Birmingham Education Sufficiency Requirements (Primary and Secondary Mainstream)  
2016/17 to 2022/23  

Subject to further revisions in light of changing landscape
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Separate publications will follow to focus on Sufficiency in:
- Special Educational Needs Provision – providing places for young people with complex needs from 0-25. See http://www.birmingham.gov.uk/SEND
- Nursery Provision – providing places for 2-4 year olds.
- Post-16 provision – providing places for young people aged 16-19 will be addressed in the 14-25 Strategic Commissioning Statement which sets out the provision and pathways we need to ensure all young people participate fully in education and training beyond age 16.
Education Sufficiency Requirements 2016/17-2022/23
(Primary Mainstream)

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Introduction
This document details:

- Changes we know about in the planned supply of school places, including areas where overprovision may become a challenge
- The number and location of additional mainstream primary places we expect to require to from 2016/17 to 2019/20
- The number and location of additional mainstream secondary places we expect to require to from 2017/18 to 2022/23

School Place Planning

Birmingham is a growing city with a young population. The City Council has a statutory duty to ensure there are sufficient school places for all Birmingham children and young people. In order to meet this duty, it is essential that we have a robust understanding of the supply of, and demand for, school places through School Place Planning. This includes a clear forecasting methodology, accompanied by a Basic Need Strategy that ensures sufficient school places are provided to meet local need.

At its very essence, the Basic Need programme is part of the wider school improvement strategy to deliver our ambition for every Birmingham child to attend a good school.

Under the direction of the Cabinet Member for Children, Families and Schools, the responsibility for the Basic Need programme, including School Place Planning and the schools expansion programme, sits within the Education Infrastructure Team (EdSI) in the Education and Commissioning section of the People Directorate.

Education Sufficiency Requirements are published annually setting out the number and location of new places that we expect to require. An annual schools capital programme brings forward proposals for school expansions requiring capital investment. School organisation proposals are taken through statutory consultation processes as required.

Co-ordination of place planning and the schools expansion programme has specific complexities in a landscape where more schools have autonomy to increase the number of places they offer, and where central government is delivering new Free Schools and
Academies programmes. Admissions arrangements and the processes for administering admissions are closely linked to the school place planning process and there are therefore close working relationships between the respective Local Authority teams.

To date, there has been highly effective partnership work between Birmingham schools and the Local Authority to respond to the growth in demand. Since 2010, up to and including Sept 2016, over 15,000 additional places have been provided for Primary aged pupils, in large part through the permanent expansion of 61 mainstream schools. We are deeply appreciative of the hard work undertaken by all our partners, and in particular schools and governing bodies who step forward to support the Local Authority to meet its statutory duty. The City’s Basic Need Strategy is set out in Appendix 5 and Forecasting Methodology in Appendix 6.

Key messages

The current picture of sufficiency of mainstream school places in Birmingham to meet Basic Need

After a period of increasing birth rate, we are now due to see three years of birth rate decline. We expect demand for places in Reception to reduce from 2017 onwards.

More children are joining our schools during each year. Increasing numbers of families choose to re-locate to Birmingham. We call this cohort growth. Cohort growth remains on an upward trend. Some pupils in neighbouring authorities attend school in Birmingham. This creates an ‘in-flow’ of pupils coming into Birmingham. There is also an ‘out-flow’ of pupils going to other authorities to attend school. Please see Appendix 7 for a map of to show this movement.

The Local Authority’s Additional Primary Places programme has successfully met the demand for increased places in Reception without creating oversupply. There is a risk of oversupply as birth rates decline. However, the spaces created may be helpful to meet increased demand from cohort growth.

The demand for Secondary school places is beginning a period of sustained growth. Although there may be some hotspot areas where we will look to create additional places, places are likely to be met mainly from within existing supply until at least 2017/18.

Birmingham schools continue to work in partnership with the City to meet Basic Need. Many have taken on the tremendous challenge of expanding while maintaining momentum on school improvement. Significant expertise has developed across our school leaders, and their commitment to working with the Local Authority to provide sufficient places remains invaluable.

Plans for meeting growth in demand

The City’s key priority is that every child receives a great education. The main priority in selecting schools for expansion is that they are located where places are needed, and that wherever possible additional places are provided in schools judged by OFSTED to
be good or outstanding. It is sometimes the case that OFSTED judgements change during or after an expansion project.

Forecasts of demand over the past two years have been within 1% accurate for the total numbers of places required in the City. The accuracy of forecasts at District and Ward level is more variable due to the changing patterns of parental preference and the changing supply of places from expanded schools and new schools. Please see Appendix 10 for a list of free schools open and proposed to date.

A range of models will continue to be used and developed to create additional places. The strategy to make better use of existing space is proving extremely successful and ensures that we can meet requirements within available resource. Please see Appendix 11 for models used to date.

Additional places provided in our expanded schools are in demand.

An annual cycle of activity sets out what places we expect to need on a 3-year planning horizon for primary phase. This year we are moving to a 5-year planning horizon for secondary phase. We expect there to be significant movement in our forecasts beyond 3 years due to the unpredictable nature of cohort growth, particularly in the context of Brexit. All schools are invited to express interest in expanding and there are clear criteria for identifying preferred options for expansion.

It is feasible that a significant proportion of the additional secondary places required by 2019 will be created in existing secondary schools, using capital investment to re-model and refurbish existing space. There is also an opportunity to align new school proposals to areas of greatest need and to co-ordinate new schools with the expansion of existing provision. The context of the central government Free Schools programme and decisions by schools to expand independently of the City’s basic need requirements continues to be highly challenging.

Completely new major housing developments where there are no local schools will require entirely new schools to be built.

**Meeting parental preference**

The City’s objective is to ensure all schools are supported on their journey to becoming good or outstanding. It is a key priority to ensure our least popular schools are effectively supported on their improvement journey to become schools of choice within local communities.

There is substantial variation in the degree to which parental preference is met across different wards. Figures also change significantly from one year to the next, depending on a range of factors. It is essential to recognise that low parental preference does not necessarily reflect a lack of local school places. The quality of local provision is a significant factor.

It is possible that figures for meeting parental preference at secondary will reduce over the next 3 years as the number of surplus places reduces; this is also likely to have a positive impact on school improvement. We may see preference rates for primary schools increase as birth rates decrease.
The picture of parental preference in secondary schools is skewed by the number of unsuccessful applications for grammar schools. Eleven percent of pupils applied unsuccessfully for a grammar school place (1st preference) for 2016 entry.

In-Year Admissions

There was a net increase of over 1000 new pupils (YR-Y6) joining Birmingham’s primary schools over the period Oct 2015-May 2016. Over 9000 applications were processed during the same period. There was a net increase of nearly 400 new pupils (Y7-9) joining secondary provision and over 2000 applications were processed during the same period.

The process of offering places is currently managed by schools and applications are received from newly arrived families (new to UK or new to Birmingham) or from families seeking an alternative school place.

Where children and families are unable to secure a school place from applying directly to a school, the School Admissions team will process and secure a place for that child with the aim of keeping to a minimum the length of time any child is out of school.

Successes, risks and issues in meeting our statutory duty to provide sufficient school places

Over 15,000 additional primary places have been created to date through the Local Authority Basic Need programme. Please see Appendix 8 for details on primary expansions to date.

We are continuing to make best use of existing space within our schools and seek to maximise existing space across the secondary school estate.

We continue to seek collaboration with partners to secure successful project delivery within available resource. Birmingham City Council has developed a Learning Chalet model as an effective temporary solution for school places. Learning Chalets are highly efficient to deliver and very cost effective. Please Appendix 12 for more information.

Managing in-year admissions is an increasing challenge. We continue to need more schools willing to create additional places in Years 1-6 through bulge or flexible expansion.

The oversupply of secondary school places in some areas continues to create a major risk to the sustainability of our least popular schools. The supply of places needs to be carefully managed and coordinated between all partners in order to meet additional demand timely, this includes aligning new/free school proposals with Basic Need. To date additional secondary places have been created where localised pressures have instigated the need for it; please see Appendix 9.

Visibility of vacant school places across schools is a challenge. We are developing enhanced ICT processes to improve data sharing in order to support this recording and analysis.

Greater compliance and co-operation across all schools to take in-year admissions, and Fair Access, is needed to reduce the length of time children are out of school.

Plans for large housing estates present a challenge as school places will be required in advance of occupation.
Demand Overview

Two distinct elements inform and contribute to forecasts for school places:

1. Increased Birth Rates
2. Cohort Growth including housing developments

Births

Birth rates are now about to decline after a sustained increase since 2001. The peak year of births has entered Reception in 2016. This cohort will reach Year 7 in 2023. Graph 1 illustrates the total number of births in Birmingham, by year of entry into Reception (R) and Year 7 (Y7):

The graph highlights the birth rate increase that has already impacted on primary place planning, as well as the imminent impact of this growth on secondary school pupil numbers. It appears that birth rate is due to reduce from 2017; however it is difficult to predict how recent increases in people moving into the City will impact on birth rates.

Table 1 shows the top ten wards with the greatest decline in birth rates.
Top ten wards in decline | Change in birth number from previous year
--- | ---
**District** | **Ward** | **3 Year trend** | **2017 births** | **2018 births** | **2019 births**
Yardley | Acocks Green | -72.33 | -95 | 19 | -3
Ladywood | Soho | -48.17 | -65 | 13 | -10
Perry Barr | Lozells and E H'w | -45.67 | -38 | -21 | 42
Erdington | Tyburn | -38.17 | -49 | 7 | -2
Ladywood | Ladywood | -35.67 | -41 | 8 | 25
Hodge Hill | Shard End | -35.50 | -22 | -43 | 17
Hodge Hill | Bordesley Green | -29.50 | -15 | -58 | -14
Erdington | Kingstanding | -27.00 | -24 | -29 | -16
Edgbaston | Edgbaston | -25.33 | -38 | 23 | 8
Edgbaston | Quinton | -23.17 | -10 | -35 | 19
City | City | -366.67 | -377 | -299 | -283

Table 1: Top ten wards seeing birth rate decline 2017-19. *Source: Based on ONS Live Birth Data reported annually*

**Primary Cohort Growth**

The levels of cohort growth across the City are unprecedented and continue to increase beyond expected levels. It is now reasonable to expect a cohort to grow by anything between 750-1900 additional places (25-63FE) over the 7 years between Reception and the end of Year 6. See Graph 2.

![Graph 2: Primary Cohort Net Growth Oct to Oct growth. *Source: Based on ONS Live Birth Data reported annually & School Census*](image-url)
**Birmingham Education Sufficiency Requirements (Primary and Secondary Mainstream)**

**Dec 2016**

### Table 3: Overview of Primary Cohort Net Growth since 2008. Source: Based on ONS Live Birth Data reported annually

<table>
<thead>
<tr>
<th>Year Cohort</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Years Growth R-Y6</td>
<td>7</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Total Pupil Net Growth to May 2016</td>
<td>465</td>
<td>670</td>
<td>755</td>
<td>772</td>
<td>781</td>
<td>642</td>
<td>488</td>
<td>287</td>
</tr>
</tbody>
</table>

### Secondary Cohort Growth

Cohorts are increasing annually. It is now reasonable to expect a cohort to grow by 395-450 additional places (13-15FE) over the 3 years between Year 7 and end of Year 9. In 2013, for example, over 200 additional pupils had joined the Year 7 cohort by the time they entered Year 8 in 2014. Years 10 and 11 traditionally see a decrease in cohort size as schools are far less likely to take new students in during the GCSE phase.

### Table 4: Overview of Secondary Cohort Net Growth. Source: School Census Data reported termly

<table>
<thead>
<tr>
<th>Year Cohort</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Years Growth Y7-Y9</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Total Pupil Net Growth to May 2016</td>
<td>111</td>
<td>138</td>
<td>288</td>
<td>372</td>
<td>383</td>
<td>381</td>
<td>260</td>
<td>158</td>
</tr>
</tbody>
</table>
Primary School Requirements

Projected Primary School Place Requirements 2016/17 to 2019/20

The focus will be providing flexible and temporary expansion in the primary estate to meet the need for additional places.
- New School Provision – we are working in partnership with the DFE to influence size, location and admissions policies for new school provision to meet local need. Please see Appendix 10 for a list of free schools open and proposed to date.
- Some Reception places may need to be decommissioned in future years.

Additional Places required by number of FE (1FE = 30 pupils)

Additional requirements will all be met through temporary bulge classes or flexible expansions (e.g. 30 pupils across 3 schools.)

<table>
<thead>
<tr>
<th>Year</th>
<th>Reception</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016/17</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>23</td>
</tr>
<tr>
<td>2017/18</td>
<td>6</td>
<td>6</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>3</td>
<td>35</td>
</tr>
<tr>
<td>2018/19</td>
<td>-</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>23</td>
</tr>
<tr>
<td>2019/20</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>23</td>
</tr>
</tbody>
</table>

Areas of local pressure may arise requiring some flexibility that could be accommodated across a number of schools.

Appendix 1 Map A-G shows the priority areas for additional in-year places 2016/17.
Appendix 2 Map H-J shows Reception priority areas for 2017/18 and beyond.

Secondary School Requirements

Projected Secondary School Place Requirements 2016/17 to 2022/23

The focus will be to look at our sources of supply to co-design an approach to create the required additional places going forwards. Here is a list of our known sources of supply:
- Additional offers. Annually over 200 places are offered over PAN in Year 7, uncoordinated with the Local Authority.
- Existing surplus. A number of our schools are currently operating with significant levels of surplus. 80% of current vacancies are in 8 of our schools located on the edge of our city.
• Fair Access. We are seeking to review our Fair Access Protocol to encourage equity across schools to take additional in-year pupils. Currently we can only prioritise pupils on waiting lists rather than those out of school.

• Expansion of existing schools. We understand that there are significant possibilities to expand our existing estate through reconfiguration of internal space or additional accommodation.

• New Schools. We are working in partnership with the DFE to influence size, location and admissions policies for new school provision to meet local need. Please see Appendix 10 for a list of free schools open and proposed to date.

Additional Places required by number of FE (1FE = 30 pupils)

Additional requirements will all be met through different sources of supply. Permanent expansions will be for 1-2FE where possible and required. The below table provides a midpoint estimate of how many additional places will be required 2017-22. Additional contingency may be required if growth continues to surpass expectations.

<table>
<thead>
<tr>
<th></th>
<th>Additional Y7 Places Required</th>
<th>Additional FE</th>
<th>Cumulative FE</th>
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</thead>
<tbody>
<tr>
<td>2017</td>
<td>461</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>2018</td>
<td>601</td>
<td>20</td>
<td>35</td>
</tr>
<tr>
<td>2019</td>
<td>655</td>
<td>22</td>
<td>57</td>
</tr>
<tr>
<td>2020</td>
<td>53</td>
<td>2</td>
<td>59</td>
</tr>
<tr>
<td>2021</td>
<td>-80</td>
<td>-3</td>
<td>56</td>
</tr>
<tr>
<td>2022</td>
<td>636</td>
<td>21</td>
<td>78</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>78</td>
<td></td>
</tr>
</tbody>
</table>

Additional Y7 Places Required

Areas of local pressure may arise requiring some flexibility that could be accommodated across a number of schools.

Appendix 3 Map K-N shows areas of cohort growth for additional secondary places 2017-20
Appendix 4 Map O shows priority zones for additional secondary places

In order to co-design the best approach to meeting additional secondary place requirements hereforwards, a tool which looks at sources of supply in Appendix 14 is proposed.
Next Steps

Primary Expressions of Interest (EoIs) and further dialogue
If you would like to:

- Work with us to meet the highlighted need for additional Primary School places, please submit an ‘Expression of Interest’ form in Appendix 15

- Continue the dialogue with EdSI and work towards Co-design of solutions to Education Sufficiency, please contact EdSI either by phone or email (full contact details on Page 2)

- Informally discuss potential for helping to meet identified need, please contact EdSI either by phone or email (full contact details on Page 2)

The Expression of Interest cycle

<table>
<thead>
<tr>
<th>Places required</th>
<th>EoI Submission deadline</th>
<th>Evaluation date</th>
<th>Schools informed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2017</td>
<td>19th December 2016</td>
<td>6th January 2017</td>
<td>10th January 2017</td>
</tr>
<tr>
<td>Summer 2017</td>
<td>23rd January 2017</td>
<td>10th February 2017</td>
<td>15th February 2017</td>
</tr>
<tr>
<td>Autumn 2017</td>
<td>13th March 2017</td>
<td>20th March 2017</td>
<td>24th March 2017</td>
</tr>
</tbody>
</table>

All EoI submissions are evaluated by a Panel consisting of BCC officers, Birmingham Education Partnership (BEP) and Head teacher representatives.

The key criterion used to evaluate expansion proposals is set out in Appendix 5 (Basic Need Strategy).

Following selection, EdSI will work closely with schools to identify the most effective solution to providing infrastructure for additional school places.
Secondary Expressions of Interest (EoIs) and further dialogue

If you would like to:

- Work with us to meet the highlighted need for additional Secondary School places, please submit an ‘Expression of Interest’ form in Appendix 15

- Continue the dialogue with EdSI and work towards Co-design of solutions to Education Sufficiency, please contact EdSI either by phone or email (full contact details on Page 2)

- Informally discuss potential for helping to meet identified need, please contact EdSI either by phone or email (full contact details on Page 2)

The Expression of Interest cycle

<table>
<thead>
<tr>
<th>Places required</th>
<th>EoI Submission deadline</th>
<th>Evaluation date</th>
<th>Schools informed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>19th December 2016</td>
<td>10th January 2017</td>
<td>16th January 2017</td>
</tr>
<tr>
<td>2018</td>
<td>19th December 2016</td>
<td>9th January 2017</td>
<td>13th January 2017</td>
</tr>
<tr>
<td>2019 onwards</td>
<td>26th May 2017</td>
<td>5th June 2017</td>
<td>9th June 2017</td>
</tr>
</tbody>
</table>

We have received a number of Expressions of Interest to date. Please see Appendix 13 for a list of these schools.

We wish to influence the 2018 Admissions round currently in consultation. This consultation runs until 9th January 2017. A formal determination of arrangements is expected by March 2017.

All EoI submissions are evaluated by a Panel consisting of BCC officers, Birmingham Education Partnership (BEP) and Head teacher representatives.

The key criterion used to evaluate expansion proposals is set out in Appendix 5 (Basic Need Strategy).

Following selection, EdSI will work closely with schools to identify the most effective solution to providing infrastructure for additional school places.
Appendices
Appendix 1 - In-Year Priority Areas 2016
Reception Priority Areas 2016/17

<table>
<thead>
<tr>
<th>Zone</th>
<th>District</th>
<th>Ward</th>
<th>Year</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Perry Barr</td>
<td>Perry Barr, Oscott</td>
<td>2016/17</td>
<td>1FE</td>
</tr>
<tr>
<td>2</td>
<td>Edgbaston</td>
<td>Quinton, Harborne, Edgbaston</td>
<td>2016/17</td>
<td>1FE</td>
</tr>
<tr>
<td>3</td>
<td>Northfield</td>
<td>Longbridge, Northfield, Weoley</td>
<td>2016/17</td>
<td>1FE</td>
</tr>
<tr>
<td>4</td>
<td>Northfield</td>
<td>Kings Norton</td>
<td>2016/17</td>
<td>1FE</td>
</tr>
<tr>
<td></td>
<td>Selly Oak</td>
<td>Brandwood, Billesley</td>
<td></td>
<td>4FE</td>
</tr>
</tbody>
</table>

FE = Form of Entry. 1FE = 30 pupils
Appendix 1 (Continued)

Year 1 Priority Areas 2016/17

<table>
<thead>
<tr>
<th>Zone</th>
<th>District</th>
<th>Ward</th>
<th>Year</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Edgbaston</td>
<td>Quinton, Bartley Green</td>
<td>2016/17</td>
<td>1FE</td>
</tr>
<tr>
<td>2</td>
<td>Yardley Hall Green</td>
<td>Sheldon, South Yardley, Acocks Green, Springfield, Hall Green</td>
<td>2016/17</td>
<td>1FE</td>
</tr>
</tbody>
</table>

FE = Form of Entry. 1FE = 30 pupils

2FE
## Appendix 1 (Continued)
### Year 2 Priority Areas – 2016/17

#### Map C

**In-Year Pressure Priority Areas**  
November 2016 - Year 2

<table>
<thead>
<tr>
<th>Zone</th>
<th>District</th>
<th>Ward</th>
<th>Year</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Edgbaston</td>
<td>Quinton, Harborne, Edgbaston</td>
<td>2016/17</td>
<td>1FE</td>
</tr>
<tr>
<td></td>
<td>Northfield</td>
<td>Selly Oak</td>
<td>2016/17</td>
<td>1FE</td>
</tr>
<tr>
<td></td>
<td>Yardley</td>
<td>Shard End, Bordesley Green, Sheldon, Stechford &amp; Y’ Nth, Sth Yardley</td>
<td>2016/17</td>
<td>1FE</td>
</tr>
<tr>
<td>2</td>
<td>Hall Green</td>
<td>Hall Green, Springfield, Acocks Green</td>
<td>2016/17</td>
<td>1FE</td>
</tr>
</tbody>
</table>

FE = Form of Entry. 1FE = 30 pupils

4FE
### Appendix 1 (Continued)

#### Year 3 Priority Areas – 2016/17

<table>
<thead>
<tr>
<th>Zone</th>
<th>District</th>
<th>Ward</th>
<th>Year</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Edgbaston Hall Green Selly Oak</td>
<td>Edgbaston Moseley &amp; K H’th, Sparkbrook, Springfield</td>
<td>2016/17</td>
<td>1FE</td>
</tr>
<tr>
<td></td>
<td>Hall Green Yardley</td>
<td>Hall Green Acocks Green</td>
<td>2016/17</td>
<td>1FE</td>
</tr>
<tr>
<td></td>
<td>Hodge Hill Yardley</td>
<td>Sheldon Stechford and Y’ Nth, Sth Yardley</td>
<td>2016/17</td>
<td>1FE</td>
</tr>
</tbody>
</table>

FE = Form of Entry. 1FE = 30 pupils  
3FE
# Appendix 1 (Continued)

## Year 4 Priority Areas – 2016/17

<table>
<thead>
<tr>
<th>Zone</th>
<th>District</th>
<th>Ward</th>
<th>Year</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Perry Barr, Erdington</td>
<td>Perry Barr, Oscott Kingstanding</td>
<td>2016/17</td>
<td>1FE</td>
</tr>
<tr>
<td>2</td>
<td>Hodge Hill Yardley</td>
<td>Washwood H'th, Bordesley Grn, Hodge H Stechford and Y' Nth, South Yardley</td>
<td>2016/17</td>
<td>1FE</td>
</tr>
<tr>
<td></td>
<td>Hall Green Selly Oak Yardley</td>
<td>Springfield, Hall Green Billesley Acocks Green</td>
<td>2016/17</td>
<td>1FE</td>
</tr>
</tbody>
</table>

FE = Form of Entry. 1FE = 30 pupils

3FE
Appendix 1 (Continued)

**Year 5 Priority Areas – 2016/17**

<table>
<thead>
<tr>
<th>Zone</th>
<th>District</th>
<th>Ward</th>
<th>Year</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Perry Barr Ladywood</td>
<td>Perry Barr, H’wth Wood, Lozells &amp; E H’wth</td>
<td>2016/17</td>
<td>1FE</td>
</tr>
<tr>
<td>2</td>
<td>Edgbaston Ladywood</td>
<td>Edgbaston, Quinton, Harborne Ladywood</td>
<td>2016/17</td>
<td>1FE</td>
</tr>
<tr>
<td>3</td>
<td>Hodge Hill Yardley</td>
<td>Hodge Hill, Washwd H’th, Bordesley Gr’n South Yardley</td>
<td>2016/17</td>
<td>1FE</td>
</tr>
<tr>
<td></td>
<td>Yardley Hall Green Selly Oak</td>
<td>Acocks Green Springfield, Hall Green Billesley, Brandwood</td>
<td>2016/17</td>
<td>1FE</td>
</tr>
</tbody>
</table>

FE = Form of Entry. 1FE = 30 pupils

21 | Education and Infrastructure (November 2016)
Appendix 1 (Continued)

**Year 6 Priority Areas – 2016/17**

<table>
<thead>
<tr>
<th>Zone</th>
<th>District</th>
<th>Ward</th>
<th>Year</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Edgbaston</td>
<td>Edgbaston</td>
<td>2016/17</td>
<td>1FE</td>
</tr>
<tr>
<td></td>
<td>Hall Green</td>
<td>Sparkbrook, Moseley &amp; K H’th</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Selly Oak</td>
<td>Selly Oak</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Billesley</td>
<td>2016/17</td>
<td>1FE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hall Green, Springfield</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Yardley</td>
<td>Acocks Green, South Yardley</td>
<td>2016/17</td>
<td>1FE</td>
</tr>
<tr>
<td></td>
<td>Hodge Hill</td>
<td>Bordesley Green</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Yardley</td>
<td>Stechford &amp; Y’ Nth, Sheldon</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

FE = Form of Entry. 1FE = 30 pupils
Maps H-J: The wards are coloured in accordance with their risk of insufficient school places to meet local need. The colouring is also subject to the number of available spaces in the locality; the number of pupils placed; percentage who were offered their first preference; availability of places for number of resident pupils. The number label shows the change in the known births per ward from the previous year relevant to that year of entry. A positive number indicates a growth in birth numbers. A negative number indicates a drop in ward birth numbers.
Appendix 2 (Continued)

Reception Priority Areas – 2019/20

Map J

Primary School Growth 2019

Risk of insufficient capacity to meet Basic Need
Risk of overprovision
Sufficient capacity to meet Basic Need

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Appendix 3 – Secondary Areas of Cohort Growth

Year 7 2017 showing top 10 areas of growth with information on schools operating significant surplus places and those interested in expansion

2017 Areas of Cohort Growth
- Schools operating significant surplus places
- Schools interested in expansion
Appendix 3 (Continued)

Year 7 2018 showing top 10 areas of growth with information on schools operating significant surplus places and those interested in expansion
Appendix 3 (Continued)

**Year 7 2019 showing top 10 areas of growth** with information on schools operating significant surplus places and those interested in expansion

*Map M*

**2019 Areas of Cohort Growth**
- Schools operating significant surplus places
- Schools interested in expansion
Appendix 3 (Continued)

Year 7 2020 showing top 10 areas of growth with information on schools operating significant surplus places and those interested in expansion.
Appendix 5 - Basic Need Strategy

Our strategy in Birmingham to meet Basic Need has 4 key strands:

i) Make optimum use of existing space, buildings and sites to provide sufficient, suitable, high quality additional places where needed;

ii) Work with Maintained Schools, new schools and academies to meet Basic Need through co-ordinated expansion plans;

iii) Allocate annual Basic Need Capital investment effectively and efficiently to areas where basic need requirements can only be met through either remodelling, refurbishment or new-build projects, ensuring that the needs of our most vulnerable young people are prioritised and capital projects make best use of existing resources;

iv) Identify alternative funding sources and models to deliver requirements including Section 106, school contributions, bidding opportunities, Local Co-ordinated Voluntary Aided Programme (LCVAP), Community Infrastructure Levy, future Basic Need allocations, diversion of other capital funding

Whenever possible, additional places to meet Basic Need will be introduced at the start of a Phase i.e. in Reception and Year 7. However, the unpredictable nature and location of cohort growth means that it is necessary at times to implement reactive Basic Need measures and introduce additional classes during a phase of education in order to meet our statutory duty to provide sufficient places. The level of net migration into the primary phase of education means that supplying sufficient places in Reception for all of the expected cohort growth to Year 6 would leave far too many reception places unfilled. In essence, we will continue to need to provide additional classes as cohorts move through the primary phase in order to manage the current levels of cohort growth.

In the event that the supply of school places exceeds demand in an area to a degree that threatens the sustainability of local provision, the Local Authority will consider temporary or permanent decommissioning of places in order to support a sustainable, high quality local offer.

Placing Schools at the Heart of Meeting Basic Need

To place schools at the heart of meeting Basic Need in Birmingham, we will:

- Share requirements for additional places regularly with all school partners and Early Years Providers;
- Invite new schools and schools that are their own admissions authority to share and co-ordinate their expansion intentions so that requirements can be modified to factor in new provision;
- Invite schools and education providers to express interest in expanding their provision in order to identify optimum solutions to meeting Basic Need and, where necessary, identify projects for Basic Need capital investment;
- Ask schools to work with the Local Authority to identify additional funding streams and alternative funding models to meet Basic Need.
Criteria for Expansion to meet Basic Need

Expressions of Interest in expansion will be evaluated against the following key criteria:

i) Location in relation to Basic Need i.e. how well the additional places are located to meet growth and, in the case of Special School provision, whether the school is able to meet the needs of the additional young people requiring a Special School place;

ii) Standards in the school: it is expected that schools that expand will be Outstanding or Good;¹

iii) The capacity of the school to provide suitable accommodation on the site, within existing space and within planning / buildability constraints;

iv) Popularity of the school;

v) Potential of any expansion to create overprovision or reduce diversity of provision in an area.²

¹ Or be able to provide strong evidence of their improvement journey.
² Following analysis of potential impact on local provision, including waiting list review

Process for Decommissioning of School Places

When determining whether surplus places are a factor in considering decommissioning of school places the City will need to:

- Define the unfilled places
- Define how many are needed or surplus level
- Define if the surplus is not removable and the reasons for this
- Define the removable places

Given the complexity and range of specific local issues that will need to be considered in the event of the need to decommission school places, a policy and process will be developed for consultation to be reviewed annually. The following criteria are likely to be key considerations:

i) Potential of any decommissioning to leave children and families without the option of a local school place;

ii) Standards in the school;

iii) The implications for the school running costs of reducing pupil numbers, in particular in relation to fixed overheads such as PFI contract obligations;

iv) Popularity of the school.
Appendix 6 - Forecasting Methodology

Birmingham is a large city and for planning and governance purposes is divided into 40 planning areas at primary (Ward boundaries) and 10 planning areas at secondary (District boundaries). While School Place Planning remains a city-wide strategy, our forecasting builds in a range of factors that influence demand for school places at Ward and District level, including:

- Birth rates (Office of National Statistics, ONS live births data)
- Conversion of birth rates to applications for Reception places (past 3 years)
- Conversion of Year 6 students to Year 7 applications (past 3 years)
- Demand for Birmingham school places from neighbouring / other authorities (past 3 years)
- Cohort growth annually by year group (termly school census data over last 3 years)
- Parental Preference (last 3 years admissions data)
- Housing growth (housing plans with outline or detailed planning permission or known to be under construction)
- Long term ONS projections for our City’s population

Our annual school place forecasts of demand build in allowances for in-year growth that are adjusted every year to reflect the latest available school census data. In addition, we factor in additional places expected to be required as a result of new housing.

Further details on the forecasting methodology used is reported annually to the DfE as part of the School Capacity Return (SCAP) and can be found in the latest published Sufficiency Requirements: www.birmingham.gov.uk/schools/esr.

Our forecast represents the best estimate of the number and location of places that will be needed based on the most recent patterns of resident population, preference and offers, cohort growth, housing proposals and supply of places. Many of these variables change considerably from one year to the next, sometimes with limited predictability. There is therefore always a level of expected variance between our forecasts and the actual demand. For example, it may be that the popularity of one or more schools in a particular area changes as a result of an OFSTED inspection; this will inevitably have an impact on parental preferences and may reduce or increase the likelihood of local parents attaining a school of first preference.

Ward and District boundaries are to an extent artificial lines in the context of school place planning as families living close to a border may be best served by schools in neighbouring Wards or Districts. While solutions to meeting Basic Need are not driven by these boundaries, we are able to assess how well we are meeting demand by examining school offers at Ward and District level as a guide to the success of our Basic Need programme.
Appendix 7 - Movements Into/Out of Birmingham for Reception & Y7

Reception

Year 7

Source: Inward pupils as per census May 2016, Outward pupils as per Admissions 2015 offers.
Appendix 9 - Secondary Expansions since 2012

Secondary Expansions
2012 to 2016 - Total Places Created

First year of expansion
- 2012
- 2013
- 2014
- 2015
- 2016

John Willmott School
Bishop Walsh Catholic School
Sutley Academy
Ark St Alban's Academy
Satbun School
Queensbridge School
Turves Green Boys' School

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## Appendix 10 - Open and Proposed Free Schools as known at 31st October 2016

<table>
<thead>
<tr>
<th>Establishment</th>
<th>Opening Date</th>
<th>DfE Stage</th>
<th>Pupil Needs</th>
<th>Planned Capacity</th>
<th>Age range</th>
<th>Faith/ Gender</th>
<th>Postcode</th>
<th>Ward</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nishkam Primary 4-11</td>
<td>01/09/2011</td>
<td>Open</td>
<td>Mainstream</td>
<td>420</td>
<td>4-11</td>
<td>Sikh</td>
<td>B21 9SN</td>
<td>Soho</td>
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<tr>
<td>Nishkam High</td>
<td>01/09/2012</td>
<td>Open</td>
<td>Mainstream</td>
<td>700</td>
<td>11-19</td>
<td>Sikh</td>
<td>B19 2LF</td>
<td>Aston</td>
</tr>
<tr>
<td>Perry Beeches II</td>
<td>01/09/2012</td>
<td>Open</td>
<td>Mainstream</td>
<td>620</td>
<td>11-18</td>
<td>Sikh</td>
<td>B3 1SE</td>
<td>Ladywood</td>
</tr>
<tr>
<td>East Birmingham Network Academy</td>
<td>17/09/2012</td>
<td>Open</td>
<td>Alternative</td>
<td>90</td>
<td>13-16</td>
<td>Sikh</td>
<td>B26 1AL</td>
<td>South Yardley</td>
</tr>
<tr>
<td>Perry Beeches III</td>
<td>01/09/2013</td>
<td>Open</td>
<td>Mainstream</td>
<td>620</td>
<td>11-18</td>
<td>Sikh</td>
<td>B15 1LZ</td>
<td>Ladywood</td>
</tr>
<tr>
<td>Waverley Studio College</td>
<td>01/09/2013</td>
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<td>Mainstream</td>
<td>300</td>
<td>14-19</td>
<td>B9 5QA</td>
<td>Bordesley Green</td>
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<tr>
<td>St George's Academy</td>
<td>01/09/2013</td>
<td>Open</td>
<td>Alternative</td>
<td>110</td>
<td>14-16</td>
<td>B19 3JG</td>
<td>Aston</td>
<td></td>
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<tr>
<td>REACH Free School</td>
<td>01/09/2013</td>
<td>Open</td>
<td>Alternative</td>
<td>64</td>
<td>11-16</td>
<td>B14 7BB</td>
<td>Moseley and Kings Heath</td>
<td></td>
</tr>
<tr>
<td>Perry Beeches IV</td>
<td>01/09/2014</td>
<td>Open</td>
<td>Mainstream</td>
<td>620</td>
<td>11-18</td>
<td>B1 3AA</td>
<td>Ladywood</td>
<td></td>
</tr>
<tr>
<td>City United Ltd Academy</td>
<td>01/09/2014</td>
<td>Open</td>
<td>Alternative</td>
<td>50</td>
<td>13-16</td>
<td>B6 4EA</td>
<td>Nechells</td>
<td></td>
</tr>
<tr>
<td>The University of Birmingham School</td>
<td>01/09/2015</td>
<td>Open</td>
<td>Mainstream</td>
<td>1150</td>
<td>11-19</td>
<td>B29 6QU</td>
<td>Selly Oak</td>
<td></td>
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<tr>
<td>Eden Boys' School</td>
<td>01/09/2015</td>
<td>Open</td>
<td>Mainstream</td>
<td>700</td>
<td>11-19</td>
<td>Islamic/ Boys</td>
<td>B42 2SY</td>
<td>Perry Barr</td>
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<tr>
<td>King Solomon's International Business School</td>
<td>01/09/2015</td>
<td>Open</td>
<td>Mainstream</td>
<td>1050</td>
<td>4-19</td>
<td>Christianity</td>
<td>B7 4BB</td>
<td>Nechells</td>
</tr>
<tr>
<td>Perry Beeches V</td>
<td>01/09/2015</td>
<td>Open</td>
<td>Mainstream</td>
<td>1320</td>
<td>4-19</td>
<td>B10 0HJ</td>
<td>South Yardley</td>
<td></td>
</tr>
<tr>
<td>East Birmingham Network Academy 2</td>
<td>01/09/2015</td>
<td>Open</td>
<td>Alternative</td>
<td>90</td>
<td>13-16</td>
<td>B23 6DE</td>
<td>Stockland Green</td>
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</tbody>
</table>

Admissions policy based on 4 Nodes across Selly Oak/Hall Green (2)/Ladywood
<table>
<thead>
<tr>
<th>Establishment</th>
<th>Opening Date</th>
<th>DfE Stage</th>
<th>Pupil Needs</th>
<th>Planned Capacity</th>
<th>Age range</th>
<th>Faith/ Gender</th>
<th>Postcode</th>
<th>Ward</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Edge Academy</td>
<td>01/09/2015</td>
<td>Open</td>
<td>Alternative</td>
<td>140</td>
<td>11-16</td>
<td></td>
<td>B31 2LQ</td>
<td>Northfield</td>
</tr>
<tr>
<td>Olive Primary School</td>
<td>01/09/2016</td>
<td>Open</td>
<td>Mainstream</td>
<td>700</td>
<td>4-11</td>
<td>Islamic</td>
<td>B11 4DY (temp)</td>
<td>Springfield</td>
</tr>
<tr>
<td>Admissions policy based on 4 Nodes across Acocks Green, Sparkbrook and Aston</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Perry Beeches - Primary School I</td>
<td>01/09/2017 tbc</td>
<td>Pre-opening</td>
<td>Mainstream</td>
<td>700</td>
<td>4-11</td>
<td></td>
<td>tbc</td>
<td>Ladywood</td>
</tr>
<tr>
<td>Perry Beeches VI</td>
<td>01/09/2017 tbc</td>
<td>Pre-opening</td>
<td>Mainstream</td>
<td>1320</td>
<td>4-19</td>
<td></td>
<td>tbc</td>
<td>Perry Barr</td>
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<td>Proposal A</td>
<td>01/09/2018</td>
<td>Proposal</td>
<td>Mainstream</td>
<td>800</td>
<td>11-19</td>
<td>Islamic/ Boys</td>
<td>tbc</td>
<td>tbc</td>
</tr>
<tr>
<td>Proposal B</td>
<td>01/09/2018</td>
<td>Proposal</td>
<td>Mainstream</td>
<td>700</td>
<td>4-11</td>
<td>Islamic</td>
<td>tbc</td>
<td>tbc</td>
</tr>
<tr>
<td>Proposal C</td>
<td>01/09/2018</td>
<td>Proposal</td>
<td>Mainstream</td>
<td>900</td>
<td>11-18</td>
<td></td>
<td>tbc</td>
<td>tbc</td>
</tr>
<tr>
<td>Proposal D</td>
<td>01/09/2019</td>
<td>Proposal</td>
<td>Mainstream</td>
<td>1150</td>
<td>11-19</td>
<td>Christianity</td>
<td>tbc</td>
<td>tbc</td>
</tr>
<tr>
<td>Proposal E</td>
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<td>Proposal</td>
<td>Mainstream</td>
<td>840</td>
<td>11-19</td>
<td></td>
<td>tbc</td>
<td>tbc</td>
</tr>
</tbody>
</table>
Appendix 11 - Models of Expansion

There is a need to employ a variety of models to provide flexibility in additional places.

The models currently being implemented are:

a) **Permanent Expansion** creates permanent capacity to take additional pupils year on year. It usually means expanding a school by 1 form of entry (1FE or 30 places) until every year group has increased by 1FE. A permanent expansion will start either in Reception, Year 3 or Year 7. Historically, permanent expansions have filled year-on-year, however it is our expectation moving forwards that permanently expanded schools may open classes in some year groups simultaneously when needed. A permanent expansion can also include a change of age range e.g. primary to all-through.

b) **Temporary or Bulge Expansion** A 1FE Bulge expansion starting in Year 2 would create 30 places in Year 2, moving into Year 3, 4, 5, 6 as the children move through the school. Once a bulge class has left, we would hope to negotiate a potential new bulge in a year group where there is a demand for additional places. A temporary expansion creates capacity on a temporary basis, sometimes prior to a permanent solution.

c) **Flexible Expansion** creates additional places across a number of year groups where needed. Schools implementing this model are developing a range of ways in which classes and intervention programmes are organised so that the class sizes are preserved while the school is able to offer places flexibly to meet demand, in particular for sibling places. The advantages of flexible expansion are that schools can offer places to siblings who are in different year groups. Some schools may be able to offer expansion within their existing buildings by reinstating redundant space or simply increasing their admission number. Others may require curriculum analysis to support making the best use of available space or internal reconfiguration of spaces to support educational continuity.
Appendix 12 – Birmingham Learning Chalets

Education Infrastructure’s Basic Need team has been very busy over the summer delivering multipurpose modular buildings to meet the City’s requirements for temporary accommodation for September 2016. A total of ten Learning Chalets have been installed at a number of primary schools across the City including Chad Vale, Moor Hall, Kings Rise Academy, Shirestone Academy, Ward End and West Heath. Here’s what some of those Head Teachers think about their latest acquisitions:

“The chalet is well constructed and provides suitable accommodation for our after school provision. It is modern, well ventilated and we used the flexibility in the design to add a toilet and kitchen facilities. We are very pleased with both the product and the installation process.”
Andrew Steggall, Moor Hall Primary School

“Our learning chalet is perfect for the purpose of small group learning and teaching and provides a calming and welcoming multi-purpose space that the children and teachers love.”
Paul Samson, Chad Vale Primary School

Chalets can accommodate up to 30 pupils in a range of configurations, allowing for maximum flexibility. They can be fitted out to suit any type of need, e.g. specialist teaching areas, toilets, showers, medical rooms, etc. Chalets are fully compliant with building controls and can be installed with either temporary or full planning consent, subject to finishes.

If you are interested in finding out more about our Learning Chalets please contact edsi.enquiries@birmingham.gov.uk or phone 0121 303 8847.
## Appendix 13 - Secondary Schools that have expressed interest in expansion as known at 11th November 2016

<table>
<thead>
<tr>
<th>DFE</th>
<th>School Name</th>
<th>Type</th>
<th>Ward</th>
<th>Proposed Year Start</th>
<th>Current PAN</th>
<th>Proposed PAN</th>
<th>Proposed Additional Places</th>
</tr>
</thead>
<tbody>
<tr>
<td>4193</td>
<td>Wheelers Lane Technology College</td>
<td>Community School</td>
<td>Moseley &amp; Kings Heath</td>
<td>2016</td>
<td>125</td>
<td>130</td>
<td>5</td>
</tr>
<tr>
<td>5413</td>
<td>Bishop Challoner RC</td>
<td>Voluntary Aided School</td>
<td>Moseley &amp; Kings Heath</td>
<td>2017</td>
<td>180</td>
<td>210</td>
<td>30</td>
</tr>
<tr>
<td>4323</td>
<td>Rockwood Academy</td>
<td>Academy Converter</td>
<td>Washwood Heath</td>
<td>2017</td>
<td>120</td>
<td>180</td>
<td>60</td>
</tr>
<tr>
<td>4323</td>
<td>Rockwood Academy</td>
<td>Academy Converter</td>
<td>Washwood Heath</td>
<td>2019</td>
<td>180</td>
<td>240</td>
<td>60</td>
</tr>
<tr>
<td>4018</td>
<td>Sattley Academy</td>
<td>Academy Sponsor Led</td>
<td>Bordesley Green</td>
<td>2018</td>
<td>210</td>
<td>240</td>
<td>30</td>
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<tr>
<td>4084</td>
<td>Washwood Heath Academy</td>
<td>Academy Converter</td>
<td>Washwood Heath</td>
<td>2018</td>
<td>270</td>
<td>285</td>
<td>15</td>
</tr>
<tr>
<td>4004</td>
<td>Nishkam High School</td>
<td>Free Schools</td>
<td>Aston</td>
<td>2017</td>
<td>100</td>
<td>125</td>
<td>25</td>
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<tr>
<td>4115</td>
<td>Bordesley Green Girls’</td>
<td>Community School</td>
<td>Nechells</td>
<td>2018</td>
<td>120</td>
<td>125</td>
<td>5</td>
</tr>
<tr>
<td>4063</td>
<td>Kings Heath Boys’</td>
<td>Community School</td>
<td>Billesley</td>
<td>2016</td>
<td>120</td>
<td>150</td>
<td>30</td>
</tr>
<tr>
<td>4129</td>
<td>Dame Elizabeth Cadbury</td>
<td>Foundation School</td>
<td>Bournville</td>
<td>2017</td>
<td>125</td>
<td>150</td>
<td>25</td>
</tr>
<tr>
<td>5414</td>
<td>Kings Norton Girls’</td>
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<td>Bournville</td>
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<td>Foundation School</td>
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*await formal EOI

= 375 places (12.5FE)
## Appendix 14 – Co-design tool

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<th>Additional FE</th>
<th>Cumulative FE</th>
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<th>Additional FE</th>
<th>Cumulative FE</th>
<th>Additional Places</th>
<th>Additional FE</th>
<th>Cumulative FE</th>
<th>Unco-ordinated Surplus</th>
<th>Fair Access</th>
<th>Existing Schools</th>
<th>Decommission</th>
<th>Contingency</th>
<th>Forecast Surplus</th>
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Appendix 15 – Expressions of Interest Guidance and Form

Please see handouts and www.birmingham.gov.uk/schools/esr
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