2003-2008)
- Take into account the number of small schools (i.e. less than 90 pupils for primary schools; less than 600 for a secondary school without a sixth form; and less than 700 for a secondary school with a sixth form). Small schools tend to provide less cost effective solutions.
- Consider recommendations from suitability surveys in relation to surplus places within schools.
- Reduce the number of establishments with significant surplus places i.e. those with more than 25% surplus (BV 34a and 34b, OfSTED Form 4 PIs OfSTED Form 4 131-136) (see tables 2.2.2b to f).
- Manage surplus places in relation to individual establishments and local areas (see tables 2.2.2.b to f).

3.1.2.1 Managing and reducing surplus places

- Although the possibility of school closures needs to be considered as one option for managing surplus, this route will be taken as a last resort (except where surplus places are related to other factors such as falling education standards, poor teaching and learning and ineffective school management)
- The other alternatives we will consider first include:
 - School amalgamations¹¹ and mergers
 - Removal of temporary buildings
 - Alternative uses for surplus accommodations e.g. community use, early years provision
 - Conversion of surplus classrooms to non-general classroom space (ICT suites, music/drama, SEN, art & design, library)
- The LEA currently includes a number of infant and junior schools, proposals to amalgamate forwarded by such schools would be actively considered. Primary schools usually offer better value for money, and several educational, continuity related and other advantages for children and their parents.

¹¹ School Amalgamation is the process by which two schools are closed and a new school is opened in their place. For instance, closure of an infant and junior school and replacement with an all through primary school. Amalgamations can also be brought about by closing one of the schools and extending the size and/ or age range of the other.

3.1.3 Parental preference and choice

- Support parental preference and choice consistent with the provision of quality, effective, and best value education
- Take account of admissions and appeals data in relation to school catchment areas
- Take account of the views of the Admissions Forum

3.1.4 Equality and social inclusion

- Support the realisation of the council's five Key Policy Priorities:
 - **Social Justice** – combating poverty and social exclusion
 - **Economic Development** – ensuring a thriving economy and promoting local employment
 - **Community Development** – give all Slough people a say in their town's future
 - **Equality of Opportunity** – challenge and overcome all forms of discrimination
 - **A Healthy Environment** – promote a healthy lifestyle and sustainable development
- Ensure that all communities and individuals, regardless of gender, race, or disability receive high quality education provision, are consulted on this provision, and their preferences taken into account (Slough Community Plan)
- Improve the life opportunities of children and young people in Slough, including their educational attainments, employment uptake, social well-being and health (Slough Community Plan)
- Ensure compliance with race, sex, and disability legislation, including the Disability Act 2001, Disability Discrimination Act 1995, Race Relations (Amendment) Act 2000
- Increase Disabled Access consistent with the council's Accessibility Strategy (Accessibility Strategy, 2003), including ensuring choice for pupils with disabilities in relation to location, denomination and selection.

3.1.5 Increasing diversity and maintaining a balance of provision

- Support specialist college status bids for secondary schools, particularly where they bid for one of the ten specialist areas not already represented in the authority (see section 2.2.9).
- Facilitate other proposers/promoters in bringing forward proposals for consultation. The LEA will provide neutral advice and support in areas such as consultation process and documentation and the publication of statutory notices.
- Consider the balance of denominational and multi-faith places when bringing forward proposals or taking a view on proposals brought forward by others (see table 2.2.2e, table 2.2.4.1a, figure 2.2.4.3i, and table 2.2.4.2a).
- Consider the gender balance of individual and local area establishments (see section 2.2.4.4)

- Consider the proportion of selective and non-selective secondary school places in the borough (see table 2.2.4.1a).
- Consider occupancies of individual and local area establishments (tables 2.2.2b to f).
- Consider the impact of bringing forward proposals on other establishments within the local area (including in terms of viability and sustainability, surplus places, and educational attainment)

3.1.6 Support innovations in school management and structure

- Support the school workforce reform agenda by considering building design and increases in staff accommodation when making proposals for change (the workforce reform model includes greater numbers of support staff and professional assistance, and increased preparation time for teachers) (*Investment for Reform, DfES 2002*)
- There are already a number of secondary school partnerships and post 16 consortia in Slough. The authority will continue to support and actively encourage school consortia and federation arrangements (see sections 2.2.10 and 3.1.11.2).
- Support the development of Extended Schools, which co-locate service for deprived communities, where plans are consistent with the provision of quality and effectiveness (see section 2.2.9.6).

3.1.7 Early Years Provision

- Take account and support the implementation of the strategies within the Early Years and Childcare Development Plan (see section 2.2.6)
- Take account and implement the recommendations of the local Foundation Stage Reviews.
- Support the establishment of Children's Centres, providing childcare, early years education and health and family services for disadvantaged communities, where these reflect the authority's overall strategy for early years.
- Support the establishment of Neighbourhood Nurseries, providing childcare places where these reflect the authorities overall strategy for early years
- Support the increase of Wraparound care where this reflects the authorities overall strategy for early years
- ♦ Over the past four years, there has been a gradual shift from termly admissions for rising 5s to annual admissions in September. From September 2002 schools were permitted to admit children at the beginning of the school year in which they become five. Schools are encouraged to do this, and will be supported through the capital programme to enable them to do so. A single point of entry into Reception is considered preferable as it offers parity of experience and progression.

3.1.8 Widening participation post-16

As noted in section 2.2.10 East Berkshire College, all of the selective schools, and an increasing number of the non-selective schools in Slough offer sixth form provision.

Post-16 choices for young people in Slough are significantly driven by the entry requirements of the sixth forms of the selective schools. This causes difficulty for entry to other routes.¹² The Slough Post 16 Review (2001) noted that 'there seems to be an unacceptably high proportion of Slough residents who miss out on the idea of post-16 entitlement to education and training up to a level three qualification. The review concluded that the domination by the grammar schools of the 16-18 market means that access to post-16 education and training is seen by many students as an academic challenge. The college is not perceived by Slough schools as a first choice resource for the area.

The 14-19 Forum for Slough, which is a sub-group of the Learning Partnership, has a significant input into the strategy for post 16 provision. The partnership is made up of the LEA, schools, East Berkshire College, the Learning and Skills Council, Connexions and the Education Business Partnership.

In terms of school organisation planning our policy is to support, through planning of school places, generation of capital funding, and publication and implementation of statutory notices:

- The local 14-19 agenda
- The formation of post 16 consortia
- The retention rate target of 95% of the school population staying on in further education post-16.
- Partnership with the Learning and Skills Council, post-16 providers in the area (including local colleges), and other stakeholders, to provide quality and effective 14-19 education.
- The recommendations of the LEA 14-19 Strategic Plan, currently being written.
- The recommendations of the Learning and Skills Council strategic area review, due for completion in December 2003, where these are consistent with the principles outlined in this document.

3.1.9 Supporting vulnerable pupils and those with Special Educational Needs

- Support the authorities ability to deliver full-time education for every permanently excluded pupil (*Investment for Reform, DfES 2002*)
- Support the inclusion of Learning Support Units in every school facing challenge (*Investment for Reform, DfES 2002*)
- Increase accessibility of schools for pupils with physical and other difficulties, taking into account diversity of choice including location, denomination, and selection.
- Support the authorities inclusion agenda, enabling the increase of access to mainstream schooling for pupils with SEN and other needs.

3.1.10 Factors specific to Slough LEA

- Taken into account the significant inflow and outflow of pupils during transition between Year 6 and 7 (see section 2.2.13).

¹² LSC, Berkshire Profile, Feb. 2003

- Take into account the high number of selective places in the secondary sector. Given that the LEA has one of the highest proportions of selective places in the country, and that the government do not support the further expansion of selective places, Slough's policy is not to support further expansion of selective places.
- Take into account the number and type of denomination places available in relation to the religious beliefs of local people (see sections 2.1.3 and 2.2.4.2).
- Take into account any historical trends in population volatility and movement (see sections 2.2.12 and 2.2.13).

3.1.11 New Opportunities

There are a number of changes proposed to the way in which schools, particularly secondary schools, will be funded and organised in the future. It is our intention to support the implementation of such opportunities within Slough, and to take into account their implications and benefits for school organisation planning. Two of the main initiatives are:

3.1.11.1 *Building Schools for the Future*¹³

The DfES state that they are committed to a further increase in schools capital funding over the next three years, with capital investment reaching £5.1 billion by 2005/6. This investment will centre on secondary schools, but the intention is that there will be future money for primary schools as well.

The building schools for the future programme is part of this investment. It is a programme of rebuild and renewal of secondary schools across the country, in order that within 20 years all secondary schools will have high standard facilities of 21st century standard. The programme will be driven by plans generated locally – by partnerships of LEAs, schools, governors and the wider community. The priority will be for school buildings which: drive improvement in educational standards; are good places for teachers to teach and pupils to learn, supported by ICT; are used by the community; and are well designed and cost effective to the taxpayer.

Building schools for the future is an opportunity to rethink and reorganise traditional buildings and school places around current and future community needs. It needs to be a strategic joined-up process across local communities.

3.1.11.2 *Federations*¹⁴

Federations are groups of schools with a formal contractual agreement to work together to raise standards faster by innovative collaboration and good practice. Pump priming to support the development of Federations is available from the DfES for 2003/04 to 2005/06 and this government initiative has a clear secondary phase focus.

Slough is planning to submit a proposal to the DfES for funding to resource the setting up of federations amongst the secondary schools. Each secondary school federation will focus on a specific area such as teaching and learning or **workforce** reform as well as cross cutting themes including transition from the primary to secondary phase.

¹³ DfES (2003) Building Schools for the Future: Consultation on a new approach to capital investment

¹⁴ DfES (2003) Reforming the Structure of Secondary Education: Specialism and Collaboration

In addition to this government initiative there are plans to try to develop federation type activities in the primary sector. These would be funded, it is hoped, from a range of funding streams including central government and the LEA and would complement the secondary federation arrangements if these are successful in attracting DfES funding.

The federation initiative builds on the current wide range of collaboration across the town eg Post 16 consortia, Leading Edge Schools, Beacon Schools and SBC Beacon Equivalent Schools. All these initiatives recognise good practice in every institution and build on its benefits by ensuring that it is shared. The results are wider curriculum opportunities for pupils, wider professional development opportunities for staff, the raising of attainment and support for recruitment and retention.

4 PART C – CONCLUSIONS CONCERNING THE NEED TO ADD, REMOVE, RELOCATE OR RE-ORGANISE PROVISION

This section sets out our conclusions drawn from Parts A and B about the need to add, remove, relocate or otherwise re-organise provision in particular areas of the authority.

4.1 Early Years

The early years sector is a future growth area. Although Slough already offers universal provision for all 3 and 4 year olds that wish to take up a place through the Early Years Developmental and Childcare Partnership (EYDCP), we are still predicting some growth as further younger three year-olds are forecast to access places, and further places are required in order to offer additional provision. Such provision includes WrapAround care for pupils already accessing a part-time nursery place, and Childcare for younger children and for older children during school holidays. There are plans with associated funding to add neighbourhood nurseries to three schools, these should be opened in September 2004. The partnership is also considering the provision of Children's Centres within the borough and where these centres would be located. Children's Centres will offer child care for 0-5year olds, crèche facilities for 0-3 year olds; and family learning and basic skills opportunities.

The introduction of the Foundation Stage means that there is now a National Curriculum stage covering 3-5 year olds in Nursery and Reception provision. Currently many children move establishments within this National Curriculum stage. Evidence from other key stages suggests that such mobility can cause disruption in children's learning, progress, and subsequent achievements, as well as emotional trauma. The most effective way of delivering the Foundation Stage is currently being considered, this includes looking at ways of minimising the amount of movement within the stage, as well as minimising the disruption caused by this movement.

4.2 Primary

The main issue for the management of school places in the primary sector in Slough is the large number of unfilled or surplus places.

13% of primary school places are currently unfilled places. OfSTED expect LEAs to maintain less than 10% surplus places. Our target is to achieve between 5-10% surplus places across the borough, and within each planning area. The 3-percentage point difference between the current position and the target of 10% equates to 372 surplus places, which is equivalent to an average sized primary school. In addition, primary school rolls are falling (particularly in the central and western planning areas) and surplus places within schools are increasing. By 2008 there is expected to be 795 additional surplus places, which equates to around the size of two primary schools. Together with the current level of surplus, this means roughly speaking that the authority has three too many primary schools. Finally, the borough currently has 6 primary schools with more than 25% unfilled places, and a further 7 schools with more than 15% surplus places. Guidance on school place planning suggests that authorities should seek to minimise the number of schools with more than 25% surplus places. The Secretary of State has the powers to direct LEAs to bring forward proposals to reduce surplus where this is excessive.

Large numbers of surplus places is not an effective use of resources. Authorities and schools are funded on the basis of pupil numbers. High surplus places, particularly if it leads to small schools, cost more than those with low levels of surplus. Therefore, schools get a smaller share of the total funding available.

It is therefore the conclusion of this plan that there is a need to reduce and or re-organise primary places in order to reduce surplus across the borough, and particularly in areas with relatively high surplus, and schools with more than 25% surplus capacity.

Although the possibility of school closures needs to be considered as one option for managing surplus, this option would only be taken as a last resort, except where surplus places are linked with other issues such as falling standards, poor quality teaching and learning, and poor management. There are other alternatives, which we will consider:

- School amalgamations and mergers
- Removal of temporary buildings
- Alternative uses for surplus accommodations e.g. community use, early years provision,
- Conversion of surplus classrooms to non-general classroom space (ICT suites, music/drama, SEN, art & design, library)

The reasons for surplus places at individual schools may be varied and complex. However when bringing forward proposals to manage and remove surplus places in primary schools we will take into account:

- Educational attainment and progress.
- Life span and sustainability of buildings and capital investment needed to maintain premises.
- Other factors precipitating change (e.g. suitability and condition considerations and investment, headteacher vacancies, etc.)
- Surplus places in surrounding schools as well as individual establishments.
- Our policy to support successful and popular schools
- Our policy to support parental preference and choice, where this is consistent with the provision of quality, effective, and best value education.
- Balance of denominational and single sex places.
- Availability of primary and nursery provision in the local community area.
- Equal opportunities, inclusion agenda and accessibility.

In considering proposals for expansion of primary schools or for the opening of new schools, made either by the local authority, schools or other promoters, the LEA will need to consider the Basic Need case and the effect on surplus places across the authority. This also relates to building work to address suitability issues highlighted in property suitability surveys. These surveys are based on the assumption of classes of 30 pupils. Where a school is undersized due to surplus places, there may not be the need for additional spaces as indicated on suitability surveys. The Asset Management Plans proposed capital programme for the future may have to be looked at in light of the surplus place issue, as carrying out some suitability work, without reductions in surplus places elsewhere, may exacerbate the problem.

4.3 Secondary

Slough has a significant proportion of selective places within Slough secondary schools, one of the highest levels of selection in the country, with around half of the

pupils in these schools coming from other boroughs. National government does not support the expansion of academic selection via 11-plus exams, in addition, School organisation planning is concerned with achieving a balance of choice for local people, and for these reasons it is Slough's policy not to actively expand secondary places within the selective sector.

The selective schools within Slough are very successful, with high levels of academic, other achievements and retention rates post-16. Nationally, the decision to continue or otherwise systems of selection has been placed on parents and residents through a system of parental petitions and ballots (see Appendix 2). This system makes change from the status quo extremely unlikely. It is important that Slough's school organisation and improvement strategies consider the most effective ways of working within this system and of promoting equality of opportunity and quality and effective education for all, including those pupils who do not achieve a place in a selective school.

Strategies for achieving this in the future include:

- ◆ Possible development of school federations, including selective and non-selective partnerships in order to share expertise and best practice;
- ◆ Further development of post -16 consortia, in order to raise post-16 standards and provide more choice for local young people;
- ◆ The continued support for the development of specialist colleges.

The numbers on roll in secondary schools have been rising. They are forecast to peak in 2006, when 306 additional places are required. The previous school organisation plan also set out the need to provide additional secondary places. To secure these places the authority applied, and was successful in achieving, Basic Need funding and Targeted Capital funding. This funding will be used to add 175 places in two schools across the borough.

Beechwood school is the only secondary school within the authority with high levels of surplus places, the school currently also has low levels of attainment. A positive recent OfSTED inspection and a significant amount of support and partnership working mean that the performance of the school is predicted to show significant improvements in the future. The expected increased attainment is predicted to attract children back to the school, and thus alleviate some of the pressure on capacity on other schools.

These projects will address some of the secondary place requirements across the borough. We will continue to closely monitor the need for secondary places and admissions preferences across the borough. It is possible that further secondary places may be required in the future. The LEA will continue to consider when and where secondary accommodation may need to be added and ways of funding any capital costs. Given that secondary places are likely to begin falling from 2008, we will consider the possibility of adding temporary accommodation to ease the pressure on places, which can be removed again as rolls fall.

Changes to capital investment in secondary schools, through the building schools for the future programme may also bring opportunities to improve sufficiency as well as suitability and condition of secondary places across the borough. The government has committed itself to a programme of rebuild and renewal of secondary education, the aim being that every secondary school will reach a new 21st century standard and be able to deliver a 21st century curriculum within 20 years.

4.4 Post 16

There is a need to increase post 16 options and opportunities within Slough, particularly for pupils from the non-selective sector. This includes increases in vocational courses and work based learning and additional provision in local areas.

Slough's school organisation strategy will continue to support the views of the 14-19 Forum, and to work with the Learning and Skills Council and LEA School Advisers to support delivery of improved post-16 provision. Currently, this includes supporting post-16 consortia, we will continue to look at opportunities to generate capital funding to support the development of new consortia.

However, the policy of the authority may be reviewed in light of the findings of the Learning and Skills Council's area wide review, this is due for completion in December 2003.

4.5 Vulnerable pupils and pupils with special educational needs

Slough's policy for pupils with SEN is one of inclusion, meaning that where possible pupils with SEN are educated in mainstream schools or units attached to such schools. Slough has a number of SEN resource units, including those at Ryvers Primary School, Wexham Secondary School, and The Westgate School, which have either being opened or have begun construction since the last plan.

Slough also has two Special Schools. One of which, Arbour Vale School, is a highly regarded school, however it is housed in a former secondary school, which does not best meet the needs of SEN pupils. School organisation planning within Slough continues to support the SEN inclusion agenda, and will actively consider proposals which facilitate inclusion or provide better facilities for pupils with SEN in mainstream and special schools.

RELATED DOCUMENTS:

4.6 Guidance

All guidance is available from www.dfes.gov.uk/schoolorg

DfES (May 2003) School Organisation – Making Changes to Maintained Schools
DfES/0395/2003

DfES (June 2003) School Organisation Planning: Guidance on Preparing a School
Organisation Plan

4.7 Legislation

All legislation is available at: www.hmso.gov.uk/acts.htm

The School Standards and Framework Act 1998

The Education Act 2002

The Education (School Organisation Plans) Regulations 1999

The Education (School Organisation Plans) Regulations (Amendments) 2003 (No.1201)

The Education (School Organisation Proposals) (England) Regulations 1999

The Education (School Organisation Proposals) (England) (Amendment) Regulations 2003
(No.1229)

The Education (School Organisation Proposals) (England) (Amendment) Regulations 2000
(No. 2198)

The Education (School Organisation Proposals) (England) (Amendment) Regulations 2001
(No. 1405)

The Education (Additional Secondary School Proposals) Regulations 2003 (No. 1200)

The Education (School Premises) Regulations 1999 (No. 2)

The School Organisation Proposals by the Learning and Skills Council for England
Regulations 2001 (No. 798)

Circular 3/99 The Protection of School Playing Fields

4.8 National publications

| <u>Plan</u> | <u>Availability</u> |
|--|--|
| DfES (2002) Investment for Reform | www.dfes.gov.uk/2002spendingreview |
| OfSTED/Audit Commission Inspection Guidance (February 2002) Required Inspection Judgement 34: The Effectiveness of the LEA in Relation to the Provision of School Places | www.ofsted.gov.uk |
| Berkshire LSC Strategic Area Wide Review | Not yet published – due Dec 2003 |
| Berkshire LSC Plan | |

4.9 Local publications

| <u>Plan</u> | <u>Availability</u> |
|--|--|
| Slough Community Plan | |
| Slough Education Development Plan 2002-2007 | www.slough.gov.uk |
| Slough Asset Management Plan 2003-2008 | www.slough.gov.uk |
| Slough Early Years Development and Children Care Partnership Implementation Plan | Tel: 01753 875700 |
| Slough LEA 14-19 Strategic Plan | In preparation |
| Slough Accessibility Strategy | Tel: 01753 875700 |

5 CONTACTS

Slough Borough Council

Planning and Performance Team (School Organisation)
Learning and Cultural Services
Slough Borough Council
Town Hall
Bath Road
Slough
SL1 3UQ
01753 875700

DfES

School Organisation Plans – 01325 391277 or 391279
School Organisation Proposals – 01325 391077 or 391275
School Organisation Website / Forum 01325 391279
www.dfes.gov.uk/schoolorg

School Organisation Unit
1st Floor Vincent House
c/o Mowden Hall
Staindrop Road
Darlington
Co. Durham DL3 9BG

6 APPENDIX 1: SUGGESTED CONSULTATION PROCESS¹⁵

Stage 1: Informal Discussion - within school(s) regarding potential proposal.

In the case of a proposal made by school(s) - Chairman of Governors of one school approaches LEA to request formal consultation on proposal.

In the case of a proposal made by an external promoter or the LEA - The promoter/LEA would hold informal discussions with the school concerned and seek, in principal, the support of the governing body.

Stage 2: Cabinet Approval to Consult

Director of Learning and Cultural Services makes a report to Slough Borough Council's Cabinet asking it to consider a request to start formal consultation. Normally this will include a copy of the formal "Consultation Proposal Document".

A report would also be taken to Scrutiny Committee.

Stage 3: Formal Consultation

In the case of Community Schools, the LEA undertakes consultation with the relevant stakeholders:

- ♦ School Governing Bodies
- ♦ School Staff
- ♦ Parents
- ♦ Unions and / or Staff Representatives
- ♦ Schools within 2 mile radius (3 miles for secondary schools)
- ♦ Neighbouring LEAs
- ♦ Local Councillors
- ♦ Local Parish Council
- ♦ Local Community Groups
- ♦ MP / MEP
- ♦ Diocesan or faith groups (if appropriate)
- ♦ Learning and Skills Council (for 16-19 proposals)
- ♦ Early Years Development and Childcare Partnership (for early years proposals)

In the case of a proposal made by an external proposer/promoter (e.g. promoters seeking to create a faith school) – the proposers should seek the permission of the school governing body to proceed with consultation. If the governing body does not vote to proceed the proposal should not normally be pursued. If the governing body votes to consult parents, the Proposer and the Governing Body should write a joint letter to parents and staff, which the school should distribute.

The letter should state the view of the Governing Body to the proposal prior to consultation; the governing body should decide/vote on whether this view should be:
a) That the Governing Body supports the proposal, subject to consultation with parents and staff;

¹⁵ This summary has been written in accordance with DfES (May 2003) "School Organisation – Making Changes to Maintained School", DFES/0395/2003. This refers to changes brought about by the Education Act 2002 and supersedes Circular 9/99.

- b) That the Governing Body does not support the proposal, subject to consultation with parents and staff;
- c) That the Governing Body reserves their view, subject to consultation with parents and staff;

Foundation schools and other promoters bringing forward proposals should organise their own consultations exercise along similar lines, LEA officers are happy to offer impartial advice on the process.

The consultation will normally include circulation of the consultation document to all the above. The consultation document should normally include details of what is proposed, where it is proposed, and when it is proposed. Together with information on the impact, both positive and negative, of the proposal on pupils currently at the school and younger children joining the school, staff, the governing body, education standards, the local community, and other local schools.

Separate consultation meetings will be arranged with Governing Bodies, Staff, Parents and a Public Consultation meeting open to local residents and other interested parties. (It is the LEA's view that the formal consultation period should be at least one month to allow adequate notice of meetings and full consideration of the issues).

Stage 4: Cabinet Consideration of the results

Cabinet consider the issues that have arisen through consultation. Cabinet can decide to proceed to Statutory Notices, to change the proposal and undertake a revised consultation or not to proceed with any proposal.

Stage 5: Publication of Statutory Notices

Subject to support at stage 4, the proposer will publish the proposals. A notice of the proposal is placed in a local newspaper, and posted at the main entrances to the school and in some other conspicuous places in the area (e.g. local library, community centre, or post office). A copy of the notice should also be sent to the School Organisation Committee (SOC).

Regulations prescribe the information, which must be given in the notice, and also the information (usually termed Prescribed Information), which must be submitted, to the SOC. See www.dfes.gov.uk/schoolorg

Once proposals are published there will be a statutory 6 week notice period* during which time objections or comments on the proposal can be made. These must be sent to the Local Education Authority in the case of notices published by the LEA or the SOC in all other cases).

*Where proposals are published to make alteration to or close a school in special measures, or establish a replacement school on the same site as a school in special measures, which is to be closed, the presentation period will be one month.

This is the final opportunity for those wishing to express views about proposals and ensure that they will be taken into account by the decision maker.

Stage 6: LEA Determination

For proposals that are published by the LEA, if no objections have been received to the proposal during the statutory notice period then the LEA can determine the proposal and implement according to the published timetable.

If any representations (written objections or comments) are made, then the LEA must pass these on together with their comments to the SOC, within one month of the end

of the proposal (or 2 weeks for a special measures school). The decision is then made by the SOC.

Proposals made by governing bodies or other promoters, besides the LEA, are always passed on to the SOC for decision, even where there are not representations.

Stage 7: Consideration by the School Organisation Committee (SOC)

The SOC will decide on proposals by voting. Each group on the SOC, of which there are six (see section 1.4) have one vote. A decision must be the unanimous decision of those voting (abstentions do not count as a vote). The SOC may decide to:

- Reject the proposals
- Approve the proposals without modification
- Give conditional approval. Categories of conditions are set out in regulations and a date must be specified by which the conditions must be met. Note: a conditional approval cannot be given subject to capital funding being made available.

SOCs (and Adjudicators) must be satisfied that adequate financial resources are available to enable a proposal to be implemented before it is approved.

Where the SOC cannot reach a unanimous decision, they must pass the proposals to the Adjudicator within 2 weeks of their vote. The SOC may defer taking a decision on proposals where they vote to do so unanimously. The SOC may pass proposals to the Adjudicator if two groups disqualify themselves from voting on proposals because members have an interest in the case.

Proposers can require the SOC to pass on a proposal to the Adjudicator, if they have not considered after 2 months.

Also proposers can appeal to the Adjudicator (within 28 days) where SOC rejects proposals for the expansion of a popular school¹⁶, or a new schools where the promoter is not represented on the SOC.

Stage 8: Adjudicator

An Adjudicator is appointed by the Secretary of State for determination of the proposal. They aim to take no longer than 6 weeks and their decision is final.

¹⁶ A popular school is defined as a school, other than a grammar school, where the number of unsuccessful admission appeals exceeds 10% of the admission number for the year for a secondary school or 5% for a primary school.

7 APPENDIX 2: THE PROCESS OF PARENTAL PETITION AND BALLOT REQUIRED FOR CHANGE FROM ACADEMIC SELECTION

The LEA does not have a role in any decision to change from academic selection, national government places the onus on parents and/or governing bodies, and requires the LEA to remain impartial throughout.

The School Standards and Framework Act 1998 and the Education (Grammar School Ballots) Regulations 1998 set out the framework under which parental ballots on grammar school admissions may be held. A booklet providing guidance on the combined effect of the Regulations and the Act is available from the DfES.

The DfES has appointed the Electoral Reform (Service) Ltd (ERS) to oversee the process of petitions and ballots. The process is threefold. This process is set out below. The LEA is not involved at any point through such a process and would remain neutral throughout. Across the country one such ballot has been carried out, and this resulted in parents voting to retain the grammar system:

Firstly, ten or more people are required to notify ERS that they intend to organise a petition. ERS must then establish the number of signatures needed on a petition to trigger a ballot and a list of eligible parents who can sign a petition.

Secondly, a parental petition for a ballot to decide whether state grammar schools should keep their selective admissions arrangements needs to be signed by 20 per cent of eligible parents. This must be submitted to ERS during the period 1 September to 31 July in any school year. Standard petition forms are available from ERS.

As a fully selective authority, Slough is defined as having an 'area ballot'. This means that parents within the whole area can petition for a ballot. The Education Acts defines an eligible parent as including any person who has parental responsibility for, or the care of, a child as well as natural parents. Parents are eligible to sign a petition if they are resident in the local authority area and have a child below the age of 16. This applies whether they are at school or not, and whatever school they go to and wherever it is. Those parents who live outside the authority but are registered as parents of a child below the age of 16 at a school maintained by the Local Education Authority are also eligible to vote.

Thirdly, if the petition is declared valid by ERS, a ballot will be held. Ballot papers are prepared and sent to parents by ERS. The ballot results will be determined by a simple majority of votes cast.

If there is a vote for change in favour of ending selection, the admission arrangement of grammar schools must be changed in order to stop selecting pupils.

If the result of the ballot retains selective admission arrangements then no further petitions or ballot will be permitted for five years from the ballot result. Slough has not previously had a ballot on the issue of selection.

Grammar school governing bodies can also decide to publish statutory proposals to end selective admission arrangements in their school under sections 28 and 109 of the School Standards and Framework Act.

8 APPENDIX 3: CONSULTEES

The plan is a public document and widely available for consultation through the council Internet site, libraries, and the town hall. Prior to draft publication for consultation to plan will be approved by:

- ◆ Elected members;
- ◆ The Director of Learning and Cultural Services
- ◆ The Commissioner for Children and Young People
- ◆ The Chief Executive of Slough Borough Council
- ◆ The Leader of the Council

During consultation the following groups will individual be invited to comment on the plan:

- ◆ The School Organisation Committee
- ◆ The dioceses;
- ◆ All schools within the local authority
- ◆ The Learning and Skills Council
- ◆ Learning Partnerships
 - ◆ Life Long Learning Partnership; Business Partnership; 14-19 Forum
- ◆ Connexions
- ◆ The Early Years Development and Childcare Partnership;
- ◆ Admissions Forum
- ◆ Neighbouring Authorities
- ◆ Local MP
- ◆ Local MEP
- ◆ The Leader of the Council
- ◆ Local councillors
- ◆ Slough Race Equality Council
- ◆ Multi-ethnic Community Voice
- ◆ Other key Local Community Groups (where known)
- ◆ Department Consultative Forum (DCF) - Unions

Once the plan is finalised copies will be published on the council website and sent to:

- DfES
- Neighbouring authorities
- School Organisation Committee
- Chief Executive Slough Borough Council
- Director, Learning and Cultural Services

Other consultees will be informed in writing of the finalisation of the plan, and its availability on the Website. Hard copies of the final plan will be available on request.