

CITY OF PLYMOUTH

Portfolio and Holder: Schools and Colleges - Councillor Dennis Camp
CMT Member: Director for Lifelong Learning
Subject: **School Implementation Plan 2005-2015**
Committee: Cabinet
Date: 17th February 2005
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Part: 1

Executive Summary:

The attached report sets out the background to, and describes the process of developing and consulting upon, a review of school place planning in Plymouth to inform a strategic plan for the location, configuration and provision of school places over the next 10 years.

Corporate Plan 2004-2007:

The School Implementation Plan will help the City Council regenerate local communities; develop excellent schools; invest in sport and leisure through encouraging more community use of schools; provide better services to vulnerable children and adults and bring the Council closer to the people through the development of *extended* schools; and make more efficient use of the council tax by reducing the amount of funding required to repair and maintain school premises.

Implications for Medium Term Financial Plan and Resource Implications: including finance, human, IT and land.

The recommendations that will in due course emerge from the process described in the attached report are likely to have significant implications for the Council's capital budget. There are also likely to emerge opportunities for revenue savings as old school buildings requiring increasing amounts of funding to maintain in good repair are replaced with new and refurbished accommodation.

Other Implications: e.g. Section 17 Community Safety, Health and Safety, Risk Management etc.

None at this stage.

Recommendations & reasons for recommended action:

Members are recommended to note the attached report, pending consideration in due course of a further report comprising an analysis of the outcomes of recent consultations and recommendations as to which future school reorganisation options to pursue.

Alternative options considered and reasons for recommended action:

None

Background papers:

School Organisation Plan for Plymouth (4th Revision) 2003-2007
School Implementation Plan (City Council Website)
Ideas for Change Project Options (City Council Website)
School Organisation – Making Changes to Maintained Schools (DfES May 2003)
Building Schools for the Future (DfES Website)

Sign off:

Fin		Leg	n/a	HR		LP	n/a	IT	n/a
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Originating CMF Member	BL
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School Implementation Plan 2005-2015

Introduction

1. This report sets out the background to, and describes the process of developing, an ongoing review of school place planning in Plymouth to inform a strategic plan for the location, configuration and provision of school places over the next 10 years.

2. School place planning is one of the most fundamental tasks that Local Education Authorities (LEAs) undertake. As the LEA for Plymouth, the City Council has a duty to ensure that there is a sufficiency of school places of the right type, in the right location, and surplus capacity is kept within reasonable limits. In undertaking these duties, the City Council works in partnership with schools and with other school place providers, such as the Diocesan Education Authorities, and the LSC for post-16 provision.

3. The main forum for the determination of formal proposals that effect significant changes to the configuration of schools and organisation of school places is the School Organisation Committee (SOC), on which the following groups are represented:

- Plymouth City Council
- Exeter (CE) Diocesan Education Authority
- Plymouth (RC) Diocesan Education Authority
- Plymouth Schools
- Learning & Skills Council

4. The City Council is also responsible for drafting and revising the School Organisation Plan (SOP) for the SOC to amend, reject or adopt. The SOP comprises a considerable amount of background information about the City and its schools, the local policies and principles that inform school place planning, and the conclusions that have been drawn from these elements. It was until recently a legal requirement for the SOP to be revised annually and Elected Members have been involved in that process.

5. Following the reorganisation and establishment of the City Council as an LEA in 1998, the SOC was established in 1999 and, in 2000, the SOC and the City Council commissioned an area-by-area review of school place planning throughout the City to inform future revisions of the SOP. Thus was started an on-going dialogue and exchange of information with schools, Elected Members and others stakeholders.

School Reorganisations

6. Since 1998 a number of school reorganisations have been or will be put in place, as set out in *table 1*.

Table 1: School Reorganisations (April 1998 – January 2005)

School	Type of Reorganisation	Decision
Whitleigh Infant	Closure	Dec 1999
Whitleigh Junior	Closure	Dec 1999
Whitleigh Primary	Establish new school	Dec 1999
Southway Community College	Closure	Dec 2001
Sir John Hunt Community College	Enlargement	Dec 2001
Leigham Infant	Closure	May 2002
Leigham Junior	Closure	May 2002
Leigham Primary	Establish new school	May 2002

St Andrew's CE Primary	Change of category	Sep 2003
Stuart Road Primary	Addition of nursery unit	Jul 2003
Ernesettle Infant	Closure (Aug 2005)	Aug 2004
Ernesettle Junior	Closure (Aug 2005)	Aug 2004
Ernesettle Primary	Establish new school (Sep 2005)	Aug 2004
Montpelier Infant	Closure (Aug 2005)	Aug 2004
Montpelier Junior	Closure (Aug 2005)	Aug 2004
Montpelier Primary	Establish new school (Sep 2005)	Aug 2004
Chaucer Primary	Addition of nursery unit (2007)	Nov 2004
Mary Dean's CE Primary	Addition of nursery unit (Apr 2005)	Jan 2005

7. A major Public Finance Initiative (PFI) scheme has also been secured which will see the complete rebuilding by April 2007 of Barne Barton, Chaucer, Ernesettle, Montpelier, West Park and Plym View Primary Schools and the building of an all-through campus for a secondary, primary and special school, a pupil referral unit, and youth and community facilities in Whiteleigh.

Area Reviews

8. The process of involving others, especially schools, in the planning process has been long and intricate. The first phase of the process, known as *area reviews*, began in March 2003 and triggered a debate about what was likely to be the most relevant data to inform the school place planning process. *Area reviews* were based geographically on the *academic council* structure, that is, the area served by a secondary school and its linked primary schools. This was seen, at the time, to be the one area-based structure in the City with which schools were reasonably familiar. The following data was published and academic council-based meetings were held:

- pupil numbers, current and forecast
- school capacities
- pupil recruitment
- patterns of parental preference
- school standards of attainment
- condition and suitability of school buildings and grounds
- planned and potential housing development
- patterns of social deprivation and special educational needs

School Organisation Plan

9. In parallel with the *area review* process was the annual review of the SOP, through which the City Council and other local school place providers developed policies on school organisation. As a result, in 2002, the 3rd Revision of the SOP included, for the first time, clear and shared school organisation policies, recommended to the SOC by the City Council and attached at annex A, relating to the following aspects of school place provision:

- school improvement, raising attainment and achieving high standards
- size and character of schools
- optimum class size
- special educational needs provision and inclusion
- accessibility and schools

- parental preference
- community use of schools
- post-16 provision
- Best Value.

Data Analysis

10. Following the annual pupil census in January 2004, a full review of pupil forecasts was undertaken. This data was considered alongside all the other data that had been collected and the statistical profiles of the various areas of the City. It became apparent that the *academic council*-based structure of *area reviews* had served a useful purpose, but that, for school place planning purposes, a more suitable structure was needed.

11. Such an analysis had already led to the conclusion that secondary schools should be treated as a single area, rather than separately with their linked feeder schools. Subsequently, the data was reconfigured on the basis of City Council *neighbourhood* boundaries. Individual neighbourhoods, being generally too small to be statistically suited to purpose, were grouped together as *school community areas*, which proved a viable basis for the analysis of primary school places and organisation. Special schools and units are also considered as a single *school community area*.

Area Reviews – Main Findings

12. The main findings at this stage were as follows:

- i) the totality of school place provision in Plymouth had not been reviewed since 1949, just after World War II, when the emphasis was very much on expansion and creating extra capacity to meet post-war demand;
- ii) for schools and the wider education service in Plymouth, future developments are set against a challenging background, including;
 - c) a sharp and continuing decline in pupil numbers. Even when taking into account planned housing development within the City, the number of primary school pupils is forecast to fall by 2,293 (12%) over the next 5 years - the equivalent of 8 average size primary schools. Secondary school pupil numbers are forecast to fall by almost 6% over the same period, although post-16 stay-on rates are currently volatile and unpredictable;
 - d) an increasing amount of surplus capacity in Plymouth schools. Maintaining excess surplus capacity wastes resources that could be better deployed improving teaching and learning. Nevertheless, it will be important to maintain a reasonable level of surplus (8% in each *School Community Area* is proposed) to allow for unexpected changes in pupil numbers and the operation of parental preference;
 - e) half of the school building stock - built mostly in the 1950's and '60's - is in poor condition and in need of replacement or significant refurbishment. Many schools operate daily in poor quality and unsuitable buildings and will find it increasingly difficult to manage the decline in pupil numbers and the subsequent loss of resources that this will entail;
 - f) major and far-reaching Government initiatives on shaping the role that schools play within their local communities, as a catalyst for regeneration, emphasising the concept of *extended* and *inclusive* schools and the establishment of *Children's Centres*;
 - g) major City regeneration plans for new homes and businesses in Barne Barton,

Devonport, Millbay, the East End and the City Centre (the Mackay Plan), as well as large developments planned in Plymstock Quarry and Sherford (just beyond the City boundary in the South Hams);

- iii) school place planning should focus on school improvement and can play a key role in both neighbourhood regeneration and delivering other City Council priorities - the school improvement and neighbourhood regeneration agenda sit well together;
- iv) a number of schools may *wither on the vine* if the Council takes no action in response to falling numbers on roll.

13. An area-by-area summary of the issues raised by the review and the options for change published in November 2004 is attached at annex B.

Ideas for Change

14. These findings, the issues raised, and background data were published for consultation in June 2004, together with a number of potential options for each *school community area*, under the title *Ideas for Change*. The first phase centred on presentations to Headteachers, Elected Members, the local news media and other professional stakeholders. The debate that then ensued resulted in some slight modifications being made to the list of potential options for change and the addition of suggestions as to when during the next ten years each project might be started.

15. The next phase of consultation with parents, pupils and the wider public was launched in November 2004. Through the City Council website and the publication of a free CD-ROM, available from schools, local libraries and City Council offices, all stakeholders were encouraged to access and respond to the relevant material, including a short film conveying the City Council's vision for the future organisation of schools, the School Organisation Plan, the earlier (June 2004) presentation material, a revised list of potential projects and proposed timescales for each area, and an on-line response form.

16. It is important to emphasise that the *Ideas for Change* consultation is mainly about the City Council's vision, aims and strategy – the big picture - rather than about individual options. Nevertheless, it was important to share the ideas that are under consideration and understandable that people would find it generally easier to respond to individual options, despite that fact that most of those published, aside from the PFI scheme schools described earlier, which have been fully worked out and costed, have not yet been developed into full statutory proposals for formal and detailed consultation with all interested parties. Developing full proposals can only commence once the City Council has decided which options it wishes to see appraised and developed.

17. To make any significant change to a school first requires the publication of a detailed proposal for consultation - including the impact on pupils, staff, parents and the wider community and the costs involved - with all interested parties. At the second stage, the proposal must be published as a Public Notice, to which anyone may lodge a formal objection. At the third stage, if an objection were lodged, the SOC, not the City Council, would take the final decision as to whether the proposal could be implemented.

18. The outcomes of the *Ideas for Change* consultation, which closed on 31st January 2005, will be the subject of a further report in due course, which will assess the response to and viability of each option, including any new options that may have emerged from the consultation process.

19. However, it is important to recognise that all options will need to be kept under continual review as demographic and other factors change over the years. There may also arise from time to time opportunities for reorganisation that may not yet appear on the options list, for

example, where new housing or other redevelopment takes place, or where local circumstances can be best addressed through reorganisation.

Conclusions

20. It is clear that schools have a significant role to play in the City's future. In the light of an analysis of the outcomes of the Ideas for Change consultation, the subject of a subsequent report, the City Council may wish to consider adopting a strategy that aims to ensure that, in partnership with schools and other school place providers, maintained schools in Plymouth are:

- viable and successful;
- able to play a full part in the regeneration of the City's neighbourhoods;
- accommodated in suitable, high quality premises, conducive to learning and community involvement;
- *at the heart* of local communities;
- *extended* schools that provide access to childcare and pre-school provision, with multi-agency working and service access points, based on the needs of the local community;
- *inclusive* schools, meeting the needs of vulnerable pupils and the majority of those with special educational needs.

21. The City Council may also wish to secure that, in partnership with others:

- school place planning focuses on school improvement;
- the school organisation policies set out in the School Organisation Plan and attached to this report at annex A are implemented;
- 8% surplus capacity is maintained in each *school community area* to allow for unforeseen changes in pupil numbers and for parental preference to operate.

22. The recommendations that will in due course emerge from the process described in this report are likely to have significant implications for the Council's capital budget. There are also likely to emerge opportunities for revenue savings as old school buildings requiring increasing amounts of funding to maintain in good repair are replaced with new and refurbished accommodation.

Recommendations

23. Members are asked to note this report pending a detailed analysis of responses to the recent *Ideas for Change* consultation, the closing date for which was 31st January 2005. A future report will present an analysis, together with a list of potential options for change and recommendations as to which options the City Council might wish to pursue.

AML/310105

School Organisation Policies

1. School Improvement, Raising Attainment and the Achievement of High Standards

- a) Additional capacity will be created in geographical areas to meet, as far as is possible, basic needs and parental preference, without creating long-term surplus capacity difficulties;
- b) Where possible, oversubscribed schools which consistently demonstrate high standards of attainment will - within the constraints of longer-term surplus places issues and the restrictions imposed by individual school sites, planned admission numbers, DfES capacity calculations and the provision of places in the City as a whole - be allowed to expand.

2. Size of Schools

- a) For the **primary** sector:
 - i. to consider the overall provision of each area as part of a rolling programme of reviews and make appropriate recommendations and proposals for re-organisation, where necessary, to secure a sustainable school place provision for the next five years and beyond, that being one which is more stable and less susceptible to the vagaries of demographic change;
 - ii. to systematically review published admission numbers to achieve annual intakes which are multiples of 30 (ie. full forms of entry);
 - iii. to investigate the viability of any infant, junior or primary school which does not consistently recruit 1 form of entry a year.
- b) For the **secondary** sector:
 - i. to consider the overall provision of each area as part of a rolling programme of reviews and make appropriate recommendations and proposals for re-organisation, where necessary, to secure a sustainable school place provision for the next five years and beyond, that being one which is more stable and less susceptible to the uncertainties of demographic change;
 - ii. to systematically review published admission numbers to achieve annual intakes which are multiples of 30 (ie. full forms of entry) to accord with proposed adjustments in the published admission numbers of primary schools;
 - iii. to investigate the viability of any secondary school, either with and without a sixth form, which does not consistently recruit 4 forms of entry a year;
 - iv. to ensure that secondary schools are of a sufficient size to offer a broad and balanced curriculum without the need for additional funding.

3: Character of Schools

- a) For the **primary** sector:
 - i. in principle, subject to full consultation with all those concerned and taking account of the criteria listed below, to support the creation of all-through primary schools;
 - ii. to consider, on an individual basis, separate infant and junior provision, as part of a

rolling programme, to determine if the creation of all-through primary schools will have a beneficial effect on:

- the standards of education currently achieved by the separate schools;
 - the financial security of the schools concerned;
 - reductions in surplus capacity;
 - increasing the opportunities for enhanced curriculum provision and learning opportunities, progression and continuity;
- iii. to consider reorganisation, in principle, where the resulting all-through primary school would have a planned intake between 1 and 3 forms of entry per annum;
- iv. where capital programmes allow for new build or complete refurbishment and in consultation with the Early Years and Childcare Partnership, to allow for and include school-based nursery provision.

b) For the **secondary** sector:

- i. in principle, taking cognisance of the Community Education review and associated budgetary constraints, to harmonise the designation of all non-selective and denominational schools to that of Community Colleges;
- ii. to detail precisely the roles and responsibilities which are expected of schools which have Community College status, in accordance with the Corporate Strategy;
- iii. to consult governing bodies of selective schools and the diocesan boards of denominational schools on how they might contribute to the principles of community-based education;
- iv. to enter into dialogue with the Exeter Diocesan Board of Education to explore the potential for a viable Church of England secondary provision within the City.

4: Optimum Sizes of Classes

- a) Where possible, classes in both primary and secondary schools will be no more than 30 pupils for general teaching activities;
- b) To review all Admission Numbers and Indicated Admission Numbers as part of a rolling programme, with a view to establishing a coherent system based on classes of 30 pupils or multiples thereof;
- c) DfES guidance will provide the basic framework for class sizes in specialist subjects in the secondary sector;
- d) In accordance with the Asset Management Plan policy statement, where opportunities arise and funding is available, substandard accommodation and undersized classroom areas in permanent buildings will be rectified;
- e) Class sizes in special schools and SEN provision in mainstream schools will be in accordance with the needs of individual pupils and the particular needs they exhibit.

5: SEN Provision and Inclusion

- a) To actively promote the implementation of the Inclusion Strategy;
- b) Proposals for capital funding will be made to the DfES systematically over the next 5 years to seek to secure appropriate facilities both in special schools and within mainstream settings;

- c) Capital funding streams will be 'cocktailed' together to secure major improvements in provision;
- d) All new build projects will include facilities for pupils with SEN and, in the case of community schools, appropriate access facilities for the disabled;
- e) Appropriate proposals for the re-organisation of special school provision will be made, in accordance with the Inclusion Strategy, as its implementation rolls out.

6: Accessibility

- a) To seek to ensure that primary schools are so located that no pupil of primary school age lives more than 2 miles from their nearest appropriate school;
- b) To seek to ensure that secondary schools are so located that no pupil of secondary school age lives more than 3 miles from their nearest appropriate school;
- c) To take into account ease of access to transport facilities in any proposed re-organisations;
- d) To implement agreed proposals which result from a Best Value review;
- e) in accordance with Corporate Strategy and Agenda 21 policy, to seek to minimise the need for motorised transport to school, thus contributing to the reduction of pollution levels and supporting more environmentally-friendly modes of transport.

7: Parental Preference

- a) To undertake a City-wide review of catchment areas and feeder schools;
- b) Where a basic need has been identified and expansion will not compromise further the overall need to reduce surplus places, to allow schools to expand;
- c) To consider parental preference as part of the decision-making process;
- d) To take account of all other policy statements before taking final decisions.

8: Community Use

- a) To encourage greater community use of school facilities, thus supporting the lifelong learning agenda and contributing to the success of the LEA's Adult Learning Plan;
- b) To support the use of school facilities by the community as an effective strategy for reducing overall surplus capacity in school buildings;
- c) To harmonise the designation of secondary schools;
- d) To encourage schools to develop a clear community strategy which secures greater parental involvement in the education of their children, thus supporting the raising of attainment.

9: Post-16 Provision

- a) To work closely with the Learning and Skills Council to develop a pattern of post-16 provision that puts the learner at the heart of the process and widens choice and opportunity for the learner;
- b) To work in partnership with the Learning and Skills Council to seek to establish local access to provision, thus supporting the principles of Agenda 21 policy.

10: Best Value

To seek Best Value in the provision of all services and functions that are required to implement the policies detailed in the School Organisation Plan.

IDEAS FOR CHANGE: PUBLISHED OPTIONS

Area 1 - City Centre/East End

Major regeneration, incl. Millbay – up to 1,500 new homes; City Centre – more than 700 new homes; East End – refurbishment/rebuild planned; likely to bring 433 new primary-age pupils, requiring 429 extra primary school places by 2009.

Option	Wave ¹
1.1 East End – possibly establish new waterfront primary school	3
1.2 Millbay – establish new primary school	1-2

Area 2 - Stonehouse, Devonport, Stoke

Significant regeneration planned; some primary schools with very poor buildings, others unsuitable for expansion or further development. 156 new primary-age pupils predicted, no capacity reduction is likely to be required, by 2009.

Option	Wave
2.1 Pilgrim and Stuart Road Primary Schools – amalgamation in a new school	3
2.2 Mount Wise and Marlborough Primary Schools – develop separately to address <i>Every Child Matters</i> , sports and <i>wraparound care</i> provision	2
2.3 Mount Wise and Marlborough Primary Schools – amalgamate in new school on new <i>South Yard</i> site and develop to address <i>Every Child Matters</i> , sports and <i>wraparound care</i> provision	1
2.4 High Street Primary School – consider its potential for future expansion to meet local need generated by Millbay regeneration	1-2
2.5 St Peters CE, Cathedral of St Mary (RC), St George's CE Primary Schools – consider future options for development ²	1-3

Area 3 – Morice Town, Ford, Keyham

Not all schools benefit from regeneration initiatives. A capacity reduction of 217 primary school places is likely to be required by 2009.

Option	Wave
3.1 Morice Town Primary School – finish development to provide Children's Centre and <i>wraparound care</i> for the community	1
3.2 College Road and Ford Primary Schools – amalgamation in a new school building to provide an <i>extended school</i> for the local area	3

Area 4 – Barne Barton, St Budeaux, Kings Tamerton, Weston Mill

A capacity reduction of 168 primary school places is likely to be required by 2009.

Option	Wave
4.1 Barne Barton Primary School – PFI rebuild, potentially on a new site	1
4.2 Plaistow Hill Infant and St Budeaux Foundation CE Junior Schools – amalgamation ³	1
4.3 Victoria Road Primary School – reduce to 1 form of entry and develop as an <i>extended school</i>	1-2

Area 5 – Ham, North Prospect, Beacon Park, Pennycross

A capacity reduction of 147 primary school places is likely to be required by 2009.

Option	Wave
5.1 Montpelier Infant & Junior Schools – amalgamation, PFI rebuild and reduction to 3 forms of entry	1
5.2 North Prospect and South Trelawny Primary Schools – amalgamation in a new school building on a new site	1

Area 6 – Ernesettle

A capacity reduction of 78 primary school places is likely to be required by 2009.

Option	Wave
6.1 Ernesettle Infant and Junior Schools – amalgamation, PFI rebuild and develop as an <i>extended school</i> with a <i>children’s centre</i>	1

Area 7 – Southway, Whitleigh, Tamerton Foliot

Very little proposed development except for sale of MoD housing in Tamerton Foliot. A capacity reduction of 513 primary school places is likely to be required by 2009.

Option	Wave
7.1 Langley Infant, Langley Junior, Southway, Tamerton Vale and Woodfield Primary Schools – establish federations, continue to seek the amalgamation of Langley Infant and Junior Schools, support partnership working between schools and work towards reducing the number of school sites from which federations operate	1-2
7.2 St Peters RC Primary School – reduce the admission number ³	1

Area 8 – Honicknowle, Manadon

A capacity reduction of 344 primary school places is likely to be required by 2009.

Option	Wave
8.1 Chaucer Primary School – PFI rebuild at 50% of current size with a new nursery unit	1
8.2 West Park Primary School – PFI rebuild	1
8.3 Knowle Primary School – possibly develop <i>early years</i> provision	1-2

Area 9 - Efford, Lipson, Laira

A capacity reduction of 123 primary school places is likely to be required by 2009.

Option	Wave
9.1 Plym View Primary School – PFI rebuild as a 1 form of entry school with a <i>children’s centre</i> and youth provision	1
9.2 Highfield Primary School – rebuild with adult and community facilities	1-2

Area 10 – Mount Gould, Mutley, Greenbank

All primary school sites very restricted. A capacity reduction of 56 primary school places is likely to be required by 2009.

Option	Wave
10.1 Salisbury Road Infant and Junior Schools – amalgamation on new site or remodel as a new inner-city exemplar design primary school	3

Area 11 – Peverell, Hartley, Compton

Insufficient primary school places. A capacity increase of 115 primary school places is likely to be required by 2009.

Option	Wave
11.1 Compton CE Primary School – create extra capacity	1-2
11.2 Hyde Park Infant & Junior Schools – amalgamation	1-3

Area 12 – Derriford, Widewell, Glenholt

Option	Wave
12.1 Widewell Primary School – potential to expand if necessary	1-3

Area 13 – Estover, Leigham

A capacity reduction of 267 primary school places is likely to be required by 2009.

Option	Wave
13.1 Estover Primary School – rebuild as part of a federation with the local community college and nursery school on the Estover campus site ⁵	1-2
13.2 Thornbury Primary School – federation with the Estover campus schools	1-2
13.3 Plymbridge Nursery School – federation with the Estover campus schools and development of a <i>children's centre</i>	1
13.4 Leigham Primary School – federation with the Estover campus schools and development as an <i>extended school</i>	1

Area 14 – Crownhill, Egguckland

No significant issues, no published options.

Area 15 – Plympton

A number of primary schools adjacent to each other; no significant developments planned; a capacity reduction of 690 primary school places is likely to be required by 2009.

Option	Wave
15.1 Chaddlewood Infant and Junior Schools – amalgamation	1
15.2 Glen Park Primary School – amalgamate with Chaddlewood Infant and Junior Schools on new site	1
15.3 Plympton St Mary CE Infant and Old Priory Junior Schools – amalgamation ²	2
15.4 Plympton St Mary Infant School – convert to a single form of entry, all-through primary school ²	2

15.5	Old Priory Junior and Plympton St Maurice Primary Schools – amalgamation in rebuilt/refurbished <i>extended</i> school	2
15.6	Woodford Infant and Junior Schools – amalgamation	1-2
15.7	Yealmpstone Farm – reduce to 1 form of entry	1

Area 16 – Plymstock

Major housing developments planned at Plymstock Quarry, Radstock and Hooe; likely to bring 366 new primary-age pupils, requiring 274 extra primary school places by 2009.

Option	Wave
16.1 Dunstone Primary School – relocate to the site of the new community in Plymstock Quarry in a new school with <i>extended school</i> facilities, a <i>children’s centre</i> and a community library ⁴	1-2
16.2 Elburton, Hooe and Oreston Primary Schools – expand to accommodate the needs of new housing developments ⁴	1-2
16.3 Adjust primary school catchment areas as appropriate	1-2

Area 17 – Secondary Schools

Housing developments throughout the City are likely to bring 885 new secondary-age pupils. The secondary school sector is currently overcrowded, but a combination of managed expansion - a £20m investment funded through Basic Need provision - and predicted reductions in pupil numbers is expected to eliminate residual overcrowding and bring capacity and pupil numbers into balance. Future development must take account of the LSC’s area review, the impact of the Tomlinson report on post-14 curriculum flexibilities, and the *Every Child Matters* SEN inclusion agenda. Suitable provision must also be planned for areas of regeneration.

Option	Wave
17.1 Parkside and Stoke Damerel Community Colleges – amalgamation	2
17.2 MoD Mount Wise – build new community college ⁵	2
17.3 Estover Community College – federation with the adjacent primary and nursery schools on the Estover campus site	1-2
17.4 Plymstock and Coombe Dean – adjust admission arrangements as appropriate	1-2

Area 18 – Special Schools and Units

The issues identified include the balance between special and mainstream provision; children with severe and complex needs and specialist requirements; collaborations; co-locations and the movement of staff and pupils.

Option	Wave
18.1 The outcomes of the <i>Inclusion Strategy</i> will form the SEN layer to the <i>School Implementation Plan</i> across the whole programme	1-3

Notes

¹ Wave 1 = 2005-2008; wave 2 = 2008-2011; wave 3 = 2011-2014

² in liaison with the appropriate diocesan education authority

³ in liaison with the governing body

⁴ dependent upon *Section 106* funding

⁵ dependent upon *Building Schools for the Future* funding