

School Place Provision Strategy

2021 to 2026

The right number of school places, in the right areas, at the right time to meet demand

Asset Management Service

Corporate Strategy



Lancashire will be the place to live

Lancashire is a county of diverse communities.

It is a place where people are valued and will feel able to have their say. It will be a county where housing meets the needs of all ages, where people are safe and feel safe, surrounded by clean, green spaces where everyone can enjoy a good quality of life and be happy.

It will be a county where:

- Children of all abilities do well in our first class schools, colleges and universities, gaining skills for life
- People have good housing
- People live healthier lives for longer
- People can travel on good quality, reliable public transport
- People get on well together and are connected to their local community
- Our most vulnerable people are protected and supported
- People make use of technology to access services, support and information



[More about living in Lancashire \(PDF\)](#)

What is School Planning?

- **Statutory duty** to provide a Lancashire place for every Lancashire child who wants one.
- **Mixed-economy of schools** (academy, voluntary aided, voluntary controlled, foundation, grammar etc.) where many determine their own admission arrangements.
- This relies on **collaboration** with and between maintained schools and academies in the county to ensure sufficiency of places.

School organisation in Lancashire

- All children in England between the age of 5 and 16 are entitled to a free place at a state school. State schools receive their funding through their local authority or directly from the government, this includes:
- Community schools, (local authority maintained) and follow the national curriculum. The council sets the admission criteria
- Voluntary controlled schools, set up by voluntary bodies (e.g., churches, foundations), the council sets the admission criteria
- Voluntary aided schools - sometimes supported by representatives from religious groups (e.g., diocese), the schools sets the admission criteria
- Academies and free schools, run by not-for-profit academy trusts, independent of the local authority, can follow a different curriculum and set their own admissions criteria
- The county council has a duty to facilitate the conversion of schools to academies (self-converter and/or directed)
- Grammar schools, can be run by any of the above, select pupils based on academic ability and often set a test to gain a place. All are academies in the county.

<https://www.gov.uk/types-of-school>

<https://www.lancashire.gov.uk/children-education-families/schools/find-a-school/>

Schools in Lancashire 2021-21 <https://explore-education-statistics.service.gov.uk/data-tables/>

	Independent	Pupil referral unit	State-funded nursery	State-funded primary	State-funded secondary	State-funded special school	
Academy alternative provision sponsor led		1					
Academy converter				10	24		
Academy special converter						1	
Academy sponsor led				9	9		
Community school				170	16		
Community special school						29	
Foundation school				5	7		
Free schools				1	3		
Free schools alternative provision		1					
Local authority nursery school			24				
Other independent school	31						
Other independent special school	27						
Pupil referral unit		8					
Total	58	10	24	482	82	30	628
Voluntary aided school				239	21		
Voluntary controlled school				48	2		

Pupils by school and establishment types

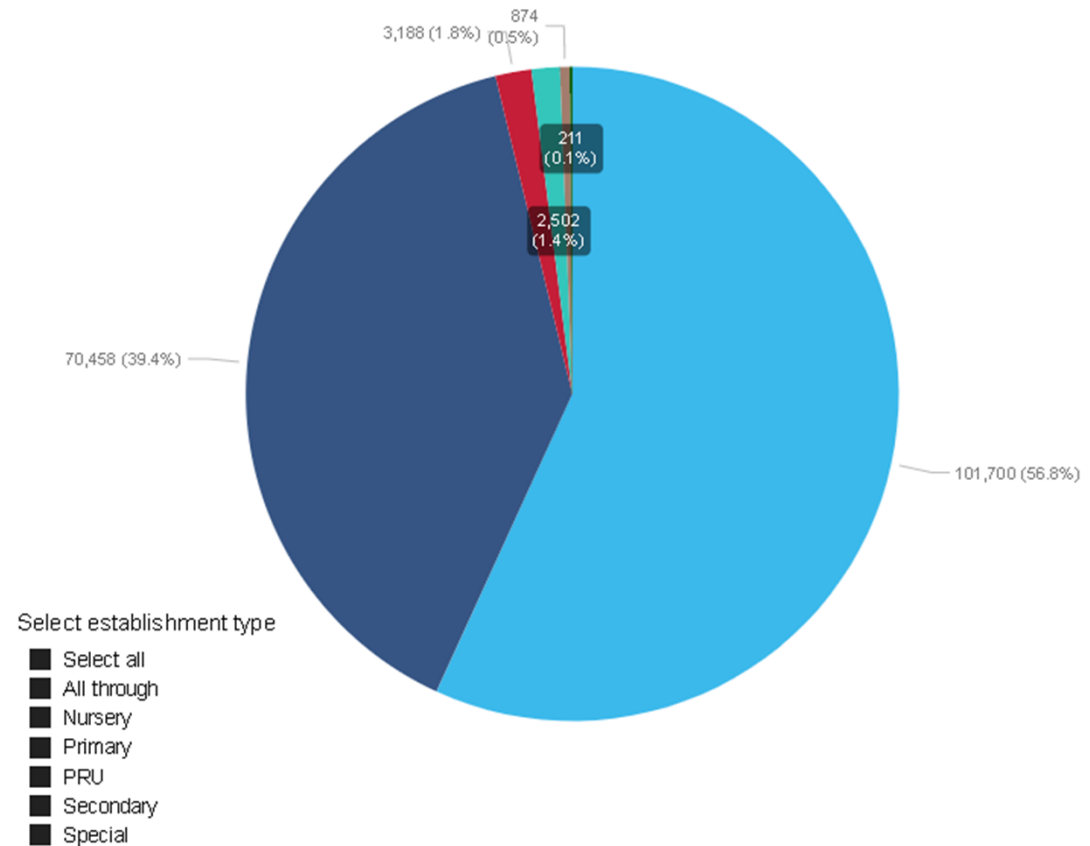
The school census is a statutory census that takes place during the autumn, spring and summer terms and collects information about individual pupils and about the schools themselves.

The May 2021 census showed that Lancashire had 178,933 pupils at 628 schools.

www.lancashire.gov.uk/lancashire-insight/education/school-census

Summary data - pupils by school and establishment types

Type ● Primary ● Secondary ● Special ● Nursery ● PRU ● All through



Context

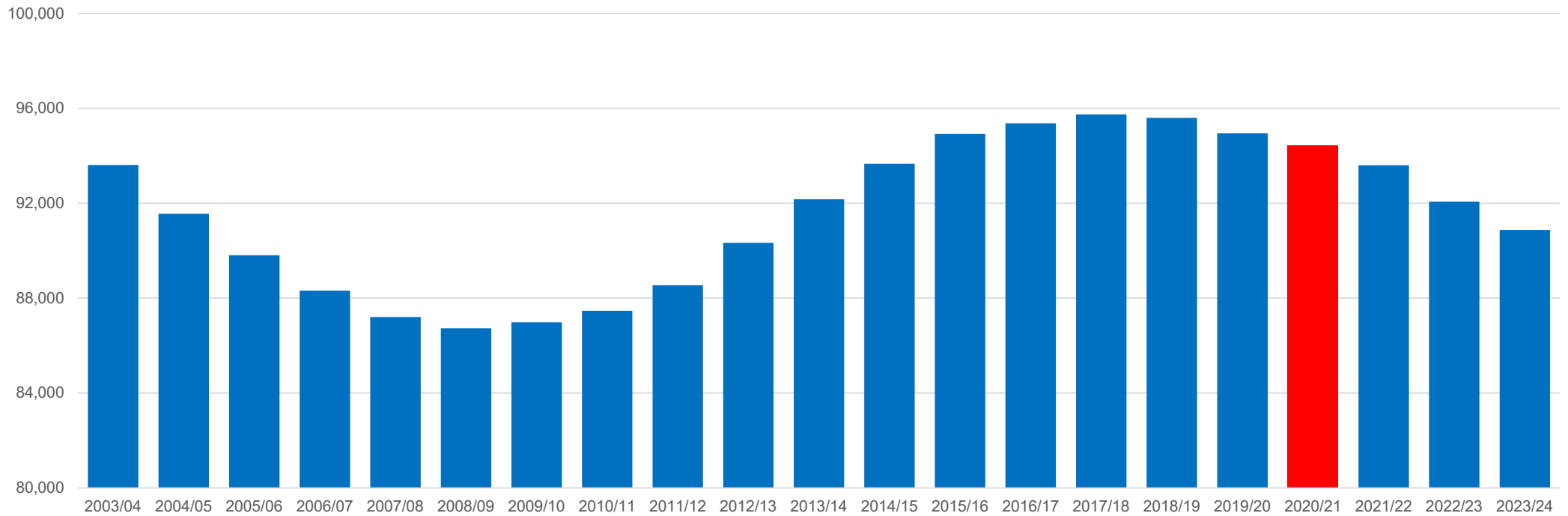
- Birth rates have fallen 6.5% over the last 5 years, and 9% over the last 10 years
- Higher number of pupils moving into secondary which is creating demand for places
- Pockets of growth in primary areas, mainly led by housing development and people moving into some areas
- Emerging number of surplus places in some areas

Performance: applications for Primary & Secondary September 2021 places:

- 13,940 applications
- 86.5% gain a place at their 1st preference school (82.2% nationally)
- 96.7% gain a place at one of their three preferences (95.6% nationally)

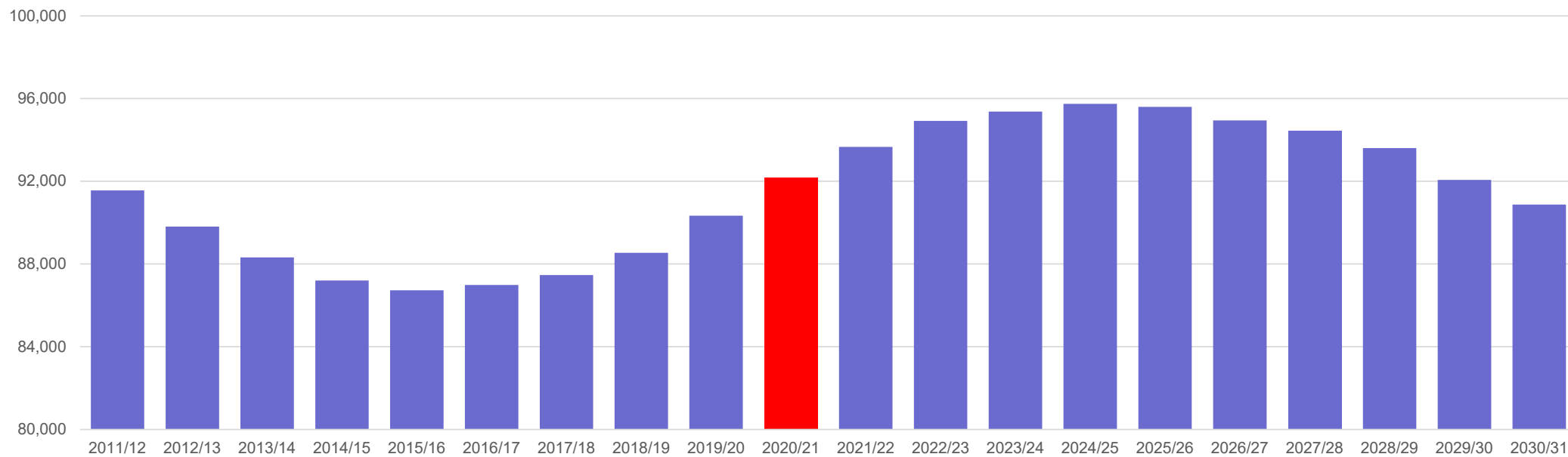
Primary phase

Primary school population based on cumulative births



Secondary phase

Secondary school population based on cumulative births



School planning approach

- Evidence based – twice yearly pupil **forecast** using pupil census, in-year migration and district supplied housing data.
- Statutory annual **School Capacity and Places Survey (SCAP)** to the Department for Education setting out place provision and forecast of need- generates Basic Need Grant. DfE scorecard of LA comparative performance (LCC scores highly).
- Primary schools are grouped in **70 planning areas** for planning purposes, reflecting travel to school catchments. Secondary schools are grouped by district.
- Planning may consider places **across district and planning area borders** to ensure viability of existing schools, as well as number of places taken up by pupils out of county and vice versa.
- **Geographic Priority Area (GPA)** reviews are carried out where appropriate (to reflect changes in an area).
- Development of the new **school place provision strategy 2021-26**

How we plan for specific projects

- Data gathering
- Analyse and scope need for additional places and other education priorities
- Desk top study of the school portfolio, consider s.77 playing field requirements, potential of sites to expand, programme budget
- Engage with education Locality Boards, schools, dioceses, trusts and councillors
- Invite expressions of interest
- Full feasibility study including assessment of projects against the principles underpinning capital investment & initial cost estimates
- Consultation, statutory process and cabinet decision as appropriate

Data gathering

Pupil Projections

We use 5 year pupil projections involving:

- Current & previous years' school census numbers
- Inward and outward migration (or movement) of pupils between areas and schools
- School net capacity assessment of buildings
- Schools' admission numbers
- Birth data
- District supplied planned housing data for the next 5 years.
- Further information can be found in our published [Pupil Projection Methodology](#).

Principles for investment: Statutory Duties

The county council has a range of statutory duties to fulfil in its capacity as education authority for Lancashire, this includes to:

- Provide sufficient school places for every child in Lancashire who wants one
- Promote high educational standards
- Provide fair access and equal opportunity
- Promote the fulfilment of every child's potential
- Promote diversity in provision
- Expand popular and successful schools; and
- Increase opportunity for parents and carers to access schools of their choice

Principles underpinning capital investment (Cabinet, January 2020)



Characteristics for education infrastructure

In order to ensure that proposed projects take account of the nature of local educational requirements, characteristics and organisation across the school phases, the following principles are identified:

- To ensure the sufficiency and sustainability of school places;
- Education provision is inclusive, reflects the needs of the community, skills requirements and economic development;
- Infrastructure development should not destabilise education improvement in the area;
- Consideration is given to both mainstream and special needs capacity;
- Support local demand and minimise need for capital expenditure where possible;
- Maximise capacity in Private Finance Initiative and Building Schools for the Future premises;
- Enable parents and carers to access places at the right time;
- Prioritisation of condition related works utilising Department for Education guidance on good estate management for schools;
- Deliverability of projects taking into account factors such as cost, site conditions and timescale.

Funding for projects

- Department for Education Basic Need Grant. Allocated on an annual basis against SCAP return as proportion of overall pot for England
- School contributions, mainly for fixtures & fitting, ICT etc.
- Section 106 or Community Infrastructure Levy (CIL) from developers
 - Used to part fund 22 school expansion projects to date across 6 districts.
 - Contributions already committed to these projects are approx. £6million.

Longer term growth

- Ongoing dialogue with district councils in relation to long term planning as part of their Local Plans. Districts will be at different stages.
- Secure education infrastructure to mitigate the impact of development (land and funding contributions through s.106 agreements or CIL community infrastructure levy)
- Where the need for a new school is identified at the Local Plan stage we consider requirements for early years and special education needs

Housing demand and developer education contributions



<https://www.lancashire.gov.uk/media/919346/annex-2-education-methodology.pdf>

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/909908/Developer_Contributions_Guidance_update_Nov2019.pdf

Housing developments

Where new development create demand for school places in excess of those available, we ask district councils to support our request for financial contributions and/or land from developers, proportionate to impact, to mitigate against the effect of the development on education infrastructure

Contributions methodology

Our methodology reflects the Department for Education 'securing developer contributions for education' guidance (November 2019) which expects local authorities to seek contributions towards education infrastructure required as a result of housing growth

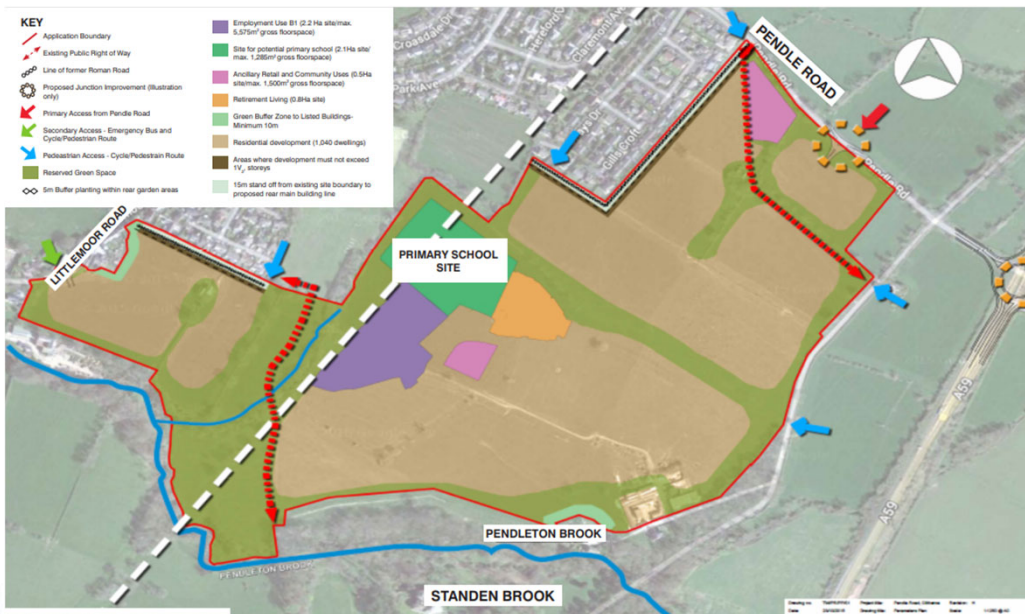
Sustainability

If a developer does not agree to payment of the education contribution then we cannot guarantee that children yielded by the development will be able to access a school place within reasonable distance from their home, so the development could be considered to be unsustainable

Transparency

Contributions are reported through annual Infrastructure Funding Statements

Delivery



Expanding the age range at Ribblesdale High School, to become an all-through school, providing additional primary places for Clitheroe

Timescale

Stage	Timescale
Informal consultation (current stage)	28 June 2021 – 23 July 2021
Statutory consultation	September - October 2021
Decision making	December 2021
Construction work begins	April 2022
Implementation	September 2023

<https://www.lancashire.gov.uk/council/performance-inspections-reviews/children-education-and-families/school-organisation-reviews/>



Thank you

Any
questions?