
Pupil Place Planning and the Sufficiency of School Places in Lincolnshire

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Summary

Existing statutory requirements mean that local authorities (LAs), in their role as commissioners, must plan and secure sufficient school places for their area. These places may be at schools maintained by the LA, academies or other non-maintained schools. In order to carry out this statutory duty LAs need to carry out school place planning and forecasting.

Every LA must submit an electronic annual return to the DfE to show how many school places are available, how many places will be needed, and how many new places are planned for. Any shortfall of identified places is highlighted to the DfE. Basic Need capital funding is then allocated to each LA to help address the shortage of places. It is for the LA to determine exactly where and how that funding is best used to address basic need requirements. This could be the expansion of existing schools/academies or the establishment of new school/academies.

Identifying where the shortfall of places is expected to be uses a range of available data to help inform the decision making process. Lincolnshire County Council use a nationally recognised and well regarded pupil projections model which is the main tool used for identifying changing trends in pupil demographics. This tool alongside other valuable sources of demographic data and local knowledge help identify basic need requirements.

If there is a need to expand a school then there is a statutory process that must be followed if the expansion is for more than 30 places and more than a 25% increase. If there is a need to expand an academy then the case must be presented to the Secretary of State (SoS) who must approve a change to the funding agreement of that academy. Where a LA identifies the need to establish a new school, the new section 6A of Education and Inspections Act (EIA) 2006 places the authority under a duty to seek proposals to establish an academy/Free School.

School Organisation Planning is a vital core function of all LAs to ensure that the statutory duty of providing sufficient school places is carried out effectively at a local level with an efficient use of limited resources.

The main purpose of this report is to explain the function of pupil place planning, highlight the factors and demographic trends effecting the provision of school places in Lincolnshire and make recommendations for consideration.

The Role of the Local Authority

LAs are under a statutory duty to ensure that there are sufficient school places in their area, promote high educational standards, ensure fair access to educational opportunity for all and promote the fulfilment of every child's educational potential. They must also ensure that there are sufficient schools in their area, promote diversity and increase parental choice where possible.

Parents have the right to express a preference to where they wish their child to attend. LAs have a responsibility to respond to preferences but it is important to emphasise that this is a preference, not a right. The LA must ensure that a school place is provided within a reasonable distance of where each child lives if parental preference cannot be met. Lincolnshire is a large rural county which presents a significant challenge when it comes to planning and providing school places, but historically Lincolnshire has been very successful in meeting parental preference and keeping travelling distances down to a minimum. It is the rural nature of the county that requires great dependency on school transport. All children over 2 miles (primary) or 3 miles (secondary) from their nearest school or nearest available place are entitled to free school transport provided by the LA.

All LAs are required to have a robust pupil forecasting model based on recognised principles that should account for birth rates, housing developments and migrational trends. The LA must manage this tool and ensure it is accurate through retrospective checks to look at actual pupil numbers against those that were forecast. Lincolnshire historically estimates to within 1% of actual pupil numbers which is a significant achievement.

An important role of the LA is to liaise with neighbouring authorities to consider cross-border movement and, with a range of other stakeholders, to gather local intelligence that can be considered alongside the pupil projections. This is explored in more detail later in this report.

The Basic Need capital allocation for every LA is based on the data submitted to the DfE in the annual School Capacity Collection. This is the collection of data regarding the capacity in the schools and academies and the number of pupils projected to be attending in future years. It is for the LA to ensure that they have a robust school organisation planning process to ensure that an accurate forecasting model is used and that the Basic Need funding received is spent effectively to best meet the needs of the local communities.

Where the need to expand a school is identified, if that expansion is by more than 30 places and by more than 25% then procedures established by the Education and Inspections Act and The School Organisation Regulations must be followed. It is the role of the LA to consult appropriately with all interested parties and co-ordinate the statutory process from making the proposal through to making an informed and justified decision.

The LA is responsible for providing sufficient places in all mainstream educational establishments whether they are a school or an academy. If an Academy has been identified for expansion as the most suitable option for providing extra places, then it is the role of the LA to inform the SoS through the EFA (Education Funding Agency). The LA would then produce a business case for approval of the funding agreement between the academy and the SoS to be amended. If an academy decide themselves to expand (or rationalise places) then the LA would be consulted by the EFA as a key stakeholder in determining if those places are needed or not.

The Pupil Place Planning Process

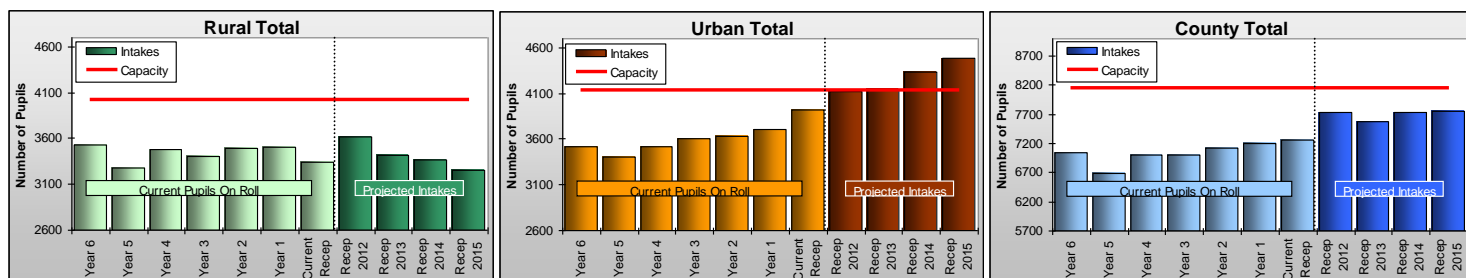
Pupil Projections

The pupil projections model is one of the most important tools to use when planning school places. Although there are a number of other factors that must be taken into account to make informed decisions, the projections figures are the starting point and main quantitative source of information when determining the areas with pressure on places and where additional places might be needed. The methodology used by Lincolnshire County Council to produce the school pupil forecasts is based on DfE guidance used by all Local Authorities in England.

The model uses birth data (NHS GP Registrations by postcode), housing data (with planning permissions) and migratory trends (tracking of mid year cohort sizes from one year to the next). Secondary projections also take into account historic movement of pupils from feeder primary schools.

The pupil projections for individual schools can vary from the actual number of pupils that attend the school. These variations are mostly due to the changes in parental preference from one year to the next, and also as a result of changing demographics over time that are difficult to predict (e.g. migration rate of EU families) and changes in the housing market related to the state of the economy. School projections are more accurate when aggregated by area, as the impact of one school becoming more popular as another becomes less popular is evened out. For this reason the projections are analysed by areas based on the main urban areas of the county, rather than individual school projections.

For 2012 the DfE have asked that pupil place planning is based on set 'planning areas' which will be used in the 2012 School Capacity Collection. The level of Basic Need has grown in recent years and the DfE are making some changes to the survey for 2012 to help them understand the scale of basic need pressures. The DfE now acknowledge that local authority wide and district data does not always give a true and sufficiently detailed impression of demand pressures. This is particularly true of Lincolnshire where rural areas with excess surplus capacity cancel out the effect of pressure in the urban areas as demonstrated in the graphs below which show the rural and urban capacity (shown as the horizontal straight line in each chart) against places required (vertical bars) compared to the overall picture when combined in the 'County Total' chart. The urban chart shows a shortage of places in future years, but when rural capacity is taken into account the county total shows that there are sufficient places for pupils in future years (all primary).



The bigger picture hides the issues within smaller more defined areas. LAs plan in smaller areas for this reason. This demonstrates why the DfE intend to collect capacity and forecast data by place planning areas (local geographic groupings of schools) in the 2012 School Capacity Survey, subject to Parliament's formal agreement to revised regulations.

The DfE are not prescriptive about the size of planning areas or the number of schools in each one, but they do require each LA to provide an explanation of the rationale for how the planning areas have been determined. For Lincolnshire they are based on the areas that have been used for planning purposes in recent years, centralised on the urban areas where the pressures have been. The Lincolnshire planning areas have been created to give a true reflection of the way in which groups of schools interact with their local communities and natural catchments, including the interaction between rural and urban areas where relevant. Super Output Areas, ward, parish or other existing geographic boundaries did not fit with the groupings of schools used for school place planning purposes. Therefore, the planning areas used are based on parental preference patterns and allocations, natural topographic boundaries, and distances that reflect the rural nature of the county (for primaries approximately 10 miles across maximum in the more sparsely populated areas, and approximately 20 miles across for secondary planning areas). These areas will be fixed for the purposes of the annual data collection, although there will be an opportunity each year to review and make changes. They are really groups of schools rather than physical boundaries that can be mapped (see Appendix A), but it is intended that in the future mapping software will be used to create a graphical representation of the planning areas.

The projections data can be applied to the planning areas by aggregating the individual school projections for each school in the group to identify where there is the greatest need for additional school places by planning areas across the county. The projections model is a set model that works on quantitative source data and is a tool to be used as part of the pupil place planning process and should not be used as a stand alone method for decision making purposes. There are also less tangible factors that need to be considered alongside the projections. These other factors to consider when planning school places include (in alphabetical order):

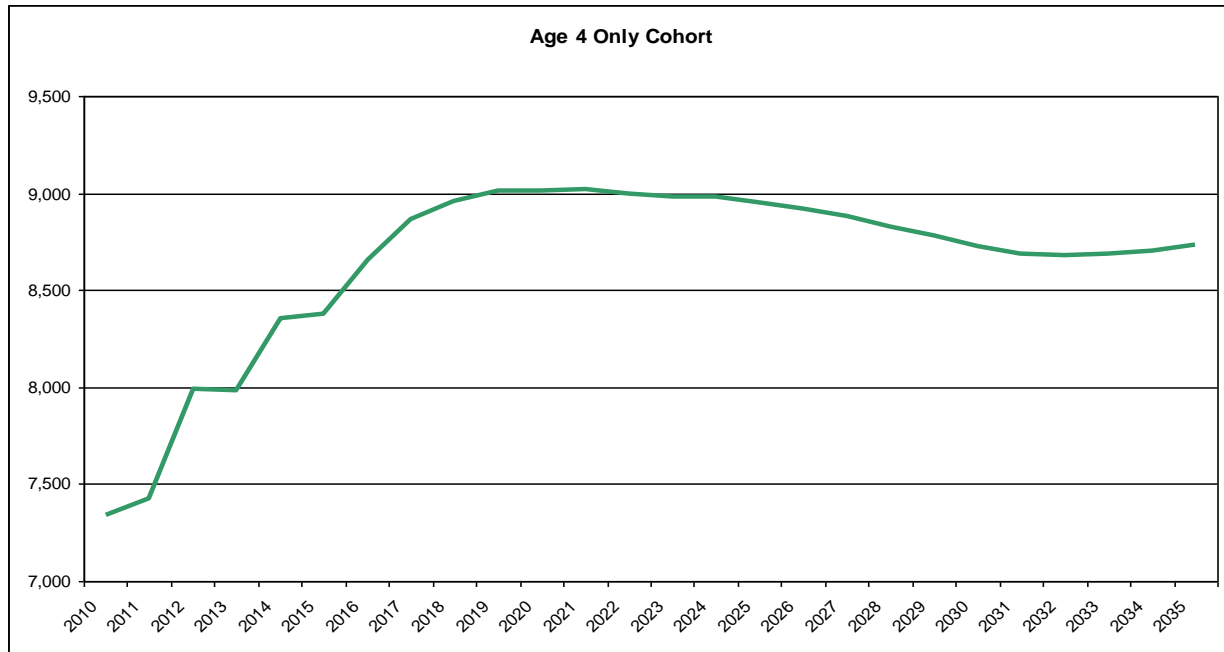
Armed Forces – There are a number of RAF bases in Lincolnshire which have a big influence on the patterns of primary and secondary aged pupils requiring places at Lincolnshire schools. The largest bases include Coningsby, Waddington, Scampton and Cranwell. Changes in the number of personnel as a result of national and local defence policy have a direct impact on local demographics. Partner organisations such as BAE systems also employ large numbers of people to work on RAF projects. Proposals to bring overseas army personnel back to the UK and place them at bases such as Whittering and Cottesmore just outside of Lincolnshire may have an impact in areas such as Grantham, Bourne and Stamford. All of these factors must be considered when planning school places at schools that serve these areas. The LA works closely with the MOD to ensure timely and accurate data and knowledge is used to inform the place planning process – this includes information regarding the movement of MOD personnel to and from bases around the county and data from the MOD medical records showing pre-school pupil numbers not registered with NHS GPs.

The recent armed forces community covenant grant has been introduced to assist with projects to help to improve links between the military and civilian communities. Where there are plans to add capacity to schools in these areas the LA will be seeking support through the covenant.

Birth Rates – In recent years an increase in fertility and the number of births has led to an increase in the number of children starting primary education. This is the biggest single contributing factor that continues to put pressure on primary school places. Up until a few years ago there had been a decline in the birth rate resulting in low pupil

numbers and surplus capacity. This was only temporary though and according to the Office of National Statistics (ONS) the 0-4 cohort is expected to increase and then level out as shown below. This pattern is similar for all districts of Lincolnshire, although more extreme in some than in others. The birth rate beyond those that have not yet been born is very difficult to predict and so is not part of the LA projections. The ONS model is used to look at long term patterns and is based on assumptions regarding fertility, birth rates, number of women of a child bearing age etc.

Lincolnshire Population (ONS 2010 Based Sub-National Population Projections – March 2012)



The NHS GP registration data provided by the Lincolnshire Primary Care Trust (PCT) for the LA to use for projections is also used to do area specific analysis which is necessary when planning capital work. This allows the LA to confirm that the demand for places in an area is local to the school, and not just because the school may be popular at that moment in time. The popularity of a school can change, and expanding the wrong school could threaten the viability of another. The data received shows all children living in Lincolnshire by postcode and school age from birth which shows the cohort size requiring a Reception place over the next 4 years.

Existing accommodation – When considering the need for additional accommodation through the use of basic need capital funding it is important to understand the existing estate of schools across the county. On paper there are some schools that show a capacity of far less than they are physically capable of taking due to reallocation of former or potential classroom space. Sufficiency assessments are carried out as changes occur and biannual assessments of suitability and quinquennial condition surveys at all schools and academies allow asset management data to be kept up to date and used for planning purposes. This data feeds into net capacity statements showing the accommodation schools have available for use. Note that currently a national data base is being developed which may change these timescales.

Housing developments – It is vital that the LA continue to gather local planning data from district councils and remain a key consultee in this process. As part of the pupil projections model the total number of houses with planning permission by area are fed into the system to give an indication of the added pressures brought about from new

housing. A proven ratio of approximately 4 children (aged between 4 and 16) per 10 houses helps measure the additional demand for places from new houses. This ratio is based on local research looking at new housing developments in recent years such as Witham St Hughs.

A slow down in the housing market in recent years and an uncertainty over its future make the rate of development very difficult to predict. The English Housing Survey 2012 shows an increasing percentage of house moves being rented. As private renters increase owner occupied housing decreases. This adds another variable.

New large scale housing developments that do not yet have planning permission are also factored in to determine the need for additional places/schools and negotiations with developers for S106 contributions. S106 contributions from developments of all sizes, not just areas with growth point status - Lincoln, Gainsborough and Grantham. It is vital that the LA continue to be successful in negotiating S106 education contributions to add primary and secondary capacity.

Legislation – If a prescribed change to the size of a school requires a statutory process (more than 30 places and greater than 25%) then the time it takes to implement such a change must be taken into consideration. A LA can publish proposals to expand any category of maintained school (community, voluntary aided, voluntary controlled and foundation) and the LA is the decision maker. Before a decision can be made though a set process must be followed that requires periods of consultation, publication and representation which also need to follow the local democratic process for decision making. This whole process can take at least 6 months prior to any building work being able to take place. It is often necessary to run the statutory process in parallel to the planning application process so that if the final decision is to accept the proposal to expand the school then planning permission has already been sought. Academies have the power to refuse to expand and the SoS must approve a proposal for the expansion of an academy. This can add further complication and time pressures.

Late applications – Where there are unexpected increases in applications for school places, and it is expected to be a bulge year rather than a long term requirement, temporary classrooms (mobiles) may be required. At a cost of around £100k per classroom it is vital that these are only used where absolutely necessary. A lead in time for planning and off-site construction requires that for a classroom to be in place for September then orders must be placed in April of the same year. Significant numbers of late applications can come in between April and September which can make providing sufficient places a significant challenge in areas where there is already pressure on places. There are always several hundred late applications from parents who do not apply by the deadline for submissions or who have moved into the area. Demographic data gives some indication of how many applications should be expected, but it is not possible to know which schools those applications will be for.

Mid year admissions – Mid year admissions can not be predicted and the ability to accommodate those applications is based on their being sufficient surplus to absorb any mid-year variations in pupil numbers. Some year groups are close to or at capacity in some areas. This includes some of the higher year groups in the secondary sector, in particular the current year 10 cohort. As these year groups move up and out of schools to be replaced by smaller cohorts over the next few years it is vital that sufficient school places are provided without creating unnecessary surplus capacity when there are greater basic need priorities elsewhere.

Migration (external - EU Migrant workers) – Since the A8 nations (Estonia, Latvia, Lithuania, Poland, Czech Republic, Slovakia, Hungary and Slovenia) were acceded to the EU in 2004 certain areas of the county have experienced an influx of EU migrant workers and their families, often linked with agricultural work. This is particularly true in parts of Lincoln, Boston and South Holland where exceptionally high numbers of children from EU migrant families have added to the demographic pressures already caused by increasing birth rates. There is data to give an indication of the numbers of EU migrants that have entered the country, but there is no reliable data that can be used to predict future EU migrant numbers. Local knowledge is used to determine as best as possible how long these families might stay and the long term impact of them settling. EU migrant families tend to have large families (high birth rate) in relatively small houses resulting in more densely populated areas.

Migration (internal) – Internal migration within the county and inward migration from other counties within the UK affects the level of demand for school places in Lincolnshire. There is a growing trend for young families to choose to live in, or closer to, the more urban areas where the infrastructure (road network, services etc.) and jobs are more readily available. The cost and standard of living in Lincolnshire, along with the excellent reputation of our schools contributes to the reasons the county attracts children and families from outside of the county. This includes those that wish to commute from over the border as well as those that relocate to live in Lincolnshire from further away.

Neighbouring LAs – This is closely related to internal migration. It is important to maintain the good working relationship with neighbouring authorities to enable the accurate monitoring and assessment of cross border movement. This is vital to ensure that sufficient places are maintained at schools close to the border. Data and local knowledge shared between authorities, along with examples of best practice, allow the LA to plan school places effectively with an efficient use of resources. This includes the School Census data that neighbouring authorities collect that shows the number of Lincolnshire residents attending out of county schools. It is also important to know the number of children places in our authority by neighbouring LAs, in particular 'looked after children' who are prioritised as the first priority under the oversubscription criteria.

Planning restrictions - Planning school places in practice can be very different than in theory. The idea of expanding an existing school or building a new one can often be prevented due to site constraints or planning restrictions. Organisations such as Sport England prevent building on school playing field. Partners such as Highways and Planning place certain restrictions relating to parking, traffic, residential impact etc. Often a number of options have to be considered for adding school capacity into an area before a solution can be found.

Policy – Changes in local and national policy impact on planning school places. The introduction of academies and changes to the admissions code gives more freedom to schools and academies. Despite these new powers the LA is still responsible for planning school places in changing and challenging times. Examples of changing policy and their impact on place planning include those that may impact on the secondary sector in the years ahead as the large primary numbers feed through into secondary schools. Colleges are to take children from the age of 14+, free schools (such as University Technology College (UTC) in Lincoln) will take existing and future children from schools (in the case of UTC there will be 600 KS4 places added into the system) and some secondary schools may re-consider the future of their post 16 provision due to viability. If post-16 provision at some schools closes or reduces and/or less 14+ children attend

mainstream secondary schools and academies, then this may free up accommodation for places for lower year groups.

Private education – According to the Independent Schools Council (ICS) their Annual Census shows fewer UK families are going to private schools. In some areas private schools are closing. There is an increase in the proportion of children opting for state funded education, partly due to the current economic climate. There are also other influencing factors such as the high quality of provision from state schools in comparison to some of the independent schools.

Seasonal variations – Some parts of the county, in particular South Holland and the East Coast, have significant fluctuations in the number of pupils living there through the course of the academic year. This must be taken into consideration when planning school places to ensure that there are sufficient places available when numbers are at their peak. This requires that there is surplus capacity out of season during the winter period but this is quite difficult to manage.

Surplus capacity – The DfE and Audit Commission advise that between 5-10% surplus capacity is maintained to provide the flexibility to cope with fluctuations in the demand for school places and to meet the political agenda for parental preference. In some areas of Lincolnshire, such as the primary sector in Boston, we are operating at 0% surplus despite considerable investment to add additional capacity. During these austere times surplus capacity in areas where there is significant pressure on places is more of a desirable than a requirement, although it is essential to avoid overcrowded schools where it is recognised by Ofsted as negatively impacting on standards.

Time - in addition to the time taken for the legislative process (see 'legislation') there is also the time taken to build new accommodation – traditional build needs 18 months minimum (potentially less with alternative procurement route and constructions methods) from inception and brief to completion.

Transport - It is inevitable that in a sparsely populated rural county as large as Lincolnshire there will be a large transport bill. The LA have a commitment to provide transport for all children that have been placed at a school further than 2 miles (primary) or 3 miles (secondary) from where they live. Basic need funding must be targeted at the areas where the children live to help ensure that there are local schools for local children. The cost of transporting children must be considered alongside the cost of adding additional capacity.

Travellers – In some parts of the county significant numbers of travellers impact on the number of children on roll at the nearby school(s). Some traveller sites are more settled than others. Where there has historically been a traveller element in the local community then this local knowledge can be taken into consideration and will be accounted for in the local migrational trends fed into the projections. There is no way of being able to plan for when travellers might move into a site at short notice and mid-year.

Value for Money - There would be a huge capital cost to enable every child to be able to attend their nearest school. Adding capacity to a school usually requires adding at least 1 classroom which adds 30 places. If a small number of children can't get into their local school but they can get into an alternative local school within a reasonable distance then it would not be value for money to spend significant capital adding a classroom when places are available at a school down the road. It also has to be considered that pressure

may be temporary with future intake years expecting a smaller cohort from the local area. It is policy that siblings are placed ahead of children who live closest to a school. The sibling ruling can displace local children in later years if children from outside the area are placed in a bulge year.

Willingness of schools to co-operate - Negotiations between the LA and existing schools/academies are key to future planning. Not all schools are interested in expansion or taking additional children to cope with a bulge year. Without the willingness to co-operate it can be time consuming and non-conducive to the working relationship between the LA and the provider. It is vital that the LA maintains good relations with all providers whether LA maintained or academy.

These factors are all variables that can affect the pupil place planning process of the LA and can be difficult to predict. They must however be taken into consideration alongside the tools used to measure demographic change and demand for places.

In order to enable the LA to best manage its pupil place planning function there will be continued development of the pupil forecasting model and improvements in the quality of data that feeds the model, including new housing data, qualitative data and local intelligence from partner organisations and neighbouring authorities. There are also plans to develop an online mapping tool with the Lincolnshire Research Observatory (LRO) to be able to graphically show the increasing pressure on places from births across the county, informed by the PCT GP registration data.

Pressure on School Places in Lincolnshire

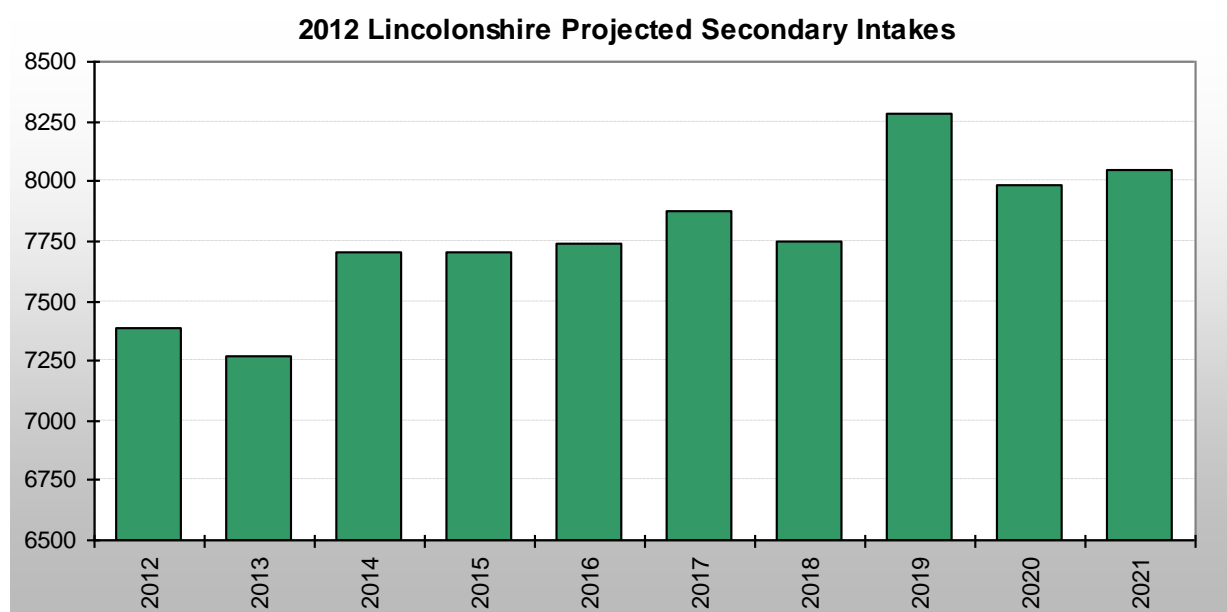
The national trend in pupil numbers has been known for some time and is confirmed by the most recent data for authority level capacity and forecasts. According to LAs' own forecasts, the number of primary pupils is set to increase nationally by 454,800 (12%) between 2010/11 and 2015/16. The rate of growth in the primary sector for Lincolnshire is shown by the graphs on page 3 and 5. At secondary level LAs are forecasting that the overall number of secondary pupils attending state-funded secondary schools will increase nationally by 44,210 by 2017/18 and then continue to increase as the primary numbers feed through into the secondary sector.

This data needs to be put into context of information from the ONS about birth rates which shows an annual growth in live births of 2.4%.

The rise in 2010 represents a continuation of the increasing numbers of live births recorded since 2001. During this period the number of live births has risen by 22%.

The 2011 ONS release also comments on the changing age profile of mothers (average age is increasing) and the increase in births to mothers born outside the UK (25% in 2010 compared with 11.6% in 1990). This data is used by the LA to help understand local population trends, especially in projecting numbers beyond five years where live birth data cannot be used. The increase in births to mothers born outside the UK is one of the main contributing factors to the huge increase in pupil numbers in Boston in recent years.

Depending on the impact of policy changes outlined in the previous section there may be pressure on places in the secondary sector as large primary cohorts work their way through the system over the next 5 to 7 years. The graph below shows the projected secondary intakes for Lincolnshire overall, not taking into account policy change or potential future housing developments that do not yet have planning permission. Some parts of the county will experience greater rates of growth than others:



If the policy changes do not reduce the pressures on future secondary school places then there may be capital investment (Basic Need) required to ensure that there are sufficient places available. This would be in addition to continued primary school investment needed in some areas of the county. Basic Need allocations may not be enough to cover

these costs, and with only one year allocations from the DfE it makes commitment to invest over a more appropriate and manageable three year planning process very challenging. The DfE are reviewing this and have also indicated that they will be releasing details showing how capital allocations are calculated so that LAs have an indication of the size of future allocations based on the annual capacity return to the DfE.

The following areas are those areas that have been identified as pressure points across the county, specifically considering Reception intakes into the primary sector where the greatest pressures currently exist:

Boston

134 additional primary places have been provided for September 2012
488 primary places will have been added in total by September 2018 (phased)
315 further places required (45 per year group from 2013 on)

Projections indicate that with these additional places there is still expected to be a shortage of primary school places even when taking into consideration the permanent expansions of Boston West, Hawthorn Tree and Park, all of which will take their sites up to maximum capacity. There are options being considered for other schools to add further capacity.

There is a free school application which is awaiting a decision. This is for a 1FE (210 place) primary school in the centre of Boston. The outcome of that decision by the Secretary of State will influence the number of places that need to be provided by the LA. If the free school goes ahead then there is projected to be a shortfall for 2013-2015 of approximately 10-15 Reception places. Without the free school there may be a shortfall of up to 45 (1.5FE) Reception places. The decision on the free school is expected by the end of July 2012.

Bourne

210 primary places required (30 per year group from 2015 on)

A new 210 place primary school is proposed to be open for September 2014 at the latest. This will provide the necessary places that are projected to be required from September 2015.

Coningsby and Tattershall

210 primary places required (20 places for Rec 2012 and 30+ places for Rec 2013 and 2014)

A mobile was located at Coningsby two years ago which has allowed them to over offer on their PAN of 40 to 50. The pupil numbers in this area are expected to rise further. It will be necessary to plan for the expansion of Coningsby in permanent accommodation from PAN 40 to 60. Options for the two Tattershall Primary Schools will also need to be considered.

Lincoln Central

23 primary places have been provided for September 2012
86 primary places will have been added in total by September 2013
70+ further places (10 per year group from 2013, potentially 40 per year group by 2015)

A mobile was located at Lincoln Bishop King to enable them to take 60 in September 2011 and 2012. A capital project is underway to expand the school from PAN 37 to PAN 45 with the infrastructure to be 60 (2FE) if required. The pressure from the Monks Abbey area will also have to be carefully monitored as this may impact on Bishop King.

Lincoln North

40 additional places have been provided for September 2012
250 places will have been added in total by September 2013
210 further places potentially required (30 per year group Sept 2013/14) +more in 2015

A new 210 place primary school is proposed to be open for September 2013. This may have the infrastructure to support an expansion of up to 420 places if there is a need and if the site can cope with these additional numbers. Projections indicate that there will be a need for further places in Lincoln North, but further analysis of the NHS GP data will indicate more specifically where that need is and by when and how many.

Louth

18 additional places have been provided for September 2012
98 additional places will have been added by September 2018 (phased from 2013)

The proposal to expand Louth St Michael's from 1FE (PAN 30) to 1.5FE (PAN 45) will provide additional required places. Any further pressure on places will have to consider other schools outside of Louth or new provision in Louth, as the site of St Michael's will be at full capacity. Kidgate is also not able to expand further and Eastfield is already a 3FE infant school in a challenging area.

Skegness

60 additional primary places have been provided for September 2012
270 primary places will have been added in total by September 2013

The places added by September 2013 include the 210 places from a new 1FE primary school.

Spalding

35 additional primary places have been provided for September 2012
245 primary places will have been added in total by September 2018 (phased from 2013) mainly through the expansion of Spalding Primary School.

Projections indicate the need for further places from September 2015 following additional places for Spalding Primary School and Pinchbeck East.

Other areas with pressure on places for consideration

Deepings, Gainsborough, Grantham, North Hykeham and Stamford.

Sources and References

School Place Mapping (NfER for the Local Government Association) April 2012
DfE Statistical Release, School Capacity 2011, January 2012
Office of National Statistics – Births and Deaths and Sub-National Population projections March 2012
Lincolnshire PCT – NHS GP Registrations – April 2012
Lincolnshire district authorities planning applications – November 2011
Independent Schools Council Annual Census 2011
Seminar Report (School Place Planning for Local Authorities) – May 2012