

REPORT TO:	CABINET 18 JANUARY 2021
SUBJECT:	Education Estates Strategy
LEAD OFFICER:	<p>Debbie Jones - Interim Executive Director, Children, Families and Education</p> <p>Shelley Davies – Interim Director, Education and Youth Engagement</p> <p>Denise Bushay – Interim Head of Service, School Place Planning and Admissions</p>
CABINET MEMBER:	Councillor Flemming, Cabinet Member for Children, Young People and Learning
WARDS:	All
<p>CORPORATE PRIORITY/POLICY CONTEXT/ AMBITIOUS FOR CROYDON</p> <p>The recommendations in this report are in line with the new corporate priorities and new Ways for renewing Croydon:</p> <ul style="list-style-type: none"> - We will live within our means, balance the books and provide value for money for our residents. - We will focus on tackling ingrained inequality and poverty in the borough. - We will focus on providing the best quality core service we can afford. <p>This report sets out the draft education estates strategy for the three year period 2021-2024. The strategy aims to minimise council borrowing to an absolute minimum.</p> <p>Administration Priorities for the Croydon Renewal Plan</p>	
<p>FINANCIAL IMPACT</p> <p>The overall cost of the Education Capital Programme is estimated at £20,962m over the period 2021/22 – 2023/24 as set out in Appendix 2.</p>	
<p>FORWARD PLAN KEY DECISION REFERENCE NO.: 0121CAB</p> <p>The notice of the decision will specify that the decision may not be implemented until after 13.00 hours on the 6th working day following the day on which the decision was taken unless referred to the Scrutiny and Overview Committee.</p>	

The Leader of the Council has delegated to the Cabinet the power to make the decisions set out in the recommendations below

1. RECOMMENDATIONS

The Cabinet is recommended to

For approval

School Admission

- 1.1 agree to recommend to full Council that it determine the proposed community schools' Admission Arrangements for the 2022/23 academic year (Appendix 1);
- 1.2 approve the continued adoption of the proposed Pan London scheme for co-ordination of admissions to Reception and Junior schools – Appendix 1a; and adoption of the proposed Pan London scheme for co-ordination of admissions to secondary schools – Appendix 1b.

School Place Planning

- 1.3 approve the Capital Programme Budget summary (Appendix 2).

School Maintenance and Compliance

- 1.4 approve the proposed Schools' Maintenance Plan (Appendix 3) for 2021/22 with an overall budget cost of £2.945m.
- 1.5 Delegate authority to the Executive Director, Children, Families and Education to vary the proposed Schools' Maintenance Plan to reflect actual prices and new urgent issues that may arise, including authorising spend against the allowance for emergency and reactive works. The Executive Director, Children, Families and Education shall report back to members in respect of any exercise of such authority.

For information

School Place Planning

- 1.6 Academy conversion
note the change of status of Woodcote Primary to an academy.
- 1.8 Early Years
note the 2020 Childcare Sufficiency Assessment report – Appendix 4.

Special Educational Needs and Disability(SEND)

- 1.9 note that the SEND Estates strategies are contributing positively to the development of local provision maintaining some of our most challenging and vulnerable children and young people with SEND within their families and communities. For example, the:
 - 1.10 new special school – Addington Valley Academy - for severe and complex children with Autism Spectrum Conditions is underway and on schedule.

- 1.11 new school build for St. Nicholas Special School was completed and the school moved in over the last academic year.
- 1.12 Croydon College Coulsdon Pathways provision for students with SEND aged 19-25 is now in its third year and has been a great success.
- 1.13 review of the SEND estate – Red Gates / St. Giles / Priory - in terms of its quality, safeguarding and feasibility as approved by Cabinet in January 2020 is underway.
- Alternative Provision / Pupil Referral Unit (PRU)
- 1.14 note information on Alternative Provision / PRU.

2. EXECUTIVE SUMMARY

- 2.1 This report outlines the Council’s Education Estates Strategy for three stages of education: Early Years, Primary and Secondary, including Pupil Referral Unit and Special Educational Needs and Disability. It covers: School Place Planning; School Admissions; and Schools’ Maintenance and Compliance. Future reports might separate out the different aspects of this report for ease.
- 2.2 **School Admission**
Admission authorities, including local authorities, are responsible for admissions and must act in accordance with the School Admission Code, and the School Admission Appeals Code. All admission authorities must determine (i.e. formally agree) admission arrangements every year, by 28 February. The Council is also responsible for having in place a scheme for coordinating admission arrangements. The admission arrangements are part of the policy framework and are therefore reserved to full Council for decision.
- 2.3 **School Place Planning**
In accordance with the Education and Inspections Act 2006 (“EIA”) the Council has a statutory duty to “secure that sufficient schools for providing— (a) primary education, and (b) secondary education are available for their area” as well as to “secure diversity and increase opportunities for parental choice when planning the provision of school places” in the borough. The Council also has statutory duty to manage a potential surplus of schools places.
- 2.4 School Maintenance and Compliance
The Council is the employer for community schools, community special schools, maintained nursery schools and pupil referral units and is responsible for larger condition and maintenance works. It has a duty to ensure that appropriate arrangements are in place to monitor and review any preventative and protective measures that have been implemented. The Schools’ Maintenance Plan (Appendix 3) contains the planned repairs and maintenance programme for 2021/22.
- 2.5 Special Educational Needs and Disability
The SEND Estates strategies are contributing positively to the development of local provision maintaining some of our most challenging and vulnerable

children and young people with SEND within their families and communities. In turn, this contributes to the High Need Fund Recovery Plan as agreed previously by Cabinet. These include:

- the new special school – Addington Valley Academy
- The new school build for St. Nicholas Special School
- Croydon College Coulsdon Pathways provision for students with SEND aged 19-25 is now in its third year and has been a great success.
- Development of St. Giles to become a 2-19 aged provision has progressed with relevant staff transfer processes completed.
- The review of the SEND estate – Red Gates / St. Giles / Priory - in terms of its quality, safeguarding and feasibility as approved by Cabinet in January 2020 is underway.

2.6 Mainstream / Community / Voluntary Aided Schools

Feasibility is being undertaken at Gresham Primary to see if a permanent bulge class is practical and achievable for 2022/23 due to projected increase in demand for school places in the south of the borough. Currently, there is no other plan to create additional school places, however, we are reviewing our strategy following consultation and a decision on the Local Plan in order to assess the likely number of pupils that new housing developments will generate and the number of additional school places that may be required.

2.7 Woodcote Primary school changed its status to an academy, and it is now part of The Pioneer Academy, effective 1st November 2020.

2.9 Early Years

Local Authorities are required to report annually to elected council members on how they are meeting their duty to secure sufficient childcare, and make this report available and accessible to parents. Croydon's Childcare Sufficiency Assessment 2020 report indicates that there are sufficient early years and childcare places for families. The Sufficiency Assessment report is attached as Appendix 4.

2.10 Alternative Provision / Pupil Referral Unit (PRU)

The Council has a duty to make arrangements for the provision of suitable education at school or otherwise for each child of school age who for reasons of illness, exclusion or otherwise would not receive it unless such arrangements were made.

3. **DETAIL**

3.1 **School Admissions**

Croydon is the Admission Authority for Community schools and is therefore responsible for determining the Admission Arrangements for these schools. Where the admission arrangements have not changed from the previous year there is no requirement to consult, subject to the requirement that admission authorities must consult on their admission arrangements at least once every 7 years. Croydon is not proposing any significant changes to the previously agreed admission arrangements, barring additional information added from the DfE guidance:

- parents must submit their request for their child to be educated outside their normal year group by completing the local authority online; and
- parents should include evidence from a relevant professional detailing their child's needs and circumstances which make education outside the normal age group necessary.

- 3.2 Admission authorities must determine admission arrangements for entry in September 2022 by 28 February 2021. The proposed Admission Arrangements for Community schools include the criteria by which schools places are allocated when a school receives more applications than places. There are no proposed change to the admission arrangements that have been previously determined in January 2020.
- 3.3 The Council is also responsible for having in place a scheme for coordinating admission arrangements. Croydon has participated in a Pan London arrangement for the Co-ordinated Admissions rounds for both primary and secondary applications for several years.
- 3.4 The annual school admissions arrangements are part of the Council's policy framework and as such require determination by the full Council. The Council is required by statute and regulations to approve its admissions policies for the schools it is responsible for the 2022/23 academic year (including Published Admissions Numbers – PANs). Accordingly Cabinet is requested to recommend to full Council that it determine the proposed Admission Arrangements for Croydon's community schools for the 2022/23 academic year (Appendix 1) and adoption of the proposed Pan London co-ordination arrangements (Appendix 1a & Appendix1b).
- 3.5 The governing bodies of voluntary aided, foundation schools and academies are their own admission authorities and therefore responsible for determining their own admission arrangements.

4. School Place Planning

Under section 14 of the Education Act 1996, every local authority (LA) has a statutory duty to provide sufficient school places for all pupils in its area. This includes the planning and reviewing of school places, securing diversity and increasing opportunities for parental choice to ensure the needs of the community are met, as well as managing surplus places.

- 4.1 Currently, there are more places than pupils at both primary and secondary levels, but the balance between the two varies across the borough, within educational planning areas and particularly school-by-school.
- 4.2 Shortages of places at popular schools can exist alongside surplus places at others. And over the next three years, the expected growth in pupil numbers varies widely: in some places, numbers are expected to increase due to pupil yield from planned housing developments; in others, particularly in the primary phase, they are expected to be a decrease due to fall in birth rates. Pupil projection indicates sufficiency of mainstream school places for both primary and secondary schools for the next 3 years. There is the potential for some

schools across the borough, both primary and secondary, to have higher levels of surplus places.

4.3 Mainstream / Community schools

A mainstream school is a maintained school or academy which is not a special school. A Community School is a school that is controlled and run by the Local Authority (LA). The LA owns the land/building and determines the admission arrangements. Croydon has a total of 87 mainstream primary schools of which 22 are maintained / community schools. None of Croydon's 23 secondary schools are maintained by the Local Authority.

4.4 Academy Conversion

Academies and free schools are state-funded, non-fee-paying schools in England, independent of local authorities. They operate in accordance with their funding agreements with the Secretary of State. Where the Secretary of State makes an Academy Order under the Academies Act 2010, the local authority (LA) is obliged to cease to maintain the school following conversion. The council is legally obliged to transfer the school to the relevant Academy under a 125 year lease with an associated Commercial Transfer Agreement (CTA).

4.5 Woodcote Primary school has changed its status to an academy, and it is now part of The Pioneer Academy, effective 1st November 2020. The lease and CTA for Woodcote has been agreed between the Council's in-house legal team and the solicitors acting for the Pioneer Academy.

4.6 School Maintenance

Local Authorities have responsibility to maintain school buildings so that they are safe, warm and weather tight and provide a suitable learning environment, including dealing with emergencies promptly and effectively and managing and procuring maintenance works efficiently. The Council is responsible for the larger condition and maintenance works in maintained schools.

4.7 The condition of some of the education estate has improved due to investment in the refurbishment of the building fabric and maintenance / replacement of electrical and mechanical equipment. However, as school buildings age, they present age related issues and the cost of maintaining them is increasing steadily. In addition, some of the buildings are nearing the end of their lives and structural issues are beginning to emerge.

4.8 The 2021/22 annual maintenance capital budget (Appendix 2) currently stands at £2.945m which is sufficient to only undertake the highest ranked projects; those categorised as the worst defects and designated D1 in the condition survey report. The council retains a percentage of its annual maintenance capital budget to address unexpected and urgent works in schools.

4.9 The School's Maintenance plan (Appendix 3) has been developed using information from condition surveys commissioned by the Council. These surveys are comprehensive and identify costed items across each school rated from A (good condition) to D (poor condition) as well as assessing the urgency of each (on a scale of 1 to 4, with 1 being the most urgent). The next condition surveys will be undertaken in 2021.

4.10 Asbestos Management in Community Schools

Where asbestos is present, the council will take the following steps to manage the asbestos in our schools ensuring they have the following:

- a) Management survey of asbestos-containing materials (ACMs)
- b) Assess the risks associated with ACMs.
- c) A plan for managing asbestos.
- d) Ensure staff and visitors know the risks and precautions they need to take.
- e) Keep the management of asbestos under continuous review

4.11 Statutory compliance Inspections

Both the Council and maintained schools are required to ensure school buildings are meeting the statutory standards by regularly undertaking statutory tests which includes Legionella Risk Assessment, Gas Safety Checks, Fire Alarm tests, NICEIC 5 Year Periodic Inspections, NICEIC Emergency Lighting, Fire Risk Assessment and Asbestos Management. The Council ensures that the policies and the condition of the school estate are compliant with appropriate legislation by requesting and checking the relevant certification.

4.12 Fire Safety

Cabinet has approved an additional £3m from 2018/19 through to 2019/20, extended to 2020/21 to undertake fire safety remedial works at schools for which it is the responsible body. This works programme will now conclude in 2022/23 due to challenges that have arisen in delivering the works on-site. The works are progressing well across the estate with significant progress made in 2020/21. The remaining works are currently being reviewed against other planned / agreed works to ensure the works are coordinated and minimise disruption to teaching and learning.

4.13 Special Educational Needs and Disability (SEND)

The development of the new provision for severe and complex children with Autism Spectrum Conditions is underway and on schedule. Addington Valley Academy – part of the Orchard Hill Academy Trust – opened in September 2020 for 20 Year 7 Croydon pupils. They are currently operating on a temporary site at Canterbury Road Recreation Ground. The main new build is progressing well and on schedule. It is due to open with capacity of up to 80 pupils from September 2021. This information was submitted to the ESFA by their deadline of the 13th November 2020 to ensure appropriate place funding is made.

4.14 The new school build for St. Nicholas Special School was completed and the school moved in over the last academic year. Formal opening activities were curtailed by the Covid 19 safety restrictions. The new school provides outstanding facilities for the school population.

4.15 Croydon College Coulsdon Pathways provision for students with SEND aged 19-25 is now in its third year and has been a great success. 53 students have been supported through the programme which is now in much demand. In order to sustain this provision an application is being submitted for permission to extend planning for the temporary accommodation base at Coulsdon to

remain in situ until September 2022. This is welcomed by Croydon College who are committed to developing this provision further in partnership with us.

- 4.16 Development of St. Giles to become a 2-19 aged provision has progressed with relevant staff TUPE processes completed. The Early Years specialist nursery, as approved by Cabinet in January 2020, is still operating out of its existing accommodation at Malling Close. This split site operation is presenting additional challenges to the head teacher and staff. It also means the young children do not have access to the facilities within the main school as was intended in the original planning. Permission for a temporary modular build based at St Giles is being sought and is currently with the Spending Review Panel for consideration.
- 4.17 The review of the SEND estate – Red Gates / St. Giles / Priory - in terms of its quality, safeguarding and feasibility as approved by Cabinet in January 2020 is underway. A conditions survey has been undertaken and the report is now under consideration.
- 4.18 All of the aforementioned SEND Estates strategies are contributing positively to the development of local provision maintaining some of our most challenging and vulnerable children and young people with SEND within their families and communities. In turn, this contributes to the High Need Fund Recovery Plan as agreed previously by Cabinet.
- 4.19 Early Years
Under the Childcare Act 2006 local authorities have a statutory duty to secure sufficient childcare for the needs of working parents/carers in their area. The Council's duties around inclusion birth to five are detailed in the Children and Families Act 2014, (section 2 Childcare Act 2016).
- 4.20 For the purposes of this assessment the supply of formal childcare includes private day nurseries, pre-schools, schools with nursery provision, childminders (funded childminders are accredited to deliver the free entitlement on behalf of the local authority), out of school clubs and holiday clubs. In total the 630 providers offer 14,555 childcare places.
- 4.21 In Croydon there are an estimated 17 childcare places per 100 children based on 86,290 children aged 0 to 14 years. Ofsted's national figures as at 31.8.20 state that the proportion of childcare providers on the Early Years Register judged to be good or outstanding was 96%.
- 4.22 Alternative Provision / Pupil Referral Unit (PRU)
Under Section 19 of the Education Act 1996 the Local Authority has a statutory duty to make arrangements for the provision of suitable full time education to those pupils who are unable to attend a mainstream school due to illness, exclusion or otherwise.
- 4.23 In this context, Alternative Provision in Croydon is provided by separate specialist providers for each of the Primary and Secondary settings, a Medical Tuition Service and the London Borough of Croydon supplement this with provision commissioned from the independent sector as required. The number of commissioned places from the Independent Sector varies according to need.

All of this place funded provision is good or outstanding. The number of places available at each setting is:

- Medical 90 places
- Primary 48 places
- Secondary 190 places

5. CONSULTATION

- 5.1 Where the admission arrangements have not changed from the previous year there is no requirement to consult, subject to the requirement that admission authorities must consult on their admission arrangements at least once every 7 years, even if there have been no changes during that period.

6. PRE-DECISION SCRUTINY

- 6.1 This report did not go a Scrutiny meeting.

7 FINANCIAL AND RISK ASSESSMENT CONSIDERATIONS

7.1 Revenue and Capital consequences of report recommendations

	Budget	Medium Term Financial Strategy – 3 year forecast		
	2020/21 £'000	2021/22 £'000	2022/23 £'000	2023/24 £'000
Capital Budgets				
Permanent expansions	413	180	44	0
FTE / Bulges	2,477	260	34	0
SEN provision	15,647	8,892	352	555
Major Maintenance	7,902	2,945	3,000	3,000
Fire Safety Works	1,000	1,200	300	0
Other schemes	650	200	0	0
Effect of decision from report (Total)	28,089	13,677	3,730	3,555
Funding sources				
School Condition Allocation	8,902	4,145	3,300	3,000
Special Provision Capital Funding	1,626	897	152	355
Basic Need Funding	3,540	640	78	0

ESFA	9,750	5,003	0	0
S106	316	362	0	0
Borrowing	1,955	2,330	0	0
CIL	2,000	300	200	200
Total	28,089	13,677	3,730	3,555

7.1.1 The table above details the Education Capital Programme for the current and future three financial years and the associated funding sources. The approved budget in the September Cabinet Report on the Quarter 1 Financial Performance was £40.986mn. This included the approved budget of 25.283mn and slippage of £15.874mn. The table above shows the reprofiled budget, revised to £28.089m. The spend in the 2022/23 and 2023/24 may increase dependent on the outcome of the following:

- a) The completion of the Condition Surveys across all of our community schools. This will determine the required level of funding over the coming years to ensure that our schools are compliant and safe.
- b) Conclusion of the viability study of the SEN estate; Red Gates, Priory and St Giles.
- c) The outcomes of the Croydon Local Plan Consultation.

7.1.2 A detailed breakdown of the projects can be found in Appendix 3 to this report. With a further detailed breakdown of the Schools' Maintenance Programme in Appendix 3.

7.1.3 The ESFA have commissioned Croydon to lead on the delivery of the new special free school - Addington Valley Academy (on Timebridge site). This project is predominately funded by the ESFA. Both the expenditure and funding for this project is detailed in the table above and the project is listed in Appendix 3.

7.2 The effect of the decision

7.2.1 The use of the free schools route to provide new school places within the borough in the future will result in a reduction in the requirements for future capital funding from the council as this will be funded by central government.

7.3 Risks

7.3.1 Due to the nature of this programme there is a risk that projects may overspend and regular monitoring of all projects and the programme will be undertaken and reported to this Cabinet as part of the quarterly financial monitoring reports.

7.3.2 If the costs of Addington Valley Academy are greater than the funding allocated by the ESFA the additional costs will need to be funded by the Council above and beyond the already £678,000 committed.

7.4 Future savings/efficiencies

- 7.4.1 If additional free school providers are interested in opening schools in Croydon, the cost to the Council could be reduced further in the future years. Also the Council's borrowing requirement may also be reduced if any further funding is allocated by the Department for Education. The fall in birth rate and associated demand for school places would however result in reduced demand and this would be monitored closely to make future savings.
- 7.4.2 The provision of more school places within the borough will result in a reduction in the need for young people to travel outside of the borough, which will result in financial savings to the SEND budget.

Approved by: Matthew Davis, Interim Deputy S151 Officer on behalf of Lisa Taylor, Director of Finance, Investment & Risk and S151 Officer

8. LEGAL CONSIDERATIONS

- 8.1 School place planning duties (s13-14 Education Act 1996).
- 8.2 The Council as an education authority has a duty to promote high standards of education and fair access to education. It also has a general duty to secure sufficient schools in their area, and to consider the need to secure provision for children with SEN. This includes a duty to respond to parents' representations about school provision. These are referred to as the school place planning duties.

Approved by: The Head of Social Care & Education Law on behalf of the Council Solicitor and Monitoring Officer.

9. HUMAN RESOURCES IMPACT

- 9.1 There are no direct HR implications arising from this report. Any resultant future increases or changes in staffing will be handled by schools' governing bodies in accordance with the appropriate school/council policy and procedures.
- 9.2 Approved by: Nadine Maloney, Head of HR Children, Families and Education, on behalf of the Director of Human Resources.

10. EQUALITIES IMPACT

- 10.1 An equality analysis has been undertaken as part of the January 2021 report to help us to understand whether people with protected characteristics, as defined by the Equality Act 2010, will be disproportionately affected by the proposed changes and recommendations in the Education Estates Strategy report.

- 10.2 The proposed changes in this report will help the Council meet its statutory duty to provide sufficient school places for protected and non-protected groups. Croydon schools provide diverse educational provision in terms of type/category, size and educational sponsors. These include special schools, enhanced learning provisions at mainstream schools; and Academies /Free Schools. Pupils are allocated a school place based on the admissions criteria which aims to promote fair access to schools and are compliant with the School Admissions Code.
- 10.3 The proposed strategy supports the Council's Equality and Inclusion Policy by extending the existing provision to accommodate students with an SEND need. This will support Croydon's aspiration to:
- Make Croydon a place of opportunity and fairness by tackling inequality, disadvantage and exclusion.
 - Promote provisions that close gaps in educational attainment by working with local businesses and community groups to enable people of all ages to reach their full potential through greater opportunity to access to quality schools and learning.
 - Work in partnership to lift people out of poverty by increasing employment opportunities across the borough ensuring local people have a pathway into employment, education and training.
- 10.4 The proposed strategy supports the Council's general equality duty to have due regard to the need to eliminate unlawful conduct under the Equality Act 2010; to advance equality of opportunity and foster good relations between persons who share a protected characteristic and those who do not.
- 10.5 The equality analysis indicates that the proposed changes and recommendations will not negatively impact on any groups that share protected characteristics and that no major change is required as the strategy meets the general and specific equality duties as required by the Equality Act. An Equality Analysis Impact is attached at Appendix 6. Furthermore there is a written commitment in the Equality Analysis to continue to keep the strategy under review and make changes as appropriate should the need arise.

Approved by: Yvonne Okiyo, Equalities Manager

11. ENVIRONMENTAL IMPACT

- 11.1 Through the delivery of the Education Capital Programme of works the Council will strive to deliver energy efficient solutions through design and construction methodologies with the intention to reduce energy use and associated carbon emissions in our schools.
- 11.2 The Council will work with schools to monitor the energy performance post works so that this can be captured in lessons learnt for future projects

12. CRIME AND DISORDER REDUCTION IMPACT

- 12.1 Children being in school will help prevent criminal and anti-social behaviour or being victim of such behavior and reduce the number of children and young people in the criminal justice system.

13. REASONS FOR RECOMMENDATIONS/PROPOSED DECISION

- 13.1 The recommendations of this report are set out to ensure that the Council is compliant with its statutory duties as an education authority:
- School Place Planning (s13-14 Education Act 1996) to promote high standards of education and fair access to education; secure sufficient primary and secondary education, including SEN to meet the needs of the population of its area
 - School Admissions (School Admission Code 2014) to determine the Admission Arrangements for its community schools annually
 - School Maintenance - school buildings meet the minimum standard and premises are maintained so that they provide a suitable learning environment.

14. OPTIONS CONSIDERED AND REJECTED

- 14.1 In relation to mainstream schools, there are no confirmed plans to deliver any new/additional mainstream school places. A review of demand will be undertaken following consultation and decision on the Local Plan to ensure that any potential increase in demand is included in future pupil place projections. Future demand for new schools will be delivered through the free school route.
- 14.2 Special Educational Needs and Disability
- 14.3 The specialist nature of this early years provision is such that no other options were considered. The need for provision of suitable specialist education that leads to coherent specialist pathways is a key determinant in this decision-making.
- 14.4 Alternative options should not be identified purely for the purposes of the report. The report should merely reflect the various alternatives considered in the course of developing the project or initiative

15. DATA PROTECTION IMPLICATIONS

- 15.1 **WILL THE SUBJECT OF THE REPORT INVOLVE THE PROCESSING OF 'PERSONAL DATA'?**

NO

- 15.2 **HAS A DATA PROTECTION IMPACT ASSESSMENT (DPIA) BEEN COMPLETED?**

NO

This report does not include any personal data.

The Director of Education comments that this report is an overview of education estates and does not contain any personal data.

Approved by: Shelley Davies, Interim Director of Education

CONTACT OFFICER:

Denise Bushay – Interim Head of Service,
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07850882628; Kathy Roberts – Interim Head
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APPENDICES TO THIS REPORT:

Appendix 1 – Community Schools Admission Arrangements

Appendix 1a – Pan London Co-ordination – Reception and Junior

Appendix 1b – Pan London Co-ordination – Secondary

Appendix 2 – Capital Programme Budget Summary

Appendix 3 - Schools Maintenance Plan

Appendix 4 – Early Years Childcare Sufficiency Assessment report

Appendix 5 – Equality Impact Assessment

BACKGROUND DOCUMENTS:

None