

Isle of Wight Council
**Education and Community
Development Directorate**



Draft

School Organisation Plan

2002/2003 – 2006/2007

February 2002

Introduction

The School Standards and Framework Act 1998 requires each Local Education Authority (LEA) to prepare a School Organisation Plan, showing how it intends to match the supply and demand for school places, over a five-year period.

This Plan, covering the school years 2002/2003 to 2006/2007, sets out how the Isle of Wight Council expects to plan its provision of school places during that period.

Any person may submit an objection to the plan, during the two month period from the date of publication (12 April 2002). All objections will be considered by the Council. The Plan, together with all objections received and the LEA's comments, will then be submitted to the School Organisation Committee for consideration.

Any objections should be submitted in writing, addressed to:

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to arrive no later than 4pm on 14 June 2002.

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Contents	Page
<u>General Discussion</u>	
Background	1.2
School Performance	1.3
Existing School Provision	1.3
Provision of Post 16 Provision	1.4
School Size	1.4
Accessibility of Schools	1.5
Providing Parental Choice (Replaced by Appendix A)	1.6
Schools as Centre for the Community	1.9
Children with Special Educational Needs	1.9
Early Years	1.10
Additional Pupil Places	1.10
<u>Specific Recommendations</u>	
Primary	2.1
Middle	2.2
High	2.3
<u>Background Information</u>	
Table 1 - Primary Area Issues	3.1
Table 2 - Middle Area Issues	3.2
Table 3 - High Area Issues	3.3
Table 4 - Pupils in Island Sixth Forms	3.4
Table 5 - Students at the IW College	3.4
Table 6 - Places in Island Special Schools	3.5
Table 7 - Mainland Placements	3.5
Table 8 - Number of Pupils in Education other than at School - EOTAS	3.5
Table 9 - Primary Rolls and Capacities	3.6
Table 10 – Middle and High School Rolls and Capacities	3.7
Table 11 - Pre-School Provision on Primary Sites	3.8
Table 12 – Long Term Global Out turn Forecast	3.9
Terms and Definitions	3.10

Background

The process of planning school places aims to achieve a balance between the number of places available and the pupils for whom they are required. In its strategic planning role, the Council must respond to changes in demand over time by increasing or removing capacity. This can be achieved in a number of ways, by:

- € building new schools
- € extending existing schools
- € reducing places at existing schools, for example by removing temporary buildings or changing the use of spaces
- € amalgamating or closing schools.

The processes involved in making change are not speedy as it is essential that full consultation takes place with schools, governors, staff, parents, the community and dioceses (in the case of church schools). Following this the Authority must gain committee approvals, obtain capital resources, plan, design and carry out building work. All these factors, together with a possible three year delay between obtaining DfES loan sanction and being able to start the project, demand that initial planning is undertaken several years in advance.

It is important that the Authority monitors surplus school places (Tables 9 and 10) regularly and effectively and in areas where there are large surpluses, usually taken to be greater than 10%, takes action to remove these, by varying means. Surplus places are taken into account in the DfES' rules for deciding capital allocations for the provision of new school places and under their 'Targeted Capital Fund'. Where demand for additional places arises, allocations will be only considered by the DfES if there are insufficient surplus places within two miles in the case of primary schools and three miles in the case of secondary schools. In such cases, new places cannot be provided exactly where they are required and consequently children may have to attend schools in adjoining areas.

There are various ways of removing surplus places (some already listed above) including:

- € school closure
- € amalgamation
- € closure of rooms, including removal of temporary classrooms
- € mothballing
- € reuse of areas for other purposes
- € community use - such as pre-schools in primaries

The Authority has used and will continue to consider all these options as the need arises and also look at the availability of spare space in a creative and constructive way.

A final option is that spare capacity should realistically be held against future need if this can be shown to exist.

School performance

The Authority takes into account the performance of a particular school when considering the need to extend or reduce it in size and this must be done in the context of proper strategic planning. A main purpose of the Council's Education Development Plan (EDP) is to improve all schools, whatever their initial quality, as an imperative.

When a school is placed in 'special measures' or has 'severe weaknesses' Ofsted asks the LEA whether it intends to continue to maintain the school. In normal circumstances, the Council will invest effort and resources into working with the school and its governing body to improve the school in order to remove it from special measures within the statutory time scale.

In doing this the Council will take account of the availability of places in the area, the quality of the school building and the school's performance in deciding whether to consider the school for closure or other change. The decision must take all these factors into account. There will be occasions when schools will need to be extended in order to respond to demographic trends. If a school serving an area of rising population is not performing adequately for any reason, the Council will continue to work with the school to improve its performance so that it can successfully meet the needs and demands of a growing area.

When planning provision for children with special educational needs (SEN) in mainstream schools, consideration will be given to the performance of the individual school.

Existing School Provision

The overall pattern of school provision on the Island at January 2002 was as follows:

- € 46 primary schools providing education from age 4 to age 9;
- € 16 middle schools providing education from age 9 to age 13;
- € 5 high schools providing education from age 13 to 19;
- € 2 all age special schools;
- € 5 high school sixth forms providing post-16 education;
- € there are four nursery classes provided by the LEA, 1 being in a special school, and 42 voluntary or independent pre-schools on primary school sites.

All schools are comprehensive and coeducational.

This arrangement is based upon the principles of comprehensive education and produces results which generally compare well with the council's statistical neighbours.

Local communities are distinct in character and the schools serving these communities tend also to be diverse in nature. Local management is well-established on the Island and this also contributes to diversity in the way individual schools develop and operate.

Serving the local community, while providing high quality education, is an important element of a school's role. Where the needs of a community are best met by some particular local provision in its schools, the Council will try to support it.

It is the Council's policy to maintain the existing proportion of places in church schools, in partnership with the dioceses. In appropriate cases, the LEA will support proposals from diocesan bodies to establish or extend new voluntary aided schools.

The table below gives a breakdown of the numbers of primary, middle and high schools by category as at January 2002.

Category	No of Schools
Community	42
Foundation	0
Voluntary (Aided)	11
Voluntary (Controlled)	14
Total	67

Provision of post-16 education

The Council is committed to working with the Local Learning Partnership to draw up plans for effective provision of post 16 education and training on the Island. The Council also recognises the need to consider the statement of priorities for 14 to 19 provision which is being drawn up by the Learning and Skills Council as it assumes responsibility for post 16 school funding from April 2002. The Local Learning and Skills Council has set up a Task Group under Sir William Taylor, informed by research from KPMG. The main options identified by the Group were reported in January and at the time of this paper the likely outcomes remain unknown.

Many Island students attend the Isle of Wight College which is also funded by the LLSC.

School size

The Council's policy has been to define as far as possible optimal sizes for schools. However, it is inevitable that there will be many schools outside this range which nevertheless perform excellently. Achieving the optimum size is affected by the availability of funding, particularly capital funding.

Primary schools

The Council's policies are as follows:

- * primary schools should ideally work within the range from 90 to 300 places;
- * where projected primary numbers extend beyond 300 places consideration is given to establishing a new school;

Middle schools

The optimal size for a 9 to 13 middle school is between 360 and 720 pupils (between 3 and 6 forms of entry). When planning the provision of additional middle school places, the Council will give first consideration to educational issues. Wherever possible, new schools will be built in the range 360 - 720 places but as an initial option existing schools will be expanded to meet increased needs. Solutions which demand the building of small schools will generally not be considered.

High schools

The optimal size for Island high schools has been defined as between 1000 and 1200 main school plus sixth form. It is unrealistic to consider the need for an additional high school within the next five years, due to the existing overall capacity, and consequently some high schools will have to expand well above the optimum size to accommodate an expected increase in rolls.

Special schools

Special schools should be of sufficient size to provide a good range of experience and expertise among the teaching staff to provide appropriate opportunities to meet the needs of all pupils.

Accessibility of schools

When considering locations for new schools the Council takes many factors into account.

Primary schools should, where possible, be within walking distance of the homes of the majority of pupils within the priority area, with safe routes for journeys on foot and as far as possible related to public transport. New schools should ideally be located close to local shops and other community facilities, to provide a focus for the local community. Sufficient land should be available within the site provided to meet the full requirement for playing fields.

Similar principles apply to the siting of middle schools, although a more peripheral location is acceptable so that ideally the school's playing field forms a buffer between urban and countryside areas.

High and special schools should be considered individually.

The Council is committed to increasing the accessibility of schools to wheelchair users and pupils with other impairments. A programme of adaptations, funded largely through the DfES' Schools Access Initiative, has been in existence for several years and is continuing.

Providing Parental Choice

The LEA is the admissions authority for all community and voluntary controlled schools (37 primaries, 14 middles, 5 highs and 2 specials). The School Standards and Framework Act 1998 provides the legal framework for admissions. Admissions authorities also have to have regard to the DfES' Admissions Code of Practice. There are also nine primary and two middle church aided schools that are responsible for their own admissions arrangements.

Information for Parents

The LEA produces an information booklet for parents each year entitled 'Educating Your Child'. This outlines admission arrangements to aided, community and controlled schools and gives details of home to school transport policies etc. A copy is sent in November each year to all parents whose children are due to enter primary school or transfer to middle or high school the following September. Parents are asked to return the accompanying application form, stating their 'preferred' school, by a 'due date', which is normally in January before the September intake. Any applications received after the due date must, by law, be considered after those received on time. Parents can make two preferences. Where they do this, their second preference will be considered after those parents who named the school as their first preference, irrespective of where they live.

Priority Areas and Option Zones

Each school has a priority area, which, as the name suggests, gives priority to pupils whose parents wish them to attend their local school. **However, pupils living in a school's priority area do not have a guarantee of a place there.**

Some middle schools currently have option zones in addition to their priority areas:

- the priority area of Wootton Primary school is the option zone for Downside and Osborne Middle Schools;
- Seaview Village is the option zone for Bishop Lovett C E Middle School and Forelands Middle School.

Pupils living in the option zone of a school have the same eligibility for a place as those living in its priority area.

Over Subscription

The LEA consults all aided, community and controlled schools annually on admissions numbers. **The admissions number is the number of places available for the new intake in a school each year.** The number stays with that year group as it progresses through the school, even if the number is raised or lowered in future years.

If the number of parental preferences for a school is less than the admissions number, all children will be offered places irrespective of where they live.

Should there be more preferences than available places, the following **oversubscription criteria** are used to decide which children receive places:

- € First to pupils with special educational needs who have the school named in their statement.
- € Then to children who are in the care of the local authority.
- € Then to pupils with a specific medical condition, confirmed by a consultant paediatrician or similar, which we agree makes the *particular school* most appropriate. (Any application for a place at a particular school for medical reasons must be supported by independent evidence.)
- € Then to pupils living in the school's priority area or option zone who, when they would be due to start at the school, have a sibling already at the school.
- € Then to other pupils living within the school's priority area or option zone.
- € Then to pupils living outside the school's priority area who, when they would be due to start at the school, have a sibling already at the school.
- € Then to pupils living outside the priority area whose parents ask for a place for religious reasons (controlled schools only). (Any application for a place at a particular school for religious reasons must be supported by a letter from the church minister, confirming that the family attends church at least once a month and has done so for the last six months or more before making the application.)
- € Finally to other pupils living outside the school's priority area.

Government legislation now limits class sizes in primary schools to a maximum of 30 pupils in the Reception Year and Years 1 and 2. In cases where a school receives too many applications for admission, the oversubscription criteria listed above are used to determine which pupils receive places.

Waiting Lists

If a child is refused a place at the parents' preferred school, they can ask to have his / her name placed on a waiting list in case a place becomes available. Parents can do this even if they want to appeal against the refusal and/or accept a place at a different school. Waiting lists are held by the School Admissions Office at County Hall.

Where a child is placed on a school's waiting list depends on the oversubscription criteria outlined in section 4 above. Priority is not given on a first-come first-served basis, so if parents apply late, but live in the priority area and very close to the school, their child may go to the top of the waiting list or very near to it. Also, children whose parents named the school as their first preference take priority over those who put it down as their second. A child's position on the waiting list can change, moving up and down as children either join or are removed from the list.

If a pupil is refused a place at a school, his/her parents have a right of appeal to an independent appeals panel. The majority of appeals take place in April / May each year and the decision of panels is binding on the LEA and schools.

Primary Schools

Parents of 4 year old children (i.e. those who become 4 years of age between 1 September and 31 August) may enrol their children in Island primary schools for the start of the school year in September. **There is no other date of entry for 4 year old children.** Pupils who reach the age of 4 from 1 September onwards are not admitted to primary school until the following September.

Parents may, if they prefer, delay entry of their child to school until the start of the term following his/her fifth birthday, unless the date falls in the summer term (after 1 April). However, they should still apply for a primary school place at the same time as parents of four year old children.

During the December and January preceding the start of the new school year in September, parents of all pupils due to start school in the following academic year must apply for a primary school place. Application packs are sent by the Admissions Office to primary schools with pre-schools on site or to independent pre-schools for distribution to parents.

Parents seeking admission for their children to Church of England or Roman Catholic aided primary schools should apply to those schools direct. Parents who do this can also, at the same time, apply for a place at a community or controlled school.

Parents are notified of the result of their applications by the LEA and aided schools by an agreed date in March.

Primary schools are advised to discuss educational arrangements with parents who wish their 4 year old children to enter school in September. This may include some of the younger 4 year olds being registered at the school but spending some time in the adjoining or local pre-school.

Middle and High Schools

Pupils normally transfer to the middle school at the beginning of the school year following their ninth birthday and to high school following their thirteenth birthday. In limited special cases, earlier or later transfer is possible if it is agreed after consultation between the receiving school, the parents and the Director of Education that such transfer would be in the best educational interests of the child.

In November each year, the Admissions Office writes to the parents of all pupils in Years 4 and 8, asking them to state a preference as to which middle or high school they would like their children to attend the following September. Application forms are provided and parents must ensure that they return them by the January closing date.

Parents wishing their children to attend one of the two Church-Aided middle schools, Archbishop King Catholic or Trinity C E, are asked to contact the schools direct for application forms. The closing date for applications is the same as the one published by the LEA.

Parents are notified of the result of their applications by the LEA and the two aided middle schools in February/ March.

Schools as Centres for the Community

Schools should serve as a focus for the local community, particularly where there is a lack of facilities off the school site. Local partnerships allow the development of pre-school facilities, child care, breakfast clubs, after school clubs and holiday schemes. More recently the availability of ICT equipment in schools has led to the potential for even greater community access to a larger knowledge base via the internet which will in the future link to greater integration between schools and libraries. Traditionally school sports facilities, and in particular sports halls have forged a strong community link and the potential for further development exists in this area particularly with all-weather surfaces provided on the basis of public private partnerships (PPP). Another area which has potential for development involves greater links between schools and the Island's Youth and Community Service. School governors are encouraged to make their facilities available for public use in the most appropriate way to serve the needs of the local community.

Children with special educational needs

The Council aims to consider actively the following points when designing additional or remodelled school provision, in order to ensure it is inclusive for children with special educational needs;

- € all children are valued, regardless of their abilities and behaviours
- € all children are entitled to access to a broad, balanced and relevant curriculum which is tailored to meet their individual needs
- € wherever possible children should receive an appropriate education in mainstream schools
- € children should be educated in schools as close to home as possible
- € the variety of children's needs should be recognised and met through flexible and varied provision
- € the programme of identifying schools that will be accessible for children with physical impairments should be continued
- € the capability of schools to meet the needs of children with emotional behavioural difficulties should be increased
- € the means by which there is an effective match between children's needs and schools' provision be further researched

- € the current pattern of specialist provision for children with learning difficulties be kept under review
- € special schools be further developed as centres of expertise, advice and providers of services to mainstream schools.

Tables 6 and 7 in Part 3 include some measures of SEN places and placements, whilst Table 8 shows numbers of children who are in receipt of Education Other Than At School (EOTAS).

Early years

There are three LEA funded nursery classes in primary schools, while 42 other primaries have voluntary or independent pre-schools on their sites working in co-operation with the schools. One school has a nursery and a pre-school/ child care centre. Table 11 shows the pattern of early years provision across Island primaries with details of the number of places available. Some of these are in purpose built nursery classes but many are in second-hand mobile classrooms. Funding for improving these buildings has proved particularly difficult to obtain and the Authority intends to continue to actively pursue alternative means of introducing these improvements including PPP.

Many of the pre-schools have expanded or are seeking to expand into child care for children younger than 2 years 10 months and these are developments which are actively supported by the Authority, again within the constraints of very low funding levels. Some limited financial support is becoming available from the DfES although this is only applicable in the poorest 10% of wards.

Additional Pupil Places

Over the last three years, since the School Organisation Committee was set up additional pupil places have been provided at the following schools:

- Primary: Bembridge, Haylands, Love Lane, Northwood, St Boniface;
- Middle: Kitbridge, Lake, Sandham, Swanmore, Ventnor;
- High: Carisbrooke, Cowes, Medina, Ryde, Sandown;
- Special: Medina House.

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Tables 1,2 and 3 in part 3 of this plan show the potential for growth in areas in primary, middle and high schools. On the basis of these forecasts the following action is proposed.

### **Primary Phase**

#### **Cowes Area**

(Including Gurnard, Northwood)

*There is a maximum need for 179 additional places by 2007. These will be provided by extensions to existing schools.*

#### **East Cowes Area**

(Including Whippingham, Wootton)

*There is a maximum need for 73 additional places by 2007. These will be provided by extensions to existing schools.*

#### **East Wight Area**

(Bembridge, Nettlestone, St Helens)

*There is unlikely to be a need for additional places during the period up to 2007.*

#### **Newport Area**

(Including Arreton, Brighstone, Carisbrooke, Chillerton)

*There is unlikely to be a need for additional places during the period up to 2007.*

#### **Ryde Area**

*There is a maximum need for 151 additional places by 2007. These will be provided by extensions to existing schools. .*

#### **South East Wight Area**

(Sandown, Lake, Shanklin, Newchurch, Brading)

*There is unlikely to be a need for additional places during the period up to 2007.*

#### **Ventnor Area**

(Including Chale, Niton, Godshill, Wroxall)

*There is unlikely to be a need for additional places during the period up to 2007.*

#### **West Wight Area**

(Freshwater, Totland, Yarmouth, Shalfleet)

*There is unlikely to be a need for additional places during the period up to 2007.*

## **Middle Phase**

### **Cowes Area**

(Including Gurnard, Northwood)

*There is a maximum need for 88 additional places by 2007. These will be provided by extensions to existing schools.*

### **East Cowes Area**

(Including Whippingham, Wootton)

*There is a maximum need for 142 additional places by 2007. These will be provided by extensions to existing schools.*

### **East Wight Area**

(Bembridge, Nettlestone, St Helens)

*There is only likely to be a need for a few additional places in the next 5 years.*

### **Newport Area**

(Including Arreton, Brighstone, Carisbrooke, Chillerton)

*There is a maximum need for 270 additional places by 2007. These will be provided by extensions to existing schools.*

### **Ryde Area**

*There is a maximum need for 296 additional places by 2007. These will be provided by extensions to existing schools. .*

### **South East Wight Area**

(Sandown, Lake, Shanklin, Newchurch, Brading)

*There is a maximum need for 326 additional places by 2007. These will be provided by extensions to existing schools. .*

### **Ventnor Area**

(Including Chale, Niton, Godshill, Wroxall)

*There is a maximum need for 121 additional places by 2007. These will be provided by extensions to existing schools.*

### **West Wight Area**

(Freshwater, Totland, Yarmouth, Shalfleet)

*There is a maximum need for 49 additional places by 2007. These will be provided by extensions to existing schools. .*

## **High Phase**

### **Carisbrooke High Area**

(West Newport and West Wight)

*There is unlikely to be a need for additional places during the period up to 2006.*

### **Cowes High Area**

(Cowes, East Cowes (Part), Newport North)

*There is a maximum need for 425 additional places by 2006. These will be provided by extension of the school.*

### **Medina High Area**

(Newport East, Wootton, East Cowes (Part), Ventnor Rural Area)

*There is a maximum need for 232 additional places by 2006. These will be provided by extension of the school.*

### **Ryde High Area**

(Ryde, Nettlestone, Seaview, St Helens)

*There is unlikely to be a need for additional places during the period up to 2006.*

### **Sandown High Area**

(Sandown, Shanklin, Lake, Bembridge)

*There is a maximum need for 182 additional places by 2006. These will be provided by extension of the school.*

*(The distribution of additional numbers between high schools will be kept under review.)*

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Pupil Number Forecasts and School Capacities

Tables 1, 2 and 3 show the expected future take-up in primary, middle and high schools by area based upon present measurement of available capacity in schools, future rolls forecast at January 2002 and numbers expected from the level of new housing shown in the Unitary Development plan. These are the best figures available at present, while issues regarding the priorities of brown land versus green field sites are still to be finally resolved. The forecast is based on a planning estimate of 500 new units a year.

The method of assessing school capacities is currently under review by the DfES and it is likely that the number of surplus places will increase in 2003.

Table 1 - Primary Area Issues													
Area	MOE Cap Jan 2002	Number on Roll January						Surplus Places January					
		2002	2003	2004	2005	2006	2007	2002	2003	2004	2005	2006	2007
Cowes (Including Gurnard, Northwood)	714	777	831	850	873	872	893	-63	-117	-136	-159	-158	-179
								-9%	-16%	-19%	-22%	-22%	-25%
East Cowes (Including Whippingham, Wootton)	637	596	633	669	700	716	710	41	4	-32	-63	-79	-73
								6%	1%	-5%	-10%	-12%	-11%
East Wight (Bembridge, Nettlestone, St Helens)	355	336	343	347	338	324	323	19	12	8	17	31	32
								5%	3%	2%	5%	9%	9%
Newport (Including Arreton, Brighstone, Carisbrooke, Chillerton)	1898	1640	1732	1767	1826	1840	1901	258	166	131	72	58	-3
								14%	9%	7%	4%	3%	0%
Ryde	1244	1321	1343	1351	1382	1400	1395	-77	-99	-107	-138	-156	-151
								-6%	-8%	-9%	-11%	-13%	-12%
SE Wight (Sandown, Lake, Shanklin, Newchurch, Brading)	1451	1346	1352	1372	1370	1364	1351	105	99	79	81	87	100
								7%	7%	5%	6%	6%	7%
Ventnor (Including Chale, Niton, Godshill, Wroxall)	781	652	681	679	702	723	744	129	100	102	79	58	37
								17%	13%	13%	10%	7%	5%
West Wight (Freshwater, Totland, Yarmouth, Shalfleet)	598	500	519	535	558	581	599	98	79	63	40	17	-1
								16%	13%	11%	7%	3%	0%
Totals	7678	7168	7434	7570	7749	7820	7916	510	244	108	-71	-142	-238
								7%	3%	1%	-1%	-2%	-3%

Base Data: PLASC 2002

School Organisation Plan – 2002 – Part 3 - Background Information - 3. 2

Table 2 - Middle Area Issues													
Area	MOE Cap Jan 2002	Number on Roll January						Surplus Places January					
		2002	2003	2004	2005	2006	2007	2002	2003	2004	2005	2006	2007
Cowes (Including Gurnard, Northwood)	719	695	688	730	749	765	807	24 3%	31 4%	-11 -2%	-30 -4%	-46 -6%	-88 -12%
East Cowes (Including Whippingham, Wootton)	329	370	390	419	434	445	471	-41 -12%	-61 -19%	-90 -27%	-105 -32%	-116 -35%	-142 -43%
East Wight (Bembridge, Nettlestone, St Helens)	212	192	200	210	202	205	221	20 9%	12 6%	2 1%	10 5%	7 3%	-9 -4%
Newport (Including Arreton, Brighstone, Carisbrooke, Chillerton)	1882	1856	1899	1977	2015	2082	2152	26 1%	-17 -1%	-95 -5%	-133 -7%	-200 -11%	-270 -14%
Ryde	1030	1156	1201	1246	1256	1296	1326	-126 -12%	-171 -17%	-216 -21%	-226 -22%	-266 -26%	-296 -29%
SE Wight (Sandown, Lake, Shanklin, Newchurch, Brading)	934	1112	1151	1183	1199	1234	1260	-178 -19%	-217 -23%	-249 -27%	-265 -28%	-300 -32%	-326 -35%
Ventnor (Including Chale, Niton, Godshill, Wroxall)	454	471	500	519	532	548	575	-17 -4%	-46 -10%	-65 -14%	-78 -17%	-94 -21%	-121 -27%
West Wight (Freshwater, Totland, Yarmouth, Shalfleet)	353	295	328	341	349	381	402	58 16%	25 7%	12 3%	4 1%	-28 -8%	-49 -14%
Totals	5913	6147	6357	6625	6736	6956	7214	-234 -4%	-445 -8%	-713 -12%	-824 -14%	-1044 -18%	-1303 -22%

Base Data: PLASC 2002

Area	MOE Cap Jan 2002	Number on Roll January						Surplus Places January					
		2002	2003	2004	2005	2006	2007	2002	2003	2004	2005	2006	2007
Carisbrooke (West Newport and West Wight)	1512	1265	1305	1336	1419	1451	1486	247 16%	207 14%	176 12%	93 6%	61 4%	26 2%
Cowes (Cowes, East Cowes (Part), Newport North)	963	1061	1155	1224	1304	1338	1388	-98 -10%	-192 -20%	-261 -27%	-341 -35%	-375 -39%	-425 -44%
Medina (Newport East, Wootton, Easy Cowes (Part), Ventnor Rural Area)	1021	1021	1092	1166	1154	1235	1253	0 0%	-71 -7%	-145 -14%	-133 -13%	-214 -21%	-232 -23%
Ryde (Ryde, Nettlestone, Seaview, St Helens)	1252	1102	1103	1118	1116	1169	1178	150 12%	149 12%	134 11%	136 11%	83 7%	74 6%
Sandown (Sandown, Shanklin, Lake, Bembridge)	1394	1471	1470	1444	1539	1558	1576	-77 -6%	-76 -5%	-50 -4%	-145 -10%	-164 -12%	-182 -13%
Totals	6142	5920	6125	6288	6532	6751	6881	222 4%	16.9 0%	-146 -2%	-390 -6%	-610 -10%	-740 -12%

High school issues have been examined on the basis of high school entitlement areas as it is impractical to easily identify smaller areas.

Base Data: PLASC 2002

School	Year 12	Years 13 & 13+	Total
Carisbrooke	154	139	293
Cowes	132	79	211
Medina	101	66	167
Ryde	140	108	248
Sandown	185	177	362
Totals	712	569	1281

Source: PLASC 2002

School	2002	2003	2004	2005	2006	2007
Carisbrooke	293	277	275	308	288	286
Cowes	211	244	264	275	250	249
Medina	167	195	252	236	253	249
Ryde	248	248	265	238	242	234
Sandown	362	329	291	346	325	321
Total	1281	1293	1347	1403	1358	1339

Source: PLASC 2002

Student Areas by Mode of Attendance and Curriculum Area		
Curriculum Area	Full Time	Part Time
Agriculture	29	297
Art & Design	200	1290
Basic Education	168	874
Business	530	2204
Construction	109	604
Engineering	92	360
Health & Community Care	340	1042
Hotel & Catering	188	1214
Humanities	114	943
Science	156	885
Total	1926	9713

Source: IW College Records - 2000/2001

Table 6 – Places in Island Special Schools

Places in Island Special Schools		
School		Places
Medina House	(SLD)	94
Watergate	(MLD)	204
Totals		298

SLD = Severe Learning Difficulties
MLD = Moderate Learning Difficulties

Source: Departmental Records

Table 7 - Pupils Placed in Mainland Independent/ Non-Maintained Schools January 2002				
	Age of Pupils at August			
	5-11	11-15	16+	Total
Mainland Independent/ Non-Maintained Schools	6	27	5	38
Source: Departmental Records				

Table 8 - Number of Pupils in 'Education Otherwise than at School' Provision (EOTAS) January 2002				
	Age of Pupils at August			
	5-11	11-15	16+	Total
Non-Statemented pupils in Hospital Schools	0	0	0	0
Other pupils not in school	28	48	17	93
Source: Departmental Records				

Table 9 - Primary School Rolls and Capacities January 2002				
No	School	NOR	Capacity	% Surplus
3006	All Saints CEP	182	189	-4
3000	Arreton St Georges CEP	57	75	-24
2012	Barton CP	165	184	-10
3001	Bembridge CEP	137	168	-18
2038	Binstead CP	221	248	-11
3003	Brading CEP	99	98	1
3300	Brighstone CEP	96	122	-21
2033	Broadlea CP	254	245	4
3004	Carisbrooke CEP	213	253	-16
3005	Chale CEP	31	50	-38
2001	Chillerton CP	44	73	-40
2002	Cowes CP	253	227	11
2042	Dover Park CP	300	311	-4
2004	East Cowes CP	238	232	3
2005	Gatten & Lake CP	220	259	-15
2006	Godshill CP	106	122	-13
2039	Green Mount CP	152	125	22
2007	Gurnard CP	172	157	10
2021	Haylands CP	297	194	53
3313	Holy Cross RCP	98	135	-27
2018	Hunnyhill CP	182	206	-12
2032	Love Lane CP	159	174	-9
2009	Nettlestone CP	141	135	4
2010	Newchurch CP	207	207	0
3315	Newport CEP	243	255	-5
2014	Nine Acres CP	370	393	-6
2015	Niton CP	98	101	-3
2016	Northwood CP	193	156	24
3303	Oakfield CEP	205	244	-16
3009	Sandown CEP	221	308	-28
3011	Shalfleet CEP	52	73	-29
3012	Shanklin CEP	200	209	-4
3013	St Boniface CEP	119	153	-22
2024	St Helens CP	58	52	12
3010	St Johns CEP	145	125	16
3014	St Margarets CEP	90	96	-6
3310	St Marys RCP	146	122	20
3311	St Saviours RCP	132	140	-6
3314	St Thom of Cant RC	107	132	-19
3312	St Wilfrids RCP	105	130	-19
2041	Summerfields CP	163	205	-20
2026	Totland CP	74	122	-39
2028	Whippingham CP	123	134	-8
2029	Wootton CP	137	136	1
2030	Wroxall CP	103	129	-20
3304	Yarmouth CEP	60	74	-19

Source: PLASC January 2002 and AMP

Table 10 - Middle and High School Rolls and Capacities January 2002				
Middle No	School	NOR	Capacity	% Surplus
4603	Archbishop King RCM	348	379	-8
4500	Bishop Lovett CEM	383	379	1
4016	Downside CM	236	338	-30
4017	Forelands CM	192	212	-9
4020	Kitbridge CM	272	302	-10
4019	Lake CM	569	477	19
4501	Mayfield CEM	444	361	23
4011	Nodehill CM	630	544	16
4023	Osborne CM	370	329	12
4021	Sandham CM	543	457	19
4022	Solent CM	371	360	3
4018	Somerton CM	324	359	-10
4026	Swanmore CM	329	290	13
4602	Trinity CEM	370	319	16
4012	Ventnor CM	471	454	4
4009	West Wight CM	295	353	-16
High No				
4024	Carisbrooke High	1265	1512	-16
4003	Cowes High	1061	963	10
4028	Medina High	1021	1021	0
4015	Ryde High	1102	1252	-12
4025	Sandown High	1471	1394	6

Source: PLASC January 2001 and AMP

**Table 11 - Pre-School Provision on School Sites 2001/2002
Showing Type of Provision and Assessed Capacity**

Pre-School Places

School	Type	Places
All Saints CEP	Pre-School	50
Arreton St Georges CEP	Pre-School	26
Barton CP	Nursery Class & Pre-School	38
Bembridge CEP	Pre-School	30
Binstead CP	Pre-School	25
Brading CEP	Pre-School	22
Brighstone CEP	Pre-School	21
Broadlea CP	Pre-School	25
Carisbrooke CEP	Pre-School	30
Chale CEP	Pre-School	14
Chillerton CP	Pre-School	18
Cowes CP	Pre-School	40
Dover Park CP	Nursery Class	40
East Cowes CP	Pre-School	48
Gatten & Lake CP	Pre-School	45
Godshill CP	Pre-School	25
Gurnard CP	Pre-School	20
Haylands CP	Pre-School	42
Holy Cross RCP	Pre-School	25
Hunnyhill CP	Pre-School	35
Love Lane CP	Pre-School	25
Nettlestone CP	Pre-School	20
Newchurch CP	Pre-School	45
Newport CEP	Pre-School	42
Nine Acres CP	Pre-School	45
Niton CP	Pre-School	25
Northwood CP	Pre-School	25
Oakfield CEP	Pre-School	20
Sandown CEP	Nursery Class	40
Shalfleet CEP	Pre-School	22
Shanklin CEP	Pre-School	55
St Boniface CEP	Pre-School	25
St Helens CP	Pre-School	29
St Johns CEP	Pre-School	21
St Margarets CEP	Pre-School	25
St Marys RCP	Pre-School	45
St Saviours RCP	Pre-School	100
St Thom of Cant RC	Pre-School	20
St Wilfrids RCP	Pre-School	25
Summerfields CP	Pre-School	25
Totland CP	Pre-School	20
Whippingham CP	Pre-School	25
Wootton CP	Pre-School	25
Wroxall CP	Pre-School	20
Yarmouth CEP	Pre-School	20
Total places on School Sites		1408

In total there are 3083 4+Nursery and Pre-School Places on the Island.

Source: IW Early Years Development and Childcare Partnership

Jan	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	Total
1997	1385	1490	1421	1411	1510	1500	1427	1432	1459	1359	1332	1339	661	451	34	4	18215
1998	1330	1420	1515	1438	1447	1514	1523	1451	1454	1466	1371	1340	640	530	46	1	18486
1999	1383	1389	1448	1545	1488	1453	1541	1551	1473	1463	1478	1377	577	481	40	0	18687
2000	1333	1419	1412	1489	1573	1484	1482	1565	1585	1468	1480	1477	704	472	28	1	18972
2001	1405	1390	1464	1433	1535	1572	1494	1488	1585	1557	1468	1457	705	553	46	0	19152
2002	1377	1429	1394	1500	1468	1528	1587	1516	1516	1597	1589	1453	712	532	35	2	19235
2003	1347	1411	1463	1428	1534	1473	1545	1604	1533	1480	1600	1592	694	556	42	1	19303
2004	1285	1381	1445	1497	1462	1551	1490	1562	1621	1536	1483	1603	760	542	44	1	19263
2005	1254	1319	1415	1479	1531	1479	1568	1507	1579	1624	1539	1486	766	594	43	1	19184
2006	1208	1288	1353	1449	1513	1548	1496	1585	1524	1582	1627	1542	710	599	47	1	19072
2007	1232	1242	1322	1387	1483	1530	1565	1513	1602	1527	1585	1630	736	555	47	1	18957
2008	1200	1266	1276	1356	1421	1500	1547	1582	1530	1605	1530	1588	778	575	44	1	18799
2009	1151	1234	1300	1310	1390	1438	1517	1564	1599	1533	1608	1533	758	608	45	1	18589
2010	1121	1185	1268	1334	1344	1407	1455	1534	1581	1602	1536	1611	732	592	48	1	18351
2011	1090	1155	1219	1302	1368	1361	1424	1472	1551	1584	1605	1539	769	572	47	1	18059
2012	1059	1124	1189	1253	1336	1385	1378	1441	1489	1554	1587	1608	735	601	45	1	17785

Jan	Primary	Middle	High	Total	Main School	6th Form
1997	7217	5818	5180	18215	4030	1150
1998	7150	5942	5394	18486	4177	1217
1999	7253	6018	5416	18687	4318	1098
2000	7226	6116	5630	18972	4425	1205
2001	7227	6139	5786	19152	4482	1304
2002	7168	6147	5920	19235	4639	1281
2003	7183	6155	5965	19303	4672	1293
2004	7070	6224	5969	19263	4622	1347
2005	6998	6133	6053	19184	4649	1404
2006	6811	6153	6108	19072	4751	1357
2007	6666	6210	6081	18957	4742	1339
2008	6519	6159	6121	18799	4723	1398
2009	6385	6118	6086	18589	4674	1412
2010	6252	5977	6122	18351	4749	1373
2011	6134	5808	6117	18059	4728	1389
2012	5961	5693	6131	17785	4749	1382

Source: Form 7 & PLASC 1997 to 2002

Table 12 differs from the forecasts in Tables 1 to 3 in that it shows the basic population trends only and does not make allowances for future pupils from specific localised building developments.

Terms and Definitions used in this Report

Aided School	A School where the governing body employs the school's staff and have primary responsibility for admission arrangements. The school's land and buildings are normally owned by a charitable foundation. The governing body contribute towards the capital costs of running the school.
CLD	Complex Learning Difficulties
Coeducational	Schools admitting both boys and girls
Community School	A School where the LEA employ the school's staff, own the school's land and buildings and have primary responsibility for deciding the arrangements for admitting pupils.
Comprehensive	Schools admitting pupils of all academic abilities
Controlled School	Schools where the LEA employs the school's staff and have primary responsibility for admission arrangements. The school's land and buildings are normally owned by a charitable foundation.
DfES	Department for Education and Skills
EDP	Education Development Plan
EOTAS	Education Other than at School
Foundation School	A School where the governing body employs the schools' staff and have primary responsibility for admission arrangements. The school's land and buildings are owned by the governing body or by a charitable foundation.
ICT	Information and Communication Technology
LEA	Local Education Authority (The Council)
LLSC	Local Learning and Skills Council
LSC	Learning and Skills Council
MLD	Moderate Learning Difficulties
Ofsted	Office for Standards in Education
PFI	Private Finance Initiative
PPP	Public Private Partnership
SEN	Special Educational Needs

SLD Severe Learning Difficulties

Statistical Neighbours LEAs with similar attributes to the Isle of Wight