



Education Provision Forecasting Guide

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EAST LoTHIAN COUNCIL
DEPARTMENT OF RESOURCES & PEOPLE SERVICES
EDUCATION SERVICE

GUIDE TO EDUCATION PROVISION POPULATION FORECASTING IN EAST LoTHIAN

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1. Introduction

1.1. The East Lothian Partnership's aim for East Lothian is set out in its statement of intent:

"We will work in partnership to achieve an even more prosperous, safe and sustainable East Lothian, with a dynamic and thriving economy that enables our people and communities to flourish."

1.2. The East Lothian Council Plan 2017-2022 outlines the strategy the Council will follow and details the objectives and strategic goals it has set itself over the next five years to strive to meet its vision. The Council Plan sets out the following themes and objectives for the next five years:

- Growing our Economy
- Growing our People
- Growing our Communities
- Growing our Capacity

1.3. The overarching objective of 'reducing inequalities within and across our communities' that was adopted when the 2012-2017 Council Plan was reviewed in 2014, remains the overarching objective of the new Council Plan.

1.4. East Lothian Council is committed to raising educational attainment and ensuring that all children and young people have the best opportunities in life. East Lothian's Education Service aims to provide the best education in Scotland through a relentless focus on Inclusion, Achievement, Ambition, and Progress for All. We will all work together to Get it Right for Every Child and to ensure that all children and young people are Safe, Healthy, Nurtured, Active, Respected, Responsible, and Included.

1.5. The Education Estate has a key role to play in supporting the East Lothian Partnership's overarching objective to reduce inequalities both within and between our communities and the delivery of these strategic objectives.

2. Legislative Context

2.1. The Council has a number of statutory duties relating to the provision of education in its area. Education Authorities have a legislative duty in terms of the *Education (Scotland) Act 1980* to make adequate and efficient provision of school education across their area, including the provision of education for eligible pre-school children and includes any school or Early Learning & Childcare centre, which are run by the Education Authority. This duty applies in respect of both the current school population and anticipated pattern of demand. In addition, Councils have a statutory duty to secure best value in terms of the Local Government in Scotland Act 2003.

2.2. The Council recognises these duties as an opportunity to enhance the learning opportunities for young people through its Education Estate whilst bringing positive benefits to the whole community. Flexible learning environments allow the creative and multiple use of spaces by staff, pupils and the Community. They also inspire pupils and have a positive impact on the general health and wellbeing of learners, increasing aspirations, attainment, achievement, and positive destinations beyond school.

- 2.3. Section 21 of the *Schools (Consultation) (Scotland) Act 2010* Act provides a definition for ‘school’ as public schools as defined in section 135(1) of the *Education (Scotland) Act 1980*. This means any school under the management of an Education Authority and includes nursery schools which are run by the Education Authority. It does not cover independent schools or nursery schools or nurseries which are managed and run independently.
- 2.4. Section 1 of the *Education Scotland Act 1980* provides a definition for ‘school education’ as “progressive education appropriate to the requirements of pupils..., regard being had to the age, ability and aptitude of such pupils, and includes – (i) early learning and childcare; (ii) provision for special educational needs; (iii) the teaching of Gaelic in Gaelic-speaking areas”.
- 2.5. Section 15 of the *Standards in Scotland’s Schools, etc. Act 2000* also requires that education be provided within a mainstream school (“a school other than a special school”) unless doing so:
- a) would not be suited to the ability or aptitude of the child;
 - b) would be incompatible with the provision of efficient education for the children with whom the child would be educated; or
 - c) would result in unreasonable public expenditure being incurred which would not ordinarily be incurred
- 2.6. The Council’s Pupil Placement Policy clarifies the Council’s commitment to enrol all pupils within its area in schools, in a fair and consistent manner, in line with Scottish Government legislation, *Education (Scotland) Act 1980*, *Education (Additional Support for Learning) (Scotland) Act 2004* and 2009 and Scottish Government guidelines.
- 2.7. In line with Section 15 of the *Standards in Scotland’s Schools, etc. Act 2000*, East Lothian Council’s Framework for Meeting Additional Support for Learning Needs and Placements & Strategy for Inclusion Policy sets out the expectation that children with additional support needs will be educated wherever possible in their local school.
- 2.8. Furthermore, all children, including those with additional support needs, will be offered Early Learning and Childcare (ELC) in accordance with eligibility criteria set down by the Scottish Government under the terms of the *Children and Young People (Scotland) Act 2014*. <http://www.legislation.gov.uk/asp/2014/8/part/6> The type of ELC Provision offered in East Lothian is set out in the Early Learning & Childcare Admissions Policy.
- 2.9. In line with the Scottish Government’s intention to increase the entitlement of funded ELC from the current 600 hours per pupil per calendar year to 1140 hours by 2020 – for all 3 to 5-year olds and eligible 2-year olds - the Council plans to introduce more flexible arrangements for parents/carers. East Lothian Council’s long-term vision for early learning & childcare provision in the North Berwick Cluster will be considered as part of the Draft 1140 expansion plan approved by Council on 31st October 2017. https://www.eastlothian.gov.uk/download/meetings/id/19236/08_expansion_of_early_learning_and_childcare_to_1140_hours_-_draft_implementation_plan
- 2.10. A detailed but not exhaustive list of the statutory duties, national and local policies and guidance related to the School Estate can be viewed in **Appendix 1**.

3. Background to Education Provision Population Forecasts

- 3.1. As set out in Section 2 above, the Education (Scotland) Act 1980 places a legislative duty on the Council to plan for growth in our communities. In line with current legislation, Education Provision in East Lothian includes but is not limited to ELC provision for eligible pre-school children, Additional Support Needs (ASN) specialist provision, and primary and secondary mainstream provision. Education Provision will evolve over time to take account of changing and/or new legislation and policy in Education (e.g. maximum pupil numbers per class, the amount and flexibility of free early learning and childcare).
- 3.2. In order to meet its statutory obligations, to ensure there is adequate and efficient Education Provision within its area, East Lothian Council's Education Service prepares population projections to assess the impact of changing demographics on the East Lothian 0-19 population and current Education Capacity. Education Population projections include eligible pre-school children projections, ASN specialist provision projections and primary and secondary school roll projections.
- 3.3. Education provision forecasting is carried out in East Lothian for four main reasons:
 - a) To support pupil intake management for the forthcoming academic session;
 - b) To support school revenue budget and workforce planning (school revenue budgets and staffing complements, including nursery, are set in line with the pupil roll and calculated in accordance with the approved Scheme of Delegation for Schools and the Council's devolved school management policies);
 - c) To assess the impact of changing demographics and the impact of cumulative housing development on Education provision and the need for future Education estate expansion (including ELC and ASN specialist provision) to inform capital budget planning; and
 - d) To inform the Education Authority response to Planning Applications
- 3.4. A "Baseline" set of projections is prepared first to establish what the impact would be in each catchment area if no further new housing developments were built. A set of "Established Supply" projections is then prepared to assess the cumulative impact of new housing development proposals of 5 units or more with planning consent. This includes consented windfall sites and sites from the most recent Housing Land Audit where there is reasonable certainty of development coming forward in the medium term. No account is taken of future windfall housing sites that have not yet received planning consent at the time of the projection assessment. Both market and affordable housing tenure are included in the number of new houses to be built. Prospective housing is excluded from the figures where the site has less than 5 units or where it is known that the sites are to be developed exclusively for elderly populations or specialist need populations that prohibit occupation by children. A further set is then prepared to consider the cumulative impact of sites allocated in the Local Development Plan.
- 3.5. Additional projection sets are also prepared to inform the Education Authority response to planning applications. When a planning application for a residential development of 5 units or more is submitted, the development proposal is assessed against existing Education Provision capacity within the catchment area and/or cluster that the development proposal lies within and against the latest Education Population projections that show the impact of cumulative development proposals within that same area that are applicable at the time of the planning application.

- 3.6. Each population projection is then converted into the number of local authority nursery places, ASN specialist provision places, secondary classroom spaces and the number of primary classes required to accommodate the peak projected rolls applying capacity and class maxima set out in **Appendix 1**.
- 3.7. Responsibility for pupil roll forecasting (including ASN and ELC populations) and pupil intake management currently lies within the Education Service. Officers within the Education Service liaise with colleagues in Planning, Property & Finance who collectively use the relevant sets of projections to support school budget and workforce planning, assess the need for local authority managed ELC & school estate expansion (including ASN Specialist provision), and to inform the Education Authority response to Planning Applications.

4. Education Forecasting Methodology & Limitations of Forecasting

- 4.1. The current methodology for forecasting primary and secondary school rolls has been used by East Lothian Council since 1996 and was originally developed by Lothian Regional Council. The methodology for projecting eligible 2-year olds, 3 to 5-year olds and Additional Support Needs (ASN) Specialist Provision populations within each catchment area was developed by East Lothian Council during 2015 and 2016.
- 4.2. The projection sets are trends-based forecasts and take into consideration a wide range of evidence from the local catchment area and/or local authority Education establishment (as appropriate). This evidence includes the number of births and children (nursery, primary and secondary school age) attending East Lothian schools and ELC provision from new build housing developments in each catchment area since 2003/04. Each projection set is prepared in accordance with the methodology set out in **sections 8 to 10** of this guide.
- 4.3. The roll projections are net figures and capture the element of pupils that are already present within the catchment area or who may move from other parts of East Lothian in to the area as well as those from the area who may also move out with. The net level of additional pupils that will arise from new housing over time is informed by a range of assumptions including evidence from historical new housing sites which comprise both market and affordable housing tenures.
- 4.4. The Council acknowledges that it is difficult to accurately predict pupil populations and school rolls over a long timeframe. The projections are a best estimate of what the size of each relevant pupil population will be in the future based on current demographics, averages and trend based statistical techniques. They do not allow for future changes in local or national policy that may also influence population changes. Whilst the assumptions have proved generally reliable, the nature of the exercise means that they cannot be regarded as a prediction. They are therefore subject to annual review.
- 4.5. The projections are strongly influenced by the initial baseline population as well as proposed new house build. Material changes in the number and phasing of proposed new houses between different planning applications being lodged may subsequently change previously modelled projections. Similarly, changes in baseline population and occupancy levels can have an impact on whether a proposed development can be accommodated within existing capacity or not. As the baseline changes each year and house completion rates change they have an impact on the assumptions that are made about future births, migration, stay-on rates etc.

4.6. For more detail on why roll projections may change between assessments please refer to **Section 12** of this guide. The process of population change is cumulative and therefore the reliability of projections decreases over time. Projections for areas with small populations are also less reliable as baseline population changes have a bigger impact more quickly than in areas with larger populations.

5. Frequency of Education Population Forecasting in East Lothian

5.1. There are two main updates to the Education population projections each year called **Key Sets (KS)**. The **KS1** set is prepared in the summer term for internal purposes only in preparation for the annual forecasting roll forward process and provides a preliminary validation check on the projected new P1 and S1 intake for August. The **KS2** set is prepared in the autumn term, based on validated and published September Census Rolls, and is the official set of annual projections used to support school budget and Education Estate capital expenditure planning as well as in the assessment of planning applications. Pupil roll projections are generated in the main for up to 15 years although the error margin will widen the further into the future.

5.2. The pupil roll projections are used in East Lothian for, but not limited to, the following:

- **Short term Projections (1 Year): KS2** projections are used by officers in the Education Service along with the latest information from new P1 and S1 enrolments from parental requests to the Education Authority to assess the number of classes required and agree the class organisation for the forthcoming academic session with the Head Teachers.
- **Medium Term Projections (up to 3 Years): KS2** projections are used by officers within the Education Service and Finance to support the three-year school revenue budget and workforce planning of the Education Authority.
- **Medium to Long Term (up to 15 Years): KS2** projection sets are used by officers within the Strategic Asset & Capital Plan Management Team to undertake Education Provision Capacity Demand Assessments and support the capital budget planning of the Education Authority. They assess the impact of each set of projections against existing Build Capacity (measurement of permanent capacity based on available classrooms, size of rooms and maximum functional class size limits) and existing "schedules of accommodation" to signpost risks to capacity early on. This allows pupil intake management measures to be put in place where there is no further physical expansion possible and to support developer contribution negotiations, where expansion of the school estate is required to provide for the cumulative impact of new housing developments.

5.3. Standalone planning application roll projections are run throughout the year when a residential application of 5 units or more is submitted to the Council. This enables the Education Authority to comment on whether there is sufficient capacity within the existing catchment schools to accommodate the projected number of pupils that may arise from the new residential development over time. Relevant factors and variables influencing each population forecast are reviewed and updated, as appropriate, at this time.

5.4. Additional sets are also produced for the Main Issues Report (MIR) & Local Development Plan (LDP) to generate long term terms projections over 15 years to advise the Planning Authority where capacity still exists for future Housing Land Supply.

6. Factors Influencing the Education Population Forecasting Process

6.1. The Council takes a number of factors into account when projecting Education populations or pupil rolls, gathering information from NHS Lothian and the Council's Education Management Information System. The key factors influencing each forecast are:

- **Eligible 2 Year Olds** – Live Births data; future birth assumptions; proposed new house build completion rates, net birth to 3-year-old migration rates and Scottish Index of Multiple Deprivation (SIMD) Decile 1-3 rates within each catchment area.
- **Nursery (3 to 5 Year Olds) Forecasting** – baseline local authority nursery rolls for 3 to 5-year olds from the most recent summer term; projected 3 to 5-Year-old intake numbers based on Live Births data, future birth assumptions, projected net birth to nursery migration rates, P1 deferral rates and proposed new house build completion rates within each catchment area.
- **Primary Pupil Roll Forecasting** – baseline primary school Pupil Census roll by stage (as at most recent validated September census); projected P1 intake numbers; proposed new house build completion rates; projected primary net stage migration rate & projected initial number of P2-P7 children arising from proposed house build completions during each build year using an average Primary New Build child per house ratio (CPHR) within each catchment area.
- **Secondary Pupil Roll Forecasting** – baseline secondary school Pupil Census roll by stage; total associated P7s; P7 to S1 Transfer Rate; S4 to S5 and S5 to S6 Stay-on Rates; proposed new house build completion rates; projected secondary net stage migration rate & projected initial number of secondary aged children arising from proposed house build completions during each build year using average Secondary New Build CPHR within each catchment area.
- **ASN Specialist Provision Forecasting** – projected eligible nursery, primary and secondary pupil rolls for each cluster and average rates of pupils recorded with an additional support need as at the annual September Pupil Census.

6.2. The factors are cluster area, catchment area and/or establishment based as appropriate, except for the Primary New Build CPHR and Secondary New Build CPHR which are currently based on East Lothian averages.

6.3. There are seven key factors that require a subjective assessment in relation to the Key Set updates of the pupil roll projections and/or for assessing the impact of new housing developments on the Education Estate to inform the Education response to planning applications:

- New House Build Completion Rates
- Future Birth assumptions
- Future eligible 2-Year-Old and 3 to 5-Year-Old (Nursery) uptake assumptions
- Baseline Nursery, Primary & Secondary Census rolls
- Future New P1 Intake assumptions

- Annual Net Primary & Secondary Stage Migration Rates
- S4-S5 and S5-S6 Stay-on Rates

- 6.4. The Baseline Census rolls are updated as part of the KS2 Projection updates. The KS1 update is based on a provisional pre-census roll based on anticipated start of term rolls following discussions with Head Teachers and considering the outcome of placing requests. The KS1 update is used for internal purposes only as part of the Education Service's monitoring checks and annual roll forward process. The KS2 baseline census roll update is based on the validated individual stage roll breakdowns for each primary & secondary school following the completion of the September Pupil Census (ScotXed Pupil Returns). The KS2 update sets the Baseline Census Stage Rolls that are used for all further projection sets related to planning application assessments that fall within that same academic session.
- 6.5. The new house build completions, birth, local authority nursery uptake, P1 intake assumptions and net stage migration rates are reviewed and updated as necessary every time a roll projection is run either as part of a Key Set (KS) update or to assess the impact of a proposed new development for a planning application.
- 6.6. The S5 & S6 Stay-on Rates are updated as part of the KS1 and KS2 projection updates. The official KS2 update sets the stay-on rates that are applied for all further projection sets related to planning application assessments that fall within that same academic session.
- 6.7. The two remaining factors are driven by system-generated rates or East Lothian average child per house ratios, namely:
- a) P7-S1 Transfer Rates
 - b) Average Primary and Secondary New Build CPHRs
- 6.8. The P7-S1 Transfer Rates are updated as part of the KS1 and KS2 projection updates. The official KS2 update sets the P7-S1 transfer rates that are applied for all further projection sets related to planning application assessments that fall within that same academic session.
- 6.9. The average New Build CPHRs are fixed and remain static throughout the year. There are four average New Build CPHRs currently used in East Lothian as follows:
- General Primary CPHR where there is no denominational primary school in the cluster = 0.356
 - General Primary CPHR where there is a denominational primary school in the cluster = 0.336
 - Denominational Primary School (RC) CPHR = 0.02
 - Secondary School CPHR = 0.16

7. What the New Build Average CPHR means in the context of Pupil Roll Forecasting

- 7.1. The average New Build CPHRs are only applied to the calculations during the specific years that new houses are projected to be built in. Their purpose is to provide a starting point for the number of primary and secondary aged pupils who might initially move into the new houses during the first year that each of the new houses are built and ready for occupation between one academic session and the next.

- 7.2. The average New Build CPHRs do not calculate the cumulative total number of pupils that we might expect to see arising from a new housing development over the entire development period and beyond. Any additional new pupils arising each year and pupil migration in and out of the area are calculated and modelled through the annual net stage migration rates, projected new P1 intake, secondary S4-S5 and S5-S6 stay-on rates, and P7-S1 transfer rates.
- 7.3. Therefore, they must not be used on their own to calculate the total number of primary and secondary aged pupils projected to arise from a new development over time. Using the average New Build CPHRs in this way and applying them as a rate to the total number of houses does not accurately model how new pupils arise from a new development over time and the impact this has on the total school roll in conjunction with underlying baseline demographics in the catchment area. This approach would be based on too short a time period and would not capture all relevant variables and other factors that are taken in to account to produce robust pupil roll projections over time.
- 7.4. The Education Service uses monitoring checks it has in place to track the pupil outputs from new builds within each catchment area and review and make any necessary adjustments to the other contributing factors (i.e. stage migration rates, stay-on rates and P7-S1 transfer rates) to address any variances in outputs as part of the roll forecasting process. The evidence from recent new builds is particularly important for modelling the effect on the annual births and projected new P1 intake over time. The annual net primary and secondary stage migration rates for each school is used to attempt to model natural fluctuations that occur within each catchment area.

8. ELC Provision Forecasting Methodology

- 8.1. The methodology for forecasting eligible ELC (pre-school) populations was developed by East Lothian Council during 2015 and 2016.
- 8.2. When looking at service delivery and planning for growth for eligible pre-school children, the Education Authority uses a combination of data from the six Cluster Areas and the Primary Catchment Areas as operational geographical tools for forecasting future demand for ELC provision. Forecasts, by primary catchment area, provide the basis for the underlying assessment of eligible pre-school children arising from new and existing housing within each catchment area. As the Council delivers ELC provision through both Local Authority and Partnership Centres, the catchment area forecasts are added together to produce Cluster Area forecasts so that an assessment can also be made against the combined total of ELC places across the Cluster.
- 8.3. There are no defined catchment areas for ELC settings in East Lothian and a parent can choose whichever setting is most appropriate for their child (see **Appendix 2**). There is also a separate Early Learning & Childcare admissions policy.
- 8.4. The Education Authority uses evidence from the ELC placement analysis to assess what proportion of the eligible pre-school children attend the Local Authority settings within each school catchment where the new housing is being built. This enables us to determine the proportionality of additional local ELC places required in each local authority catchment area. If new housing is being built in a catchment area that does not have a local authority setting, then we would look to increase capacity

at local authority settings within the Cluster that eligible pre-school children from that catchment typically attend.

8.5. The Council takes a number of factors into account when projecting ELC rolls, gathering information from NHS Lothian and the Education Management Information System. The key factors influencing each population forecast for nursery capacity are:

- Baseline population roll for each nursery establishment
- Number of births in each primary catchment area and cluster in East Lothian
- Birth to nursery net migration rates for each catchment area and cluster
- Proportionality of nursery children attending each local authority managed ELC establishment within each catchment area and cluster
- SIMD Decile 1-3 rates - the proportion of nursery children within each primary catchment area and cluster living within the 30% most deprived areas according to SIMD 2016 in East Lothian
- Number of houses committed and planned to be built in each catchment area

8.6. The current methodology for projecting the number of eligible 2-year olds is as follows:

- i. The number of proposed new housing units to be built within a school catchment area and the proposed completion phasing of these are added to existing annual housing completions from the current Housing Land Audit as well as additional known housing with planning consent (windfall sites). Both market and affordable housing tenure are included in the number of new houses to be built. Prospective housing is excluded from the figures where the site has less than 5 units or where it is known that the sites are to be developed exclusively for elderly populations or specialist need populations that prohibit occupation by children.
- ii. Future birth assumptions are then made for each catchment area based on Live births data tracked for each primary school catchment area from 1996/97 through to the most recent months' worth of data available from the NHS and birth rates tracked from academic session 2003/04 to the present academic session for each new residential development (at street level) that has taken place within each primary school catchment area in East Lothian. These supporting datasets are analysed to assess the potential cumulative impact of future housing on birth rates in each catchment area over time. Births from new housing sites built since 2003/04 are separated out from births from existing properties within a catchment area to make informed judgements about the projected baseline birth for each catchment area and avoid any potential over inflating when the projected new build element is added on.
- iii. Current and future 2-year-old population assumptions are then made for each catchment area by applying a birth to 2-year-old migration rate in each year based on historical evidence of tracked birth to 3-year-old population net migration rates in each area (excluding new house build element). The latest mid-year population estimates from the National Records of Scotland (NRS) are used to provide a sense check for the current academic session's 2-year-old population estimate.
- iv. The SIMD Decile 1-3 rate for each catchment area (based on local calculations carried out over the three most recent academic sessions) is then applied to the projected 2-year-old population to project the number of 2-year olds within each catchment area that are eligible for funded early learning & childcare provision.

- 8.7. The current methodology for projecting the number of 3 to 5-year olds is as follows:
- i. Future 3 to 5-year-old assumptions are made for each catchment area based on live births data from the NHS, future birth assumptions, historical birth to nursery migration rates, nursery placement analysis data, P1 deferral rates and tracked nursery rates arising from new residential developments. These supporting datasets are analysed to assess the potential cumulative impact of future housing on the ELC population and ELC places required in each catchment area over time. Nursery pupils from new housing sites built since 2003/04 are separated out from nursery pupils from existing properties within a catchment area to make informed judgements about the projected baseline nursery population for each catchment area and avoid any potential over inflating when the projected new build element is added on.
- 8.8. This methodology is used for all the different ELC projection sets, including those provided in the School Estate Management Plan (SEMP), Main Issues Report (MIR), Local Development Plan (LDP) and in the Education Authority response to planning applications.

9. **Primary & Secondary Pupil Roll Forecasting Methodology**

- 9.1. The methodology for forecasting primary and secondary school rolls has been in use in East Lothian Council since 1996 and was originally developed by Lothian Regional Council.
- 9.2. The current methodology for projecting the number of primary & secondary pupils is as follows:
- i. The number of proposed new housing units to be built within a school catchment area and the proposed completion phasing of these are added to existing annual housing completions from the current Housing Land Audit as well as additional known housing with planning consent (windfall sites). Both market and affordable housing tenure are included in the number of new houses to be built. Prospective housing is excluded from the figures where the site has less than 5 units or where it is known that the sites are to be developed exclusively for elderly populations or specialist need populations that prohibit occupation by children.
 - ii. Future P1 intake assumptions are made for each catchment primary school based on three key sets of data: live births data from the NHS tracked for each primary school catchment area; historical net birth to P1 admission migration rates for each catchment area – this data tracks P1 deferrals as well as district/non district intake; and P1 intake rates arising from new residential developments over time. These three key supporting datasets are analysed to assess the potential cumulative impact of future housing on P1 intakes over time. Births and P1 pupils from new housing sites built since 2003/04 are separated out from births and P1 pupils from existing properties within a catchment area to make informed judgements about the projected baseline birth and P1 intake rates for each catchment school and avoid any potential over inflating when the projected new build element is added on.
 - iii. An analysis is then made on historical primary and secondary stage migration rates to assess the potential impact of future housing on the stage migration rates. Each school's historical stage migration rate is calculated individually within East Lothian and is the net migration in or out of a school during the academic session, excluding the contribution of children calculated from point (iv) below in that same year to avoid creating a compound effect and overinflating

the migration rate. The migration rate is averaged over the last 3 years, weighting more highly for the current year.

- iv. The relevant average New Build CPHR for each catchment school is multiplied by the new build housing figures for the corresponding catchment area within each build year to obtain the potential output of primary and secondary children from the new housing who would be joining the respective schools through the academic session during each year of new build completion.
- v. The school roll forecasting system then projects the number of primary pupils by taking the initial start of session roll at each primary stage for the first year of the school roll projections and adding in the children at each stage from the new housing for the respective year divided by the 7 stages. The result is then multiplied by the stage migration factor (see point iii above) to produce a start of session roll for the next stage (P2 to P7) for the following year with the projected P1 intake feeding in from point (ii) above.
- vi. The system then projects the number of secondary pupils: for S1-S4 by adding the total children from new housing (using the average secondary New Build CPHR) divided by the 6 stages and then multiplying the stage migration factor to give a start of session roll at the next stage for the following year. S5 pupil forecasts require to be multiplied again by the S4:S5 stay-on rate to produce an S5 roll for the following year's start of session. For S6, the children from new housing is multiplied by the S5:S6 stay-on rate to account for there being fewer pupils in S5. This is then added to the S5 roll. The result is multiplied by the stage migration factor and then multiplied again by S5:S6 stay-on rate to produce a S6 roll for the following year's start of session. The stay-on rates are averaged over the last 3 years, weighting more highly for the current year.
- vii. S1 forecasts are calculated by multiplying the feeder catchment primary schools' P7 forecasted total for the previous year by the P7-S1 transfer rate (the migration rate of the P7's from the feeder primaries to S1 of the secondary school during an academic year, excluding the contribution of children from new housing during that same year. Again, data is used for the last 3 years to produce a weighted average transfer rate, weighting more highly for the current year).

9.3. The complete formula the Council uses to project the annual cumulative impact of new housing developments on primary school rolls over time is as follows:

$$\begin{aligned}
 & \text{Baseline school census roll} \\
 & \quad + \\
 & \quad \text{Average new build child per house ratio x no. of new houses in each build year} \\
 & \quad \text{(applied to the specific build years that new houses are projected to be built within)} \\
 & \quad + \\
 & \quad \text{net annual stage migration rate} \\
 & \quad \text{(applied at each stage P1 through to P7 to reflect fluctuations that occur in inward/outward} \\
 & \quad \text{migration during the years of house build and following completion)} \\
 & \quad + \\
 & \quad \text{annual start of session projected P1 intake} \\
 & \quad \text{(including projected P1 pupils from the new houses)}
 \end{aligned}$$

- 9.4. The complete formula the Council uses to project the annual cumulative impact of new housing developments on secondary school rolls over time is as follows:

$$\begin{aligned} & \text{Baseline school census roll} \\ & + \\ & \text{Average new build child per house ratio x no. of new houses in each build year} \\ & \text{(applied to the specific build years that new houses are projected to be built within)} \\ & + \\ & \text{net annual stage migration rate} \\ & \text{(applied at each stage S1 through to S6 to reflect fluctuations that occur in inward/outward} \\ & \text{migration during the years of house build and following completion)} \\ & + \\ & \text{annual P7-S1 transfer rate} \\ & \text{(applied to the associated P7 cohort for the new S1 intake)} \\ & + \\ & \text{annual S4-S5 stay-on rate} \\ & \text{(applied to the S4 cohort from the previous academic session)} \\ & + \\ & \text{annual S5-S6 stay-on rate} \\ & \text{(applied to the S5 cohort from the previous academic session)} \end{aligned}$$

- 9.5. See **Appendices 3 and 4** for a diagram of how the various calculations feed through in the above steps for the primary and secondary sector.
- 9.6. This methodology is used for all the different primary and secondary school projection sets, including those provided in the School Estate Management Plan (SEMP), Main Issues Report (MIR), Local Development Plan (LDP) and in the Education Authority response to planning applications.

10. ASN Population Forecasting Methodology

- 10.1. The methodology for forecasting ASN populations was developed by East Lothian Council during 2015 and 2016.
- 10.2. The current methodology for projecting the number of primary & secondary pupils with additional support needs is as follows:
- i. Total number of pupils projected to attend each primary and secondary school within each of the clusters are multiplied by the average rate of pupils who are recorded as having an additional support need as at the September Pupil Census.
 - ii. To calculate the impact on the number of ASN specialist provision places required to accommodate any increases in the projected ASN populations, the proportion of pupils recorded as requiring enhanced support in East Lothian is applied to the projected numbers.

11. Education Provision Capacity Demand Assessments

- 11.1. The Education Provision capacity demand assessments are based on the education population projections which are converted into the number of ELC places, ASN specialist provision places, secondary classroom spaces and number of primary classes required to accommodate the peak projected rolls in accordance with national regulations and guidance on capacity and class maxima set out in **Appendix 1**.
- 11.2. School capacities are expressed in terms of total Planning Capacity together with the number of class teaching spaces needed to accommodate the projected number of pupils from year to year. This provides the basis for the Council to plan for future changes in the school estate and to assess the need for future investment. The Planning Capacities are also used to assess the impact of new development to secure appropriate developer contributions.
- 11.3. The maximum capacity for nursery classes under the management of Education Authorities are restricted by Care Inspectorate requirements for the buildings (net area of classroom spaces and numbers of pupil toilets) based on *The School Premises (General Requirement and Standards) (Scotland) Regulations 1967 (as amended)* <http://www.legislation.gov.uk/ukxi/1967/1199/made> and the 'National Care Standards – early education and childcare up to the age of 16' (revised September 2009) - <http://www.gov.scot/Resource/Doc/349451/0116828.pdf>
- 11.4. Capacities for East Lothian Primary Schools are expressed as Planning Capacities and classroom numbers. The Planning Capacity is a measure of the total number of pupils and classes which could be accommodated in a school, based on the number and size of teaching spaces. It is also informed by the pupil distribution across class stages and the class organisation required for the projected pupil numbers. This is the capacity figure which is provided to the Scottish Government in the annual School Estate Core Facts Statistical return and together with the class organisation profile prepared by the Council is the realistic figure used in the assessment of the impact of development on the schools' infrastructure.
- 11.5. Primary School Planning Capacity and Working Capacity is calculated generally in accordance with the Scottish Government guidance on *Determining Primary School Capacity (October 2014)* and in accordance with Sports Scotland Guidance on Primary School Sports Facilities.
- 11.6. Maximum class size legislation and the physical limitations of teaching spaces are key factors in determining the number of classes that are required to accommodate the projected number of primary pupils on the school roll. The appropriate statutory maximum class size – P1 maximum of 25, P2 and P3 maximum of 30, P4 to P7 maximum of 33, and composite maximum of 25 – are applied to the class organisation for the projected primary pupils at each stage in line with current legislation and policy. Due to differences in the projected pupil numbers at each stage within a school and the maximum class size legislation, small changes in the roll projections may require an increase/decrease of one class on the projected number of classes to accommodate the projected pupil roll. Therefore, there may be instances where the projected total roll is lower in one year than another but the projected stage breakdowns cannot be configured into the same number of classes and an additional classroom is required so that class maxima legislation is not breached.
- 11.7. Secondary School capacity is calculated in accordance with *School Premises (General Requirements and Standards) (Scotland) Regulations 1967 (as amended)*. Relevant recognised reference documents

published by the Scottish Futures Trust, including the Schools Development Handbook, are used to inform best practice.

- 11.8. The overall size of nursery, primary or secondary school provision is based on the area allocation required for the projected pupil numbers using the Scottish Futures Trust standard area metrics. Nursery places are generally expected to be delivered within the same metric as the relevant primary school band. For example, a single stream primary school with a design capacity of 231 pupils would be expected to be delivered within 8.5 m² per pupil. If the school also had a 30/30 nursery this would be expected to be delivered within the same 8.5 m² pupil rate so a total of (231+30) x 8.5 = 2218.5 m².
- 11.9. Schedule of accommodations are developed from the global space allocation including, but not limited to, general classrooms, science laboratories (for secondary), and other specialist spaces, ICT, art, music, drama, and PE areas, together with general core accommodation for social, dining and staff.
- 11.10. The capacity assessment for each set of projections prepared is then used to determine the amount of additional capacity needed to accommodate new uncommitted housing development, over and above current committed developments from the Established Supply and baseline demographics.
- 11.11. As stated previously in Section 1, the *Education (Scotland) Act 1980* places a legislative duty on the Council to plan for growth in our communities. The Education Authority has a duty to ensure that the number of eligible pre-school children under the terms of the *Children and Young People (Scotland) Act 2014, Part 6*, and primary and secondary age pupils (including pupils with additional support needs) arising from the cumulative impact of proposed new residential developments can access the necessary education accommodation in their local area. It also places a legislative duty on the Council to ensure that the Education Authority can maintain standards of service provision for all eligible pre-school children and school age pupils. Where additional Education Provision capacity is required, as a consequence of the developments, developer contributions will be sought. The Council will not seek developer contributions for any existing deficiencies in either capacity or standard of accommodation.
- 11.12. East Lothian Council's *Supplementary Planning Guidance: Developer Contributions Framework Technical Note* sets out how the need for any additional land and/or capital costs for additional accommodation is identified, based on the Education Provision capacity demand assessments, and where relevant apportioned proportionally (if necessary between the service and infrastructure provider and developers) and pro-rata.

12. **Why Pupil Roll Projections & Required Class Numbers Change Between Assessments**

- 12.1. There are many reasons why pupil roll projections can change from one academic session to the next or even more frequently between planning applications and updates within the same academic session. The following six factors are the key drivers:
 - i. **New House Completion Rates** – Number and phasing – these can change from one housing land audit to the next as expected build rates and start dates slip; these can also change any number of times within each year as new planning applications are submitted and

considered, pending windfall applications are approved following successful application and/or appeals, or revised numbers / phasing are submitted for strategic sites different from the approved strategic housing land audit.

- ii. **Baseline Sept Census Stage Rolls** – If the census rolls are higher or lower than initially anticipated as a result of more pupils moving into/out of the area than normal and/or a material change in S5 and S6 pupils who may have intended to stay on at school now choosing to leave school after the start of term or remain in school than initially anticipated.
- iii. **Class Sizes** - Maximum class sizes and the physical limitations of teaching spaces are a key factor in determining the number of classes that are required to accommodate the projected number of pupils. Due to the differences in the pupil numbers at each stage within a school and the maximum class sizes of 25 pupils in Primary One, 30 pupils in Primary Two and Primary Three, 33 pupils in Primary Four to Seven and 25 pupils in a composite, small changes in the roll projections of even just one or two pupils may require an increase/decrease of one class on the previous projected number of classes to accommodate the new projected pupil roll.
- iv. **New P1 and S1 Intake** - If this is higher or lower than initially anticipated from previously projected figures following placing request appeals, deferrals, and/or parents simply changing their mind between the end of the Placing Request process and the start of term/Sept Census date.
- v. **Future P1 intakes** - Affected by latest birth numbers showing a marked change, particularly if showing either significant increase/decrease from previous years that is unexpected and may be a one-off will have an effect on the P1 intake five years down the line.
- vi. **Annual Net Stage Migration** – Higher/lower number of families moving into the area than typical between one session and the next.

1) Legislative Context:

The Local Authority has a number of statutory duties relating to the provision of education for eligible pre-school children, primary and secondary school age children (including those with additional support needs) in its area. These include but are not limited to:

- i. **Section 1** of the **Education (Scotland) Act 1980** requires authorities to secure for their area adequate and efficient provision of school education:
<http://www.legislation.gov.uk/ukpga/1980/44/contents>
- ii. **Section 17** of the **Education (Scotland) Act 1980** requires authorities to provide sufficient accommodation in schools and other educational establishments under their management:
<http://www.legislation.gov.uk/ukpga/1980/44/section/17>
- iii. **Sections 22C and 22D** of the **Education (Scotland) Act 1980** deal with changes to the provision of denominational education <https://www.legislation.gov.uk/ukpga/1980/44/section/22C>
- iv. **Section 3** of the **Standards in Scotland's Schools etc (Scotland) Act 2000** requires authorities to endeavour to raise standards and secure improvement in the quality of school education provided in their schools. **Section 2** of this Act states that it is the duty of the Education Authority to ensure that the education it provides is directed to the development of the personality, talents and the mental and physical abilities of the children and young people to their fullest potential.
- v. **Section 3B** of the **Standards in Scotland's Schools etc. (Scotland) Act 2000** (as amended by section 1 of the Education (Scotland) Act 2016) places a duty on education authorities, in carrying out their school education functions, to have due regard to the need to reduce inequalities of educational outcome experienced by pupils as a result of socio-economic disadvantage.
<http://www.legislation.gov.uk/asp/2016/8/part/1/enacted> Subsection (1)(a) requires that education authorities satisfy this duty where:
 - a. "an education authority is making a decision of a strategic nature about the carrying out of its functions relating to school education, or
 - b. an education authority is considering what steps to take to implement such a decision."

This includes strategic decisions about the size and construct of the school estate and setting of education budgets, including staff planning and management arrangements where the size or geographical nature of the authority results in these aspects becoming strategic decisions.
- vi. **Section 15** of the **Standards in Scotland's Schools etc. (Scotland) Act 2000**
<http://www.legislation.gov.uk/asp/2000/6/contents> also requires education authorities to provide education for all children in mainstream schools ("a school other than a special school") unless doing so:
 - (a) would not be suited to the ability or aptitude of the child;
 - (b) would be incompatible with the provision of efficient education for the children with whom the child would be educated; or
 - (c) would result in unreasonable public expenditure being incurred which would not ordinarily be incurred
- vii. **The Education (Disability Strategies and Pupils' Educational Records) (Scotland) Act 2002** places a duty on education authorities to prepare a strategy to increase the physical accessibility of the

school environment, increase the accessibility of the curriculum and improve communication, especially in relation to the provision of school information, for those pupils who have disabilities, and to plan for prospective pupils who may have.

- viii. **The Equality Act 2010** restates the previously existing duty that an education authority is required to “make reasonable adjustment” for disabled persons in schools, where an existing arrangement places a disabled person at a substantial disadvantage in comparison to persons who are not disabled, to remove that disadvantage.
- ix. The Education Authority must provide the mandatory amount of Early Learning and Childcare (ELC) for eligible pre-school children, including those with additional support needs, belonging to its area in accordance with eligibility criteria set down by the Scottish Government under the terms of the **Children and Young People (Scotland) Act 2014, Part 6**.
<http://www.legislation.gov.uk/asp/2014/8/part/6> Section 52 also states that “an education authority must have regard to the desirability of ensuring that the method by which it makes early learning and childcare available in pursuance of this Part is flexible enough to allow parents an appropriate degree of choice when deciding how to access the service”.
- x. The Schools (Consultation) (Scotland) Act 2010 also sets out special safeguards for rural schools, which reflect the particular importance of schools to fragile rural and remote communities in Scotland <http://www.legislation.gov.uk/asp/2010/2/crossheading/special-provision-for-rural-schools>
- xi. These safeguards for rural schools were substantially amended and strengthened by section 80 of the Children and Young People (Scotland) Act 2014.
- xii. **Part 1 of the Local Government in Scotland Act 2003**
<http://www.legislation.gov.uk/asp/2003/1/part/1> and the **2004 statutory guidance**
<http://www.gov.scot/Publications/2004/04/19166/35250> requires authorities to secure best value in the delivery of services, which includes agreements for the construction or maintenance of buildings or works.
- xiii. The School Premises (General Requirements and Standards) (Scotland) Regulations 1967 (as amended) sets out standards in relation to the minimum requirements for school sites, playing fields and educational accommodation. They also prescribe standards for the provision of ancillary accommodation including kitchen premises, sanitary facilities, washing accommodation, storage accommodation, medical inspection accommodation, and staff accommodation.
- xiv. Section 3 of the Education (Lower Primary Class Sizes) (Scotland) Regulations 1999 sets out the maximum class sizes for single stage P2 and P3 classes:
<http://www.legislation.gov.uk/uksi/1999/1080/regulation/3/made>
- xv. Regulation 2 of the Education (Lower Primary Class Sizes) (Scotland) Amendment Regulations 2010, inserted an amendment into Section 3 of the Education (Lower Primary Class Sizes) (Scotland) Regulations 1999, which set the new lower statutory class size maximum of 25 in all single stage P1 classes: <http://www.legislation.gov.uk/ssi/2010/326/regulation/2/made>
- xvi. The SNCT Handbook Conditions of Service, Appendix 2.9 further sets out class size maxima for primary, secondary and class sizes for special schools and units:
http://www.snct.org.uk/wiki/index.php?title=Appendix_2.9

- xvii. The maximum capacity for nursery classes under the management of education authorities are restricted by Care Inspectorate requirements for the buildings (net area of classroom spaces and numbers of pupil toilets) based on The School Premises (General Requirement and Standards) (Scotland) Regulations 1967 (as amended) <http://www.legislation.gov.uk/uksi/1967/1199/made> and the 'National Care Standards – early education and childcare up to the age of 16' (revised September 2009) - <http://www.gov.scot/Resource/Doc/349451/0116828.pdf>
- xviii. Legislation on Health and Safety, Building Control and Fire Precautions as set out in the following acts and regulations:
- *Health & Safety at Work etc. Act 1974* <http://www.legislation.gov.uk/ukpga/1974/37/contents>
 - *Workplace (Health, Safety and Welfare) Regulations 1992* <http://www.legislation.gov.uk/uksi/1992/3004/contents/made>
 - *Management of Health and Safety at Work Regulations 1999* http://www.legislation.gov.uk/uksi/1999/3242/pdfs/uksi_19993242_en.pdf
 - *The Fire (Scotland) act 2005 as amended by The fire safety (Scotland) regulations 2006* <http://www.legislation.gov.uk/asp/2005/5>

2) National Policy, Strategy & Guidance Context

- i. **Scottish Planning Policy** (February 2010) – paragraph 44 states that “Under section 72 of the Climate Change (Scotland) Act 2009 local development plans must require all new buildings to be designed to avoid a specified and rising proportion of the projected greenhouse gas emissions from their use through the installation and operation of low and zero carbon generating technologies”: <http://www.gov.scot/Publications/2010/02/03132605/7>
- ii. **Building Better Schools: Investing in Scotland’s Future** (September 2009) - the Scottish Government and COSLA's joint school estate strategy which sets out the sets out the national and local governments shared vision, aspirations and principles for the efficient and effective management of the school estate: <http://www.gov.scot/Resource/Doc/285201/0086644.pdf>
- iii. **Commission on the Delivery of Rural Education** (April 2013) - makes recommendations on the delivery of all aspects of education in rural areas: <http://www.gov.scot/Publications/2013/04/5849>
- iv. **Determining Primary School Capacity** (October 2014) - Guidance for Local Authorities on the determination of the capacity of Primary Schools in Scotland: <http://www.gov.scot/Publications/2014/10/6749>
- v. **Suitability Core Fact** (October 2008) – Guidance for local authorities on assessing the extent to which a school building and its grounds are appropriate in providing an environment which supports quality learning and teaching and those other services provided to individual children and to the school community, in terms of practicality, accessibility and convenience: <http://www.gov.scot/Publications/2008/09/19123626/0>
- vi. **Condition Core Fact** (March 2007) - Guidance for local authorities on assessing the condition of school buildings: <http://www.gov.scot/Publications/2007/03/12142801/0>
- vii. **School Design: Optimising the Internal Environment** (March 2007) - Guidance for local authorities on internal environmental conditions in schools: <http://www.gov.scot/Publications/2007/02/28144045/0>

- viii. **Building The Ambition** (August 2014) - national practice guidance sets the context for high quality Early Learning and Childcare as set out in the Children and Young People (Scotland) Act 2014:
<http://www.gov.scot/Publications/2014/08/6262/0>

3) Local Education Policy, Strategy & Guidance Context:

East Lothian Council has a number of local plans, policies, strategies, and guidance in place to meet its statutory duties and incorporate national guidance in parts 1 and 2 above:

- i. East Lothian Council's **Education Service Local Improvement Plan** (approved 21st November 2017) sets out the priority areas for improvement and measures of success organised under key themes linked to both local and national priorities, including East Lothian Council's Plan 2017-2022 and the Scottish Government's National Improvement Framework
https://www.eastlothian.gov.uk/download/meetings/id/19275/08_education_service_local_improvement_plan_2017-2018
- ii. East Lothian Council's **Pupil Placement Policy** (approved 15th March 2015) clarifies the Council's commitment to enrol all pupils within its area in schools, in a fair and consistent manner, in line with Scottish Government legislation, Education (Scotland) Act 1980, Education (Additional Support for Learning) (Scotland) Act 2004 and 2009 and Scottish Government guidelines
http://www.eastlothian.gov.uk/meetings/meeting/5542/education_committee
- iii. East Lothian Council's **Framework for Meeting Additional Support for Learning Needs (Sept 2013)** sets out the expectation that children with additional support needs will be educated wherever possible in their local school In line with Section 15 of the Standards in Scotland's Schools, etc Act 2000
http://www.eastlothian.gov.uk/downloads/file/3944/a_framework_for_meeting_additional_support_for_learning_needs
- iv. The Education Authority's **Early Learning & Childcare Strategy 2016-2021** approved at Education Committee on 20th September 2016
https://www.eastlothian.gov.uk/download/meetings/id/18085/08_early_learning_and_childcare_strategy_2016-2021
- v. **Expansion of Early Learning and Childcare to 1140 hours – Draft Implementation Plan** - approved at East Lothian Council meeting on 31st October 2017. Sets out East Lothian's vision and proposed model of delivery to meet the requirements of the expansion programme.
http://www.eastlothian.gov.uk/meetings/meeting/6062/east_lothian_council
- vi. **East Lothian Play Policy 2017 to 2020** – approved at Education Committee on 13th June 2017
https://www.eastlothian.gov.uk/download/meetings/id/18888/04_draft_play_policy_2017-20
- vii. **East Lothian Education Accessibility Strategy 2017-2020** – approved at Education Committee on 21st March 2017
https://www.eastlothian.gov.uk/download/meetings/id/18628/03_education_accessibility_strategy_2017-2020
- viii. **School Estate Management Plan - May 2010** - as per report to Education Committee on 16th November 2010

https://www.eastlothian.gov.uk/download/meetings/id/12032/04_school_estate_management_plan

- ix. **Composite Classes in Primary Schools Guidelines** (Revised April 2009)
- x. **Devolved School Management Policy** (March 2009)
- xi. **Home to School Transport Policy** (February 2010) - <http://www.eastlothian.gov.uk/schooltransport>
- xii. **Road Safety – Schools Health & Safety Procedures** (Updated October 2011)
- xiii. East Lothian's **Policy for the Design of General Purpose Space in Primary Schools** - approved at Education Committee on 16th March 2010
https://www.eastlothian.gov.uk/download/meetings/id/11060/06_policy_for_the_design_of_general_purpose_space_in_primary_schools

1. Education Provision Geographies

- i) **School Catchment Areas** - Each primary & secondary school in East Lothian has a defined catchment area. The following extract from **Education (Scotland) Act 1980, 28A (3D)** states *“In subsections (3A) and (3C) above, “catchment area” means the area from which pupils resident therein will be admitted to the school in terms of any priority based on residence in accordance with the guidelines formulated by the authority under section 28B(1)(c) of this Act”*
<http://www.legislation.gov.uk/ukpga/1980/44/section/28A>

Current defined **School Catchment Areas** for East Lothian Council are as published on the Council’s website: http://www.eastlothian.gov.uk/info/878/schools/1314/school_catchments

The current list of East Lothian Feeder Primary Schools and their corresponding Secondary Schools are as published on the Council’s website:

http://www.eastlothian.gov.uk/downloads/file/5295/east_lothian_feeder_primary_schools_april_2012

A school catchment area can be changed to reflect changes in population patterns or to take into account significant new housing developments but before the change can be implemented a statutory consultation must be undertaken. The **Schools (Consultation) (Scotland) Act 2010** <http://www.legislation.gov.uk/asp/2010/2/contents> sets out the consultation process that local authorities must follow when proposing a permanent change to any of their schools, including nursery schools, such as a closure, relocation or change of catchment area.

- ii) **Cluster Areas** - refer to the six geographical areas formed from the current six secondary catchment areas and their corresponding feeder primary catchment areas to enable cluster-wide working and planning by a variety of services across the Council, including Education.
- iii) **Early Learning & Childcare (ELC) Settings** - ELC provision within East Lothian Council is currently delivered through a combination of Local Authority nursery classes and private and voluntary sector Partnership Centres. In the spirit of the *Children and Young People (Scotland) Act 2014, Part 6* <http://www.legislation.gov.uk/asp/2014/8/part/6> there are no defined catchment areas for ELC settings and parents in East Lothian can choose the settings most appropriate for their children, depending on availability of places.

The Education Authority aims to offer ELC provision wherever possible within local communities. Evidence from the nursery placement analysis over the last five years shows that 93% of eligible pre-school children in East Lothian attend ELC provision within the cluster area in which they reside.

2. How Are Primary & Secondary School Catchment Areas Defined in East Lothian?

- 2.1. There are two main sources of historical evidence for the interpretation of school catchment areas; historical catchment map drawings and a Street List Index. These are the legal documents upon which school catchment boundaries have been defined.

- 2.2. The catchment maps use two different formats; A-Z format for Campie Primary School, Musselburgh Burgh Primary School and Pinkie St Peter's Primary School catchment areas and Ordnance Survey (OS) for all other school catchment areas.
- 2.3. The Street Index is a list of streets deemed to be within each school catchment area.
- 2.4. The Street Index would typically be the evidence used to respond to public enquiries about school catchment areas because they are easy to use, with the maps being referred to when properties lie close to boundary lines or are newly built.
- 2.5. While both sources of evidence are referred to, East Lothian Council Legal Division has confirmed that one previous court case exists (Bowie, Petitioner 20/1/10) which concludes that a Catchment Map overrules a Street List Index, as it indicates a delineated area. A Street List Index can only therefore be used for clarification purposes.
- 2.6. In order to increase public accessibility of information about school catchment areas and to allow this data to be used in conjunction with the Corporate Address Gazetteer (CAG) in the new school Management Information System (SEEMIS) for pupil placement and mainstream transport processes, the Education service undertook an exercise between 2010 and 2011 to replicate the original historical catchment maps within ArcView GIS (a geographical information system).
- 2.7. These would detail the primary and secondary catchment boundary lines of the historical maps against the most recent version of the CAG and Ordnance Survey (OS) maps, taking into account any subsequent changes to boundary lines following statutory catchment area reviews. It would also provide an electronic version that could be published onto the Council website improving accessibility.
- 2.8. The steps that the Education Service undertook during the re-digitisation process and the reasons for this are documented within the report to the Council Committee for Education on Tuesday 31 May 2011. Following the re-digitisation process of the school catchment maps within ArcView GIS and the link to the CAG, it was possible to create an extract from the system to provide a comprehensive address index of each individual property falling within a school's catchment area, which would be available for both the relevant school and Headquarters staff to access. This was an improvement on having only a street list to help with queries, particularly in areas where a street might fall into more than one school catchment area. It would also ensure that all relevant staff were aware of all new properties built within their school catchment area.

3. How Do We Determine Which Primary Catchment Area a New Property or Site Lies Within?

- 3.1. In most instances, it is very clear if a property/site lies within a particular catchment area or not as the whole of the property or site will be encompassed within the boundary line. There are some cases however, where a proposed site or property may fall into more than one existing catchment area.
- 3.2. In East Lothian, if a new site or a new property is split by a boundary line, current policy is to take the main access point to the property as defining the catchment that the property lies within, i.e. the front door, and allocating each house to a particular catchment area on that basis.

- 3.3. If a boundary line runs through the main access point to a property, then the side of the boundary that the main access point is closest to defines the catchment area that the property is in.

4. School Catchment Area Reviews

- 4.1. A school catchment area can be changed to reflect changes in population patterns or to take into account significant new housing developments but before the change can be implemented a statutory consultation must be undertaken. The *Schools (Consultation) (Scotland) Act 2010* <http://www.legislation.gov.uk/asp/2010/2/contents> sets out the consultation process that local authorities must follow when proposing a permanent change to any of their schools, including nursery schools, such as a closure, relocation or change of catchment area.
- 4.2. When undertaking a statutory school consultation, the Council must include an Educational Benefits Statement setting out the positive benefits that would accrue for pupils of the affected school(s), children who would likely to become pupils of the school(s) within two years and other children and young people in the area should the proposal be implemented.

How Primary School Rolls Are Forecasted in East Lothian

1. Start of Session Primary School Roll by Stage (Based on latest Sept Pupil Census)

	P1	P2	P3	P4	P5	P6	P7	P1-7
2011	68	78	64	89	67	98	86	550
2012	86	70	80	66	91	69	100	562
2013	59	91	74	85	70	96	73	548
2014	61	66	98	82	92	78	103	580
2015	54	68	73	106	89	100	85	575

2. P1 for each subsequent academic session is then projected based on historical birth to P1 admission rate trends and annual pre-school/P1 catchment analysis trends. It also takes into account the potential impact of new house builds into each year's projected P1 total.

4. The Total P1-P7 roll for each projected year is calculated by rounding the sum of the projected stages within that year.

Roll forecasts are generated for up to 10 years although the error margin will widen the further into the future.

3. Projecting forward to each next academic session's P2 to P7 roll, the following calculation is used:

i) Start of Session Stage Roll + New Housing Product (i.e. Number of Expected New Houses in Session x Child per house ratio) / number of primary stages = End of Session Roll

ii) End of Session Roll X Stage Migration Factor = Start of session roll for next stage for the following academic session

e.g. 2012 Projected P2 = 70.2

$$2011 \text{ P1 Roll (68) + 2011 Housing (50) x CPHR (0.356) / 7 = 70.543 x 2012 Stage Migration Rate (0.9951) = 70.2}$$

e.g. 2013 Projected P3 = 74.457

$$2012 \text{ P2 Roll (70.2) + 2012 Housing (55) x CPHR (0.356) / 7 = 72.997 x 2013 Stage Migration Rate (1.02) = 74.457}$$

and so on....

How Secondary School Rolls Are Forecasted in East Lothian

1. Start of Session Secondary School Roll by Stage (Based on latest Sept Pupil Census)

	S1	S2	S3	S4	S5	S6	S1-6
2011	173	169	157	170	152	127	948
2012	150	177	172	160	158	131	948
2013	161	154	180	176	149	136	956
2014	133	164	157	183	163	128	928
2015	170	137	169	161	171	141	949

2. S1 for each subsequent academic session is then projected based on the total Associated P7s from its feeder primary from the previous session multiplied by previous session's P7-S1 Transfer Rate:

e.g. S1 2012 = 150.47

2011 Total Associated P7s (144) x 2011 P7-S1 Transfer Rate (1.0450) = 150.47

3. Projecting forward to each next academic session's S2 to S4 roll only, the following calculation is used:

i) Start of Session Stage Roll + New Housing Product / number of secondary stages = End of Session Roll

ii) End of Session Roll X Stage Migration Factor = Start of session roll for next stage for the following academic session

e.g. 2012 Projected S2 = 176.53

2011 S1 Roll (173) + 2011 Housing (67) x CPHR (0.16) / 6 = 174.79 x 2012 Stage Migration Rate (1.01) = 176.53

e.g. 2013 Projected S3 = 179.94

2012 S2 Roll (176.53) + 2012 Housing (61) x CPHR (0.16) / 6 = 178.16 x 2013 Stage Migration Rate (1.01) = 179.94

and so on....

5. The Total S1-S6 roll for each projected year is calculated by rounding the sum of the projected stages within that year.

4. Projecting forward to each next academic session's S5 roll, the following calculation is used:

i) Start of Session Stage Roll + New Housing Product / number of secondary stages = End of Session Roll

ii) End of Session Roll X Stage Migration Factor x S4 to S5 Stay-on Rate = Start of session S5 roll for the next academic session

e.g. 2012 Projected S5 = 157.73

2011 S4 Roll (170) + 2011 Housing (67) x CPHR (0.16) / 6 = 171.79 x 2012 Stage Migration Rate (1.01) x 2012 S4-S5 Stay-on Rate (0.909) = 157.73

For the S6 Roll, the S4-S5 Stay-on Rate is added to the 'child product' calculation from the new housing at S5 to allow for there being fewer pupils in S5 as follows:

e.g. 2012 Projected S6 = 130.76

2011 S5 Roll (152) + 2011 Housing (67) x CPHR (0.16) x 2011 S4-S5 Stay-on Rate (0.899) / 6 = 153.61 x 2012 Stage Migration Rate (1.01) x 2012 S5-S6 Stay-on Rate (0.843) = 130.76