



LDF

WIGAN LOCAL DEVELOPMENT FRAMEWORK CORE STRATEGY



Education and learning Final Topic Paper 4

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Core Strategy Submission Version



Places Directorate
www.wigan.gov.uk/ldfcorestrategy

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ONE

Introduction

Purpose of this document

1.1 This is Topic Paper 4 on 'education and learning'. It is one of 13 topic papers that we have produced to help ensure that our Local Development Framework Core Strategy is properly backed by robust and credible evidence. The 13 topic papers are:

1. Health and recreation
2. Community safety and neighbourhood quality
3. Community development and involvement
4. Education and learning
5. Economy and employment
6. Housing
7. Retail and centres
8. Accessibility
9. Built environment and landscape
10. Wildlife habitats and species
11. Energy
12. Waste
13. Natural resources and pollution

1.2 Each topic paper provides a summary and analysis of the evidence which informs the Core Strategy and the Sustainability Appraisal. The evidence is set out in detail in a series of evidence reviews of the same name which sit alongside the topic papers. This topic paper focuses on Core Strategy policy CP4 'Education and learning'.

1.3 We have combined the evidence gathering stages for both the Core Strategy and the Sustainability Appraisal, to streamline the documentation produced and avoid duplication. This has ensured that sustainable development is embedded in the process of producing the Core Strategy. This topic paper also sets out how we have engaged with the community and other stakeholders and established the legality and soundness of the policies. More details of this are set out in Section 9 'An assessment of legality and soundness'.

1.4 Each topic paper can be read in isolation but, inevitably, there are important related matters in other topic papers and evidence reviews. The key related topic areas for education and learning are:

- Economy and employment
- Accessibility
- Built environment and landscape

1.5 Rather than preparing an additional report on climate change, we have considered this important theme within each topic paper. This is to make sure that it is not viewed as a 'stand alone' issue.

How the Local Development Framework will be used

1.6 The Local Development Framework is the planning strategy for the borough. The Core Strategy is the principal development plan document in our Local Development Framework. It sets out what development is needed for the next 10-15 years, where this will go and how it can be achieved. For the most part the details will be determined in other policy documents that will make up the Local Development Framework. These will include an Allocations and Development Management Plan, area action plans and supplementary planning documents. All of these other documents will have to conform to the Core Strategy and be equally founded on a robust and credible evidence base.

1.7 We have to work with national and European legislation on Sustainability Appraisal and national and regional planning policy. Of particular importance to education and learning is the Regional Spatial Strategy, which is currently part of the development plan for the borough but will be revoked once the Decentralisation and Localism Bill is enacted.

1.8 Education and learning is a key issue for young people and adults in the borough. There is a need to improve skills in order to keep pace with a changing economy whilst ensuring that there are job opportunities for all levels of learning and skill bases. The Local Development Framework can help address a range of issues and challenges facing the borough. It can help establish education and learning as a key component in developing sustainable communities, improve access to education facilities and ensure future development is well located and built to high standards. It can also help to strengthen links between skills and jobs to improve the borough's economy and help reduce worklessness.

How the Sustainability Appraisal framework will be used

1.9 The purpose of the Sustainability Appraisal is to appraise the social, environmental and economic effects of strategies and policies in the documents that form the Local Development Framework. This has been done from the outset in preparing the Core Strategy to ensure that decisions are made that accord with sustainable development.

1.10 A framework of sustainability objectives has been used to test and ask questions of each approach considered in the Core Strategy. The appraisal process has a number of set stages that must be followed, but each stage has been revisited as new information became available.

1.11 This topic paper contains the information we have used to help us establish the issues for education and learning. This information has helped us establish a set of sustainability objectives and sub-questions to tackle these issues, see Section 8 'Our sustainability framework'.

Viewing documents

All documents related to the Core Strategy are available to view on our website at: www.wigan.gov.uk/ldfcorestrategy.

Paper copies of the Core Strategy, Sustainability Appraisal and the 13 Topic Papers are also available at:

- All our public libraries (except the children's library)
- Wigan Town Hall*
- Wigan Life Centre, College Avenue, Wigan, WN1 1NJ*

** Until January 2012, when documents will be available at The One Stop Shop, Wigan Life Centre, The Wiend, Wigan, WN1 1NH*

TWO

Key plans, policies and strategies reviewed

2.1 This section focuses on the most relevant published plans, policies and strategies for education and learning in Wigan Borough and draws out the key messages for the Core Strategy and Sustainability Appraisal. The key plans, policies and strategies which provide support for policy CP4.

Regional / sub-regional plans, policies and strategies

North West of England Plan - Regional Spatial Strategy to 2021

The Regional Spatial Strategy forms part of the development plan for the borough, setting the context for our Core Strategy and other Development Plan Documents. Policies with a particular relevance to education and learning are:

Policy L1 Health, Sport, Recreation, Cultural and Education Services Provision.

This states that plans should ensure that there is provision for all members of the community for the full spectrum of education, training and skills provision. This should range from childcare and pre-school facilities, through schools, to further and higher education and to continuing education facilities and work related training. Accessibility by public transport, walking and cycling should be a central consideration.

Policy W1 Strengthening the Regional Economy. This states that plans and strategies should promote opportunities for economic development which will strengthen the North West by improving the skills base of the region, including tackling skills deficiencies and concentrations of unemployment.

Policy DP2 Promote Sustainable Communities. This seeks to build sustainable communities by improving the health and educational attainment of the region's population, reducing present inequalities.

Policy DP3 Promote Sustainable Economic Development. This states that reductions of education inequalities between different parts of the north west, within the sub region and at the local level, should be supported and promoted.

2.2 Other key regional or sub-regional plans, policies and strategies which provide support for Policy CP4 include:

- **North West Regional Economic Strategy (North West Development Agency, 2006)** - This sought to continue the transformation of the north west economy by building on its many assets and tackling areas of under performance. Its vision was for a dynamic, sustainable, international economy which competes on the basis of knowledge, advanced technology and an excellent quality of life for all. In order to achieve this it identified five key actions, one being a focus on skills and education.
- **Manchester City Region Development Programme (Manchester City Region Development Programme Steering Group, 2006)** - This formed part of the Northern Way and set out how the Manchester city region can contribute to closing the national productivity gap between the north and the UK average. It identified meeting employer skill needs to be a major economic challenge in the city region.
- **Greater Manchester Skills Analysis and Priorities Report (Manchester Enterprises, 2008)** - This notes the important issues which Greater Manchester faces in terms of the basic and generic skills of the adult workforce and the need to ensure that young people are as well-prepared as possible for the transition to employment. The report is primarily economic in focus and concentrates on more immediate occupational and vocational skills issues, with a strong sectoral emphasis.

Local plans, policies and strategies

Wigan Replacement Unitary Development Plan (2006)

Policy C1A relates to the provision of community facilities, including education. General Policies G1A - Impact of Development on Amenity and G1B - Planning Obligations also apply. These will be superseded by core policies CP3, CP18 and CP19 respectively as set out in Chapter 9 of the Core Strategy.

2.3 Other key local plans, policies and strategies which provide support for policy CP4 include:

- **Vision 2026 Sustainable Community Strategy (2008)** - Policy CP4 is in line with the 'Ambitious Communities' and 'Realising Ambitions' priority areas identified in the strategy.
- **Wigan Corporate Plan (2009 – 2012)** - This is a three-year rolling plan, driven by the Community Strategy priorities for Wigan. It identifies a number of key priority areas against the priorities set in the Community Strategy.
- **Wigan Local Area Agreement (2008-2011)** - This set out the priorities for the borough area as agreed between central government, the local authority, the Local Strategic Partnership, and other key partners at the local level. The agreement was effectively the delivery plan of the Sustainable Community Strategy. One of the four headline outcomes of the agreement was to improve aspirations, attainment and life chances for children and young people in the borough (especially those in the most disadvantaged communities).
- **Children and Young People's Plan for Wigan Borough (2008-2011)** - This is a partnership document which forms a blueprint for improving the lives of all children and young people in the borough. It includes a thorough needs assessment and sets eight challenging priority objectives to meet identified needs, providing a strategy and a delivery mechanism for achieving them.
- **Wigan's Strategy for School Places and Buildings (2010/11)** - This provides a strategy for both school place commissioning and school buildings in the borough. The council has a statutory duty to ensure there are sufficient school places in their area; promote high educational standards; ensure fair access and equal opportunity; and promote the fulfilment of every child's educational potential. The strategy provides an audit of education facilities in the borough and identifies levels of overcrowding, surplus and gaps in provision. In terms of school buildings, it identifies completed schemes for 2009/2010 and planned schemes for forthcoming years.

2.4 There are other relevant plans, policies and strategies that contribute to the education and learning evidence base. These are summarised in our 'education and learning evidence review' which is available on our website.

THREE

Other key evidence reviewed

Key sources of information

3.1 This section brings together and analyses the key evidence relating to the education and learning topic area. It outlines key characteristics, trends, issues and opportunities and supports policy CP4 'education and learning' in the Core Strategy. It also gives an overview of the infrastructure and climate change considerations and a summary of stakeholder and community involvement.

3.2 The main sources of information used are:

- State of the Borough Audit (Wigan Council, 2005)
- Skills for Life Survey (DFES, 2005)
- Indices of Multiple Deprivation data (UK Government, 2007)
- Wigan and Leigh College Property Strategy (2007)
- Wigan Childcare Sufficiency Assessment (Wigan Council, 2008)
- What Makes Wigan Work? - Worklessness Strategy for Wigan (Wigan Council, 2008)
- Draft Wigan Lifelong Learning Strategy (Wigan Council, 2008)
- Local Index of Child Well Being (UK Government, 2009)
- Wigan's Strategy For School Places and Buildings (Wigan Council, 2010/11)
- Edubase (www.edubase.gov.uk)
- Wigan's Information System of Dynamic Online Maps (W.I.S.D.O.M)
- Office for National Statistics
- Read Write Plus (DFES)

Background / overview

3.3 Poor education and a lack of basic skills often prevents people from reaching their full potential and can contribute to a cycle of poverty.

3.4 Spatial planning can have a direct positive impact on education and learning by helping to improve the location and quality of learning facilities. It can also have wider impacts such as raising aspirations and increasing opportunities for work and enterprise.

This in turn can improve the quality of life and environment in the borough and contribute to reducing worklessness and increasing skills. Buildings can also be designed and built to be more sustainable, having a lesser impact upon, and being more resilient to, climate change.

3.5 There is an increasing emphasis on providing community facilities that are easily accessible for children and young people, and are provided on the basis of need. Topic Paper 3 'Community Development and Involvement' has further information on this.

Education attainment in Wigan

3.6 According to the Read Write Plus Skills for Life Survey, the borough has below average literacy and numeracy skills compared to national and regional averages, with just 38% of adults qualified to NVQ level 2 in literacy and just 15% in numeracy. 58% of adults in the borough are qualified below NVQ level 1 in numeracy - the level expected of an eleven year old. ICT skills in Wigan are also below national and regional averages, with just 34% of adults qualified to Level 1 or above. This compares to 41% regionally and 47% nationally.

3.7 Compared to the national and regional average, Wigan has higher proportions of economically active people with no qualifications at all, and lower proportions qualified to NVQ levels 2, 3, and 4. Only 23% of local adults are qualified to NVQ level 4 or above, compared to 29% regionally and 31% nationally (Office for National Statistics, 2010).

3.8 The rate of pupils achieving five or more GCSEs A*-C or equivalent, including English and Mathematics, has however increased to 56% (2010), above the national average of 53.4%. However, this masks the difference in performance between the highest and lowest attaining schools of 76% and 23% respectively.

3.9 In 2010, Wigan performed above the national average at Key Stage 2, with 79% of children gaining a Level 4 in both English and Mathematics compared to 73% nationally. This masks the difference between the highest and lowest attaining schools of 100% and 56% respectively.

3.10 There are low levels of children choosing to continue into further education, and a corresponding higher proportion of 16-18 year olds not participating in education, employment or training than national and regional averages.

3.11 Low skill and qualification levels in Wigan was identified in the 2005 State of the Borough Audit which ranked Wigan 297th out of 408 districts nationally in terms of education and learning. In the more recent Local Index of Child Well Being (UK Government, 2009), Wigan ranked 257th out of 354 districts in terms of education. This places Wigan in the top third most deprived authorities in the country.

3.12 As recent results at Key Stage 2 and Key Stage 4 suggest, relatively low skills and qualifications in the borough is not a reflection of poor education provision and services. An OFSTED inspection in December 2009 placed Wigan in the second highest band of seven for the quality of its Local Education Authority, within the top 20% of Local Education Authorities inspected at that time.

3.13 Low skill levels and poor qualifications are key barriers preventing high numbers of people in Wigan from securing sustainable long term employment, leading to high levels of worklessness in the borough. Further information on worklessness in Wigan can be found in Topic Paper 5 'Economy and Employment'.

Education and learning and the links with deprivation

3.14 There is a strong correlation between areas of deprivation and a lack of educational attainment. According to the education, skills and training deprivation domain of the 2007 Indices of Multiple Deprivation, 5 Super Output Areas in Wigan are in the top 3% most deprived in England. These areas are Marsh Green West, Norley East, Worsley Hall North and Worsley Hall, all in Wigan and Hag Fold North in Atherton.

3.15 A total of 32 Super Output Areas (16%) fall within the 10% most deprived in the country for education, skills and training. These are shown on Figure 3.1. Within Greater Manchester, Manchester (32.8%), Oldham (26.4%), Salford (26.4%) and Rochdale (17.8%) have higher proportions of Super Output Areas within the 10% most deprived.

3.16 Narrowing the attainment gap between our most disadvantaged communities and the population as a whole is a priority objective in the Council's Children and Young People's Plan 2008-11.

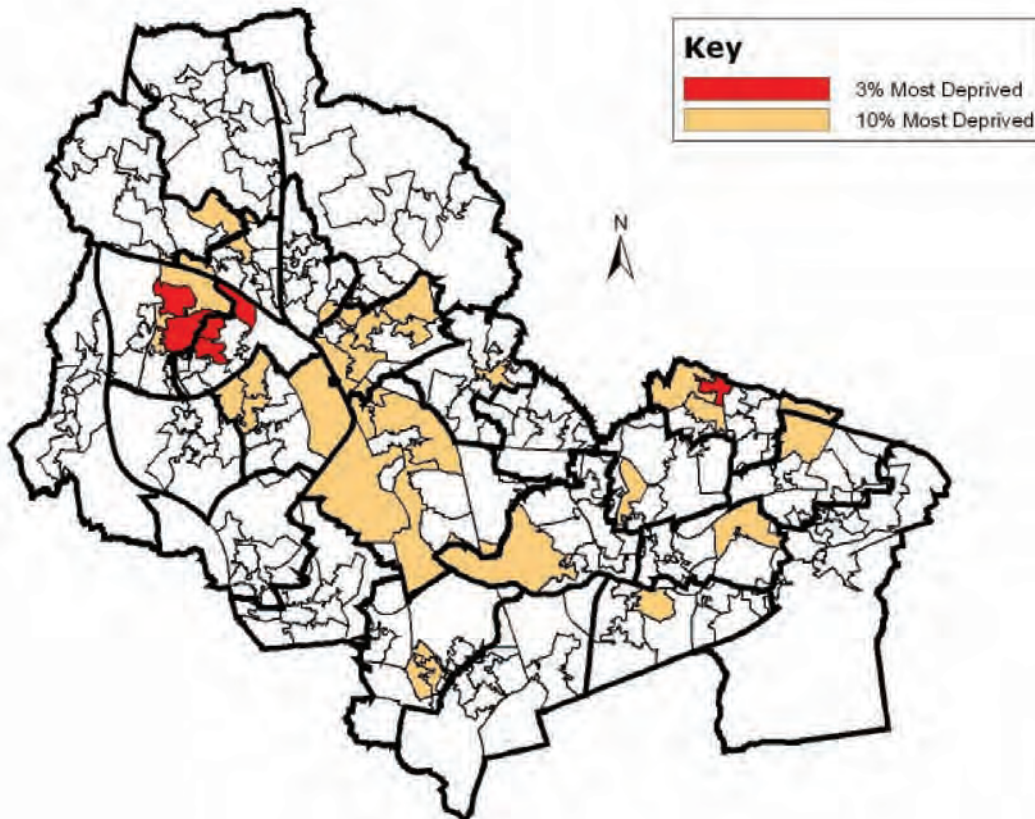


Figure 3.1 The most deprived areas in terms of education, skills and training (Indices of Multiple Deprivation, 2007)

Accessibility to education and learning in Wigan

3.17 Although a Citizen's Panel survey identified that 77% of residents in the borough feel their homes are well placed to access schools, many schools in Wigan are poorly placed to serve their catchment. These include Edmund Arrowsmith and Byrchall High Schools in Ashton.

3.18 St John Rigby College and Winstanley College are both situated on the western periphery of the borough yet have wide catchments, including Leigh, Atherton and Tyldesley in the east of the borough. The reputation of the two colleges, particularly Winstanley College, attracts students from both inside and outside the borough creating challenges in terms of sustainable commuting. In addition, a significant number of students

commute out of the borough for further and higher education, notably Runshaw College in Leyland, the University of Central Lancashire (UCLAN) in Preston, the University of Salford and the University of Manchester.

3.19 Wigan's Information System of Dynamic Online Maps (W.I.S.D.O.M) provides information on accessibility to primary schools, secondary schools and further education colleges by public transport, walking and cycling. It illustrates that:

- Approximately 50% of children aged 5-10 in certain areas of Ashton, Abram, Orrell Post and Hawkley are not within 15 minutes of a primary school;
- More than 50% of pupils in certain parts of Platt Bridge, Abram, Whitley, and Winstanley are not within 20 minutes of a secondary school;
- Only 9% of people aged 16-19 within parts of Hindley (Park Lane Estate) and Ashton (Town Green and Eskdale) are located within 30 minutes of a further education college.

School buildings and capacity

3.20 The size, suitability and condition of school buildings play a major role in determining how effectively schools are able to deliver the curriculum. Accordingly, Wigan's Strategy for School Places and Buildings (2010/11) sets the following principles:

- All pupils should be educated in safe, secure and well maintained buildings and sites;
- The state of school buildings should not impede educational progress but should enhance it;
- School buildings should have sufficient usable capacity to meet current needs and legislative requirements;
- Where relevant, flexible usages of buildings, including co-location of services, should be encouraged.

3.21 Within the borough there are a number of issues with the current stock of schools. Of the 104 primary schools and 20 secondary schools:

- 6 primary schools and 2 secondary schools have over 25% surplus places. These are Nicol Mere, Bickershaw CE, Ince CE, Higher Folds, Beech Hill Community, St James CE, PEMBEC and Hesketh Fletcher schools.

- 22 primary schools (21%) are overcrowded. Gilded Hollins Community, Sacred Heart Catholic and Winstanley Community schools are overcrowded by over 10%.
- 5 secondary schools (25%) are overcrowded.

3.22 Studies show there is a link between the quality of the learning environment and educational attainment. In fact, school buildings provide benefits to communities that go beyond learning outcomes, for example:

- Further education colleges can make use of school facilities to provide training in ICT to adult learners.
- School facilities, such as a sports hall, can be used for community recreational use.
- There are economic benefits, such as from the employment of local building contractors and architects.

3.23 In order to address the issues identified above, the Core Strategy will support, in principle, proposals for new and improved schools and school buildings.

3.24 The Wigan's Strategy for School Places and Buildings includes primary and secondary school pupil projections from 2009/10 to 2013/14 and 2020/21 respectively. These are shown in Figures 3.2 and 3.3 below. These projections are based on birth rates and, therefore, do not reflect the locations of housing proposed in the Core Strategy.

3.25 The primary school projections indicate a rise of over 1,200 primary pupils from 2010 to 2014. There appears to be sufficient overall capacity to meet this forecast demand due to a significant level of surplus places within primary schools. There is also opportunity within the council's budget for schools to meet immediate demand. However, some of our proposed broad locations are of such a size that they are likely to require the provision of new primary schools beyond 2014.

3.26 The secondary school projection indicates that there will be no capacity issues to 2021. However, based on our population projections we can assume that there may be a requirement for additional accommodation within secondary schools beyond 2021.

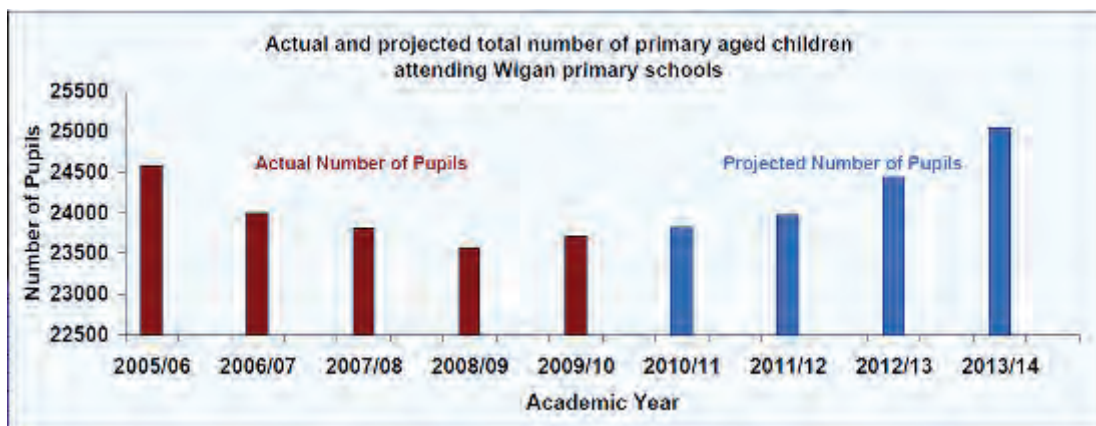


Figure 3.2 Primary school projections 2010-2014 (Wigan's Strategy for School Places and Buildings)

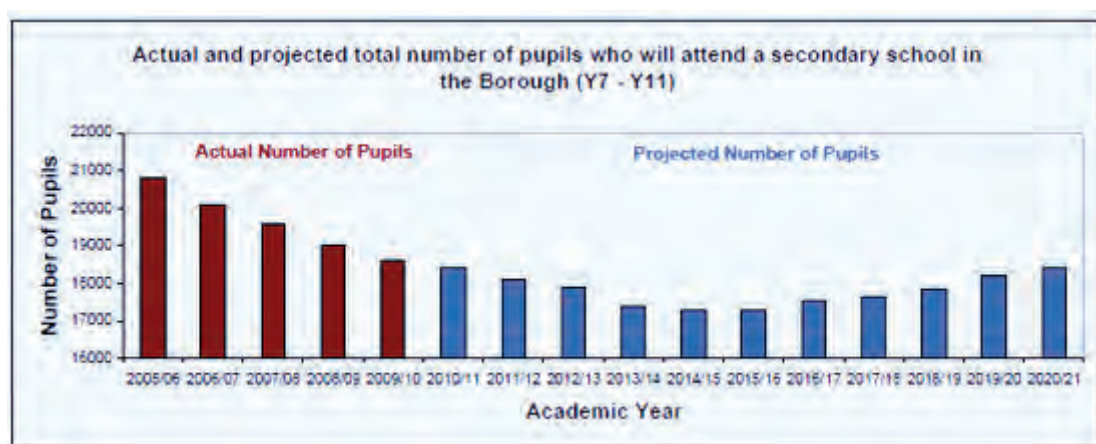


Figure 3.3 Secondary school projections 2010-2021 (Wigan's Strategy for School Places and Buildings)

3.27 Based on preferences from primary schools, annual roll projections at all non-Catholic secondary schools in the borough have been estimated by the council for the period up to 2018. These figures suggest a surplus of school places at a number of secondary schools, in particular at Shevington, Rose Bridge, Abraham Guest, Lowton, Golborne and Hesketh Fletcher schools.

	Standish	Shevington	Abraham Guest	Hawkey	PEMBEC	Rose Bridge	The Deanery
2008-09	1255	700	926	864	492	657	1383

	Standish	Shevington	Abraham Guest	Hawkley	PEMBEC	Rose Bridge	The Deanery
2009-10	1257	674	873	837	426	596	1357
2010-11	1278	660	812	819	393	548	1340
2011-12	1301	633	776	797	352	510	1325
2012-13	1333	629	709	803	333	477	1314
2013-14	1307	567	667	782	331	406	1278
2014-15	1307	570	667	778	335	399	1290
2015-16	1299	554	682	813	342	379	1300
2016-17	1262	550	682	806	347	370	1305
2017-18	1230	544	708	789	362	373	1309

Table 3.4: Roll projections at schools in the west of the borough 2008

	Hindley	Cansfield	Byrchall	Golborne	Lowton
2008-09	941	954	1110	798	1056
2009-10	937	981	1050	794	1011
2010-11	947	1044	1001	785	964
2011-12	979	1078	947	768	916
2012-13	989	1071	916	751	886
2013-14	998	1051	851	729	862
2014-15	1002	1036	853	722	853
2015-16	1025	987	825	709	859
2016-17	1051	990	828	702	859

	Hindley	Cansfield	Byrchall	Golborne	Lowton
2017-18	1087	971	813	698	880

Table 3.5: Roll projections for schools in the central area of the borough 2008

	Hesketh Fletcher	Fred Longworth	Westleigh	Bedford
2008-09	663	1283	750	938
2009-10	563	1290	815	908
2010-11	465	1264	849	884
2011-12	379	1243	887	873
2012-13	361	1222	929	883
2013-14	322	1167	935	870
2014-15	318	1142	926	879
2015-16	308	1134	926	874
2016-17	308	1162	919	878
2017-18	310	1184	928	912

Table 3.6: Roll projections for schools in the east of the borough 2008

3.28 Hesketh Fletcher will close in 2012. Pupils will therefore be transferred to other schools in the area, notably Westleigh, Bedford, Fred Longworth and Hindley. Whilst this will result in increased travel for pupils, the council's Children's and Young People's Service consider there to be sufficient capacity in these schools. The proposed opening of a 14-19 Centre on the Hesketh Fletcher site will likely result in a level of reverse flow as some pupils from the aforementioned schools will transfer to the new 14-19 Centre.

Future plans for education and learning in Wigan

3.29 The council realises that there are challenges to improving education across the borough but despite this are committed to improving educational standards, attainment and achievement for all children, young people and adults.

Wigan Schools for the Future

3.30 The Wigan Schools for the Future programme was set up in 2009 to encompass the following major national capital initiatives:

- Building Schools for the Future for secondary education
- Primary Capital Programme for primary education

3.31 The capital received under these programmes was to be used to transform educational provision and provide aspirational learning environments which can deliver a 21st century curriculum and benefit the whole community.

3.32 Building Schools for the Future was launched by the Government in February 2003 and was the largest single capital investment programme in 50 years. It aimed to transform education through rebuilding and renewing schools into world class learning environments that would enable generations of young people to reach their full potential.

3.33 During 2008/09 Wigan's 'Readiness to Deliver' was submitted successfully and consequently the Council entered the Building Schools for the Future programme. As a result, £80 million of funding was set to be made available to the Council to implement Phase 1 proposals which would transform education in the east of the borough. These were to:

- Discontinue both Lowton and Golborne High Schools and replace them with a new school that would cater for 1,500 learners.
- Enlarge Lowton Junior and Infant School and rebuild it on the site of the new secondary school.
- Rebuild and enlarge Hindley High School to accommodate 1,125 learners.
- Extend and remodel Westleigh High School to accommodate 1,250 learners.
- Build two 14-19 Centres on the sites of PEMBEC and Hesketh Fletcher High School, which would close.

3.34 Two further phases were planned to address the central and western areas of Wigan. Proposals included the:

- Replacement of Standish and Shevington High Schools with a new secondary school for 1,500 pupils on a new site.
- Enlargement of Rose Bridge High School on its current site from 775 to 1,000 pupils.
- Replacement of Cansfield and Byrchall High Schools with a new secondary school for 1,250 pupils on a new site.
- Enlargement of Hawkey High School on its current site from 940 to 1,000 pupils.

3.35 However, the new Secretary of State for Education announced in July 2010 that he was halting the Building Schools for the Future programme. He cited that it was characterised by "massive overspends, tragic delays, botched construction projects and needless bureaucracy". This has resulted in all Building Schools for the Future proposals in the country, except those for which funding had been secured, being scrapped. This includes the £257m investment in Wigan's secondary schools. The Phase 1 proposals in Wigan had not been fully secured and the £80 million funding will not be forthcoming.

3.36 The Primary Capital Programme was set to provide approximately £3m per year over a fifteen year period to improve accommodation at approximately 50% of primary schools in the borough. However, no Primary Capital Funding will be available from 2011/12. The funding allocations the council will receive for 2011/12 are Basic Need and Capital Maintenance for Local Authority Maintained and Voluntary Aided schools. The schools will also receive much reduced allocations of Devolved Formula Capital funding. This is an amount allocated each year to primary and secondary schools to be spent by them on their priorities in respect of buildings, information and communications technology and other capital needs. Basic Need will fund the provision of the additional new pupil places required whilst the Capital Maintenance will be used to address condition priorities such as roof repairs and boiler upgrades. Within these funding allocations, plus some remaining Primary Capital Programme allocation from 2010/11, the council also needs to consider committed capital projects at Orrell St James, Britannia Bridge and Ince St Mary's.

3.37 The funding allocations available will not meet all of our priorities. Therefore, the council's Children's and Young People's Services are presently developing a Capital Programme for 2011/12 which will contain a number of options to extend primary schools

in areas needing additional places. Despite the loss of Building Schools for the Future funding, 14-19 centres will still be built at PEMBEC and Hesketh Fletcher using 14-19 Capital Funding. The two 14-19 centres will be located in areas within or in close proximity to the 3% most deprived in England in terms of education, skills and training (Indices of Multiple Deprivation, 2007).

Academies and free schools

3.38 The Government in 2010 introduced school academies and free schools in the UK. Academies are publicly funded independent schools, free from local authority and national government control. Other freedoms include setting their own pay and conditions for staff, freedoms concerning the delivery of the curriculum, and the ability to change the length of their terms and school days. Free Schools are all-ability state-funded schools set up in response to what local people say they want and need in order to improve education for children in their community. There are currently no academies or free schools in the borough but this could change over the Core Strategy plan period.

Childcare and early years provision

3.39 There are 20 children's centres across the borough helping to support families and providing early education, childcare and other services. In addition there are 138 childcare providers and nearly 300 childminders (Wigan Council, 2011). These are detailed in the Infrastructure Audit. A Childcare Sufficiency Assessment was undertaken in Wigan between April 2007 and March 2008. The assessment report was produced as part of the Council's statutory responsibilities to undertake an assessment and secure sufficient childcare for children aged 0-14 and for children with disabilities aged 15, 16 and 17. Key findings included:

- The need for more out of school care for 8-11 year olds in certain areas of the borough
- There are very few gaps in provision for children aged 0-8 years
- Gaps in provision exist in all areas of the borough for 11-14 year olds, but further work is necessary to confirm the likely uptake of additional places created
- More out of school care and holiday care is required
- More provision for disabled children over 11 years old is needed

Lifelong learning

3.40 Lifelong learning can play a key role in tackling the prevalent education issues in Wigan, such as the general low level of basic skills in adults, low levels of qualifications, and high levels of worklessness. It enables an initial engagement with participants and provides a pathway for gaining confidence, skills, experience and qualifications.

3.41 The draft Lifelong Learning Strategy for Wigan acknowledges that it is the responsibility and aim of the council to raise educational achievement and develop lifelong learning so that every individual, regardless of age, can realise their full potential in learning, work and citizenship. The strategy sets the following priorities:

- Increasing learning and engagement opportunities within the community, raising participation, confidence and aspirations.
- Ensuring that people have the basic skills needed to enable participation in economic, social and community life.
- Targeting disadvantaged communities, vulnerable adults and those 'furthest' from the workplace, supporting them to achieve their full potential and opportunities to lift themselves and their families out of poverty.
- Helping people to achieve skills for current sustained employment and future career opportunities.
- To develop skills, qualification and experience progression pathways that support and develop a wide range of ability levels.
- To provide positive activities for children and young people and families, that encourage participation, develop basic and work related skills.

3.42 Lifelong learning can help to raise aspirations and self-belief, promote the enjoyment of learning for all, and importantly, help to secure the learning and skills essential to engage and support a strong and diverse base in Wigan.

Economic implications

3.43 The Greater Manchester Skills Analysis and Priorities identifies a number of issues facing both young people and adults with regard to education, learning and entering employment.

3.44 Priorities for young people include:

1. Continuing to improve educational attainment levels.
2. Increasing the numbers qualifying in Maths, Sciences and Foreign Languages.
3. Addressing gender stereotyping at all levels.
4. Improving Skills for Life, first steps learning and generic employability skills.
5. Developing enterprise and entrepreneurial skills.
6. Helping young people to fulfil their potential and make a successful transition to work through more and better vocational experiences from an earlier age, and through better careers education and guidance.
7. Capitalising on the planned expansion of Apprenticeships in order to address the needs of the local economy.
8. Enabling more young people (including graduates) to progress into Level 3/4 category occupations.
9. Retaining more graduates of Greater Manchester universities in the sub-region.
10. Engaging more effectively with employers to support this agenda.

3.45 Priorities for adults include:

1. Continuing to promote and drive the achievement of generic employability skills, Skills for Life qualifications, and first steps learning experiences.
2. Enabling more of the economically inactive (including the over 50s) to play a part in the Greater Manchester economy.
3. Developing enterprise and entrepreneurial skills (including for the over 50s).
4. Targeting such activity (e.g. in relation to Incapacity Benefit claimants) on concentrations of greatest incidence.
5. Helping people to develop transferable and new skills to take up jobs in skills shortage areas.
6. Introducing a Career Changers Level 2/3 programme to enable employed people to move into skills shortage occupations.
7. Developing stronger labour market information and adult careers advice and guidance arrangements to underpin a more demand-driven approach to the funding of adult education and training.

3.46 The above priorities sit within the context of the changing needs of the labour market, and so, the changing needs of employers. Consultation with key partners highlighted the decline in demand for such skills as plumbing, motor mechanics, child

care, hairdressing, and clothing design and the need for a more highly skilled workforce in the following professions - financial and professional services, retail and wholesale managers, chefs and construction.

Increasing awareness of sustainability and the environment

3.47 Increasing understanding and awareness is very important if we are to make the necessary lifestyle changes to achieve a low carbon economy and address climate change.

3.48 A number of schools in the borough have achieved, or are working towards, eco-schools status. Eco-schools is a programme for promoting environmental awareness in a way that links to many curriculum subjects, including citizenship; personal; social and health education (PSHE); and education for sustainable development.

3.49 Eco-schools is a European Union framework for schools to become more sustainable and includes a range of initiatives such as travel planning, recycling, energy efficiency, reducing litter, growing plants and encouraging wildlife and teaching about the environment.

3.50 In terms of participation, Wigan Borough is amongst the top ten local authorities in England with 96 schools registered as taking part in the eco-schools Programme. 23 Wigan schools have achieved the prestigious green flag award, 20 have a silver award and 29 have received a bronze award.

3.51 The borough can boast to having two well established and well run environmental education centres at Worthington Lakes in Standish and Hope Carr in Leigh. The development of Greenheart provides a great opportunity to increase this resource and further facilitate the use of the built and natural environment as an education resource.

Climate change considerations

3.52 How we prepare for climate change and reduce further greenhouse gas emissions is a major challenge. It requires changes to almost everything we do, and must therefore be considered from many different perspectives. The issues that are particularly important for education and learning are:

- Importance of raising awareness about climate change / sustainable living amongst school children. The eco-schools programme has contributed significantly to this.
- Importance of incorporating sustainability into the design of new and improved school buildings.

Key community and stakeholder involvement

3.53 There are a number of key stakeholders who have played an important role in the development of our approach to education and learning issues. By identifying and involving these key stakeholders from an early stage, we have been able to establish a stronger evidence base and more sustainable policy options.

3.54 The following key stakeholders have been involved:

- The Council's Children and Young People's Services
- Wigan and Leigh College
- Winstanley College
- St John Rigby College
- Major developers and landowners
- Wigan Borough Partnership (our local strategic partnership)
- Community groups (including Townships and Community Network)
- The residents of the borough

3.55 These key stakeholders have been involved at all stages of the Core Strategy's preparation including issues and options, preferred options, the revised proposals and draft policies and the proposed submission stage.

3.56 At the proposed submission stage, support for Policy CP4 has been received from Wigan and Leigh College and Sport England, the latter requesting greater protection be afforded to existing sport facilities at schools. There has been no objections to the policy and no change is proposed.

3.57 Further information is available in our Consultation Reports.

Infrastructure audit

3.58 There are currently 131 schools in Wigan Borough, including 104 primary schools, 20 secondary schools and 7 special schools, providing education to approximately 44,000 young people from 4 to 16 years old.

Township	Primary	Secondary	Special
Ashton and Bryn	7	3	2
Atherton	9	1	1
Golborne and Lowton	9	2	0
Hindley and Abram	14	1	2
Leigh	17	2	0
Orrell, Billinge and Winstanley	8	1	1
Standish, Aspull and Shevington	13	2	0
Tyldesley and Astley	7	2	0
Wigan North	11	3	0
Wigan South	9	3	1
TOTAL	104	20	7

Table 3.7: School provision (4-16) (Wigan Council, 2011)

3.59 Of the 104 primary schools and 20 secondary schools:

- 6 primary schools (6%) and 2 secondary schools (10%) have over 25% surplus spaces.
- 22 primary schools (21%) are overcrowded, of which 3 are by more than 10%.
- 5 secondary schools (25%) are overcrowded.

3.60 As set out in paragraph 3.27, annual roll projections estimated at all non-Catholic secondary schools suggest a surplus of school places at a number of schools, in particular at Shevington, Rose Bridge, Abraham Guest, Lowton, Golborne and Hesketh Fletcher schools. Only Hindley, Cansfield and Westleigh secondary schools are projected as having increased rolls during the period 2008/09 - 2017/18.

Early years provision

3.61 There are 20 children's centres across the borough helping to support families and providing early education, childcare and other services. The Government's aspiration was for a Children's Centre in every community by 2010. This has been achieved in the borough.

3.62 Table 3.8 below states the number of children's centres, childcare providers and childminders in Wigan in each Township.

Township	Children's Centres	Childcare Providers	Childminders
Ashton and Bryn	2	13	17
Atherton	1	11	26
Golborne and Lowton	2	11	26
Hindley and Abram	2	10	24
Leigh	3	26	37
Orrell, Billinge and Winstanley	2	12	37
Standish, Aspull and Shevington	1	18	40
Tyldesley and Astley	2	14	44
Wigan North	3	16	19
Wigan South	2	7	16

Township	Children's Centres	Childcare Providers	Childminders
TOTAL	20	138	286

Table 3.8: Early years provision, (Wigan Council, 2011)

Further/higher education

3.63 There are 3 further education colleges in Wigan. These are:

- Wigan and Leigh College, with bases in Wigan and Leigh
- Winstanley College, south of Orrell
- St John Rigby College, north of Orrell

3.64 They offer a range of qualifications including the traditional academic qualifications of AS and A Levels as well as vocational type qualifications such as Apprenticeship, BTEC, 14-19 Diploma, HNC and NVQs on both full and part time attendance.

3.65 In 2010, the Skills Funding Agency replaced the Learning and Skills Council as the funding agency for 16-18 education in England. None of the three colleges currently have Capital Plans approved by the Skills Funding Agency. All three colleges did have plans or feasibility studies in progress but due to a funding issue at the Learning and Skills Council, funding was not ultimately available.

3.66 Wigan and Leigh College closed its further education provision at Railway Road, Leigh in 2010, which was in a poor condition. This provision has been moved to the new purpose-built site at Leigh Sports Village. The opening of a 14-19 Centre at Hesketh Fletcher High School, which will be funded by 14-19 Capital funding in 2012/13, could provide additional suitable replacement accommodation.

3.67 Wigan and Leigh College previously submitted an application for University status but was unsuccessful and it is unlikely to be re-submitted.

3.68 Wigan and Leigh College set the following spatial objectives in their 2008 Property Strategy:

- Significantly reduce the size of the estate

-
- Provide a skills centre in Leigh to accommodate vocational and adult provision
 - Provide a Higher Education Centre in Wigan
 - Consolidate the performing arts provision to Wigan
 - Provide a high profile presence in Wigan reflecting the college's modern image
 - Provide flexible accommodation to respond to changes in curriculum demands and teaching methods
 - Provide space efficient accommodation
 - Consolidate the administration and finance departments in a single location.

FOUR

Key messages

4.1 A number of key messages and issues have been drawn from the evidence review identified in section 2 and 3. The table below identifies these and the most relevant source documents. These key messages have all been addressed in the Core Strategy, particularly by policy CP4 documents.

Message	Source Document
Need to improve educational achievement and skills levels.	<ul style="list-style-type: none"> • Worklessness Strategy: What Makes Wigan Work? (2008) • Wigan Economic Development Plan (2005) • North West Regional Economic Strategy (2006) • Wigan Council Corporate Strategy (2009-2012) • Wigan Neighbourhood Renewal Strategy (2005) • Greater Manchester Skills Analysis and Priorities Report (2008) • Greater Manchester City Region Development Programme (2006) • Wigan Children and Young People's Plan (2008-2011) • Greater Manchester Economic Development Plan (2004) • Vision 2026: Sustainable Community Strategy (2008) • Lifelong Learning Strategy (2008)
To ensure there is good access to education and training through spatial planning.	<ul style="list-style-type: none"> • Wigan's Strategy For School Places and Buildings (2011) • Regional Spatial Strategy for the North West (2008) • Wigan Children and Young People's Plan (2008-2011) • Wigan LEA Access Initiative and Strategy (2006)

Message	Source Document
<p>Ensure that there are strong links between skills and qualifications and the jobs available in the borough.</p>	<ul style="list-style-type: none"> • Wigan Economic Development Plan (2005) • Vision 2026: Sustainable Community Strategy (2008) • North West Regional Economic Strategy (2006) • Greater Manchester City Region Development Programme (2006) • Greater Manchester Skills Analysis and Priorities Report (2008) • Wigan Worklessness Strategy: What Makes Wigan Work? (2008) • Lifelong Learning Strategy (2008)

FIVE

Main spatial planning issues identified

5.1 Set out below are the issues relating to education and learning which have been identified during the preparation process. Section 5 of the Draft Core Strategy lists the headline issues for the borough.

Issue EL 1

More young people leave school at 16 in Wigan than nationally and educational achievement is slightly below the national average. However, the level of qualifications and skills amongst the adult population is significantly below national levels, and parts of Wigan and Atherton are amongst the 3% most deprived in terms of education, skills and training.

Issue EL 2

Schools and colleges in the borough are not all in the most accessible locations to serve their communities. Key examples are the St Edmund Arrowsmith and Byrchall High Schools in Ashton-in-Makerfield and Winstanley and St John Rigby Colleges.

Issue EL 3

There are a number of schools in the borough with a significant surplus of school places. These include PEMBEC, Hesketh Fletcher, Nicol Mere and Bickershaw CE schools. Overall, the borough has an 8% surplus of primary school places and 7.7% surplus of secondary school places. There are also schools with significant levels of overcrowding.

Issue EL 4

There is a need to tackle low aspirations in parts of the borough as this constrains educational achievement and skills development and contributes to low wages and a reliance on benefits and sustains poverty.

Issue EL 5

There is no University in the borough but a number of vocational type qualifications such as Apprenticeship, BTEC, 14-19 Diploma, HNC and NVQs are offered through Wigan and Leigh College. A University Technical College is also being proposed in Wigan town centre. The borough has good access to a number of Universities in the surrounding city regions which offer degree courses. These include Salford, Manchester, Manchester Metropolitan and UCLAN in Preston.

SIX

Main infrastructure issues identified

6.1 The infrastructure audit in section 3 sets out the current position in the borough. A number of key issues regarding infrastructure provision are identified below:

Issue EL 6

A number of primary and secondary schools in the borough are in poor condition and are in need of modernisation.

Issue EL 7

There are a number of schools in the borough with a significant surplus of school places. These include PEMBEC, Hesketh Fletcher, Nicol Mere and Bickershaw CE. Overall, the borough has an 8% surplus of primary places and 7.7% surplus of secondary places. There are also schools with significant levels of overcrowding.

Issue EL 8

The projected increase in population in the borough and the level of proposed new housing, both within the proposed broad locations and elsewhere, is likely to result in the need for new school provision. This could be the expansion of existing schools or new schools.

Issue EL 9

The rate of growth of the borough's colleges is raising locational and transport issues.

Issue EL 10

Wigan and Leigh College's objectives include the provision for a focal point for Higher Education in Wigan and to increase the skills offer in Leigh to accommodate vocational and adult provision. The College however aims to reduce the size of its overall estate.

SEVEN

Main sustainability issues identified

7.1 We have identified key issues for the sustainability appraisal to ensure that it is appropriately focused on what is most important and relevant for Wigan Borough. These helped to inform the sustainability appraisal framework. They are:

Issue EL 11

Low levels of educational attainment and a lack of basic skills affects employability, particularly in deprived areas.

Issue EL 12

Due to factors such as location, design and maintenance, some buildings for education and learning struggle to meet modern education and learning needs and cope with the effects of climate change.

EIGHT

Our sustainability framework

Sustainability objectives and criteria

8.1 The following sustainability objectives, appraisal criteria and monitoring indicators have been established as part of the framework for assessing the Core Strategy. The objectives have been developed to reflect:

- Government guidance on sustainability appraisal such as 'Sustainability Appraisal of Regional Spatial Strategies and Development Plan Documents (2005)' and recognised frameworks such as the Integrated Appraisal Toolkit (North West Regional Assembly and other agencies).
- The key sustainability issues identified in this topic paper.
- Policy context and legal requirements.
- Feedback and suggestions from consultation on the Sustainability Appraisal Scoping Report (which contained a draft set of objectives and criteria).

8.2 The Sustainability Appraisal is underpinned by 19 headline objectives. Objective 13 specifically relates to education and learning.

Sustainability objective	Appraisal criteria / sub-questions
Objective 13 To improve educational and vocational achievement, ensuring a culture of lifelong learning that allows people to fulfil their duties and potential in a global society.	Will it help to improve the qualifications and skills of young people?
	Will it improve facilities and opportunities for lifelong learning (particularly for those with greatest need) ?
	Will it address the borough's poor level of skills and qualifications?
	Will it help to retain the borough's skilled workforce as well as attracting additional skilled workers to the borough when necessary?

Sustainability objective	Appraisal criteria / sub-questions
	Will it improve knowledge and understanding of sustainable development?

Baseline position

Indicators / Monitoring Data: Sustainability Objective 13 - To improve educational and vocational achievement, ensuring a culture of lifelong learning that allows people to fulfil their duties and potential in a global society by acquiring new skills, knowledge and understanding.

Indicator	Data source	Wigan baseline	Wigan trends	Relevant targets	Comparisons	Issues / comments
The percentage of 16-18 year olds not participating in education, employment or training	NI 117	8.5% (2008/09)	Increased from 8.5% in 2007/08 but lower than 10.08% in 2005.	2008/09 - 7.8% 2009/10 - 7.5% 2010/11 - 6.8%	England - 6.7% North West - 7.8%	Although the situation has improved over recent years, we are not meeting our targets.
The percentage of pupils achieving 5 GCSEs A*-C or equivalent	DCSF	69.8% (2009)	Steady improvement since 51.7% in 2005.	No information	England - 70.0% (2009) Steady year on year improvement nationally.	Figures compare with national averages.

Indicator	Data source	Wigan baseline	Wigan trends	Relevant targets	Comparisons	Issues / comments
The percentage of pupils achieving 5 GCSEs A*-C or equivalent, including English and Mathematics	NI 75 / DCSF	48.7% (2008/09)	Improvement on 2006, 2007 and 2008 figures	2008/09 - 49.0% 2009/10 - 52.0%	England - 49.7% North West - 49.5%	Figures mask a wide difference in performance between the highest and lowest attaining schools (74% and 23% respectively)
Achievement of at least 78 points across the Early Years Foundation with at least 6 in each of the scales in Personal, Social and Emotional Development and Communication, Language and Literacy	NI 72	59.0% (2008/09)	Steady increase since 2005/06	2008/09 - 57.8% 2009/10 - 60.0%	England - 52% North West - 52%	The 2008/09 figure exceeds the Wigan target and national and regional averages
Number of adults taking Basic Skills for Life courses	Learning and Skills Council	6,415 (2006)	Increase of 1,168 between 2005 and 2006	No information	No information	

Indicator	Data source	Wigan baseline	Wigan trends	Relevant targets	Comparisons	Issues / comments
Number of young people aged 16-24 entering apprenticeships (starts)	Data Service	1,400 (2008/09)	Decrease from 1,900 in 2007/08	No information	No information	The figures are rounded to the nearest 100.
The percentage of working age residents qualified to level 2 or above	NOMIS	63.1% (2009)	Second annual increase following decreases in 2006-2008	2008/09 - 65.4% 2009/10 - 67.3% 2010/11 - 69.1%	Great Britain - 65.4% North West - 64.5%	Despite an increase in 2009, the gap with regional and national figures widened.
The percentage of working age residents qualified to level 3 or above	NOMIS	45.4% (2009)	Little variation over recent years	2008/09 - 43.7% 2009/10 - 45.0% 2010/11 - 46.4%	Great Britain - 49.3% (2009) North West - 46.9% (2009)	Significant increase in people qualified to Level 3 in 2009. However, still below national and regional averages.

Indicator	Data source	Wigan baseline	Wigan trends	Relevant targets	Comparisons	Issues / comments
The percentage of working age residents qualified to level 4 or above	NOMIS	22.6% (2009)	Increase from 19.8% in 2004	No information	Great Britain - 29.9% (2009) North West - 27% (2009)	Despite increases, the gap between Wigan and the North West and Great Britain averages is not narrowing.
The percentage of economically active people with no qualifications	NOMIS	15.1% (2009)	Reduced from 17.6% in 2007	No information	Great Britain - 12.3% (2009) North West - 13.8% (2009)	Reduced at a faster rate than national and regional levels since 2007.

NINE

An assessment of legality and soundness

9.1 This topic paper provides a summary of the evidence required for our Core Strategy and Sustainability Appraisal. The policy in the Core Strategy that this topic paper serves is policy CP4 'Education and learning'. The purpose of this section is to show that we have produced our Core Strategy in line with legal requirements and this policy is 'sound'.

9.2 Some of the legal requirements are procedural and concern the Core Strategy as a whole rather than individual policies; these are covered in the Self Assessment of Soundness and Legal Compliance document that accompanies the Core Strategy. The 4 legal requirements that are specific to contents of the Core Strategy are:

1. Community and stakeholder involvement
2. Subject to sustainability appraisal
3. Conforms generally to the Regional Spatial Strategy
4. Regard to the sustainable community strategy

9.3 A further requirement is to have "regard to national policy" but this is also covered under a similar 'test of soundness'.

9.4 To be sound the Core Strategy must be **justified, effective** and **consistent with national policy**. Compliance with these tests of soundness is assessed against the following 6 'soundness' sub-headings:

1. Founded on a robust and credible evidence base; and
2. The most appropriate strategy when considered against the reasonable alternatives
3. Deliverable, including:
 - Identifying what physical, social and green infrastructure is needed to enable the amount, type and distribution of development proposed for the borough;
 - Ensuring that there are no regulatory or national policy barriers to delivery;
 - Ensuring that partners who are essential to delivery are signed up to it;
 - Being coherent with the core strategies prepared by our neighbouring councils.

4. Flexible
5. Able to be monitored
6. Consistent with national policy

9.5 The remainder of this section sets out the case for policy CP4 against these 4 legal requirements and the tests of soundness.

Policy CP4 Education and learning

Community and stakeholder involvement

9.6 The community and key stakeholders including the council's Children and Young People's Service and local colleges have been involved at each stage of the Core Strategy's preparation. Their views and comments have been considered and have helped to shape the content and direction of policy CP4 and other policies where appropriate. Policy CP4 therefore complies fully with the Statement of Community Involvement in respect of who has been involved or consulted, and how and when consultation has taken place. Details of this involvement are set out in Section 3 of this topic paper and within our Consultation Reports.

Subject to Sustainability Appraisal

9.7 Policy CP4 has been shaped by the outcomes of a robust sustainability appraisal that satisfies the requirements of the Strategic Environmental Assessment Directive. The appraisal process was founded on the collection of thorough baseline information about education and learning and key stakeholders were involved, including the council's Children and Young People's Service. The process informed the original choice of policy and subsequently tested it against sustainability principles and objectives. It was then further adapted to address sustainability issues and, as a result, is the most sustainable policy for Wigan Borough that we could reasonably include in the Core Strategy. The full details of the appraisal can be found in the Sustainability Appraisal Report (August 2011).

General conformity with the Regional Spatial Strategy

9.8 Policy CP4 is in general conformity with Regional Spatial Strategy policies L1, W1, DP2 and DP3, specifically:

- It ensures that there is provision for all members of the community for the full spectrum of education, training and skills provision, in accordance with policy L1
- Together with Policy CP5 'Economy and employment' it seeks to tackle skill deficiencies, in accordance with policy W1, by providing new and improved education facilities and the requirement of employers and developers to enter into local labour and training agreements where appropriate.
- It promotes sustainable communities in accordance with policy DP2 by seeking to improve the education attainment in the borough whilst reducing inequalities.
- It promotes sustainable economic development in accordance with policy DP3 by supporting a reduction in education inequalities at the local level.

Regard to the sustainable community strategy

9.9 Our sustainable community strategy 'Vision 2026' was produced in 2008 in line with the Core Strategy timeframe. It identifies four priority areas and this policy is in line with one of them:

- Realising aspirations.

Founded on robust and credible evidence

9.10 Policy CP4 is founded on robust and credible evidence as shown in sections 2, 3 and 4 of this topic paper. This is backed up further by the separate 'Education and learning' evidence review document. The key sources of evidence which support policy CP4 are Wigan's Strategy for School Places and Buildings and the Index of Multiple Deprivation.

The most appropriate strategy when considered against the alternatives

9.11 Alternative approaches included focusing new and improved education provision in outer areas or specifically within the east or west of the borough. These alternatives neglect large parts of the inner areas of the borough where education deprivation is most prevalent and in most need, contrary to our spatial vision and spatial objectives.

Deliverable

9.12 The key messages identified in section 4 of this document indicates what needs to be addressed in the borough with regards to education and learning.

9.13 To address these messages and deliver change and improvement in the borough, policy CP4 has indicated a set of key delivery items. These are set in the table beneath the policy and includes the modernisation and replacement of primary and secondary schools; 14-19 provision; and the modernisation of further education.

9.14 Alongside the council, a number of organisations including the local colleges and developers will play a crucial role in the delivery of this policy. The support of local colleges is demonstrated in the Consultation Reports that accompany the Core Strategy. There are no objections to this policy from key stakeholders and no changes are proposed.

9.15 Neighbouring authorities have been involved at all stages of the policy's preparation. No representations have been received from neighbouring authorities relating to policy CP4 indicating that the policy is coherent with their Core Strategies.

9.16 There are no regulatory or national policy barriers to the delivery of the policy.

Flexible

9.17 Policy CP4 establishes a focus on what new and improved education provision will be supported in the borough, but as it is a Core Strategy policy, it is not specific on how, where and when it will all be achieved. The strategic nature of the policy provides direction to the provision of new and improved education, whilst retaining flexibility and therefore an ability to adapt to future changes during the plan period.

Able to be monitored

9.18 The means for monitoring this policy are set out in chapter 10 of the Draft Core Strategy: Proposed Submission version, specifically:

- The achievement of 5 or more A*-C grades at GCSE or equivalent.
- Working age people qualified to Level 2 and higher and Level 4 and higher.

Consistent with national policy

9.19 Policy CP4 is consistent with national policy, specifically:

- Planning Policy Statement 1: Delivering Sustainable Development

- Planning Policy Statement 4: Planning for Sustainable Economic Growth
- Planning Policy Guidance 13: Transport

TEN

Next steps

10.1 This is the final version of the topic paper summarising and analysing evidence on education and learning that we have gathered to inform our Core Strategy: Submission Version and the accompanying Sustainability Appraisal.

10.2 Previous versions of each topic paper and evidence reviews are available from the 'Issues and Options', 'Preferred Options' and 'Draft Core Strategy - Proposed Submission version' webpages for the Core Strategy, on our website at www.wigan.gov.uk/ldfcorestrategy. This is to provide a record of what evidence was available at each stage of Core Strategy preparation.

10.3 We may update this topic paper to inform a future development plan document or a review of the Core Strategy.

LDF

WIGAN LOCAL DEVELOPMENT FRAMEWORK CORE STRATEGY

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