

Warrington Borough Council

School Organisation Strategy

Strategic planning of school places

warrington.gov.uk/schools



WARRINGTON
Borough Council

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Introduction

Warrington Borough Council has a strategic responsibility for ensuring there are sufficient school places available for children and young people in the borough. As an education authority there is a duty to promote high standards of education and fair access to education. It also has a general duty to secure sufficient schools in the area and to consider the need to secure provision for children with Special Educational Needs. This includes a duty to respond to parents' representations about school provision. These are referred to as the school place planning duties.

This School Organisation Strategy is essential for the strategic planning of school places. It provides guidance to school leaders and governors on how the Council determines future place needs and how the Council works with schools to ensure they are informed about future demand so that leaders can effectively manage resources.

It outlines the current and projected pupil populations in Warrington, alongside the principles we have adopted to secure the demand for school places. It also defines the main challenges that the council will face in meeting demand for school places over the next five years as we aspire to offer children their first choice of school.

Warrington schools rightly view themselves as a family and it is important that the council works with schools and academies to ensure that the right opportunities are provided for children and young people through high quality education.

Our School Organisation Strategy helps the council to deliver its Education Strategy for 2023 to 2027 and ensure that children are able to say:

The aims of our strategy

We will aim to provide sufficient school places for every child in Warrington who wants one, offering the right number of school places, in the right areas, at the right time to meet need.

There are 69 primary schools and 12 schools offering provision for primary and secondary school age children, providing mainstream school places. There is also a technical college accepting pupils from Year 9 upwards (from 2025). Our organisation strategy aims to ensure that there are enough places for primary and secondary age children, identifying where more are needed, and where in some cases, a planned reduction is necessary.

Warrington has a mix of schools including community, voluntary aided and academies where many determine their own admission arrangements. This relies on effective collaboration with and between all schools in the authority to ensure sufficiency of places.



Throughout this document we use the term 'schools'. This applies to schools of all status in the authority, including maintained schools, academies and faith schools.

Background



Statutory Requirements and Duties

Under specific legislation and subsequent amendments, local authorities have statutory duties for providing school places:

- Ensure sufficient school places (Education Act 1996)
- Comply with preference expressed by parents provided compliance with the preference would not prejudice the provision of efficient education or the efficient use of resources (School Standards and Framework Act 1998 Section 86)
- Increase opportunities for parental choice (Education and Inspections Act 2006 Section 2)
- Ensure fair access to educational opportunity (Education and Inspections Act 2006 Section 1)

The Education and Inspections Act 2006 changed the way in which education provision is established and aimed to empower schools by devolving decision making to them. It also increased the strategic role of local authorities as champions of pupils and parents, and a duty to act as commissioner of school places, rather than provider.

In this context, the role of the local authority has evolved and moved from being a direct provider of the majority of state-funded school places, to being a strategic commissioner of a mixed school system.

Academies and free schools

An academy is a public funded independent school (not maintained by a local authority) that is accountable directly to the DfE and funded by the ESFA. Academies directly employ staff and have freedoms to set their own pay and conditions of service, deliver the curriculum as they see fit, and vary the length of school terms and school day. Academies are required to follow the same admission guidance and exclusion processes but can set their own admissions criteria. They must also meet statutory processes for pupils with special educational needs and disabilities.

The Academies Act 2010 enabled more schools to convert to academies without always needing a sponsor. The Education Act 2011 sets out the expectation that most new schools will be established via the academy/free school process and that there are limited circumstances in which the establishment of a new maintained school can be proposed.

Vision and Principles

Our School Organisation Strategy sets out the principles and direction that we will take to meet the statutory duty of ensuring the provision of suitable and sufficient places for school aged pupils in the local authority.

Planning future education provision and predicting demand of school places is a complex process which depends on a large number of variables. It is difficult to make definitive judgements on future provision, particularly for specific schools. Therefore, we will use a range of information including population forecasts, local demographic data, migration data and information regarding planned housing developments in areas of Warrington.

By analysing all of this data, we can review trends in pupil numbers across schools in the area, and this helps with effective forecasting of pupil places.

It is important that Warrington is open and transparent in our role as the strategic commissioner of education provision. Having this strategy in place will provide education partners with the data and trends needed to help inform decision-making and makes clear how and why school place planning decisions are taken. We have key principles that will guide our approach to place planning and how we monitor demand and make decisions.

Principle 1: Work effectively with partners to plan a sufficient number of high-quality school places in the local authority.

Principle 2: Support the expansion of local popular and successful schools where there is a clear need for new places, or create new schools where there is sufficient demand.

Principle 3: Protect the family of schools through managing the supply and demand of school places.

Principle 4: Be transparent, giving headteachers and stakeholders timely information to help them to make informed decisions.

Principle 5: Consult with schools, parents and local communities as part of the pupil place planning process.

Principle 6: Monitor the future impact of housing developments, ensure the requirements for additional school places are incorporated into new housing development plans and collect Section 106 contributions from developers to fund new school places.

Principle 7: Treat all schools equally, whatever their status, including maintained schools, academies and voluntary aided schools.

Places in the Early Years, Post-16 and Special Schools sector (including Designated Provisions) are managed separately to this strategy. You can read the SEN Sufficiency Strategy [here](#). However, when changes are made to mainstream schools, we liaise with relevant departments to achieve best value in terms of school places.

Local and National Context

National Context

Nationally, there are a number of factors that have impacted on the demand of school places.

The total anticipated number of primary pupils shows a decline until 2026/27 which is as far as can be forecasted at this point.

The total anticipated number of secondary pupils is forecast to increase by around 2% a year on average to 2025/2026. It is then forecast to remain at this level until the end of 2028/2029.

National forecasts have some uncertainty due to the impacts from the COVID-19 pandemic, the UK's exit from the EU, and migration from Afghanistan, Hong Kong, Ukraine and other asylum seekers.

For further information [read the government's School Capacity data](#).

Warrington's Local Context

The challenges described below relate to mainstream school places. You may wish to refer to the SEN Sufficiency Report with regard to places at Special Schools and Designated Provisions.

In Warrington we know that:

- The birth rate across Warrington has fallen by around 25% since 2012/13.
- Demand for Reception places has fallen by around 19% since 2012/13.
- Demand for Year 7 places has risen by around 20% since 2012/13.
- Inward migration, particularly of children from Hong Kong between 2020 and 2022, led to around 5000 in-year applications for spaces from people moving into Warrington schools over the last six academic years.
- In primary schools there is an emerging challenge of surplus places in lower year groups due to the falling birth rate now taking impact in schools. At the same time, demand for movement into schools continues to be high.
- In secondary schools the challenge relates significant demand for places. Schools have added new places across the borough, but in some areas demand still exceeds supply. There are not enough high school places in the west of Warrington which is increasing the demand on schools in other areas.
- The rapid uptake of homes in new housing developments has created sudden demand for school places, which has impacted schools throughout the borough, but particularly in the West and Centre of Warrington.

For further information [read the Office of National Statistics page on How life has changed in Warrington](#)

Place Planning Challenges in Warrington

There are three key challenges that are faced by schools across the borough.

Challenge One:

The birth rate in Warrington has fallen significantly which will lead to schools having surplus places in Reception and infant classes during the coming years.

We will work with governing boards, trusts and dioceses to remove places from the system to protect the financial viability of schools.

Challenge Two:

Movement of families into Warrington has increased significantly meaning primary schools are often over capacity in Key Stage Two.

We will continue to work with schools to extend provision as necessary to meet localised demand. This is likely to be temporary.

Challenge Three:

The total secondary school population is expected to swell significantly over the next six years, due to large primary school population moving into secondary schools, migration into Warrington and popularity with families living outside the borough.

We will work with secondary schools to increase the number of available places across the borough, focusing on the areas where demand is highest.

Challenges One and Two are affecting primary schools at the same time which makes managing both at the same time particularly challenging.



Challenge One:

Falling Birth Rates

Managing the impact of falling birth rates

The birth rate in Warrington has fallen significantly which will lead to schools having surplus places in Reception and infant classes during the coming years.

We will work with governing boards, trusts and dioceses to remove places from the system to protect the financial viability of schools.



Why is it important to have some surplus places?

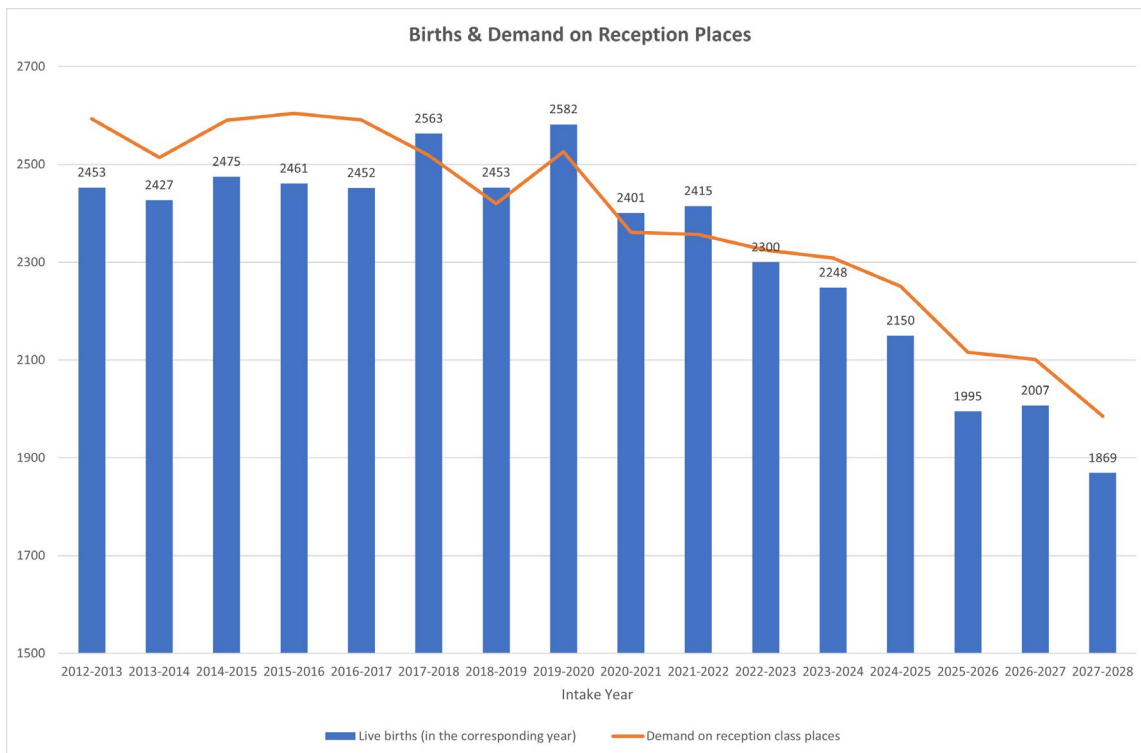
We need vacancies or 'surplus places' at our schools to allow the admissions system to operate effectively. Having a level of surplus across our schools provides flexibility, allowing movement into, out of, and around Warrington and helps us to meet parental preference.

Although schools want every place in their Reception classes to be filled, a surplus across the local authority overall is useful to meet this demand for movement as the classes move up through the school. We consider 5 to 10% of the overall demand for Reception places to be a manageable surplus.

Why will there be a significant number of surplus places in the coming years?

The number of births across Warrington has been reducing year on year for a few years. The effects of this fall in birth rate are now being felt in schools across the borough as this is showing reduced demand for Reception places.

Other local authorities are also in a similar situation and so the number of children attending Warrington schools who live outside the borough has also begun to fall.



In the past, when births were high, this led to increased demand for places in Reception. Some schools were expanded to meet the demand. Now that births rates are falling, the schools' capacity is too large.

Why is having too many Surplus Places a Problem?

The consequences of having too many surplus places can be severe. The main impact of surplus places on schools is the resulting reduction in school finances. Since finances are driven by numbers on roll, a reduction in pupils will lead directly to a drop in income for affected schools. This will reduce the amount of money available to pay staff, purchase resources and meet pupil needs.

The results are wide and far-reaching and have a direct impact on the ability of school to provide education in an effective and efficient way. They can lead to serious questions being asked about a school's viability and cause particular challenges for schools on an improvement journey.

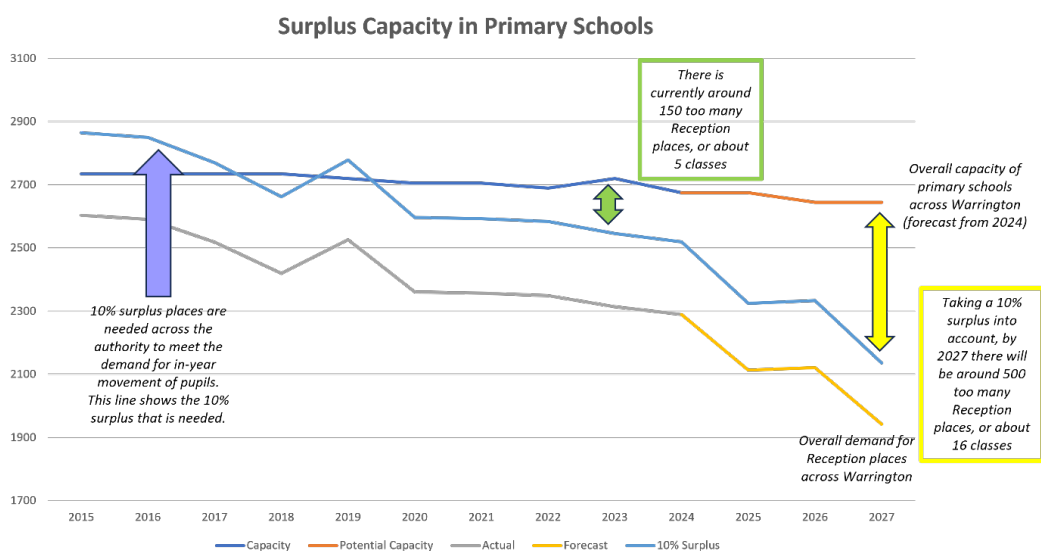
Falling rolls also make planning and staffing decisions difficult, with schools potentially having to make year-on-year redundancies. There is a particular problem for schools affected by infant class size legislation: they may have limited ability to make savings by changing staffing structures or changing the use of physical space. For example, a school with a 60 intake that only admits 32 pupils must still employ two teachers and heat, light and equip two classrooms, even though the budget for that year group may have nearly halved.

It is also important to understand that not all schools are affected equally by falling pupil numbers. For example, when there is a 10% drop in numbers, not all schools will see a 10% reduction. In reality, popular schools will remain full or close to full and this may mean that a large drop in numbers could significantly affect a small number of less popular schools.

When schools are disproportionately affected by falling rolls, those schools are at risk of spiralling decline.

How many surplus places are there?

Analysing the demand for Reception places and taking into account a 10% surplus, this graph shows the surplus capacity situation in Warrington.



There is currently around 150 too many Reception places when including a 10% surplus. By 2027, the surplus will have grown to around 500 places too many.

What needs to be done?

Due to the mix of admission authorities (Council-maintained, faith schools and academies) raising awareness of these strategies is key.

We have already:

- Reviewed our primary planning areas so that we can give more relevant, contextualised forecasts.
- Informed schools of this situation at Directors' Briefing and WAPH meetings.
- Sent information on the issue to governors with key dates for making changes.
- Met with schools in areas where falling births are noticeable.

We now need to:

- Begin engaging positively with admission authorities to discuss strategies in the most affected areas, in relation to the most affected schools. Ultimately, for faith schools and academies, making changes is their choice.
- Liaise with the School Finance Team to highlight finance concerns so that discussions are coordinated.
- Most senior leaders and trust leaders in Warrington have limited experience of falling rolls, including direct engagement with reducing capacity or closing schools. Therefore, there is a need to support leaders to be able to manage these challenging processes.

Options to remove surplus places

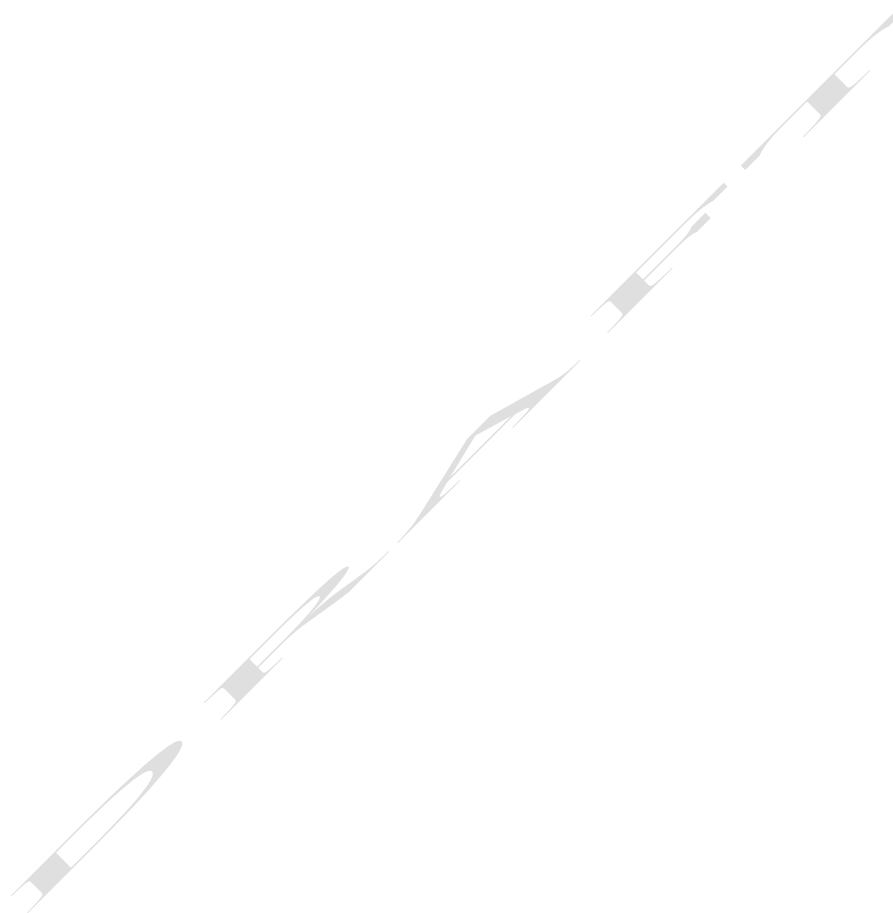
When demand for places drops, the only way to remove surplus is to reduce the supply of places. This could be done in a variety of ways, and it depends on the situation.

Reduction in Published Admission Number (PAN)

One option is to reduce the PAN at the point of entry. This needs to be done in advance of applications for places being made. PANs are set around 18 months in advance, so a level of forward planning is required. It is possible to reduce the PAN for the next school year, but this requires an application to vary admission arrangements to the Office of Schools Adjudicator (OSA). The OSA will consider the variation request, but it is not guaranteed.

A change in PAN will not address excess physical capacity and so this will need to be addressed if the change in PAN is for the long term (this involves a change to net capacity calculation or funding agreement).

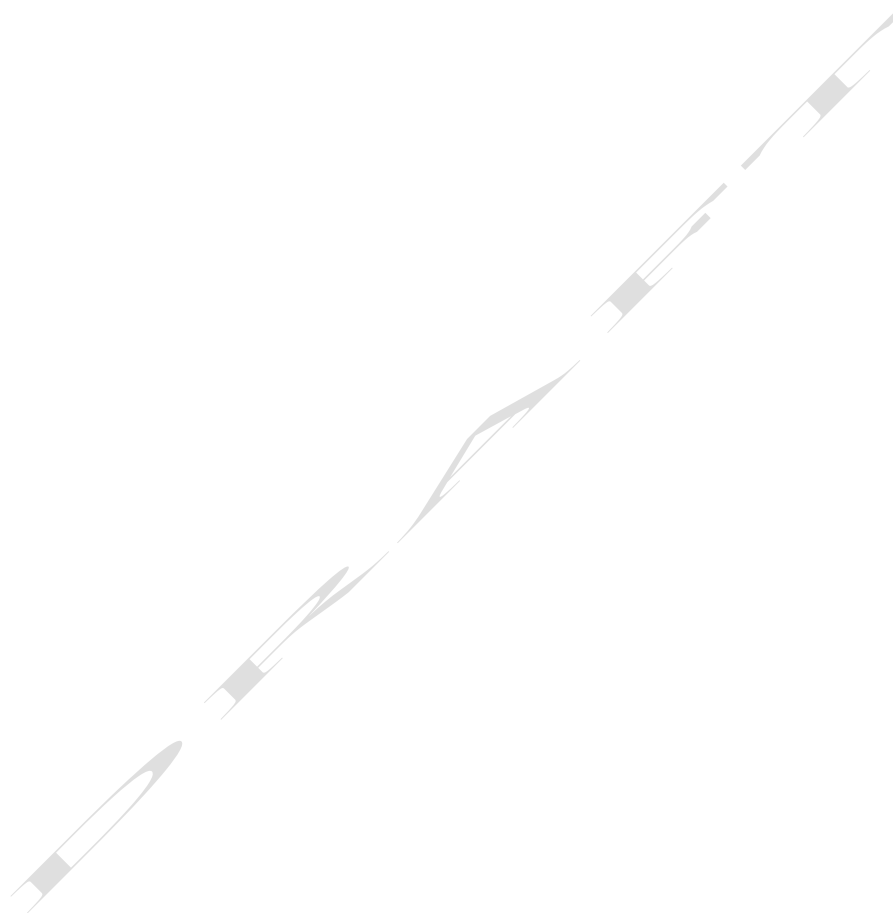
Reducing from 90 to 60 is a change that schools could consider. Some schools have a 45-PAN, and it may be sensible to move to a PAN of 30 to avoid the need to employ an additional teacher and move away from mixed classes.



Schools are not always keen to reduce PAN from 1-form entry to 0.5-form entry as this brings in a mixed-age curriculum model. However, there are schools in Warrington where this change was praised by Ofsted. This also offers the opportunity to reduce costs significantly and offer some long-term financial security.

School Organisational Changes

Where there are high numbers of surplus places, combined with standards, financial or building issues and no sign of increasing demand, it may be necessary to look at school organisation changes. This could mean schools amalgamating, or it could be that the closure of a school is considered.





Challenge Two:

Bulging Key Stage Two



Managing the impact of bulging Key Stage Two classes

Movement of families into Warrington has increased significantly, meaning that primary schools are often over capacity in Key Stage Two.

We will continue to work with schools to extend provision as necessary, to meet localized demand. This is likely to be temporary as smaller Reception intakes will ease the situation.

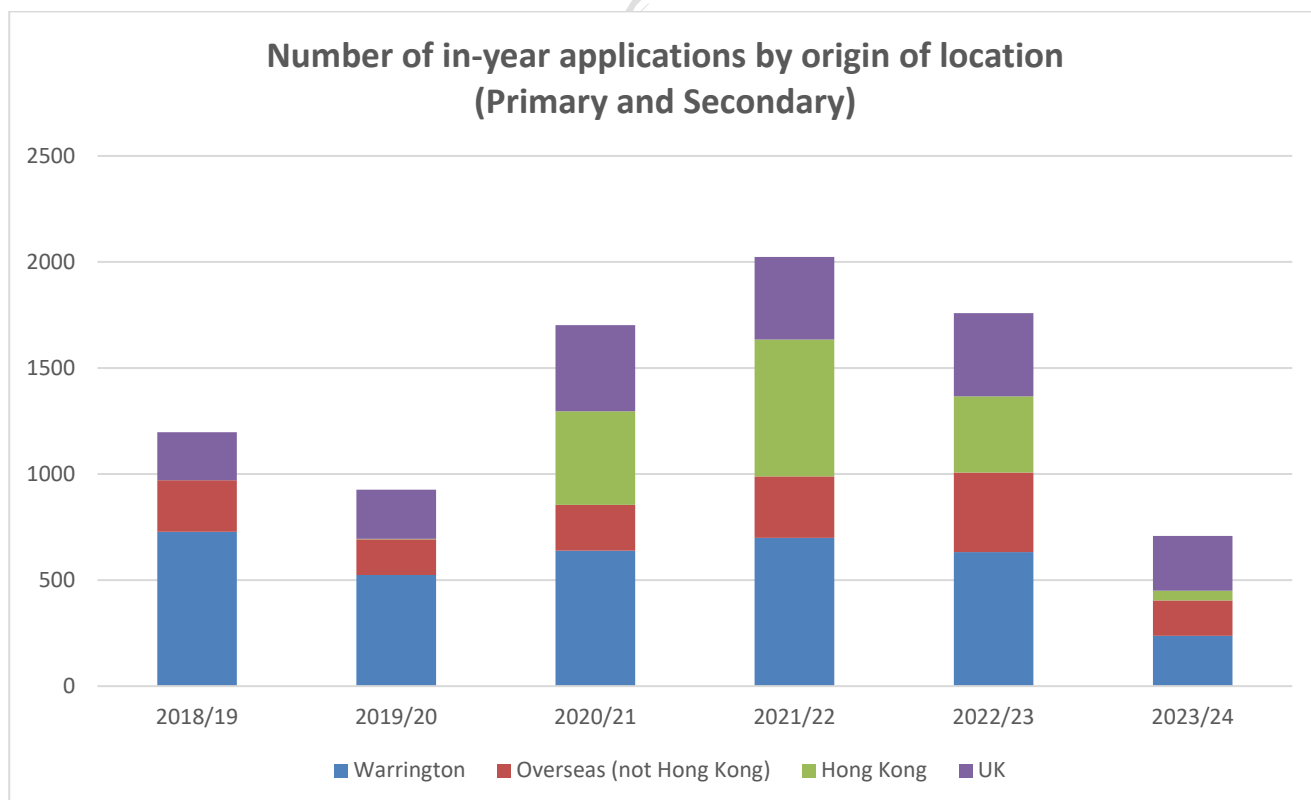


Why does this impact Key Stage Two and not infant classes?

Infant class-size legislation makes it illegal for there to be more than 30 children in infant classes where there is only one teacher (apart from permitted exceptions). There is no legislation in Key Stage Two and so some classes have more than 30 children due to exceptional circumstances.

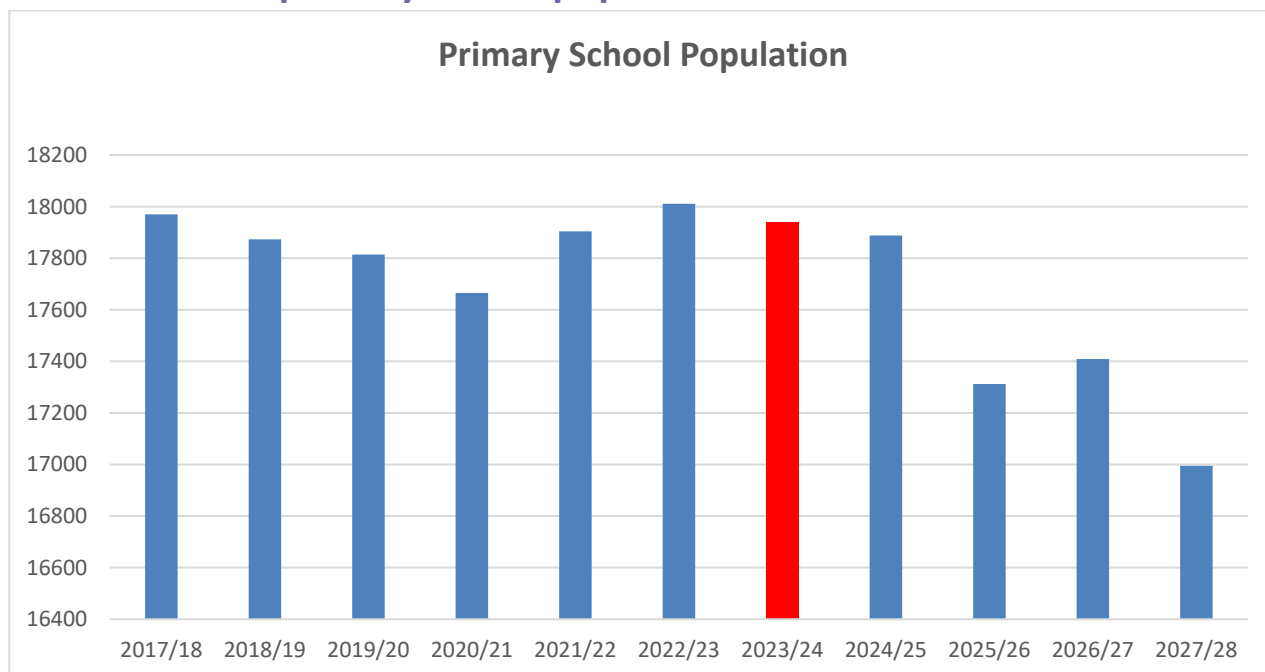
In-Year Transfer Applications in Warrington

There has been a dramatic trend of inward migration into Warrington schools since 2020, with significant numbers of children moving into the town's schools from overseas, mainly driven by movement from Hong Kong. Information from the start of 2023/24 (included up to February 2024) suggests that migration is continuing, but has slowed compared to the last three years.



This level of movement has had an impact on primary school numbers, particularly in Key Stage Two.

What does the primary school population look like?



This table shows the total primary school population numbers from 2017/18, and then expected numbers from 2024/25 until 2027/28.

It shows that the overall population was declining until 2021 when migration into Warrington suddenly increased due to the rapid movement of Hong Kongers into the area.

Are trends in school populations the same across all areas of Warrington?

School population sizes vary across Warrington, for various reasons. The following table shows actual numbers of children on roll at all schools in each primary planning area up to 2022/23 and then forecasted numbers from 2023/24 onwards.

Between 2019/20 and 2027/28 overall populations will grow in Appleton and Great Sankey. All other areas will fall, with significant falls expected in Birchwood, Culcheth & Croft, Lymm, Stockton Heath and Town Centre schools. This is because bulging populations will leave primary school but will be replaced with smaller Reception cohorts. Forecasts can be subject to change if migration levels increase.

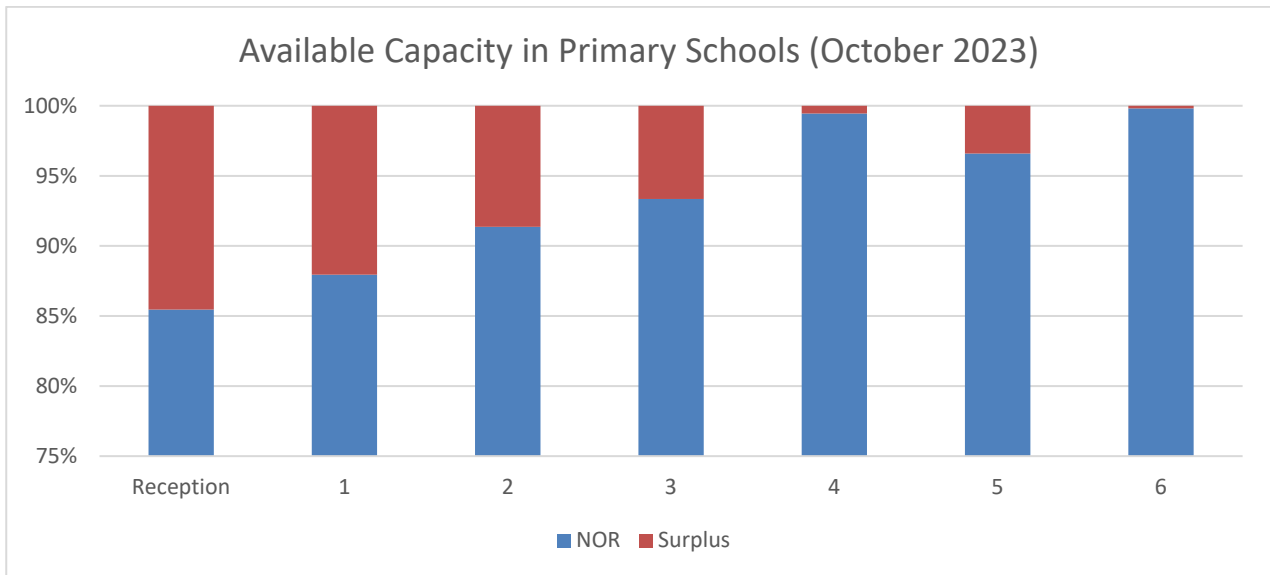
	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
Appleton	623	613	604	626	671	705	748	785	819
Bewsey	1382	1329	1375	1423	1396	1378	1343	1344	1337
Birchwood	840	824	815	791	769	745	725	689	664
Burtonwood & Winwick	534	541	533	552	537	524	535	542	518
Culcheth & Croft	1066	1056	1050	1057	1060	1066	1046	1011	961
Hollins Green	131	130	122	117	111	114	120	114	107
Latchford	754	720	753	794	772	753	737	712	689
Lymm	1236	1240	1241	1213	1173	1126	1089	1018	952
Orford	1770	1749	1752	1774	1764	1743	1721	1697	1664
Penketh	1169	1164	1160	1141	1122	1127	1141	1109	1117
Grappenhall & Thelwall	916	903	897	899	918	910	901	895	909
Stockton Heath	1400	1377	1374	1357	1341	1361	1334	1290	1226
Great Sankey	2844	2887	3061	3105	3151	3236	2818	3256	3156
Town Centre	1772	1734	1747	1743	1710	1646	1624	1555	1537
Woolston	1377	1398	1420	1419	1443	1453	1430	1393	1339
TOTAL	17814	17665	17904	18011	17938	17888	17312	17409	16995

Which areas have the largest Key Stage Two populations?

The swelling Key Stage Two school populations are localised, with Great Sankey, Lymm, Town Centre and Woolston schools over 100% capacity in three or more year groups.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Appleton	98%	92%	97%	100%	102%	103%	98%
Bewsey	92%	95%	95%	90%	96%	101%	102%
Birchwood	81%	89%	95%	93%	104%	84%	108%
Burtonwood & Winwick	77%	87%	89%	87%	87%	83%	79%
Culcheth & Croft	101%	87%	87%	86%	98%	91%	93%
Grappenhall & Thelwall	94%	95%	89%	87%	99%	93%	100%
Great Sankey	96%	101%	109%	106%	107%	107%	113%
Hollins Green	70%	80%	65%	80%	110%	70%	80%
Latchford	68%	83%	70%	76%	90%	85%	90%
Lymm	71%	83%	88%	99%	107%	102%	103%
Orford	93%	99%	96%	102%	103%	98%	100%
Penketh	88%	84%	85%	99%	106%	95%	110%
Stockton Heath	74%	81%	86%	94%	97%	97%	93%
Town Centre	79%	84%	86%	90%	101%	96%	102%

What available capacity is there in primary schools?



This chart shows the proportion of places available in primary schools in October 2023. There is a clear trend that there are more spaces in the lower year groups in primary schools, with almost 15% of spaces in Reception unfilled across the borough. We consider between 5 and 10% to be a manageable surplus across all schools. Therefore, in years Four, Five and Six, we do not have enough surplus.

Cross-border Migration

Taking into account cross-border movement, Warrington is a high net importer of pupils from other local authorities. Almost 2.5 times more children live outside Warrington but attend school in the borough, compared to children who live in Warrington but attend schools in other areas.

Migration	Primary			Secondary			Net Importer
	Number of OOA pupils attending Warrington schools	Number of Warrington pupils attending OOA schools	Net result	Number of OOA pupils attending Warrington schools	Number of Warrington pupils attending OOA schools	Net result	Total net result for Warrington
Home Local Authority							
Cheshire East	32	42	-10	109	6	103	93
Cheshire West and Chester	41	24	17	31	10	21	38
Halton	100	20	80	120	24	96	176
Salford	76	25	51	159	14	145	196
St Helens	250	38	212	117	128	-11	201
Trafford	27	21	6	95	180	-85	-79
Wigan	120	18	102	229	20	209	311
Others	32	10	22	25	97	-72	-50
2022/23 TOTAL	678	198	480	885	479	406	886

This makes decisions about schools in particular areas of Warrington sensitive when considering changes.

What needs to be done?

Actions will depend on the trends in each area.

We have already:

- Added an expansion at Grappenhall Heys to help meet demand for places in Appleton.
- Added an expansion at Chapelford to help meet demand for places in Great Sankey.

We now need to:

- Consider actions in relation to high demand in the central Warrington planning areas
- Respond to plans for significant housing developments in the Local Plan which include new schools. Initially these could be opened in relation to Peel Hall and Fiddlers Ferry developments, but it is not clear yet if these will be required.
- Give more information to parents to help them to make informed decisions at the time of application by publishing place availability on our website.
- When decision making, evaluate the effects of cross-border migration on schools.





Challenge Three:

Swelling Secondary School Population

Managing the impact of swelling secondary school populations

Why has the population of secondary schools increased?

As well as a high birth rate until 2022, from 2021 the movement of families from overseas into Warrington increased exponentially. At the same time the number and size of housing developments across Warrington increased.

Over the last few years, the PAN at almost every secondary school in Warrington has increased to take into account the higher demand. In addition, schools have taken in pupils above their PAN.

When the PAN has been raised each year, this means that the overall population of children in the school has also increased. This has led to school populations swelling.

Why do we need surplus places in secondary schools?

We need vacancies or 'surplus places' at our schools to allow the admissions system to operate effectively. Having a level of surplus across our schools provides flexibility, allowing movement into, out of, and around Warrington and helps us to meet parental preference.

High levels of in-year movement (movement into Warrington and between schools in Warrington) is a trend which, although slowing slightly, is still high. With a relatively small number of secondary education providers a surplus is needed.

Although schools want to organise staffing around particular numbers, when schools try to limit their places, this reduces the ability to meet demand for places, particularly for children who are new to Warrington. We would prefer that, once a PAN is set, it should follow the cohort through the school, although we acknowledge that this is not always possible.

A surplus across the local authority overall is useful to meet this demand for movement as the classes move up through the school. We consider 5 to 10% of the overall demand for places to be a manageable surplus.

What happens when there is a lack of surplus places?

When there is low availability of places, this creates issues for families moving within the borough or who are new to the area. Children are offered 'a next nearest place' which is often some distance from the family's address. School buildings can become overcrowded. Managing school places and admissions becomes more complex.

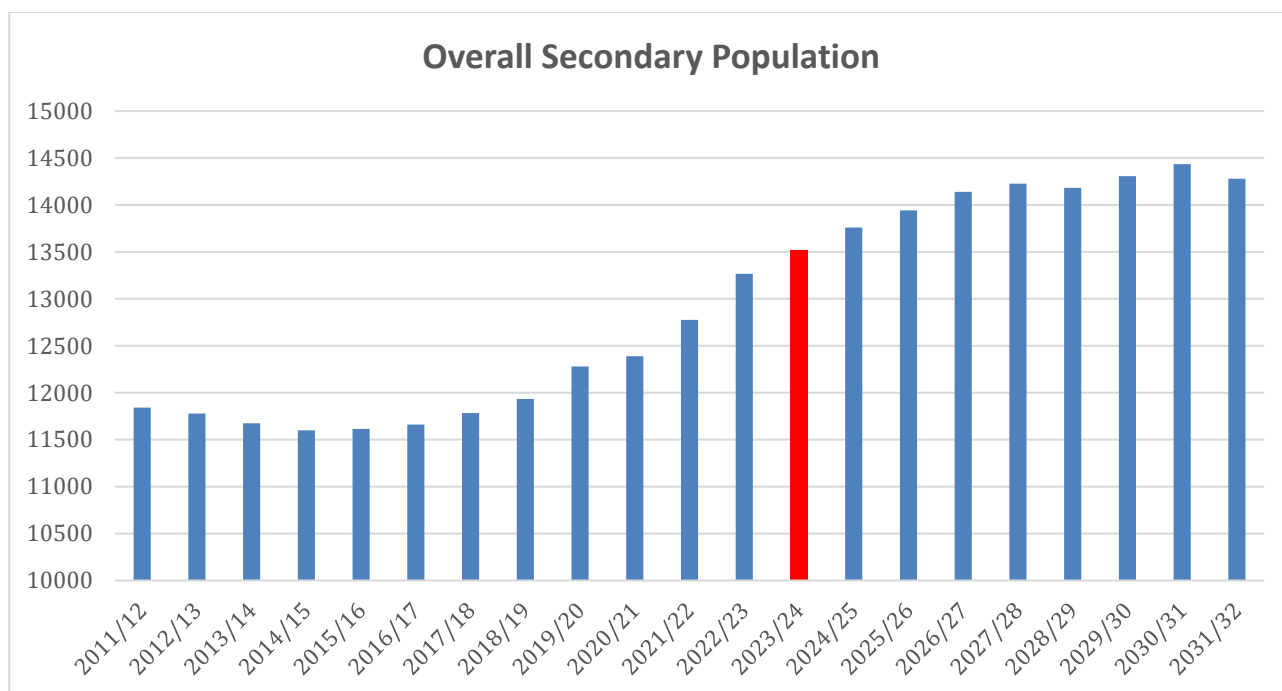


What is a next nearest place?

If the parent applying is a Warrington resident and we are unable to offer a place at any of their preferred schools we have a duty to offer a place at the next nearest school with a place available, measured as a walking distance from the address point of residence to the address point of the school.

What do we expect to happen to the secondary school population?

Please note that we only include schools that accept pupils in Years Seven to Eleven in this information. Local education providers should also recognise the implications that these higher numbers have for post-16 education.



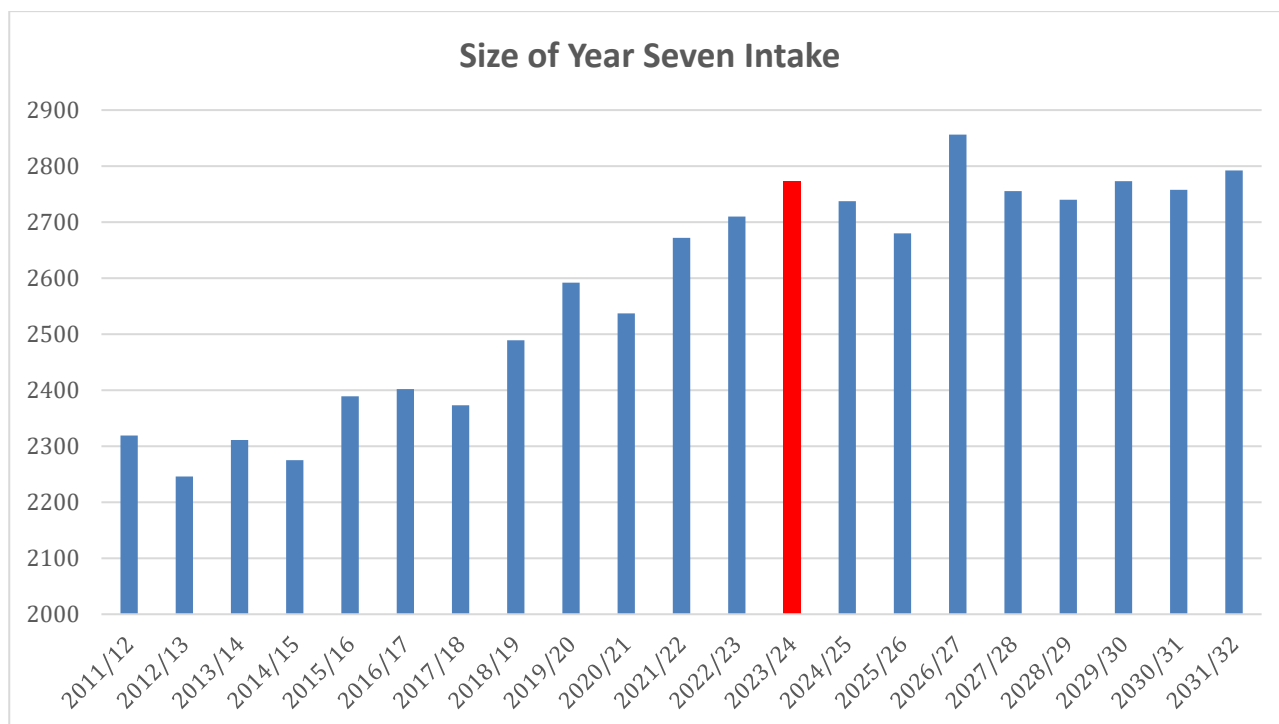
This table shows the total secondary school population numbers from 2011/12, and then expected numbers from 2024/25 until 2031/32.

It shows that the overall secondary school population has risen by almost 2000 students since 2015/16. Over the next seven years, we expect approximately another 900 students in the overall population. At the moment, this is as far ahead as we can forecast.

The government's forecasts for the area are within 1% of our localised information: [visit the School capacity, Academic year 2022/23 pages on gov.uk \(https://explore-education-statistics.service.gov.uk/find-statistics/school-capacity/2022-23\)](https://explore-education-statistics.service.gov.uk/find-statistics/school-capacity/2022-23)

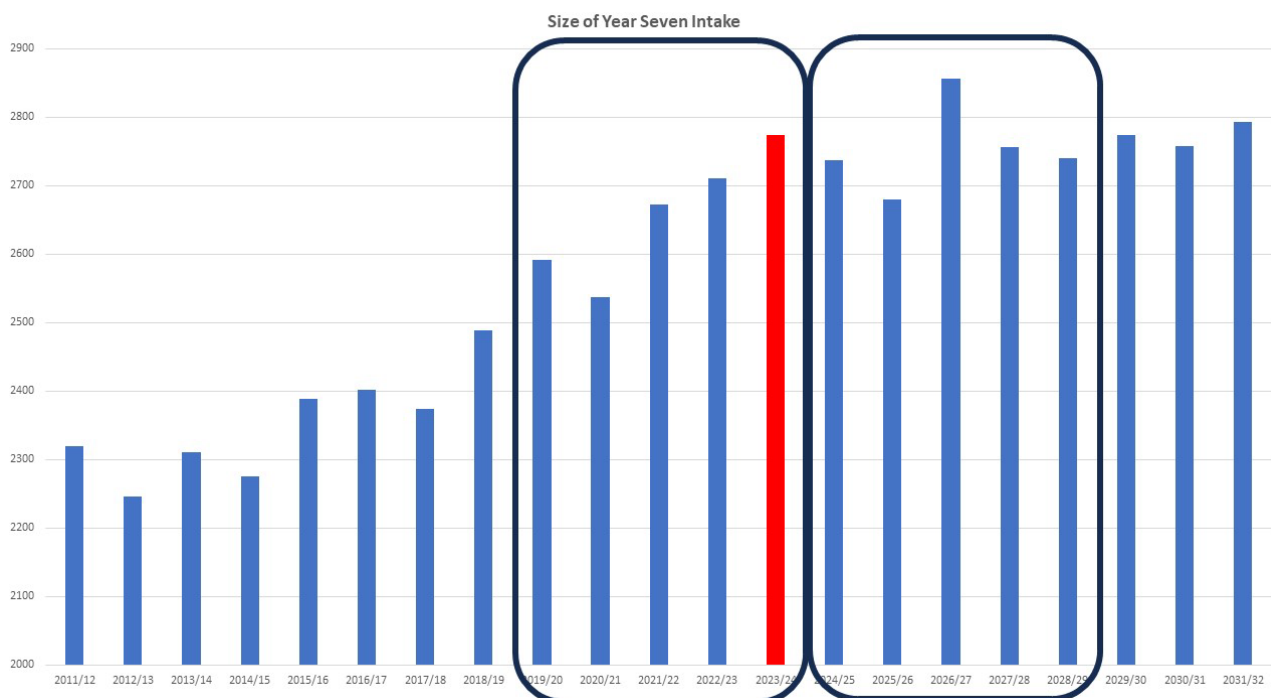
Why will the population swell?

The following graph shows the size of Year Seven intakes across Warrington since 2011/12 and the intakes expected in the next eight years.



The graph shows that, although numbers will fluctuate, the Year Seven intake will remain high for the foreseeable future. The 2026 intake is of particular concern across Warrington.

When smaller cohorts leave in Year Eleven they are being replaced by a larger Year Seven intake. This means that the overall population increases. The next chart shows the effect of changing cohort sizes.

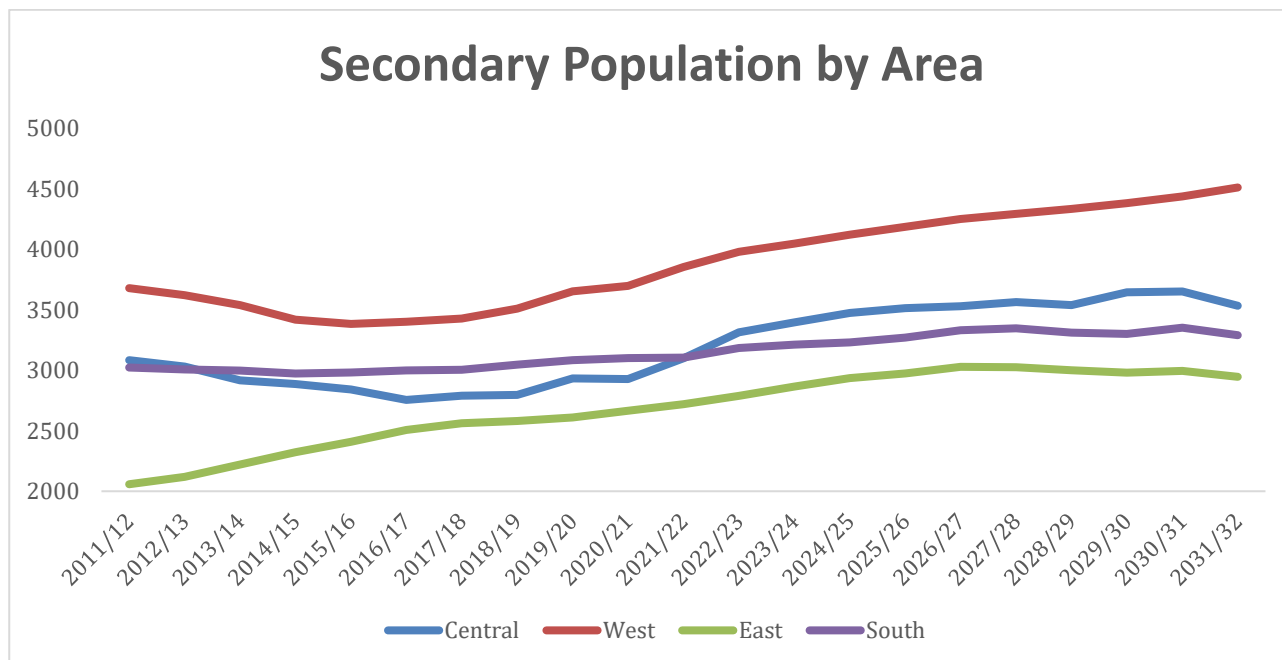


Although the Y7 cohort is large, the four preceding intakes are much smaller. The overall population in 23/24 is indicated by adding up the size of each cohort.

In contrast, these five cohorts are all substantially bigger. Adding up the size of the 28/29 cohorts shows that the population is much bigger.

Does the population vary by planning area?

This graph shows the size of the secondary population by planning area up to 2022/23 with forecasted information beyond this.



We have organised secondary schools into four planning areas – Central, East, South and West. For clarity, the graph shows the demand for places. As schools cannot always meet the demand for places, parental preference and next nearest place offers means that the population of each area will overlap.

Central:

The population of schools in Central Warrington has increased more rapidly than any other area. The forecast shows that the population will increase and remain high.

East:

Although the East area is the smallest in terms of population, the overall increase since 2011/12 has been larger than any other. Over the next few years, the population will remain relatively steady.

South:

Population in the South has gradually increased overall, but will remain relatively steady during next few years.

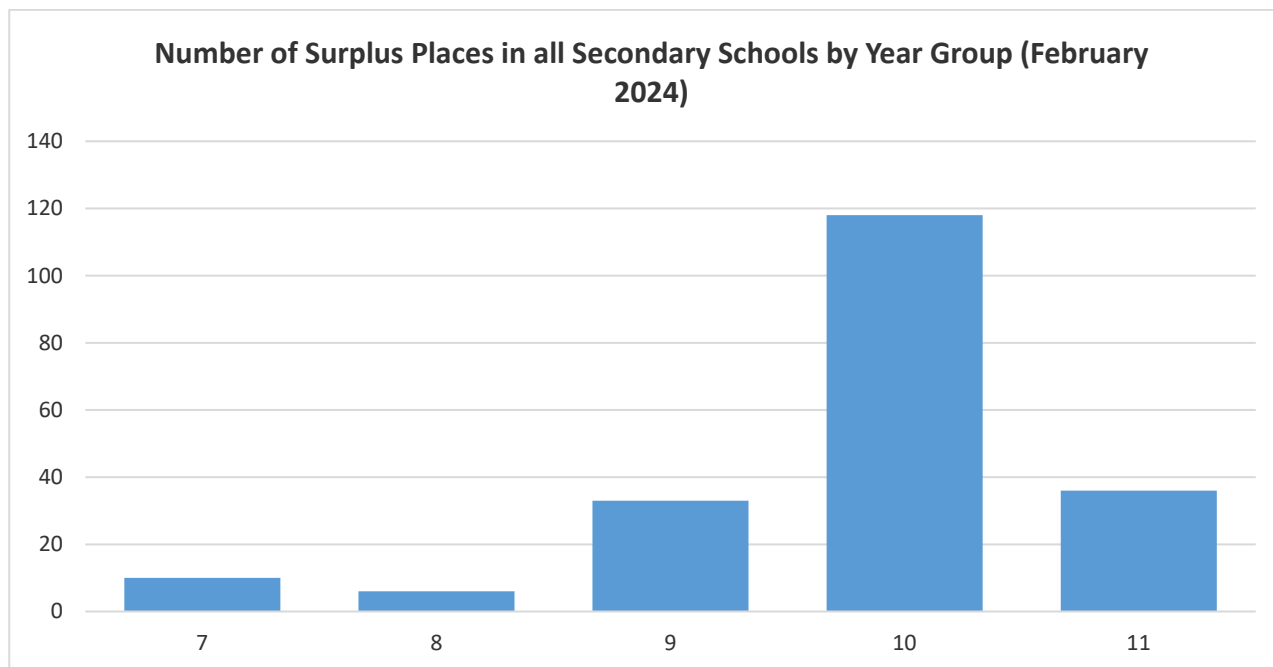
West:

The population in the West has always been the largest of our areas in terms of population. This is the area that we are most concerned about meeting the demand for places as further significant growth is expected.

Concerns about surplus places for in-year movement

Local Authorities like to have 5 to 10% availability of places across a year group to allow for in-year movement. There are 2716 children in each year group in Years Seven to Eleven (on average). A 5% surplus, therefore, is around 135 places above the overall number of students on roll in the year group.

The below graph shows that this level of available places is not achieved in any year group.



Indeed, in Key Stage Three there are concerning numbers of available places, across Warrington. Where there are spaces in schools, these are often in the wrong areas.

The PAN applies for the whole of the entry year and schools must admit pupils when places are applied for. After the entry year, schools set their staffing numbers around the number on roll at the end of Year Seven, limiting the number of places available in subsequent years. This has led to fewer places offered across Warrington in Year Eight compared to Year Seven, making Year Eight the most challenging year group to place children.

Year Ten is the year group with the highest availability – this is most likely due to UTC Warrington’s Year Ten entry year. The amount of movement in Year Ten and Year Eleven is typically lower than in other years, but as cohort sizes increase, this may become more of a concern.

Schools must consider that when the current Years Ten and Eleven leave they will be replaced with bigger cohorts.

We need schools to offer as many places as their capacity allows.

What needs to be done?

Actions will depend on the trends in each area,

We have already:

- Expanded almost every secondary school across Warrington

We now need to:

- Explore expansion options with schools in the West and Central areas
- Pre-empt area specific peaks in demand
- Review the provision of a new secondary free school which included in the Local Plan
- Work with admissions authorities to guarantee available places for in-year movement, particularly in Years Eight and Nine
- Encourage collaboration between schools to support the challenges of a swelling population
- Although numbers will eventually begin to fall, this will not happen within the scope of our forecasts, and even then, they will only fall to still relatively high levels. We will help admission authorities to prepare for this.

Forecasting



Forecasting the need for places

We take an evidence-based approach to forecasting the need for school places to produce 5-year pupil projections for planning areas.

Forecasting for individual schools is unreliable as reputational changes can influence numbers on roll, for example, Ofsted grades, assessment outcomes, school leadership changes and other school-specific issues. Schools and colleges with atypical age ranges can affect numbers on roll in the schools.

The DfE expects Local Authorities to plan appropriate school numbers through forecasting the need for places to ensure that there are sufficient school places to provide primary and secondary education. Each Local Authority divides the schools into Pupil Planning Areas which are then used in the annual SCAP collection (Annual School Capacity Survey).

Warrington's School Planning areas

To better understand need at a local level, primary schools are grouped into 15 planning areas for planning purposes (see Appendix 1). These areas reflect travel to school patterns, housing trends and our awareness of schools' admissions policies.

There are fewer secondary schools and pupils are more likely to travel longer distances to schools, so it is not necessary to split them into smaller areas. We therefore have four areas – Central, East, South and West (see Appendix 3).

These areas are used internally for forecasting, and externally to supply forecasts for each area. The areas do not limit movement or school attendance and they are not typically used for other purposes.

School Building capacity

The need for places is determined by comparing the projected need for places against the actual capacity of schools in a planning area. It is important, for this reason, that schools keep Warrington Borough Council informed of any changes made to their buildings. The net capacity assessment (NetCap) is still used as the standard method for measuring the number of pupil places available in any mainstream school. The NetCap helps to determine the appropriate amount of space available for teaching and learning activities.

Annual School Capacity Survey (SCAP)

Forecasts are submitted annually to the DfE as part of the School Capacity and Places Survey (SCAP) which sets out our place provision and forecast of need. The SCAP then determines the level of capacity grant the Council will receive, the majority of which is via the Basic Need Grant and Condition allocations with occasional other capital funding for targeted investment.

Forecast Evaluation

The DfE carry out external moderation of our forecasts via the annual SCAP return, and the forecast accuracy of those returns is published by DfE annually. The DfE guidance states that all forecasts must not contain more than 5% margin of error, and a target of under 1% is desirable. Warrington Borough Council target the lower of these two values, and we aim for our forecast to be within 99% accuracy. [View the Warrington Scorecard \(http://bit.ly/warringtonscorecard\)](http://bit.ly/warringtonscorecard)

Forecasts for schools

Forecasts for schools are updated twice a year, in December and April, using data which includes:

- Number of births during an academic year in the planning area
- Forecasted demand for Reception places in the planning area, including forecasted numbers from housing developments and inward migration.

Contextual data for the planning area will be included, including trends of children attending from outside Warrington, and a comparison of birth rate to the overall birth rate in Warrington.

Other information included in the forecasts will include:

- Current and previous years' school census numbers
- Schools' Published Admission Numbers (PAN)
- Overall occupation of the schools in the area

It isn't practical to give specific place demand for individual schools, but, on request, we can talk through some specific trends. Forecasts will not include information for each school as the scale is too small. Instead, planning areas are used which it easier to identify trends.

How we communicate forecasts to schools?

- An annual webinar where we will talk through the trends facing school places in the area in more detail.
- Summary information at Directors' Briefing.
- Brief notes at WAPH and WASCL meetings.
- Forecasts sent to schools twice a year.

How should schools use our forecasts?

We recommend that schools share their forecasts with their governing board, their multi-academy trust, or their diocese. The forecasts should be used by school leaders to make strategic decisions to ensure the financial viability and effective running of schools.

How are Forecasts calculated?

Live Birth Data and Intake Rates

The NHS produces live birth data, and this is used for school place planning. The birth data is shared in Lower Super Output Areas (LSOAs). LSOAs are geographical areas which are designed to improve the area of small area statistics in England and Wales. This data is then allocated to each Primary Planning Area, providing the baseline for future numbers on roll.

Each Planning Area has a pattern of birth data converting to numbers on roll at the schools in that Planning Area. We refer to this as the Intake Rate. Intake Rates vary depending on the characteristics of the area; urban areas tend to have a rate below 100%, for example, 80%, which suggests that for every 100 births in that area, only 80 pupils will enter schools in that area in Reception. Rural areas tend to have an intake rate above 100%. Trends are monitored and used to calculate an average which is then applied to the birth data to give a 'raw' forecast intake for future Reception years. Sometimes adjustments need to be made if the profile of the area has changed significantly.

Existing Number on Roll and Migration

The schools' current numbers on roll are updated into the forecasts at three points in the year using the data from the School Census. For previous years' data, the May school census is the main data set used each year.

Four years of historical number on roll data is compiled and compared year on year, to build a picture of movement or migration within each Planning Area. The movement between schools within a Planning Area has no net change to pupil population, but the migration into or out of each Planning Area per year is calculated. The three years of migration is then subjected to average, and an average annual migration rate calculated per Planning Area. This is then applied to birth data to understand the likely future effect on current number on roll and future number on roll.

Housing

Warrington planning produces a Strategic Housing Land Availability Assessment (SHLAA) annually which outlines the housing developments scheduled to come forward within 5 years and beyond. The SHLAA also contains reasonable expectations on phasing of developments which is used to allocate housing by year to the forecasts.

This housing data supplied is then split by Planning Area based on the location of each individual development which are listed by ward. Student dwellings and over-55s or similar age specific developments are also excluded from forecasts.

Pupil yield research for Warrington, established an average pupil yield. The housing data within the forecasts is subjected to this average yield factor to give the number of expected pupils from those developments, and this is applied to the forecasts.

Primary School Number on Roll and Transfer Rate

The baseline for the future number on roll at secondary school is the existing primary school population. For primary school population transferring to secondary school, there is a transfer rate. Not all primary school pupils within a planning area will attend secondary school within that area. Therefore, transfer rates vary from 75% to 150% by area.

We calculate the past transfer rates by examining four years of number on roll information from the May School Census for previous years, plus October, January or May school census for the latest year. The past three transfer rates are then subjected to average, and an average annual transfer rate calculated per area.

We will adjust this average where known changes have taken place which change the profile of the transfer rate, for example a new school, significant school expansion or school closure. The transfer rate applied to primary population gives a "raw" forecast intake for future year 7 intakes.

Rounding

There is no rounding of pupils within the forecasts until the final stage, where all numbers are rounded to the nearest integer. Forecasts are regularly evaluated internally by Warrington Borough Council to ensure that accuracy is maintained.

Developer Contributions to Education

Contributions are requested from developers to improve or develop infrastructure in the area. For example, contributions are sought for highways.

Developer contributions for education are secured by means of conditions attached to planning permission, a planning obligation under Section 106 of The Town and Country Planning Act 1990, or the Community Infrastructure Levy, using the following principles:

- Housing development should mitigate its impact on community infrastructure, including schools and other education and childcare facilities.

- Evidence of pupil yield from housing development should be based on data from local housing developments.
- Developer contributions towards new school places should provide both funding for construction and freehold land where applicable, subject to viability assessment when strategic plans are prepared and using up-to-date cost information.
- The early delivery of new schools within strategic developments should be supported where it would not undermine the viability of the school, or of existing schools in the area.

Increase in demand for school places is placing significant pressures on existing levels of provision, particularly at primary school level but also increasing at secondary school level. New development in the borough will place further pressure on the borough's education facilities. It is particularly important for families with children of primary school age to be able to access a school place for their children locally without having to travel significant distances and there will be a general presumption that the need for any education provision of this type arising out of new development will be provided within the immediate local area.

There are two elements of planning obligations relating to education provision. Firstly, to mitigate the impact of development on the existing level of education provision in the area local to the site; and secondly where there is the need to secure land for a new school as part of a large-scale development of a strategic nature.

Proposed developments will generate additional pupils and so this will place additional demand for school places within a reasonable distance of the proposed development (2 miles for primary schools and 3 miles for secondary schools). Money from developers will be used to generate the developer contribution towards education, to provide additional places and enhance existing education provision in the area.

The amount of money sought from developers is based on proposed housing developments of 11 or more units (or with maximum combined gross floorspace of more than 1000sqm). Taking account houses with 2 bedrooms or more, the yield of pupils expected from the development is 0.3 pupils per family home for primary schools, and 0.18 pupils per family home for secondary schools. The pupil yield is based on Warrington's historical yield for developments. The pupil yield is then multiplied by an amount per pupil published annually by Warrington Borough Council.

For large scale development proposals where the unmet need justifies the delivery of a new school, the Council will seek to secure land as part of the overall development proposal, at no cost to the Council. Where land is being provided, the Council will seek to secure a financial contribution for the school's construction, subject to viability.

The financial contribution is received and held by the local authority. Triggers are applied to the development that state when funds are released to the local authority. The money is used to invest when required and where needed. The time scale for using the money varies and can be as long as ten years.

For further information, please see [Planning policy](#).

Place Planning Calendar

A summary of key dates and actions relating to place planning and forecasting

January:

- Spring School Census
- Primaries Applications Deadline 15th January
- Admissions consultations deadline
- Attendance at WAPH and WASCL meetings
- School places 'catch up' discussions

February

- Admissions policies for all schools finalised
- School places 'catch up' discussions

March

- Offer date for secondaries
- Basic Need Allocations
- School places 'catch up' discussions
- Attendance at WAPH and WASCL meetings
- Primary Admissions & Place Planning Liaison Group

April

- Offer date for primaries
 - School places 'catch up' discussions
 - Pupil place forecasts

May

- Attendance at WAPH and WASCL meetings
- School places 'catch up' discussions
- Preliminary births for current year
- Summer School Census

June

- Last day for secondary batch appeals
- School places 'catch up' discussions

- Primary Admissions & Place Planning Liaison Group
- Attendance at WAPH and WASCL meetings

July

- School places 'catch up' discussions
- SCAP generation

August

- Collect planned housing development projects (SHLAA)
- School places 'catch up' discussions

September

- Planning Area Review
- Attendance at WAPH and WASCL meetings
- School places 'catch up' discussions
- Primary Admissions & Place Planning Liaison Group

October

- Autumn School Census
- Secondary Preferences Deadline 31st October
- Office of Schools Adjudicator Annual Report
- School places 'catch up' discussions

November

- School places 'catch up' discussions
- Attendance at WAPH and WASCL meetings

December

- Primary Admissions & Place Planning Liaison Group
- Previous academic year actual births
- Pupil place forecasts

We also need to work with the relevant time scales of [Council committees and meetings](#).





Making changes to schools

Making changes to schools

There are options available to the Local Authority and to schools to manage falling or rising numbers. Some of the options would not be appropriate for Warrington schools but are included for reference.

Where changes are needed the following criteria will always be considered:

- Educational standards, as determined by the latest judgement by Ofsted, or the 'direction of travel' according to the School Improvement Team
- High levels of parental first preferences in particular, oversubscribed schools. (Meeting parental preference comes at a significant cost, therefore where pupils are able to access a reasonable alternative, it may not always be seen as necessary to provide additional places in a more popular school. We also consider whether additional places would provide places for Warrington children or whether the quality of Warrington schools may be drawing pupils in from other area.)
- The current school capacity and number of children on roll
- The school's financial situation
- Location of the school relative to population
- Practicalities of the site
- Costs of making changes
- The wishes of the governing board and school leadership
- Views of parents and others in the community
- Availability of public transport and other sustainable modes for public

There will be other individual factors which will be considered, as appropriate.

When more places are required

Where forecasts show a need to increase the number of places available, there are different approaches set out below that we could take to make sure there are enough places.

Expand popular and successful schools

We know that families and carers want to be able to access a place at popular and successful schools. As far as possible we will seek to provide additional places, when needed, at existing schools that are already achieving high standards of education or have robust school improvement plans in place. Particular attention will be paid to the effects of proposals on groups that tend to under-perform including children from certain ethnic groups, children from deprived backgrounds and children in care, with the aim of narrowing attainment gaps. We also seek to expand schools that have high levels of first preferences for admission applications, particularly those that are regularly oversubscribed. This approach provides parents and carers with increased opportunities for obtaining a preferred school place for their child. It also helps to maintain stability within the existing family of Warrington schools.

Changing age range

There may be circumstances where the provision of additional school places may be facilitated by altering the age range of an existing school, for example, providing additional primary school places by extending the age range of a secondary school to offer places for pupils aged 4 to 11 years thereby becoming an 'all through' school.

New schools

If expansion of an existing school or extending the age range is not possible or not appropriate, and a high number of additional school places are still required, we will propose to commission a new school. Where we have already taken steps to address growth through the delivery of additional school places at existing schools, but a housing development will require additional mitigation, particularly to accommodate the pupils yielded by the development, a new school would be proposed.

New schools are favoured due to the opportunity to have new school buildings. Moving an existing school to a new site may also be considered if individual circumstances suggest that this may be appropriate.

Temporary places or "bulge years"

In some instances, rather than sustained evidence of demand for additional places, there may be a single intake year where numbers are forecast to be unusually high, followed by a fall in numbers or a return to 'normal' numbers. In these instances, we would normally use a bulge year to meet the need temporarily for one year at a single school. A bulge year can be implemented later in the process by an agreement to exceed the published admission number (PAN), therefore can be an informal change to the published or determined admission number rather than formally consulted rise. In addition to being a tool for dealing in advance with single year peaks in demand, it also allows the flexibility to react to a sudden change in circumstances and put additional places in at short notice.

Where a significant surplus of places is identified

Where forecasts show a need to reduce a surplus number of places available, there are a number of different approaches set out below that we can take to make sure surpluses are managed. The council has a legal duty to address a surplus.

Admitting below PAN due to low demand

If demand is lower than the PAN, individual schools may need to admit smaller numbers. This is often manageable in the short term. However, if this happens over several years this adds significant financial strain to a school and if this is not managed, the viability of a school could be threatened. No consultation is required to admit under PAN.

Reducing PAN

Our aim is always to protect the Warrington family of schools. If a significant surplus is identified in a planning area or a particular school, we will discuss reducing with the school/admissions authorities. In a maintained school we can instruct the school to reduce the PAN. In an academy we will advise the trust to reduce the PAN. The PAN can be increased in the future if required.

As admissions policies are set during the school year before, it is important to plan ahead for such changes. Reducing PAN will involve a 6-week consultation which must take place between October and January of the determination year. For example, to reduce a PAN for 2026, the consultation must conclude before the end of January 2025.

The Local Authority is happy to support all schools with a PAN-reduction process.

Amalgamating schools

If a school is no longer viable by itself, or if we need to increase the number of places to meet local demand, local authorities have the power to amalgamate (combine) maintained schools. This will involve a consultation with interested parties.

Closing a school

In certain circumstances the council can propose the closure of any category of maintained school. The governing body of a voluntary aided, foundation or foundation special school may also publish proposals to close its own school. Reasons for closing a maintained mainstream school would normally be due to too many surplus places, amalgamation, standards, viability and failure (and no viable sponsor to convert to academy status). This will involve a consultation with interested parties.

The process for changing schools

Warrington Borough Council will regard all schools the same, whether community, faith or academy. Our role is to ensure school place sufficiency and so decisions are based on need for places, not taking the type of school into account. However, the process for making changes varies depending on the type of school.

Making minor changes to existing maintained schools

There are some minor changes that Warrington Borough Council and governing boards can make without following a statutory process. This is set out in detail in DfE guidance.

In many cases, changes in pupil capacity can be achieved by increasing the school's PAN. Proposals under this route will need to adhere to the requirements of the School Admissions Code.

We will ensure early engagement with governing boards, trustees, and diocesan authorities as part of the pupil place capacity and review process. Likewise, we expect governing boards and schools to inform Warrington Borough Council at the earliest opportunity of any proposed minor changes.

Making significant changes to existing maintained schools

Warrington Borough Council can propose making significant changes to existing maintained schools whilst governing boards are able to propose some limited types of changes.

In many cases, expanding existing schools can create additional capacity more quickly than building new schools. And at a lower cost.

Legislation sets the process for decision making around any significant changes to existing maintained schools, such as enlargement, or changing the age range.

The legislation requires that full consultation will take place prior to making any decisions around these school changes. A statutory consultation and decision-making process is defined that we will follow in these circumstances.

Closing maintained schools

Warrington Borough Council is able to propose the closure of all categories of maintained school or faith schools.

The statutory process for proposals to close a school is the same as for making significant changes, but with the addition of an extended period of informal consultation before a formal proposal is published. This will take place over a period of at least six weeks, be held during term time, and will typically be incorporated into the pupil place capacity review process.

Opening new schools

Where we identify the need for a new school, legislation states that we must set out proposals through a free school presumption.

Only in circumstances where no viable sponsor comes forward, or there is a clear identified need for a specific type of school (such as a faith school) can a new maintained school be considered.

Our role in new free schools is to approve the need for a new school, undertake a free school presumption, and to agree which preferred sponsor we will recommend to the Secretary of State and Regional Schools Commissioner.

Independent proposes can also apply directly to the DfE to establish a free school, as part of time limited waves administered by the DfE.

The final decision on all new free school proposals rests with the Secretary of State for Education, which is delegated to the Regional Schools Commissioner.

Making significant changes to academies

Warrington Borough Council has no formal role in approving or delivering significant changes in academies but is able to propose making changes in response to local basic need for school places. As with maintained schools, there is an expectation that only academies rated as 'good' or 'outstanding' by Ofsted will be considered for expansion.

Changes need to be approved by the Regional Schools Commissioner and generally require a full business case, though some can follow a fast-track route in limited circumstances. In all cases, the Regional Schools Commissioner will expect consultation to have taken place with Warrington Borough Council.

Proposals for significant changes to academies can occur in two ways:

- A proposal put forward by an academy or multi-academy trust, or
- A pupil place capacity review determines a change to an academy as the best option in response to local basic need.

Academy trusts can propose closure of academies and must follow the prescribed procedure set out on the DfE guidance. It is expected that trusts will engage with Warrington Borough Council at the earliest opportunity if such a proposal is being considered to enable a detailed pupil place capacity review to be conducted in the planning area and provide relevant evidence to help inform the final decision.

Relevant legislation

[School Admissions Code \(2021\)](#)

[School Admission Appeals Code \(2022\)](#)

[Making significant changes to academies \(2023\)](#)

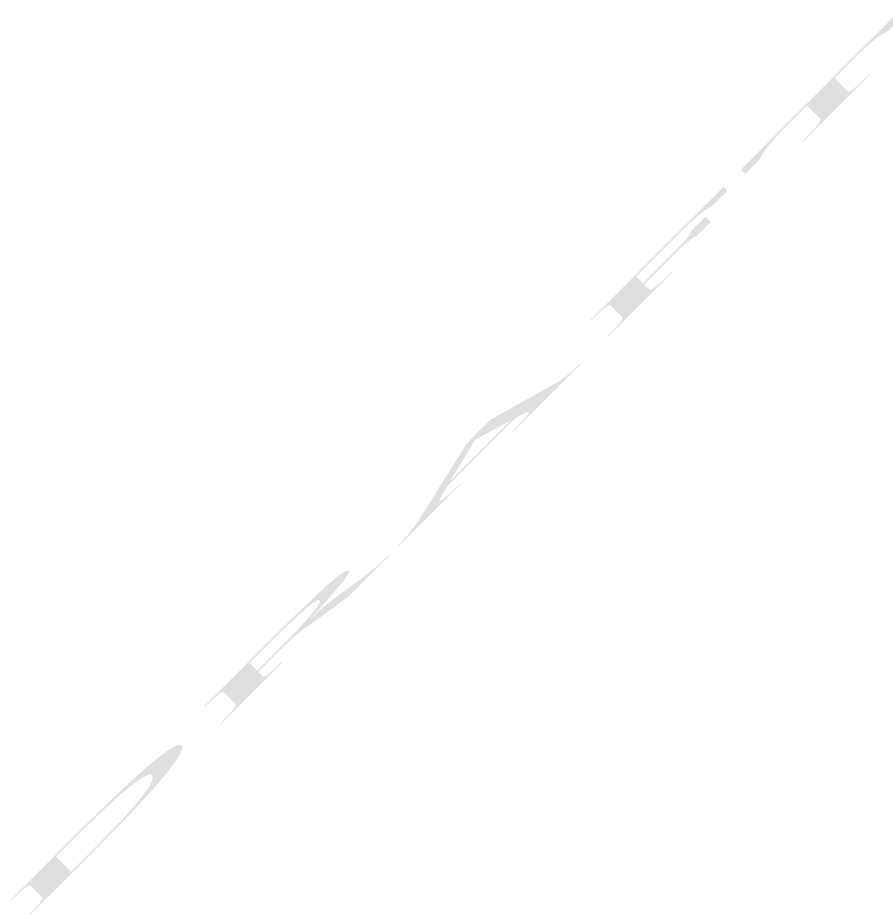
[School Organisation: Local Authority Maintained Schools \(2023\)](#)



Appendices

All of the appendices are included for reference so that school leaders can see how our planning areas are organised. Existing Designated Provisions have been included as these are significant factors in making decisions about schools. A list of schools is included (correct as of January 2024) so that school leaders can see the PAN sizes in schools across the borough.

- Primary Planning Areas
- Primary Map
- Secondary Planning Areas
- Secondary Map
- Designated Provisions
- List of schools including PAN and Status



Appendix 1: Primary Planning Areas

Appleton

Appleton Thorn Primary School
Grappenhall Heys Community Primary School
Stretton St Matthew's CofE Primary School

Bewsey

Bewsey Lodge Primary School
Dallam Community Primary School
Evelyn Street Community Primary School
Sacred Heart Catholic Primary School
St Alban's Catholic Primary School
Warrington St Barnabas CofE Primary School

Birchwood

Birchwood CofE Primary School
Gorse Covert Primary School
Locking Stumps Community Primary Support

Burtonwood & Winwick

Burtonwood Community Primary School
St Paul of the Cross Catholic Primary School
Winwick CofE Primary School

Culcheth & Croft

Croft Primary School
Culcheth Community Primary School
Glazebury CofE (aided Primary School
Newchurch Community Primary School
St Lewis Catholic Primary School
Twiss Green Community Primary School

Grappenhall & Thelwall

Bradshaw Community Primary School
Grappenhall St Wilfrid's CofE Primary School
Thelwall Community Junior School
Thelwall Community Infant School

Great Sankey

Barrow Hall Community Primary School
Callands Primary School
Chapelford Village Primary School
Park Road Community Primary School
Sankey Valley St James CofE Primary School
St Philip Westbrook CofE Aided Primary School
Westbrook Old Hall Primary School

Hollins Green

St Helen's CofE (Aided) Primary School

Latchford

Alderman Bolton Community Primary School
Latchford St James CofE Primary School
Our Lady's Catholic Primary School
St Augustine's Catholic Primary School

Lymm

Cherry Tree School
Oughtrington Primary School
Ravenbank Primary School
Statham Primary School

Orford

Brook Acre Community Primary School
Cinnamon Brow CofE Primary School
Meadowside Community Primary School
St Andrew's CofE Primary School
St Bridget's Catholic Primary School
St Margaret's CofE Voluntary Aided Primary School
St Stephen's Catholic Primary School

Penketh

Great Sankey Primary School
St Joseph's Catholic Primary School
Penketh Community Primary School
Penketh South Community Primary School
St Vincent's Catholic Primary School

Stockton Heath

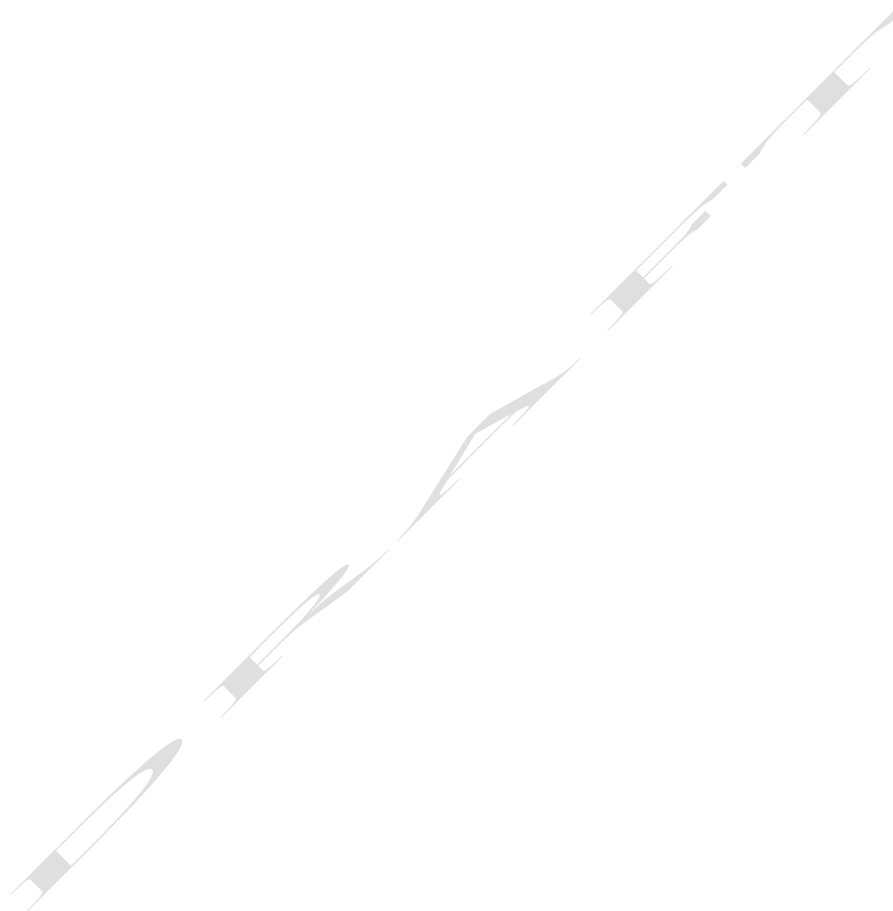
Broomfields Junior School
Stockton Heath Primary School
St Monica's Catholic Primary School
St Thomas CofE Primary School
The Cobbs Infant School

Town Centre

Beamont Community Primary School
Oakwood Avenue Community Primary School
St Benedict's Catholic Primary School
St Elphin's (Fairfield) CofE Primary School
Warrington St Ann's CofE Primary School

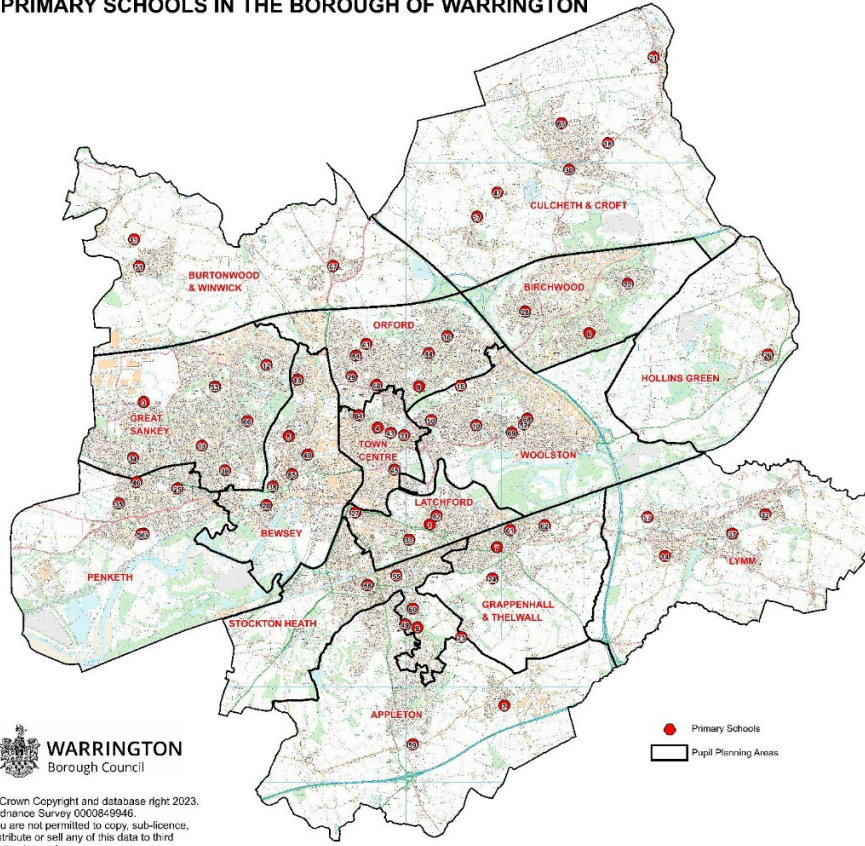
Woolston

Bruche Community Primary School
Christ Church CE Primary School Padgate
St Oswald's Catholic Primary School
St Peter's Catholic Primary School
Woolston CofE Aided Primary School
Woolston Community Primary School



Appendix 2: Primary Planning Areas Map

PRIMARY SCHOOLS IN THE BOROUGH OF WARRINGTON



- 1 ALDERMAN BOLTON COMMUNITY PRIMARY SCHOOL
- 2 APPLETON THORN PRIMARY SCHOOL
- 3 BARRROW HALL COMMUNITY PRIMARY SCHOOL
- 4 BEAMONT COMMUNITY PRIMARY SCHOOL
- 5 BEWSEY LODGE PRIMARY SCHOOL
- 6 BIRCHWOOD C E PRIMARY SCHOOL
- 7 BRADSHAW COMMUNITY PRIMARY SCHOOL
- 8 BROOK ACRE COMMUNITY PRIMARY SCHOOL
- 9 BROOKHEDS JUNIOR SCHOOL
- 10 BRUCHE COMMUNITY PRIMARY SCHOOL
- 11 BURTONWOOD COMMUNITY PRIMARY SCHOOL
- 12 CALLANDS PRIMARY SCHOOL
- 13 CHAPELFORD VILLAGE PRIMARY SCHOOL
- 14 CHERRY TREE PRIMARY SCHOOL
- 15 CHRIST CHURCH C E PRIMARY SCHOOL
- 16 CINNAMON BROW C E PRIMARY SCHOOL
- 17 CROFT PRIMARY SCHOOL
- 18 CULCHETH COMMUNITY PRIMARY SCHOOL
- 19 DALLAM COMMUNITY PRIMARY SCHOOL
- 20 EVELYN STREET PRIMARY SCHOOL
- 21 GLAZEY C E AIDED PRIMARY SCHOOL
- 22 GORSE COVERT PRIMARY SCHOOL
- 23 GRAPPENHALL HEYS COMMUNITY PRIMARY SCHOOL
- 24 GRAPPENHALL ST WILFREDS C E PRIMARY SCHOOL
- 25 GREAT SANKEY PRIMARY SCHOOL
- 26 HOLLINS GREEN ST HELENS C E AIDED PRIMARY SCHOOL
- 27 LATCHFORD ST JAMES C E PRIMARY SCHOOL
- 28 LOCKING STUMPS COMMUNITY PRIMARY SCHOOL AND NURSERY
- 29 MEADOWSIDE COMMUNITY PRIMARY SCHOOL
- 30 NEWCHURCH COMMUNITY PRIMARY SCHOOL
- 31 OAKWOOD AVENUE COMMUNITY PRIMARY SCHOOL
- 32 OUGHTINGTON COMMUNITY PRIMARY SCHOOL
- 33 OUR LADY'S CATHOLIC PRIMARY SCHOOL
- 34 PARK ROAD COMMUNITY PRIMARY SCHOOL
- 35 PENKETH COMMUNITY PRIMARY SCHOOL
- 36 PENKETH SOUTH COMMUNITY PRIMARY SCHOOL
- 37 RAVENBANK COMMUNITY PRIMARY SCHOOL
- 38 SACRED HEART CATHOLIC PRIMARY SCHOOL
- 39 SANKEY VALLEY ST JAMES C E PRIMARY SCHOOL
- 40 ST ALBANS CATHOLIC PRIMARY SCHOOL
- 41 ST ANDREWS C E PRIMARY SCHOOL
- 42 ST AUGUSTINES CATHOLIC PRIMARY SCHOOL
- 43 ST BENEDICTS CATHOLIC PRIMARY SCHOOL
- 44 ST BRIDGETS CATHOLIC PRIMARY SCHOOL
- 45 ST ELPHINS FAIRFIELD C E VOLUNTARY AIDED PRIMARY SCHOOL
- 46 ST JOSEPHS CATHOLIC PRIMARY SCHOOL
- 47 ST LEWIS CATHOLIC PRIMARY SCHOOL
- 48 ST MARGARETS C E VOLUNTARY AIDED PRIMARY SCHOOL
- 49 ST MONICAS CATHOLIC PRIMARY SCHOOL
- 50 ST OSWALDS CATHOLIC PRIMARY SCHOOL
- 51 ST PAUL OF THE CROSS CATHOLIC PRIMARY SCHOOL
- 52 ST PETERS CATHOLIC PRIMARY SCHOOL
- 53 ST PHILIP WESTBROOK C E AIDED PRIMARY SCHOOL
- 54 ST STEPHENS CATHOLIC PRIMARY SCHOOL
- 55 ST THOMAS C E AIDED PRIMARY SCHOOL
- 56 ST VINCENTS CATHOLIC PRIMARY SCHOOL
- 57 STATHAM COMMUNITY PRIMARY SCHOOL
- 58 STOCKTON HEATH PRIMARY SCHOOL
- 59 STRETTON ST MATTHEWS C E PRIMARY SCHOOL
- 60 THE COBBS INFANT SCHOOL
- 61 THELWALL COMMUNITY INFANT SCHOOL
- 62 THELWALL COMMUNITY JUNIOR SCHOOL
- 63 TWISS GREEN COMMUNITY PRIMARY SCHOOL
- 64 WARRINGTON ST ANNS C E PRIMARY SCHOOL
- 65 WARRINGTON ST BARNABAS C E PRIMARY SCHOOL
- 66 WESTBROOK OLD HALL PRIMARY SCHOOL
- 67 WINWICK C E PRIMARY SCHOOL
- 68 WOOLSTON C E AIDED PRIMARY SCHOOL
- 69 WOOLSTON COMMUNITY PRIMARY SCHOOL



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Appendix 3: Secondary School Areas

Central

Beamont Collegiate Academy
Cardinal Newman Catholic High
Sir Thomas Boteler Church of England High School
Padgate Academy

East

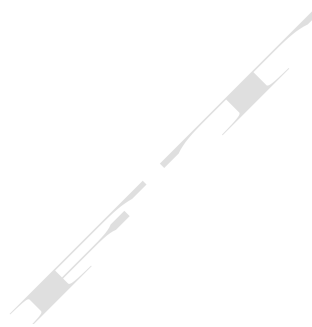
Birchwood High School
Culcheth High School
Kings Leadership Academy

South

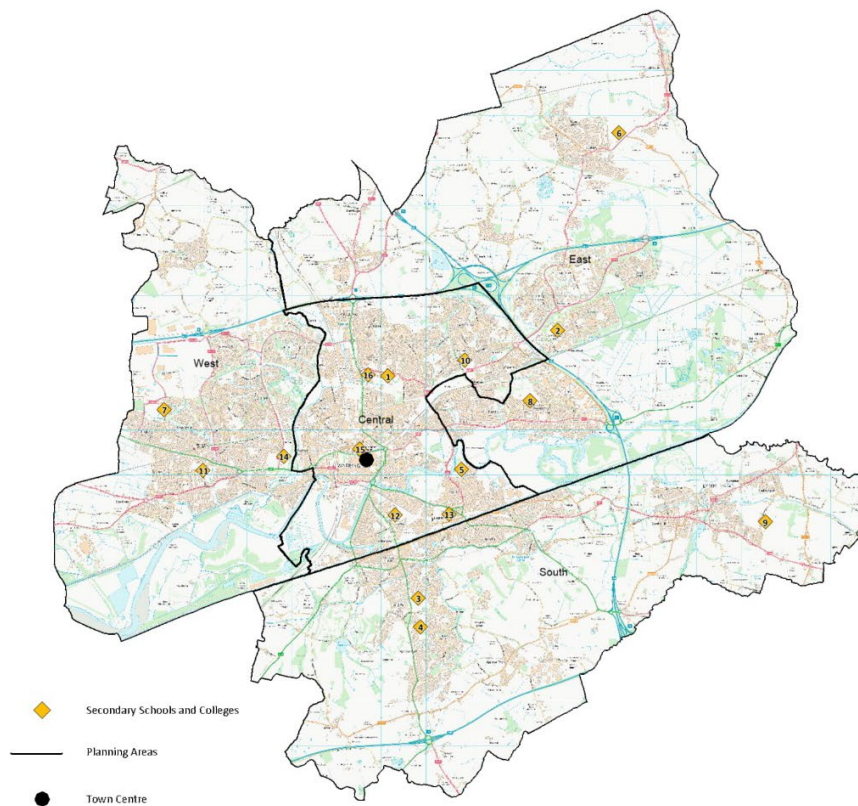
Bridgewater High School
Lymm High School

West

Great Sankey High School
Penketh High School
St Gregory's Catholic High School



SECONDARY SCHOOLS AND COLLEGES IN THE BOROUGH OF WARRINGTON



Secondary Schools and Colleges

1. Beamont Collegiate Academy
2. Birchwood High School
3. Bridgewater High School - Lower Site
4. Bridgewater High School - Upper Site
5. Cardinal Newman Catholic High School
6. Culcheth High School
7. Great Sankey High School
8. Kings Leadership Academy
9. Lymm High School
10. Padgate Academy
11. Penketh High School
12. Priestley College
13. Sir Thomas Boteler CE High School
14. St Gregory's Catholic High School
15. UTC, Warrington (Key Stage 4 & 5 provision only)
16. Warrington Collegiate Institute



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Appendix 4: Designated Provisions

As of May 2024, there are 11 schools offering 203 specialist places in mainstream schools across Warrington.

School	Key Stage	Type of Provision	Places
Bewsey Lodge Primary	One	Cognition and Learning	8
Bewsey Lodge Primary	Two	Cognition and Learning	10
Bridgewater High	Three and Four	Autistic Spectrum Disorder	25
Dallam Community Primary	One	Autistic Spectrum Disorder	8
Dallam Community Primary	Two	Autistic Spectrum Disorder	16
Gorse Covert Community Primary	One	Autistic Spectrum Disorder	8
Gorse Covert Community Primary	Two	Autistic Spectrum Disorder	8
Meadowside Primary	One	Development Centre	8
Meadowside Primary	Two	Cognition and Learning	10
Oakwood Avenue Community Primary	One	Social, Emotional and Mental Health	8
Oakwood Avenue Community Primary	Two	Social, Emotional and Mental Health	10
Oakwood Avenue Community Primary	Two	Cognition and Learning	10
Padgate Academy	Three and Four	Cognition and Learning	12
Penketh High	Three and Four	Cognition and Learning	16
Sir Thomas Boteler CofE	Three and Four	Cognition and Learning	14
St Gregory's Catholic	Three and Four	Autistic Spectrum Disorder	16
Woolston Community Primary	One	Autistic Spectrum Disorder	8
Woolston Community Primary	Two	Autistic Spectrum Disorder	8



Appendix 5: List of Schools

Primary Schools

School Name	PAN (Published Admissions Number)	Status (May 2024)
Alderman Bolton Primary School	45	Academy
Appleton Thorn Primary School	30	Academy
Barrow Hall Community Primary School	90	Community
Beamont Primary School	60	Academy
Bewsey Lodge Primary School	45	Community
Birchwood CofE Primary School	30	Faith
Bradshaw Community Primary School	30	Academy
Brook Acre Community Primary School	30	Community
Broomfields Junior School	90	Academy
Bruche Primary School Academy	30	Academy
Burtonwood Community Primary School	30	Academy
Callands Community Primary School	60	Community
Chapelford Village Primary School	90	Academy
Cherry Tree School	30	Community
Christ Church CofE Primary School Padgate	45	Faith
Cinnamon Brow CofE Primary School	45	Faith
Croft Primary School	30	Academy
Culcheth Community Primary School	30	Community
Dallam Community Primary School	30	Community
Evelyn Street Community Primary School	45	Academy
Glazebury CofE Primary School	15	Academy
Gorse Covert Primary School	30	Academy
Grappenhall Heys Community Primary School	60	Community
Grappenhall St Wilfrid's CofE Primary School	60	Faith
Great Sankey Primary School	45	Academy
Latchford St James CofE Primary School	30	Faith
Locking Stumps Community Primary School	60	Community
Meadowside Community Primary and Nursery School	30	Academy
Newchurch Community Primary School	30	Community
Oakwood Avenue Community Primary School	90	Academy
Oughtrington Community Primary School	60	Academy
Our Lady's Catholic Primary School	30	Academy
Park Road Primary School	30	Academy
Penketh Primary School	30	Academy
Penketh South Community Primary School	30	Academy
Ravenbank Community Primary School	30	Academy
Sacred Heart Catholic Primary School	30	Faith

School Name	PAN (Published Admissions Number)	Status (May 2024)
Sankey Valley St. James' CofE Primary School	30	Faith
St Alban's Catholic Primary School	30	Faith
St Andrew's CofE Primary School	30	Faith
St Augustine's Catholic Primary School	30	Faith
St Benedict's Catholic Primary School	30	Faith
St Bridget's Catholic Primary School	30	Faith
St Elphin's (Fairfield) CofE Primary School	60	Faith
St Helen's CofE Primary School	20	Academy
St Joseph's Catholic Primary School	30	Faith
St Lewis Catholic Primary School	15	Faith
St Margaret's CofE Primary School	60	Faith
St Monica's Catholic Primary School	30	Faith
St Oswald's Catholic Primary School	30	Faith
St Paul of the Cross Catholic Primary School	30	Faith
St Peter's Catholic Primary School	30	Faith
St Philip (Westbrook) CE Aided Primary School	90	Faith
St Stephen's Catholic Primary School	30	Faith
St Thomas' CofE Primary School	30	Faith
St Vincent's Catholic Primary School	30	Faith
Stham Community Primary School	30	Academy
Stockton Heath Primary School	60	Community
Stretton St Matthew's CofE Primary School	30	Academy
The Cobbs Infant and Nursery School	60	Community
Thelwall Community Junior School	45	Community
Thelwall Community Infant School	45	Academy
Twiss Green Community Primary School	30	Community
Warrington St Ann's CofE Primary School	30	Faith
Warrington St Barnabas' CofE Primary School	30	Faith
Westbrook Old Hall Primary School	60	Academy
Winwick CofE Primary School	30	Faith
Woolston CofE Aided Primary School	30	Faith
Woolston Community Primary School	30	Academy

Secondary Schools

School Name	PAN (Published Admissions Number)	Status (January 2024)
King's Leadership Academy Warrington	150	Academy
Beamont Collegiate Academy	180	Academy
UTC Warrington	90 (from 2025)	Academy
Sir Thomas Boteler Church of England High School	175 (from 2025)	Academy
Penketh High School	220 (from 2025)	Academy
Padgate Academy	150	Academy
Culcheth High School	240	Community
Great Sankey High School	375	Academy
Birchwood Community High School	200	Academy
Bridgewater High School	360	Academy
Lymm High School	300	Academy
St Gregory's Catholic High School	240	Faith
Cardinal Newman Catholic High School	165	Faith



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