

Manchester City Council Report for Resolution

Report to:	Children and Young People Scrutiny Committee - 6 December 2016 Executive - 14 December 2016
Subject:	School Place Planning and Admissions, including specific proposals for a new secondary school
Report of:	Director of Education and Skills

Summary

- This report provides an update on school place planning and the 2016 reception and year 7 allocations.
- This report outlines the future need for additional secondary school places and outlines the approach to securing sufficient places to meet need.
- This report describes, and seeks approval to commence, the required process to develop a new secondary school in response to projected increased demand for places in the central area of the City from September 2018.

Recommendations

The Children and Young People Scrutiny Committee are asked to comment on the contents of the report.

Executive is recommended to:

1. Note the data relating to September 2016 admissions.
 2. Note the pupil forecasts submitted to the DfE during summer 2016.
 3. Support the principle that Basic Need funding is used to fund the new high school.
 4. Agree that the Council begin consulting to gather local views on the plans to develop a new secondary school as a first step towards identifying a provider for the new school.
 5. Delegate responsibility to the Director of Education and Skills in consultation with the Executive Member for Children's Services to:
 - progress the publication of a specification for the new school and an invitation to sponsor based on the outcomes of the consultation;
 - make the final decision on the site for the school;
 - identify a preferred sponsor to be recommended to the DfE.
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Wards Affected: All

Manchester Strategy outcomes	Summary of the contribution to the strategy
A thriving and sustainable city: supporting a diverse and distinctive economy that creates jobs and opportunities	Creating additional primary and secondary school places involves capital investment in new buildings and in modifying existing buildings; this creates employment in construction and other associated building enterprises.
A highly skilled city: world class and home grown talent sustaining the city's economic success	Ensuring sufficient, high quality school places are available and in the right place helps to ensure all children and young people achieve their full potential through regular school attendance.
A progressive and equitable city: making a positive contribution by unlocking the potential of our communities	Access to good and effective schools providing a high quality education is central to the Council's strategy of developing sustainable neighbourhoods, to make Manchester increasingly attractive to economically active people as a place to work, live and bring up children.
A liveable and low carbon city: a destination of choice to live, visit, work	Investment in modern, energy efficient and high quality education infrastructure drives reductions in carbon across the estate of schools. It also proves highly attractive to families considering Manchester as a place to live and work.
A connected city: world class infrastructure and connectivity to drive growth	Public sector capital investment in high quality education infrastructure can stimulate growth at a local level including private sector investment and population growth.

Full details are in the body of the report, along with any implications for

- Equal Opportunities Policy
- Risk Management
- Legal Considerations

Financial Consequences – Revenue

The Dedicated Schools Grant Growth Fund is an amount agreed by Schools Forum which is top sliced from the schools block distribution total prior to budget setting. This fund is used to allocate additional funding to new schools and those schools anticipating growth, including academies. In order to fund the pre-opening and start-up costs of a new school, the criteria for the Growth Fund has been amended and agreed with Manchester Schools Forum. Increasing the Growth Fund would be funded from money within the DSG that would otherwise contribute to individual school budgets.

At this stage it is not envisaged that the school funding reforms due to be implemented 2018/19 onwards will impact on the Local Authority ability to hold a Dedicated Schools Grant budget that specifically supports school expansions and setting up of new schools.

Financial Consequences – Capital

The statutory responsibility for providing school places rests with the City Council. The DfE provides Basic Need capital funding to support councils in achieving this responsibility, and the DfE can also provide places through the Free School programme which they operate.

The Council's Basic Need funding and the DfE's Free School programme run concurrently, and there is therefore a risk that decisions taken by the DfE regarding Free Schools could impact on decisions the Council has made for Basic Need funding. To mitigate this risk, the Council has worked with DfE to develop an understanding of the decision making criteria used by the DfE and to assess where likely Free School applications are likely to be situated within the City. This will help the Council make informed decisions on how to use Basic Need grant, which can be used to fund projects at any publicly-funded schools, including voluntary-aided and academy schools, to expand existing accommodation or to develop new schools through the Government's "Free School Presumption Process".

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Background documents (available for public inspection):

The following documents disclose important facts on which the report is based and have been relied upon in preparing the report. Copies of the background documents are available up to 4 years after the date of the meeting. If you would like a copy please contact one of the contact officers above.

1. Report to Executive – 6 October 2015
2. Report to Young People and Children Scrutiny Committee – 29 September 2015
3. Report to Young People and Children Scrutiny Committee – 26 May 2015
4. Report to Young People and Children Scrutiny Committee – 13 January 2015
5. Report to Young People and Children's Scrutiny Committee – 8 July 2014
6. Report to Young People and Children's Scrutiny Committee - 8 January 2013
7. Report to Executive 16 January 2013 - School Organisation and Capital Investment Strategy

8. Report to Young People and Children's Scrutiny Committee – 21 May 2013
9. Report to Executive Committee – 29 May 2013

1.0 Introduction

- 1.1. The Manchester Strategy 2016 “Our Manchester” provides the following key commitments to children and young people:
- Ensure that all children and young people have access to high quality learning, suited to their individual needs. All children should attend and be ready to learn and have the opportunities to develop skills, knowledge and abilities. It is our ambition that all schools in Manchester are rated good or outstanding by Ofsted.
 - Celebrate the diversity and talent of Manchester’s children and young people. We value the range of backgrounds, heritage, and experiences of our children and young people and will strive to ensure that this is recognised and that they are supported to achieve their aspirations, however diverse.
 - Ensure that all children and young people are prepared for life and citizenship and have the necessary skills for employment. To support this priority we will ensure that young people from disadvantaged backgrounds have opportunities for training and employment.
 - Build children and young people’s confidence, resilience, social skills, communication skills and social capital to support success from the earliest years of a child’s life.
- 1.2. Ensuring that residents have access to high quality schools within their local area is central to achieving this strategy. Achieving a sufficiency of high quality school places to meet need continues to require considerable investment, strategic planning and partnership with schools and school providers across the City, as the primary, secondary and special school pupil populations continue to increase year on year and, increasingly, throughout each year.

2.0 Background

- 2.1 This report has been prepared to provide an update on the progress to date in meeting the demand on school places since the last report submitted in October 15 and to set out a proposal for the Council to begin consultation on the establishment of a new secondary school.

3.0 School Admission Applications September 2016

- 3.1 6937 applications have been received for the cohort of children who started primary school in September 2016 and it is expected that further children requiring a school place will arrive during the academic year.
- 3.2 All children who applied for a reception place for September 2016 before the end of the summer term have received an offer of a place, with 88.4% being allocated a place at their 1st preference school on national offer day.
- 3.3 Applications for a 2016 year 7 secondary place in Manchester peaked at 6877 during the summer period with further demand anticipated throughout the year as families continue to arrive in the city. At the time of writing this report all

children who applied for a year 7 place have received an offer with 76% being allocated a place at their 1st preference school on national offer day.

- 3.4 For families applying for a place for children in all other year groups, outside of the normal admissions rounds for reception and year 7, the number of applications received continues to increase. There were over 12,250 in-year applications received throughout the 2015/16 academic year with 3853 of those being from new arrivals to the city. The number of applications received over the 2016 summer period suggests that this number is set to increase with over 1000 applications received by the start of this academic year.

4.0 School Population Forecast

- 4.1 Manchester's population has continued to grow to well over 500,000 people and is expected to continue, making Manchester the fastest growing city in the UK. If the City's economic growth is to be sustained over the next ten to fifteen years then new employment opportunities will need to be balanced with the provision of more new homes in the City to growth and a sufficient supply of high quality school places support this population. Providing such places is a critical component of the Council's work in delivering its Community Strategy and improving outcomes for Manchester residents through raising skill levels and reducing dependency, both in the short and longer term.
- 4.2 The range of factors which have given rise to the recent increased demand for school places is extensive and complex. It includes increased birth rate, migration to and movement around the City, the impact of welfare reforms, new housing developments, tenure change, and changing patterns of parental preference for schools, restrictions on the supply of school places outside the City, changing economic circumstances and successful regeneration.
- 4.3 The City Council has an extensive and ambitious regeneration agenda, a crucial element of which is major housing development. Accurately assessing pupil numbers arising from new housing is an important aspect of pupil number forecasting. Getting this right will help school planning complement and drive regeneration activity rather than responding to it.
- 4.4 New housing is not the only factor which gives rise to an increase in the demand for school places. The way in which the existing housing stock is being used is a more significant contributory factor but is also more difficult to predict. Levels of housing occupation vary making it challenging to predict future saturation levels.
- 4.5 The school census (PLASC – Pupil Level Annual School Census) is a statutory data return to the Department for Education which takes place during the autumn, spring, and summer terms and collects information about individual pupils. The annual school census completed in January 2016 showed 71,000 pupils attending Manchester Schools compared to 68,139 pupils in January 2015 – this snapshot shows growth of 2,861 pupils across the mainstream primary and secondary phases within a year.

- 4.6 As part of the annual School Capacity survey (SCAP) the Department for Education (DfE) requires that local authorities provide full academic year projections of the overall capacity required within the school system. The forecast data provided in the table below demonstrates the larger primary cohorts which have been presenting at Manchester schools in recent years and are now working their way through to the secondary sector.

Forecast	Y0	Y1	Y2	Y3	Y4	Y5	Y6
Sep-16	7405	7236	7235	7158	6905	6765	6486
Sep-17	7610	7570	7411	7413	7321	7060	6886
Sep-18	7821	7774	7745	7589	7575	7476	7181

- 4.7 As can be seen in the table below, the forecast numbers of secondary age children were set to increase considerably from 2015 and continue to grow through to 2017 and beyond. The projected increase in the secondary age children requiring a place is a result of the larger primary school cohorts moving through the system, a reduction of available neighbouring authority places and the continuing improvement in the quality of Manchester schools which has led to an increased proportion of pupils continuing in, or coming to, Manchester at secondary transition. Furthermore, the net flow of children moving in to the city continues to increase when compared with previous academic years.

Forecast	Y7	Y8	Y9	Y10	Y11
Sep-16	5796	5394	5095	4831	4639
Sep-17	6403	5916	5517	5192	4872
Sep-18	6870	6520	6036	5610	5230

5.0 Response to School Place Demand 16/17

- 5.1 In response to the increasing demand for primary places the Council continues to work with its partners to develop additional places in targeted areas, utilising capital funding (referred to as Basic Need funding) provided by the government to the Council for this purpose, as well as through access to some additional sources of funding where possible and the development of free schools. A number of primary school expansions have recently been completed or are due to complete during this academic year and will provide much needed additional capacity in areas of high demand.

School Name	Completion	Reception Places
Crossacres Primary Academy	Summer 2016	30 (Temps)
Peel Hall Primary School	Summer 2016	30 (Temps)
Ringway Primary School	Summer 2016	30 (Temps)
Sacred Heart RC Primary School	Summer 2016	15 (Permanent)
William Hulme's Grammar School	Autumn 2016	30 (Permanent)
	Total	135

- 5.2 As previously noted in this report, the larger primary cohorts are beginning to feed through to secondary schools. In response to this demand the Council has commissioned two new secondary schools. Dean Trust Ardwick opened in

September 2015, initially taking year 7 pupils and filling up year-on-year reaching a total capacity of 1200 places. The school moved into their new purpose built accommodation in September 2016 on Stockport Road.

- 5.3 Manchester Enterprise Academy Central is due to open in September 2017 on Lytham Road Rusholme. The school will initially open with a year 7 cohort of 210, filling up year on year to reach a total capacity of 1050 places.
- 5.4 An additional 525 places have also been commissioned across existing secondary schools and will be available to future pupil cohorts as they are phased in from 2017. The following schools have expanded or are in the process of expanding, with numbers of additional places per year group given:

School Name	Completion	Y7 Places
Co-Operative Academy Manchester	Summer 2017	120 (Permanent)
Manchester Creative and Media Academy	Summer 2017	15 (Bulge Year)
Manchester Enterprise Academy (Central)	Summer 2017	210 (Permanent)
Manchester Enterprise Academy (Wythenshawe)	Summer 2017	90 (Permanent)
Manchester Health Academy	Summer 2017	90 (Permanent)
	Total	525

6.0 Planning for future demand

- 6.1 In planning for future demand, several factors need to be taken into account, including: capital funding availability (Basic Need Grant from Department for Education); possibility of additional resources for the City through DfE-funded free schools; the feasibility and desirability of expanding existing schools; the availability of sites for new schools; the affordability and value for money of projects, including site acquisition, remediation and build costs; and the longer term role for schools at the heart of growth and reform in the City.
- 6.2 All of the Council's Basic Need Grant for the period up to 2018 is already committed to the programme of expansions and new schools which is underway. For places needed from September 2018, £74m of Basic Need Grant has been allocated to Manchester with a further allocation for 2019/20 due to be announced in January 2017. Whilst this is a significant sum of money, it is important to note several important factors relating to the use of this funding,
- The DfE's allocations of Basic Need Grant assume build costs that cannot be matched in practice in urban environments, due to the need to remediate and, in some cases, acquire land and the substantial additional costs associated with some projects relating to highways and other environmental issues
 - The creation of new secondary school provision is complex, and often cannot be achieved by incremental expansion and growth of existing schools; the need for specialist accommodation and the funding needed to build a full school when funding is provided on an incremental basis
 - Building cost inflation is substantial, and is not factored into DfE's grant allocations

6.3 The DfE, through its funded Free Schools programme, provides additional funding for schools proposed by approved sponsors, with an emphasis on areas where places are needed. This has been a successful route for creating capacity in Manchester (with five primary free schools and one secondary special school now open), given the challenges in delivering all the required capacity in Manchester with the allocated grant funding, DfE-funded free schools will be an important route for achieving additional places for September 2018 and beyond. In recent rounds of free school applications 4 sponsors received approval to establish schools in Manchester as follows:

School	Sponsor	Phase	Location	Places per year group	Opening
Didsbury High School	Cheadle Hulme High School	Secondary 11-16	Didsbury	180	TBC
Eden Boys Leadership Academy (Islamic Faith)	Tauheedul Education Trust	Secondary 11-16	Cheetham	150	TBC
Eden Girls Leadership Academy (Islamic Faith)	Tauheedul Education Trust	Secondary 11-16	Cheetham	150	TBC
Pioneer House Special School	Piper Hill Learning Trust	Secondary 11-16 (SEN)	Northenden	100 (total)	Sept 16 (Temps)
Gorton Primary School	SS Simon and Jude Church of England Academy Trust	Primary 4-11	Gorton	60	TBC

6.4 Further to the schools approved in Wave 11 of the Free School process, the Council has been working with academy trusts, already established within the city, for them to submit applications into wave 12 of the free school process to secure further high quality provision for 2018 onwards.

6.5 The reality that such free schools are necessary for the Council to meet basic need creates a very real challenge for strategic planning. Although the Council has worked hard with multi academy trusts in their applications for wave 12 there is no certainty yet provided by the DfE about any of the wave 12 projects; the location, size and timing of department-funded free schools is not confirmed by the department until late in their opening process, making decisions on use of the Council's Basic Need funding for large scale expansions or, particularly, new schools through the Free School Presumption Process, very difficult.

6.6 At worst the Council could find itself at risk of a significant shortfall in places if an overall sufficiency is not created through Basic Need capital investment.

The proposal in this paper for a new school is a response to an analysis of the balance of these risks.

- 6.7 In order to secure sufficient capacity in both secondary and primary sectors over the coming years, it is also important that sites for new schools are identified and reserved as part of the Council's spatial planning processes alongside other types of development; this will be done on an ongoing basis.
- 6.8 Site availability and suitability in Manchester, particularly for secondary schools, is limited. Where sites are available, or expansions can be put in place, opportunities will be taken to create as many places as is practical: this will, in places, lead to larger schools. Whilst recognising that school size can play a part in the experience pupils have of school, good schools are able to create a personalised learning experience within small or large pupil cohorts; and with growing financial pressures on schools, there are efficiency benefits in operating at larger sizes to ensure that as much funding as possible is devoted to the teaching and learning experience of pupils. In general, larger projects are also more efficient in the capital spend required per place created.
- 6.9 Restrictions on the availability of sites for expansion and new schools will also impact on the travel to school patterns across the City. It is likely that, whilst it is always the strategic intent to provide schools in areas of the City local to their pupils, providing places for the City's growing population will see some pupils travelling further to school. The City's transport infrastructure will support this, and the Council will meet its statutory obligation to provide free travel to school (in Manchester, this is in the form of a travel pass) in accordance with the agreed policy.
- 6.10 The quality and nature of new provision in the City is of paramount importance. Under the umbrella of the Manchester Schools' Alliance, the City's headteachers work in strong partnership to deliver a cohesive school system of increasing quality and improving outcomes. To sustain this, the City Council's priority is to work with existing and future school providers in the City (within the maintained or academy sector) who are committed to the key principles set out by the Council in 2012 and who have a track record of providing good quality places. Where a new school is to be opened under the Free School Presumption process, the Council is able to recommend to the DfE its preferred provider, although the final decision rests with the DfE's Regional Schools Commissioner (RSC); where the DfE are funding Free Schools, the Secretary of State is the decision maker. It is, however, important that the Council develops and sustains positive and robust relationships with providers in the City and neighbouring areas, including securing their involvement in expansions and new school developments. This approach has been successful to date, with most recent expansions and new schools undertaken by such providers. The Council will continue to develop such partnerships to secure future provision in the City.
- 7.0 Free School Presumption Process – proposal for a new school in Manchester**

- 7.1 As noted above, there is a need for significant expansion of secondary provision in the City to meet increased demand in 2017 and beyond. In support of this, it is proposed that the process for developing a new secondary school through the Free School Presumption process is initiated as soon as possible. This process commits the Council to providing a site and funding the building for a new school from the Basic Need allocation; the school is proposed to be of 1800 pupils and be in the Central / East area of the City. The financial consequences of this are dealt with elsewhere in the report. It is also proposed that the final decision on the site for the school, and the preferred provider to be recommended to the DfE, is delegated to the Director of Education and Skills in consultation with the Executive Member for Children's Services.
- 7.2 Where a Local Authority believes there is a need for a new school in its area it must go through a process to identify a provider for the school as it can no longer be presumed that the school will be a maintained school. It is also presumed that the new school will be established as a free school. The process for this is set out in Section 6A of the Education Act 2011 and in the table below.

Stage	Action required	Notes
Stage One	Once determined, the LA must notify the department as soon as the need for a new school has been agreed.	
Initial Consultation	LA to carry out consultation. This is not prescribed and up to the LA to decide how to consult on the proposed new school and with whom.	
	The consultation to feed into the school specification that the LA develops.	
Impact Assessment	The consultation should take place on proposed new school (i.e. type, age range, gender, capacity, expected costs).	
	LA must carry out an assessment of the impact of the proposals, both on other existing educational institutions and in terms of impact on particular groups of pupils from an equalities perspective.	

<p>Stage 2</p> <p>Publication of Specification and invitation of sponsor</p>	<p>The LA to develop and publish a clear specification as potential proposers will be submitting bids on the basis of the specification set out.</p> <p>Once specification is published, the DfE requests the LA takes all the necessary steps to ensure the widest range of groups or organisations that might be interested in establishing the new school are aware of the opportunity to do so.</p> <p>The DfE will also play a role in generating interest from high quality proposers.</p> <p>The LA to forward: to the department</p> <ul style="list-style-type: none"> • a copy of the new school specification, including confirmation: <ul style="list-style-type: none"> ○ that the LA's has identified the required capital to establish the new school, the amount and its source (e.g. LAs basic need funding); ○ that the LA will meet all pre- and post-opening costs associated with establishing the new school; ○ that the LA will provide the site for the new school; ○ site ownership or tenure arrangements and how these will operate for the new school; • impact assessment; • a link to the LA's website page where the relevant information will be available to interested parties. <p>Once the specified date for submitting the academy/free school proposals to the LA has passed, the LA must provide details of all proposers that have submitted formal proposals to SOS for initial consideration.</p>	<p>The sponsor has to be an approved DfE sponsor.</p> <p>Specify a date by which proposal must be submitted to the LA.</p>
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<p>Stage 3</p> <p>Assessment /evaluation of sponsors</p>	<p>The LA should complete an assessment and evaluation of each proposal and forward these to DfE</p> <p>The LA may state its preferred proposer or ranking of proposers which the SoS will take into consideration.</p>	<p>The assessment should include scoring, alongside written notification setting out steps the LA has taken to seek proposals.</p>
<p>Stage 4</p> <p>Decision</p>	<p>DfE confirms the sponsor and funding allocation.</p> <p>As soon as suitable proposer agreed “in principle” the DfE will notify the LA, the successful proposer and local MP.</p> <p>It will then be for the successful proposer to work towards establishing the new academy.</p> <p>There is no specified role for the LA from this point onwards. However, the approved sponsor will then consult the LA on its Final proposal.</p>	<p>LA to inform other applicants that they have not been successful and provide them with feedback if requested.</p>

7.3 The free school presumption process is the preferred option for identifying a provider for the school as mandated by DfE guidance. Although the final decision on a provider is made by the Secretary of State, the Local Authority is able to develop the specification for the new school, ensure that potential sponsors are aware of this specification and state a preference for a sponsor following this process. The Local Authority can also ensure that timescales are adhered to.

7.4 It is proposed that the Council begins this process in the spring term 2017 to ensure that a provider has been identified by summer 2017 for an additional new secondary school in the City based in Central / East area to open in 2018. The school will also be included in the Local Authority’s admissions brochure for children transferring to secondary school in September 2018.

8.0 Financial Implications

8.1 In February 2016 the Department for Education notified the Council that it had been awarded £74m in Basic Need funding which will be available from the 2018/19 financial year. This resource will be used for the next wave of projects to deliver the required number of school places to support the City’s growth ambitions.

8.2 The financial plan to support the school places strategy is constantly being developed and revised through an appraisal of the options being proposed to provide a sufficiency of good quality education places to meet demand in

neighbourhoods, within appropriate timescales and within identified revenue and capital resources.

- 8.3 Proposals will need to include opportunities to attract investment from outside Council resources, most likely to be funding for Free Schools from DfE.
- 8.4 The Basic Need grant funding the Council receives from Government is provided in the year in which places are required. In order to build permanent solutions, some elements of the grant funding may need to be brought forward by the Council into prior financial years to accommodate the required build time, and then repaid when the grant is received. Such cash flowing of the funds does create risk for the City Council, as it cannot occur indefinitely.
- 8.5 Where capital funding is not available or a permanent accommodation solution is not appropriate or cannot be delivered within timescale, temporary accommodation can be funded from the Dedicated Schools Grant (DSG). Councils with the agreement of Schools Forum are permitted to retain Dedicated Schools Grant (DSG) to form a specific schools contingency to support those schools that, with the prior agreement of the Council, are expanding. This contingency is known as the "Growth Fund". Schools Forum agreed the 2016/17 Growth Fund in September 2015.
- 8.6 Day-to-day running costs of a new school or expanding schools are met from the Dedicated Schools Grant formula budgets. Budget allocations are currently based on local authority formula funding. The Local Authority passes on funding to Local Authority maintained schools. Academies are maintained by the Education Funding Agency. EFA calculates academies and free school shares of the individual schools budget using the local funding formula, and recoups this from local authorities. The recouped funding is then paid to academy trusts by the Education Funding Agency.
- 8.7 Where capital funding is not available or a permanent accommodation solution is not appropriate or cannot be delivered within timescale, temporary accommodation can be funded from the Dedicated Schools Grant (DSG). Councils with the agreement of Schools Forum are permitted to retain Dedicated Schools Grant (DSG) to form a specific schools contingency to support those schools that, with the prior agreement of the Council, are expanding. This contingency is known as the "Growth Fund", Manchester's 2016/17. Growth Fund amounts to £6.7m, at this stage it is expected that this level of fund will be needed in 2017/18. The Growth fund also needs to meet revenue costs associated with pre-opening, diseconomy and reorganisation costs of new and expanding basic needs schools.

9.0 Conclusion

- 9.1 Forecasts, demographic modelling and school census data continue to demonstrate growth in the City's school age population driving demand for school places in a number of areas. Capital funding has been committed to the creation of additional places and it is expected that the growth of

Manchester schools to meet place demand will continue for the foreseeable future.

10.0 Recommendations

10.1 The Children and Young People Scrutiny Committee are asked to comment on the contents of the report. The Executive is recommended to:

1. Note the data relating to September 2016 admissions
2. Note the pupil forecasts submitted to the DfE during summer 2016;
3. Support the principle that Basic Need funding is used to fund the new high school;
4. Agree that the Council begin consulting to gather local views on the plans to develop a new secondary school as a first step towards identifying a provider for the new school;
5. Delegate responsibility to the Director of Education and Skills in consultation with the Executive Member for Children's Services to:
 - progress the publication of a specification for the new school and an invitation to sponsor based on the outcomes of the consultation;
 - make the final decision on the site for the school,
 - identify a preferred sponsor to be recommended to the DfE.

11.0 Contributing to the Manchester Strategy

(a) A thriving and sustainable city

11.1 Creating additional primary and secondary school places involves capital investment in new buildings and in modifying existing buildings; this creates employment in construction and other associated building enterprises.

(b) A highly skilled city

11.2 Ensuring sufficient, high quality school places are available and in the right place helps to ensure all children and young people achieve their full potential through regular school attendance.

(c) A progressive and equitable city

11.3 Access to good and effective schools providing a high quality education is central to the Council's strategy of developing sustainable neighbourhoods, to make Manchester increasingly attractive to economically active people as a place to work, live and bring up children.

(d) A liveable and low carbon city

11.4 Investment in modern, energy efficient and high quality education infrastructure drives reductions in carbon across the estate of schools. It also proves highly attractive to families considering Manchester as a place to live and work.

(e) A connected city

- 11.5 Public sector capital investment in high quality education infrastructure can stimulate growth at a local level including private sector investment and population growth.

12.0 Key Policies and Considerations

(a) Equal Opportunities

- 12.1 There are no specific equal opportunities implications contained within this report.

(b) Risk Management

- 12.2 Risk issues and appropriate mitigations are addressed within the report.

(c) Legal Considerations

- 12.3 Legal considerations are addressed in the body of the report.