

<b>Report to:</b>	Overview and Scrutiny Committee (Children's Services and Safeguarding)	<b>Date of Meeting:</b>	16th November 2021
<b>Subject:</b>	School Places and Impact of Housing Developments on Education		
<b>Report of:</b>	Head of Education	<b>Wards Affected:</b>	(All Wards);
<b>Portfolio:</b>	Education		
<b>Is this a Key Decision:</b>	No	<b>Included in Forward Plan:</b>	No
<b>Exempt / Confidential Report:</b>	No		

**Summary:**

The Head of Education was requested to submit a report to this Committee on school places and impact of housing developments on education.

**Recommendation(s):**

(1) That the committee notes the information in the report

**Reasons for the Recommendation(s):**

The Head of Education was requested to submit a report to this Committee on school places and impact of housing developments on education.

**Alternative Options Considered and Rejected: (including any Risk Implications)**

Not applicable.

**What will it cost and how will it be financed?**

**(A) Revenue Costs**

Schools are funded through the Dedicated Schools Grant (DSG) which is linked through formula funding directly to the number of pupils on roll at a school.

**(B) Capital Costs**

Not applicable

**Implications of the Proposals:**

<b>Resource Implications (Financial, IT, Staffing and Assets):</b> Not applicable								
<b>Legal Implications:</b> School reorganisations are covered by statutory processes and the Local Authority has statutory duties in terms of securing efficiency and quality of school places.								
<b>Equality Implications:</b> There are no equality implications.								
<b>Climate Emergency Implications:</b>  The recommendations within this report will <table border="1"><tr><td>Have a positive impact</td><td>No</td></tr><tr><td>Have a neutral impact</td><td>Yes</td></tr><tr><td>Have a negative impact</td><td>No</td></tr><tr><td>The Author has undertaken the Climate Emergency training for report authors</td><td>Yes</td></tr></table> This report is for information as requested by members. It does not include any Climate Change implications – positive or negative. Any specific school projects would be the subject of separate assessment at the time.	Have a positive impact	No	Have a neutral impact	Yes	Have a negative impact	No	The Author has undertaken the Climate Emergency training for report authors	Yes
Have a positive impact	No							
Have a neutral impact	Yes							
Have a negative impact	No							
The Author has undertaken the Climate Emergency training for report authors	Yes							

**Contribution to the Council’s Core Purpose:**

Sefton Council has a statutory duty to ensure there are enough school places to accommodate the young people who reside in the borough and to ensure these places are of good quality with enough capacity to promote parental choice and diversity.

Protect the most vulnerable: Not applicable
Facilitate confident and resilient communities: See comment above
Commission, broker and provide core services: See comment above
Place – leadership and influencer: Not applicable
Drivers of change and reform: Not applicable
Facilitate sustainable economic prosperity: Not applicable
Greater income for social investment: Not applicable

Cleaner Greener: Not applicable
---------------------------------

**What consultations have taken place on the proposals and when?**

**(A) Internal Consultations**

The Executive Director of Corporate Resources and Customer Services (FD.6526/21.) and the Chief Legal and Democratic Officer (LD.4727/21) have been consulted and any comments have been incorporated into the report.

**(B) External Consultations**

Not applicable.

**Implementation Date for the Decision**

Immediately following the Committee meeting.

<b>Contact Officer:</b>	Tricia Davies
Telephone Number:	0151 934 3428
Email Address:	Tricia.davies@sefton.gov.uk

**Appendices:**

The following appendices are attached to this report:

Appendix A: School places and the impact of housing developments on education

**Background Papers:**

There are no background papers available for inspection.

**1. Introduction/Background**

1.1 Sefton Council has a statutory duty to ensure there are enough school places to accommodate the young people who reside in the borough and to ensure these places are of good quality with enough capacity to promote parental choice and diversity. There has been a significant change in legislation around the role of Local Authorities becoming commissioners of school places rather than providers. This was further supported by the Academies Act 2010 and the Education Act 2011.

While maintained schools continue to be managed by Local Authorities, the responsibilities of academies and free schools are monitored by the Department for Education through the Regional Schools' Commissioner. The duty of the Local Authority is to ensure adequate provision of school places; however, this applies across all types of school.

## **2. Factors affecting the demand for pupil places**

- 2.1 Monitoring school places is a continual and complex process and one which can be affected by many factors from trends in the birth rate, the number of people moving into and out of a Local Authority area and the number of people choosing mainstream or independent schools. International migration of people moving to and from the UK can also be a factor that increases or decreases demand. Sefton also has cross boundary movement of pupils who live outside the borough but gain access to places in Sefton schools and vice versa. However, Sefton tends to import more pupils than it exports to other areas. Housing developments can also contribute to the demand for school places.

## **3. Pupil places and housing**

- 3.1 Details of pupil places and proposed housing developments in Sefton together with the pupil forecasts which have been submitted to the DFE as part of Sefton's recent School Capacity Return for 2021 (SCAP21) are included in Appendix A to this report.