PaJeS
Supporting Jewish Schools

Projections of demand for places in state-funded mainstream Jewish secondary schools in London years 2024/25 – 2028/29

April 2024

Introduction

In recent years, the dynamics of school admissions, particularly for state-funded mainstream Jewish secondary schools in London, have undergone significant shifts due to varying factors such as demographic changes, policy updates, and community preferences. Understanding these dynamics is crucial for educational planning and resource allocation to meet the community's needs adequately. This report, commissioned by PaJeS, aims to shed light on the projected demand for places in these secondary schools for the academic years 2024/25 to 2028/29. By leveraging detailed enrolment data from primary feeder schools, this study provides a forecast that will assist in strategic planning, ensuring that the educational institutions are well-prepared to accommodate future students. This forward-looking analysis is intended to support decision-makers in addressing potential challenges proactively, thus contributing to the overall goal of enhancing educational access and quality for the Jewish community in London.

Focus and Method

Objective

The primary objective of this study is to project the demand for places in state-funded mainstream Jewish secondary schools in North West London from academic years 2024/25 to 2028/29. The five Jewish secondary schools covered by the projections are the Hasmonean High School, Boys and Girls, the Jewish Community Secondary School (JCoSS), Jewish Free School (JFS), and Yavneh College. This projection is based on a detailed analysis of the current and historical enrolment patterns in primary schools that serve as feeders to these secondary institutions. The list of Jewish feeder primary schools that we have included in this projection are Akiva School, Alma Primary, Beis Yaakov Primary School, Beit Shvidler Primary School, Eden Primary School, Etz Chaim Jewish

Primary School, Hasmonean Primary School, Hertsmere Jewish Primary School, Independent Jewish Day School, Kerem School, Mathilda Marks-Kennedy Jewish Primary School, Menorah Foundation School, Menorah Primary School (Boys and Girls), Moriah Jewish Primary School[1], Naima Jewish Preparatory School, Nancy Reuben Primary School, Northwest London Jewish Day School, Pardes House Primary School, Rimon Jewish Primary School, Rosh Pinah Jewish Primary School, Sacks Morasha Jewish Primary School, Shalom Noam Primary School, Sinai Jewish Primary, and Yavneh Primary School. Other schools were not included due to lack of access to their data. The missing schools are accounted for in Adjustments for Data Gaps.

Methodology

The focus of this study is to predict the demand for places in specific state-funded mainstream Jewish secondary schools in London by analysing the enrolment patterns from feeder primary schools. Our methodology involves the examination of the 2023/24 class sizes for Year 5 to Year 2 in all the feeder primary schools included in this study. This data provides the basis for projecting the size of Year 6 classes in years 2024/25 to 2027/28. We do this by assuming that the class size will not change as it progresses through the years up to year 6. Once we have the predicted year 6 size of the feeder schools, we can then look at the historical proportion of the year 6 class that went to each high school in our study. We then use that proportion to make a prediction for the number of students a feeder school will send to a particular high school given the size of their year 6 class.

For primary schools where class size data was not provided by the school, we predicted the number of students they would send to each high school by using the average number of students they sent to a particular high school over the past three years. This average was then used to project future enrolments. This method ensures a comprehensive analysis, leveraging both direct and inferred data to produce reliable projections.

Our methodology focuses on quantitative data analysis to construct a picture of future demand. The approach can be broken down into several key components:

Data Collection

Enrolment data was collected for each primary feeder school, focusing on current Year 6 to Year 2 size and historical Year 6 size. This data serves as the foundation for our projections, allowing us to estimate the size of future Year 6 cohorts. We also collected a breakdown of the year 7 intake in years 2020/21-2023/24 from each secondary school, detailing exactly how many children came from which primary school. This data, together with the historical year 6 data, will help us accurately predict what proportion of a year 6 class will enrol at a given secondary school based on previous years.

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[1] Although this school is now closed its numbers are included where relevant.

Projection of Year 6 Sizes

Utilizing the collected data, we projected the sizes of Year 6 classes for 2024/25, 2025/26, 2026/27 and 2027/28 by equating it with the current size of year 5, year 4, year 3 and year 2 respectively. The assumption we are making is that the size of the class will remain the same as they progress to year 6.

Calculation of Secondary School Intake

For each secondary school, we calculated the projected year 7 intake by first calculating the highest and lowest proportion of the year 6 each feeder school sent in the past 4 years. Then we applied these proportions to the projected year 6 sizes. This produces a figure for the high and low predictions for the number of students projected to enrol in each secondary school from the relevant feeder schools. Applying this methodology for the year 6 class in each feeder school, we arrive at a high, low and midpoint projection for year 7 class size for the following year.

Adjustments for Data Gaps

There were a limited number of primary schools where the class size data was not accessible, and we adopted an averaging approach. This method calculated the average number of students these schools sent to the specific secondary schools over the past three years and projected this figure into the future. While this technique provides a basis for estimating future enrolments, it inherently assumes a degree of stability in the relationship between primary and secondary schools. It does not account for potential fluctuations that may arise from year-to-year variations in class size or unanticipated changes in school preferences among families.

Methodological Limitations

It's important to note that our methodology is primarily based on historical enrolment data and class size data within the schools we have data for. This approach has certain limitations:

- Exclusion of External Factors: Our projections do not explicitly account for external factors such as policy changes specifically affecting funded or independent sectors, shifts in the popularity of individual schools, the impact of the war in Israel and increased antisemitism on parental preferences, variances in pupil numbers due to temporary resettlement to of Israeli children and the potential impact of new schools opening or existing schools closing. These elements could significantly influence enrolment patterns and demand for places in Jewish secondary schools.
- Assumption of Consistency: The methodology assumes a degree of consistency in the percentage of Year 6 students choosing to attend specific Jewish secondary schools. While this assumption is based on historical data, actual future enrolments may deviate due to changing preferences, demographic shifts, or variations in the quality and reputation of the schools. We are also assuming that

the class sizes from year 2 up to year 6 will remain consistent, which is not always the case.

- Data Availability and Quality: The accuracy of our projections is contingent upon the quality and completeness of the data collected from primary schools and high schools. In instances where data was inaccurate or estimated, this could affect the precision of our projections.

Despite these limitations, our analysis provides a valuable foundation for projecting the demand for places in state-funded mainstream Jewish secondary schools in London for years 2024/25 to 2028/29. The modelling for these projections is based on best available data and can assist PaJeS and other stakeholders in strategic planning and resource allocation to meet future educational needs within the community.

Projections

This section presents the core of our analysis, focusing on projecting the future sizes of Year 6 classes from feeder primary schools and the subsequent impact on Year 7 intakes at the targeted Jewish secondary schools in London. Utilising a robust dataset and applying our methodological framework, we aim to offer comprehensive insights into the anticipated demand for places in these schools. Our projections are divided into two main categories: total class sizes and a delineation between mainstream and mainstream Orthodox schools, reflecting the diversity within the community's educational preferences.

Projections for year 6 size

The foundation of our secondary school intake projections begins with an accurate estimation of Year 6 class sizes in the coming years. By aggregating data from all included primary feeder schools, we offer a panoramic view of the potential pool of students transitioning into secondary education.
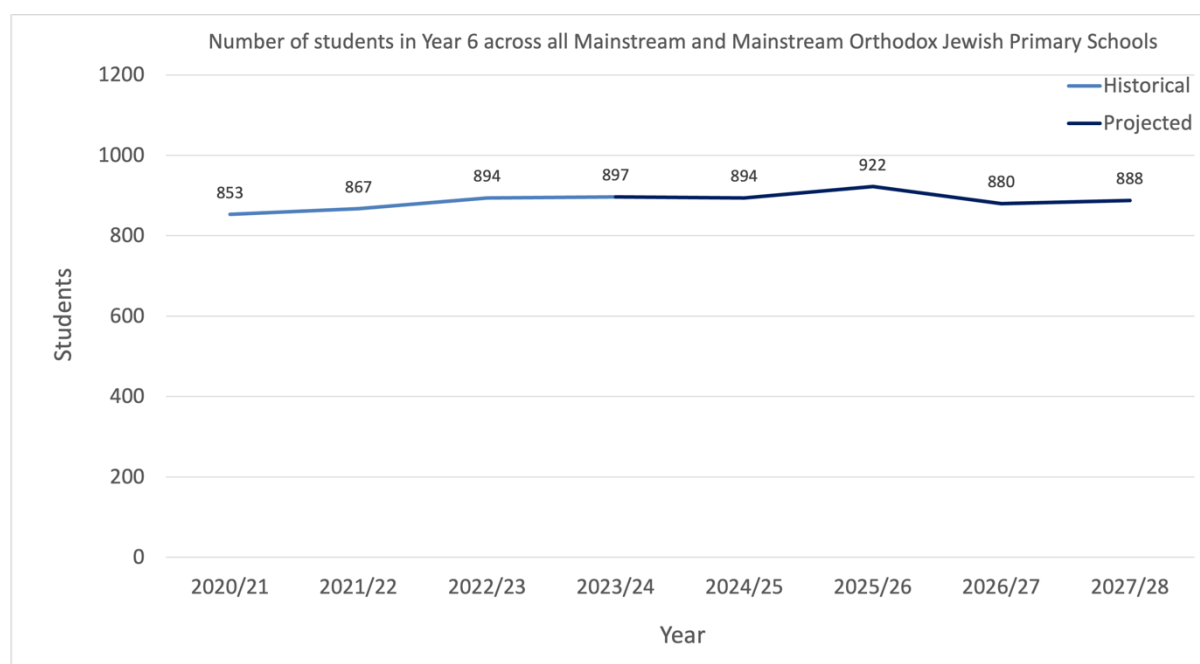
Total Class Sizes

Figure 1 - Actual and projected total number of students in Year 6.

Figure 1 shows the projection for the total number of students in Year 6 across all primary schools. Analysis indicates class sizes will maintain their 2022/23 highs, with a notable spike of an additional 30 students in 2025/26, signalling an increased demand for high school placements in 2026/27.

Mainstream vs. Mainstream Orthodox:

To delve deeper into the nuances of the projected demand, we separated the primary schools into two categories: mainstream and mainstream Orthodox. This distinction offers an interesting insight into the different trends.
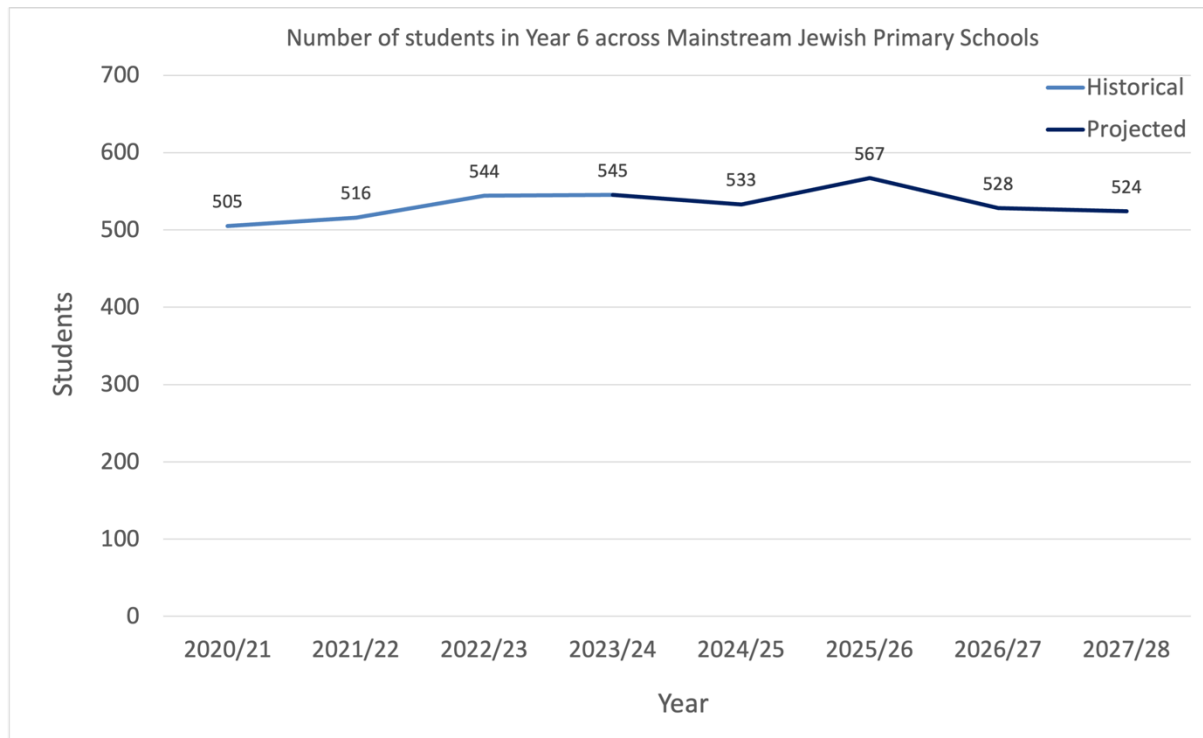

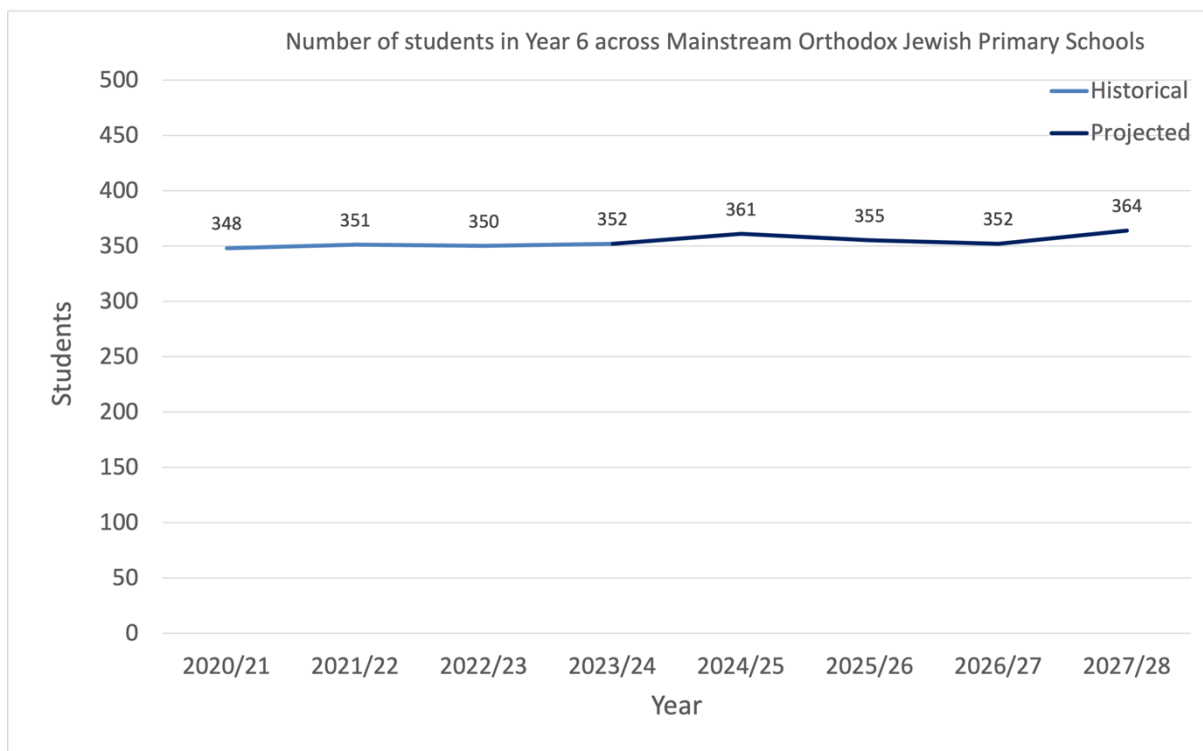*Figure 2 - Number of students in Year 6 across Mainstream Jewish Primary Schools.*

Figure 3 - Number of students in Year 6 across Mainstream Orthodox Jewish Primary Schools.
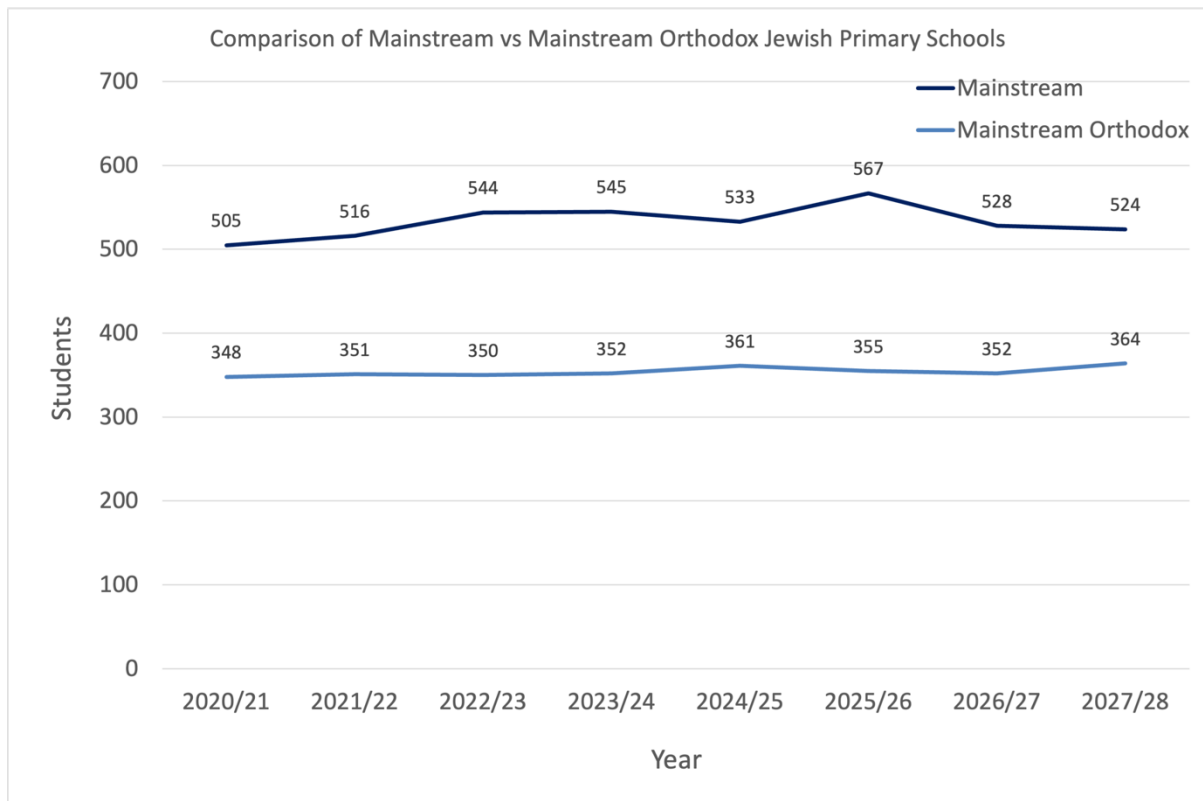
Figure 4 - Comparison of Mainstream vs Mainstream Orthodox Jewish Primary Schools.

- Mainstream Schools (Figure 2): Trends in admissions into mainstream Jewish primary schools closely follow the overall trajectory of year 6 numbers as seen in Figure 1. This is due to the dataset representing over three-quarters of the admissions to these secondary schools. A slight reduction in Year 6 numbers is projected for years 2024/25, 2026/27, and 2027/28 compared to the increase in years 2022/23 and 2023/24. We note that the numbers aren't projected to fall below the pre–Yavneh Primary numbers seen in 2020/21 and 2021/22.
- Mainstream Orthodox Schools (Figure 3): Anticipated growth in Year 6 class sizes in mainstream Orthodox schools suggests a higher demand for secondary school places, with all years from 2024/25-2028/29 projected to exceed previous years (2020/21-2023/24). The peak in 2025/26 identified in Figure 1 is attributed primarily to mainstream schools, not mainstream Orthodox schools.

Considering the arrival of Yavneh Primary

Figure 5 suggests the emergence of Yavneh Primary has resulted in an increase in demand at mainstream Jewish High schools, of approximately 30 children. As Yavneh Primary School is a two-form entry This would support the assessment that would have expected approximately half the children to have attended other Jewish schools and that Yavneh Primary has recruited an additional 30 children into the system. This may have impacted surrounding primary schools that may have seen a drop in admissions.
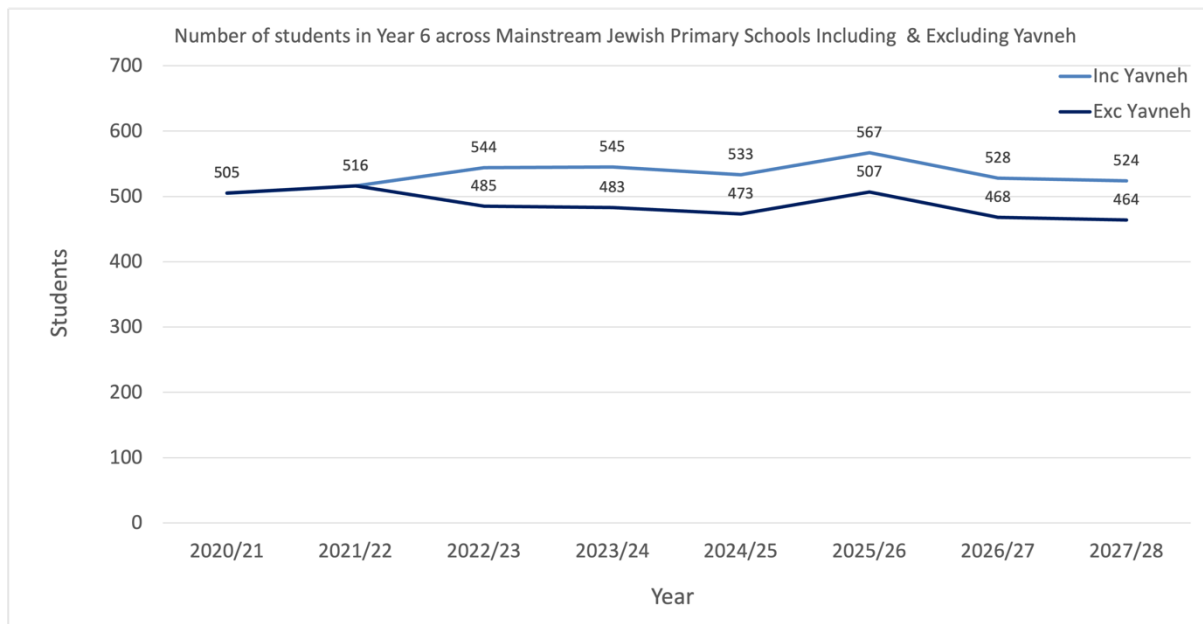
Figure 5 - Number of students in Year 6 across Mainstream Jewish Primary Schools Including and Excluding Yavneh.

High School Year 7 Projection

With the Year 6 size projections as our foundation, we can now estimate the Year 7 intakes at the targeted secondary schools. These projections not only reflect the total expected demand but also provide insights into the specific needs of mainstream and mainstream Orthodox communities. Projections are delineated through high, mid, and low estimates based on historical data trends.

Total Intake

Figure 6 projects the total number of Year 7 students expected to enrol in the Jewish secondary schools from 2024/25 to 2028/29. The midline forecast suggests a stabilisation of demand post the 2023/24 increase.
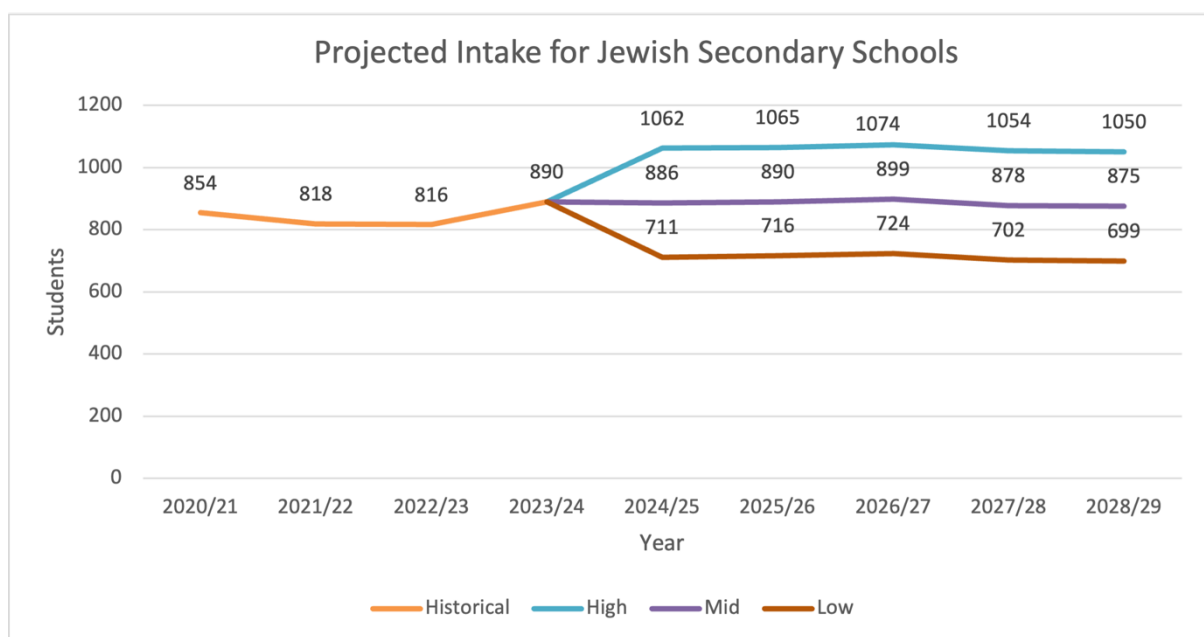

Figure 6 - Projection for all Jewish Secondary schools.

Mainstream vs. Mainstream Orthodox Intake

To further explore to the distinct educational preferences within the community, we have delineated the Year 7 intake projections into mainstream and mainstream Orthodox categories.
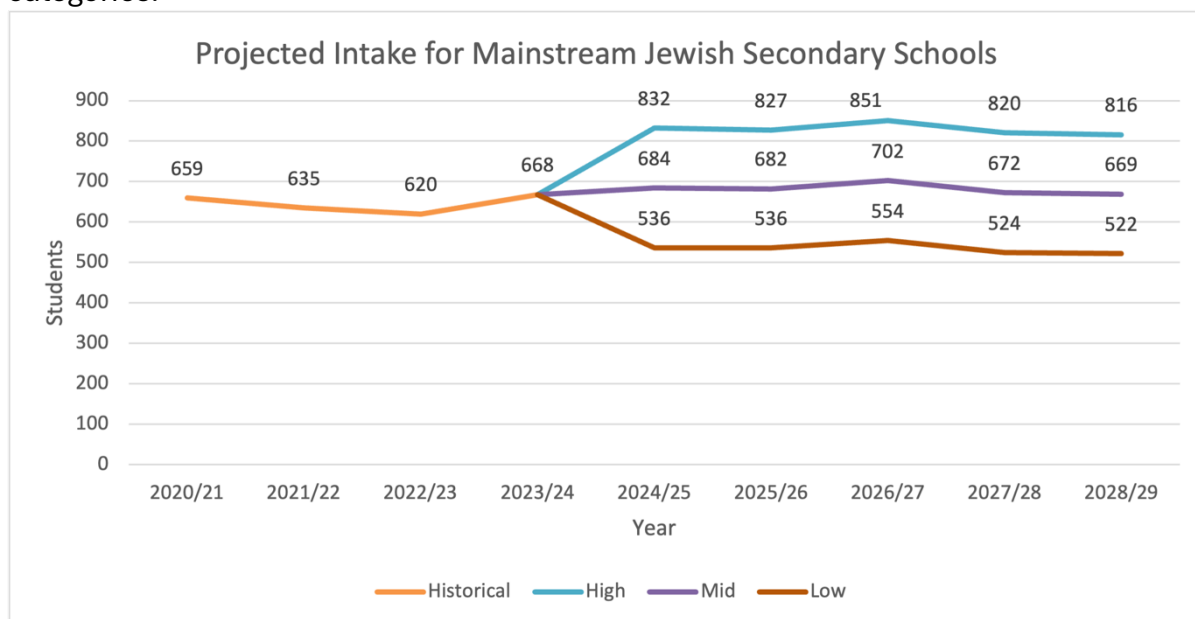

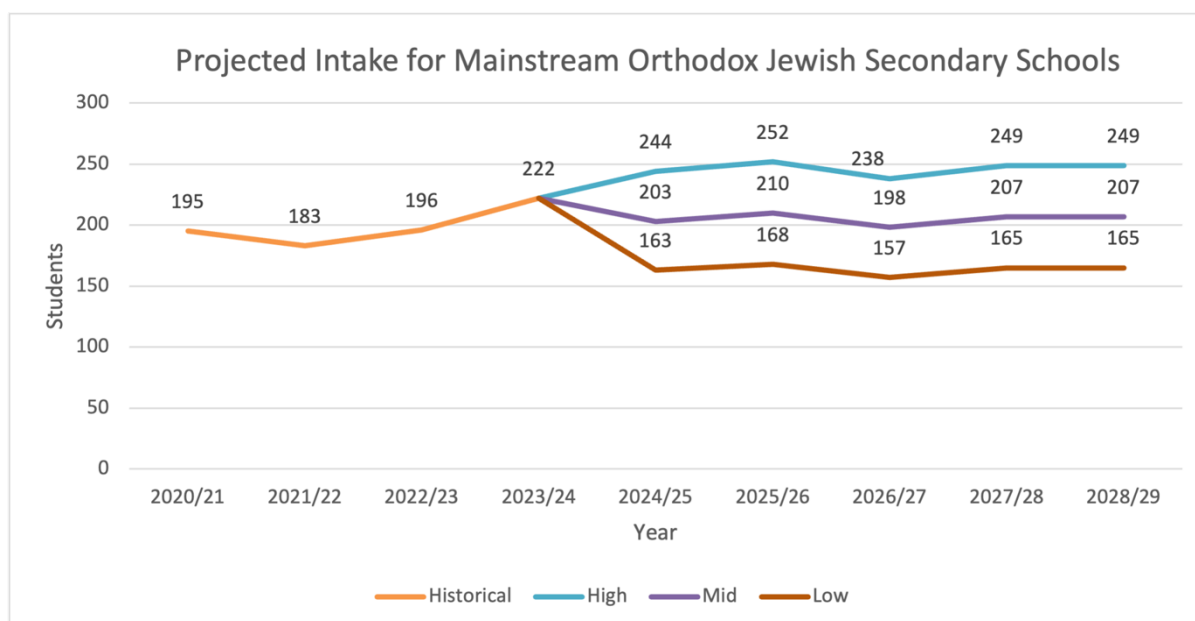*Figure 7 - Projection for Mainstream Jewish Secondary schools.*

Figure 8 - Projection for Mainstream Orthodox Jewish Secondary schools.

- Mainstream Schools (Figure 7): Projections for Year 7 intake at schools with a mainstream orientation suggest sustained enrolment demand from the highs in 2023/24, peaking again in 2026/27. This is in alignment with the observed increase in Year 6 class sizes in mainstream feeder schools for 2025/26.
- Mainstream Orthodox Schools (Figure 8): For secondary schools predominantly serving the mainstream Orthodox community, the increase in student numbers seen due to the opening of Yavneh Primary will have minimal impact on this sector. It has nevertheless seen significant growth with a decline anticipated in 2024/25,

and a noticeable dip in 2026/27. However, these fluctuations are likely to be influenced by parental preferences in selecting Jewish schools that may fall outside of our dataset.

Conclusion

This report has provided a comprehensive projection of the demand for places in state-funded mainstream Jewish secondary schools in London from the academic years 2024/25 to 2028/29. Through meticulous analysis of enrolment patterns from primary feeder schools, we have identified significant trends that are expected to shape the landscape of Jewish secondary education in the coming years.

Our projections indicate a notable spike in Year 6 class sizes in 2025/26, suggesting an increased demand for secondary school places in the following year. Taking a further look at the differentiation between mainstream and mainstream Orthodox schools has revealed that this peak is primarily in relation to the mainstream primary schools and is therefore only likely to affect the mainstream secondary schools. Furthermore, the arrival of Yavneh Primary is likely to continue to influence demand patterns, particularly for mainstream Jewish secondary schools.

The mainstream Orthodox Jewish community appears to show a growth in the number of year 6 students which doesn't seem to be reflected in the projected mainstream orthodox secondary school enrolments. This might be due to the limited number of mainstream Orthodox Jewish high schools included in this study, suggesting that this extra demand is expected to be directed at other schools.

While our analysis is grounded in robust data and methodological processes, it is important to acknowledge the inherent limitations of the projection studies. External factors such as policy changes, increased antisemitism on parental preferences, shifts in school popularity, variances in pupil numbers due to temporary resettlement to of Israeli children and the opening of new schools or closing of existing schools could significantly impact future enrolment patterns. Therefore, continuous monitoring of demographic trends and community preferences is essential for maintaining the relevance and accuracy of our projections.

In conclusion, the insights provided by this report are intended to support PaJeS and other stakeholders in making informed decisions regarding the future of Jewish secondary education in London. By proactively addressing the projected demand for school places, we can ensure that the educational landscape evolves in a manner that both accommodates growth and respects the diverse needs of the Jewish community. As we move forward, it is imperative that we continue to engage in strategic planning, resource allocation, and community consultation to enhance educational access and quality for all students' aspirations.