Education
Infrastructure Delivery Plan
Topic Paper

Introduction

1.1 This paper sets out how the provision of childcare and school places (0-19 age range) is delivered in South Gloucestershire. It excludes higher education which is organised and funded at a regional and national level. The vision for South Gloucestershire is set out in the Sustainable Communities Strategy. The Council Plan sets out how this vision will be delivered. Both have managing future development, promoting safer and stronger communities and improving educational outcomes as priorities.

Department for People - Policy Framework

2.1 The Local Authority (LA) has a policy of delivering high quality, accessible education and childcare services through a diverse infrastructure. The policy is well documented, and key plans and strategies that exist within the department provide an overarching framework for the delivery and provision of services. A summary description and links to relevant key documents, strategies and plans are provided in **Appendix 2**.

2.2 The policy framework reflects the national policy context which sets out duties for Local Authorities (LAs). The duties go beyond the existing planning of school places function and incorporates the planning and commissioning of pre-school, and 14-19 places. In this, the LA is the commissioner of places for children and young people, new schools, early years and childcare places, youth provision, child and adolescent mental health services or support for children and young people and families from the voluntary sector, as opposed to the direct provider. A significant amount of commissioning is undertaken jointly with Public Health and with our neighbouring Local Authorities.

2.3 The LA's role as strategic leader in the planning of services for the 0-19 age range is summarised as follows:

- Analyse latest demographic trends to seek to balance supply of provision with demand.
- Provide sufficient diverse, accessible and inclusive learning environments to meet the needs of local children aged 0-19 (ensuring fair access and supporting parental preference where possible). This includes, full day nurseries, sessional pre-schools, Children's Centres, helping to develop the core offer of

extended school facilities, youth centres and high-quality play areas in partnership with the private, voluntary and independent (PVI) sector.

- Encourage new providers and stimulate greater community engagement (this may require the LA to hold competitions in respect of new and reorganised school provision).
- Work with schools and groups of schools to explore options for re-organisation and broker solutions for shared use of accommodation (thus supporting multi-agency delivery of services and extended use, increasing participation and encouraging community cohesion).
- Respond to new development by seeking Section 106 contributions/CIL from developers, as appropriate, to provide the educational infrastructure necessary to serve growing communities.
- As commissioner of services:
  - Decide where schools, pre-school provision and provision for 14-19 yr olds are needed.
  - Decide the site/area to be served by a school.
  - Draw up detailed specification(s) (size, admission number, age range) for new school buildings, &
  - Identify how any capital projects will be funded (e.g. S106 funding).

Strategic Issues/Principles

3.1 The Council's Commissioning School Places Strategy identifies the principles by which provision of school places will be planned and delivered. The Local Authority is the commissioner of new places rather than the direct provider. **Appendix 3** provides a list of local authority-maintained schools and academies now operating within South Gloucestershire. The role of the LA is set within a legal framework of statutory duties to ensure that there are sufficient school places in its area. Working in partnership with the academies and other stakeholders such as LEA maintained schools, Diocese and the DfE etc, the Local Authority seeks to ensure that all factors are brought to bear in considering educational viability, efficiency and effectiveness of provision in preparation for the future planning context.

3.2 In planning for the impact of new development on local school provision at primary level, the Council considers the capacity and numbers on roll/pupil projections in all primary schools within the statutory walking distance of 2 miles. At secondary level, the Council considers the capacity and numbers on roll/pupil projections in the school that serves the local area within the statutory walking distance of 3 miles. Further information on Statutory Walking Distances and Areas of Prime Responsibility (APRs) are set out at **Appendix 2**.

3.3 Both the APR and distance considerations are important in order that the Council:

- continues to adhere to the principle of providing local schools for children and families in line with the Council's Commissioning of Places Strategy (updated annually). Schools must be accessible and meet local needs given that schools have an important role in promoting social and community cohesion through the use of their facilities and through wider educational and community initiatives.
- reduces the need for lengthy journeys to school and avoids further use of cars and increased traffic congestion (adhering to the Home to School Transport Policy). The Council considers the location and the effect on home to school journeys in school organisation planning. Schools must be within reasonable distance of the communities they serve and for all children there should also be safe walking and cycling routes to school.
- continues to meet the statutory duties of the Council in making transport provision (bus & taxi) whilst safeguarding the use of limited public funds to ensure that in the vast majority of cases, eligible pupils receive assistance The provision of places must therefore take into account the future and ongoing transport implications and the associated resources necessary to secure provision in the long term.

3.4 New education provision (schools and nurseries) commissioned by South Gloucestershire Council takes account of the following principles:

- Schools should wherever possible be sited in the community they serve, within walking distance of home so giving maximum opportunity for strong home school relationships. Children living in geographically isolated areas and those wishing to access only a faith or community school may have to travel further to school.
- Schools will be designed and maintained to be at the heart of their communities and support economic and community regeneration. Community needs will determine which services may be co-located with schools.
- They should be designed as landmark buildings to help create a sense of place and be highly energy efficient (e.g. passivhaus/net zero).
- Any re-organisations will take into careful consideration the distances to be travelled by pupils accessing the schools, together with safe travel routes along footpaths and cycle routes.
- In its role as commissioner of school places, the LA will seek to make capital investment decisions that increase parental access to popular and successful schools.
- Wherever possible, existing primary schools should be based on totals of 210 (30 places per year – 1 Form Entry), or 420 places (60 places per year – 2 Form Entry) or 630 places (90 places per year – 3 Form Entry), with the minimum

ideal size for a new primary school being 420 places in line with DfE guidelines (2FE).

- Where appropriate, seek opportunities for reorganisation to provide primary education on a 4-11 all through basis.
- Support the provision of denominational schools as part of the overall provision of school places.
- Consult the local community about new or changed school provision.
- Require developer contributions or direct provision (in-kind) for the provision of places as appropriate to the number, size and type of dwellings and in accordance with the agreed pupil yield model and up-to-date build cost (see **Appendix 4** for current pupil yield model). Any contribution requested is directly related to the proposed development and is reasonably related in scale and kind to the proposed development. **Developers will be expected to meet the full build cost of new or expanded schools arising from their residential development.** Actual build costs of recent projects in the South Glos Capital Programme will be used to inform calculations going forward as opposed to the DfE costs per pupil which are guidance only and now are considered wholly inadequate. A contribution is not requested where there is long-term surplus capacity at schools which are local to the proposed development.
- S106 agreements will include trigger points for phased payments in accordance with respective design and build phases, review mechanisms to allow for changes in birth rates and other options that may materialise to meet the need (at least every 5 years for primary and 10 years for secondary after the date of the agreement) and top up clauses to account for increased child yield caused by changes to the dwelling mix from that used at the outset of the development.
- Existing and new local centres need to provide childcare and youth facilities. New local centres will need a dedicated Youth Space which may be co-located in a public building (see Community Centres and Village Halls, Youth & Cultural Infrastructure Topic Paper). Offsite contributions towards Children's Centres in priority neighbourhoods may also be sought where developments fall below these thresholds. The childcare facilities should offer a flexible range of services for different age groups; for different time periods; and for any additional needs of parents, carers and young people with a disability.

3.5 **Commissioning New School Provision:** Working in partnership with other stakeholders, the requirements of new school infrastructure will be informed by the Commissioning of Places Strategy and other strategic documents as appropriate. It is the responsibility of the Council to determine:

i) the requirements in relation to the size of school,
ii) the preferred type of school,

iii) the location, land and finances available
iv) proposed opening date
v) any need for associated community/nursery facilities
vi) the factors that will be taken into account when choosing a preferred education provider (common factors to be considered are likely to include: ability to deliver the stated requirements specifically in relation to size and type of school; strength of educational vision; track record of success; inclusive practices and provision for pupils with differing abilities; commitment to community provision; and educational and financial capability).

3.6 The Council will seek new/existing providers to establish new schools and the land upon which the school is built will be transferred via long lease to the approved provider upon completion of the school build. Dependent on the size of the development, rather than making a financial contribution, the Council may require the developer to build out the school. In line with guidance issued by the Department for Education, the Council will first invite proposals for the establishment of a new school, and this will involve early discussion with potential providers. The Council continues to adopt a pragmatic approach to issues of legal school status including Academies, Trust Schools and Free Schools and continues to support the provision of denominational schools as part of the overall provision of school places. Following informal discussion, the Council will:

- invite expressions of interest and proposers will be given a minimum of six weeks to respond,
- convene a stakeholder group to consider responses (including Member involvement).

3.7 The preferred proposal would then be put forward to the Department for Education for final approval. Note: this is a summary guide and not exhaustive of all steps involved in commissioning new school provision.

3.8 **Commissioning New Childcare/Nursery Provision:** With the exception of one or two nurseries, the Council is no longer a direct provider of childcare in South Gloucestershire. Developers are encouraged to enter into negotiations with a private, voluntary or independent provider in order to provide a nursery facility within the development site. The location should be identified in consultation with the Council and the provision should be agreed with the Council prior to the commencement of development. If commercially run facilities are not to be provided as part of the development and the Council considers that the Childcare or Nursery provision is best provided within a school setting then the developer may be asked to either build out or provide a financial contribution towards additional pre-school facilities on an existing or new school site.

3.9 **Timing of new provision:** The timely provision of appropriate nursery and school facilities is a major part of creating new sustainable communities and will be planned in line with the Chelmer model. The Chelmer model phasing is used to apply the pupil yield from the development to the pupil projections. In summary, the Chelmer model for primary schools provides that:

- the first 70% of the pupil yield will require a place within the first year of that set of units being completed;
- the next 30% of the pupil yield will require a place 5 years later (Year 6 of that set of units being completed).

3.10 For example, assuming a build out rate of 300 units per year, the phasing of the pupil yield would require the provision of additional places in Year 1 of the build (providing for 70% of 108 primary school age children yielded – 76 children). Numbers thereafter generate a requirement for the equivalent of one form of entry by Year 3 of the build i.e. 210 places, 2 forms of entry in Year 5 of the build (420 places), 3 forms of entry by Year 7 of the build (630 places) and so on. The triggers for the provision of new primary school places will need to be determined in line with actual build-out rates. The yield figures will be added to the local projections and compared again with the admission number capacity to arrive at a surplus/deficit for each year. This may determine a timescale that differs from the Chelmer Model. The splits for secondary schools are 60% in Year 1, 28% in Year 6, 7% in Year 11, 5% in Year 16.

Commissioning School Places Strategy & Pupil Yield Calculator

4.1 The Children's Services Strategic Plan 2021-2031 sets out what we will do to improve the lives of children and young people in South Gloucestershire. It describes how the Council will work with children and young people from 0 to 19, and with young people with learning difficulties and disabilities up to 25 years of age, to help them to take responsibility for their own health and wellbeing. It also shows how the Council will work with their parents, carers and families and how we will provide targeted and specialist help to those children and young people, and their families, who need particular support or who are at risk of harm.

4.2 The Commissioning School Places Strategy 2024-2029 sets out how the Council plans to meet its statutory responsibility to secure sufficient education provision within its area in order to promote higher standards of attainment for pupils of primary and secondary school age. It provides a policy context for opening, closing and defining the size of schools, a summary analysis of how the LA intends to address gaps in provision/relevant policies for the commissioning of provision and the parameters for considering places for the statutory school age range. The

Strategy also sets out the Council's response to legislative change, in particular those which relate to new school competition arrangements, free schools, foundation and trust school models, academies and all though primary and secondary schools age 3-19. The Strategy explains what places are needed at present and in the future and how and where they will be provided. It provides details of over and under-subscribed schools, admission levels and an analysis of the impact of new housing developments. This is particular important in an area such as South Gloucestershire where demographic changes are significant.

4.3 The Council regularly updates its pupil projections in line with new data obtained from the Area Health Authority, data on school admissions, data obtained from the pupil level annual schools census, proposed new house building, in/out authority pupil movement and other data sources which have a bearing on pupil numbers. It is important that any assessment of the impact of new development is based on the most up-to-date data particularly given that pupil yields and financial contributions are determined by existing patterns of demand, development timing, mix and build-out rates. Any assessment of the impact of new development on the provision of school places (in response to new planning applications) is normally valid for a three-month period only.

4.3 The Childcare Sufficiency Assessment provides a basis from which to manage the local childcare market in partnership with private, voluntary and independent providers. It is a statutory requirement to undertake an assessment and it is the Council's statutory duty to ensure there are sufficient, flexible childcare places to meet the demands generated within the area. The assessment identifies areas of need and enables the Council to commission places of the right type in the right locations.

Current Position

5.1 **South Gloucestershire Wide:** Pupil projections are produced across seven planning areas within South Gloucestershire for primary school provision and across five planning areas for secondary school provision. In each of the planning areas and indeed between primary & secondary there is variable demand for school places. Primary pupil numbers are currently decreasing overall, and secondary school numbers are increasing overall in the short to medium term.

5.2 Primary intake numbers in the district have been fairly stable since 2019 and it is anticipated that although there will be fluctuations in the period to 2028/29 the gross number of pupils entering reception in the 2028/29 academic year will be similar to those entering in 2024. However, it is anticipated that there will be some surplus places in some primary schools over the period 2024-2029 although there

will still be the need for new localised primary school provision in areas where there is continuing significant residential development.

5.3 The secondary school population has been increasing sharply since 2016 and this is expected to continue through to 2028/29. Delays to the delivery of new secondary school at Lyde Green have compounded the lack of pupil places available in the short and medium term. Whilst the district wide shortage of secondary places is expected to reduce post 2028/29 there will still be the need for additional secondary school provision in localised areas in order to meet demand from the currently committed new large scale residential developments.

5.4 It should be noted that beyond 5 years it is extremely difficult to project the demand for school places, given the many variables that come into play. The statements above regarding demand for places beyond 2029 also do not take account of any further housebuilding that may be allocated in the new Local Plan.

5.5 Over the last 10 years or so South Gloucestershire has seen significant new growth across a series of new neighbourhoods. Cheswick Village, Charlton Hayes and Lyde Green have already seen new primary schools open. Further new school provision is also currently expected to come forward in Lyde Green, Ladden Garden Village (Yate), East of Harry Stoke New Neighbourhood and at Cribbs Patchway New Neighbourhood over the next 10 years.

5.6 In addition to the schools programme above new schools, rebuilds and significant extensions have been undertaken and are currently planned at:

- Frenchay replacement and expanded Primary School (open)
- Marlwood Secondary School refurbishment(open)
- Castle School (new maths, science & 6th form blocks) (opened 2024)
- Winterbourne Elm Park Primary rebuild (opened 2024)
- Abbeywood Secondary School expansion (open 2026)

Moving Forward

6.1 The Council currently has a significant schools programme. Developer's contributions, even though indexed linked are now insufficient to meet new build costs due to inflation and aspirations to meet climate change net zero ambitions. Due to funding pressures and changing need this programme will be kept under review. It is therefore also likely that on any further strategic scale new communities the developer will be required to build the new school(s) to an agreed specification. The Council is also unlikely to support new primary schools of less than 2 Forms of Entry (2FE) in accordance with DfE guidance, as being the minimum optimum size for efficient operation. In terms of capacity within the

existing primary schools go, so far as it is possible to predict and summarise, some of our primary schools in established communities such as Hanham and Oldland Common are now experiencing reduced rolls and therefore have some capacity to accommodate further housing growth, but in the main, many of our communities have experienced, or are experiencing high rates of new housing delivery and therefore schools are at or very near to capacity. Significant further new housing will therefore require additional provision. Investment is likely to be targeted at primary schools in communities with other services and facilities. School capacity will also be a critical limiter on new development in places with small village schools that typically cannot be easily expanded to operationally sustainable sizes i.e. 1FE or 2FE and compounded by the fact that the potential developer contributions from relatively small levels of growth in such villages would be inadequate to fully fund such expansion.

6.2 In terms of secondary education, an expansion is underway at Abbeywood to meet demand arising from new development in that community and a new school is planned at Lyde Green. Opening expected for 2026/27. This school may have some potential to provide capacity beyond the requirements of the Lyde Green development and could therefore benefit a wider area. A new secondary school is also planned on the airfield to serve CPNN. Given the very high cost of provision of new secondary schools every effort will be expended to ensure that needs arising from any further housing growth allocated in the new Local Plan will be accommodated in the existing (potentially expanded) secondary schools.

6.3 **Appendix 1** provides a breakdown of projected needs/financial contributions from the proposed seven Strategic Urban and Village Extensions (SUaVEs). Projections are based on standard pupil yield formula. Where new schools and expansions of existing schools are required and have been subject to a degree of feasibility work contributions/costs are based on estimated actual build costs as opposed the DfE cost calculator. Where schemes are not yet known costs are based on the DfE cost calculator. Costs are therefore likely to vary considerably as proposals for new development advance through the site allocation and development management process and beyond, given the difficulty of establishing need and local capacity of places beyond 5 years. Given the long period over which some of these developments take place the Council will reserve the right to require a school site on the development OR take an offsite contribution to expand an existing school. Decisions about whether financial contributions are required, or the developer constructs the school will be taken to an agreed timescale ahead of commencement and in consultation with the developer.

APPENDIX 1

Strategic Urban & Village Extension Site Infrastructure Requirements (& estimated costs)

Note all costs are subject to further testing through the respective organisational infrastructure planning processes, public consultation & council development management process.

SENDs requirements subject to assessment at time of planning application.

Site (no of dwellings/ha of employment/Age Friendly Accommodation)	**Education**
Almondsbury **(275/0.01ha/75)**	**Nursery/Early Years offsite contribution – (£0.525m)** **Primary – offsite contribution (£2.4m)** **Secondary offsite contribution - (£1.795m capital cost and transport contribution tbc)** **Primary School - 10% funding on commencement. Rest of funding in place to enable 12month construction phase to complete by mid-point of residential development.**
Total	**£4.72m**
Charfield **(700/0.5ha/75)** ***2 sites – contributions to be split proportionately**	**Nursery/Early years offsite or onsite – (£1m)** **Primary – offsite contribution. Expansion & refurb cost (**feasibility underway/estimated actual build cost - **£11.6m)** **Secondary – local capacity (£0m)** **Primary school - 10% funding on commencement. Rest of funding in place to enable 12month construction phase to complete by mid-point of residential development. Estimated Construction phase 28/29**
Total	**£12.6m**
Easter Compton **(250/0.01ha/0)** ***3 sites – contributions to be split proportionately**	**Nursery/Early Years offsite contribution – (£0.32m)** **Primary – offsite contribution to new build (£2m)** **Secondary offsite contribution – (£1.5m capital cost)**
Total	**£3.82m**
North Lyde New Village **(1950/18ha/100)**	**Onsite Primary - 2FE school including nursery (£18m –** estimated actual build cost**)** **Secondary offsite contribution – (£10.5m capital)** **Primary - 10% funding on commencement. Rest of funding in place to enable 12month construction phase to complete by mid-point of residential development.**
Total	**£28.5m**
North Warmley New Neighbourhood **(875/0.1ha/75)**	**Nursery/Early Years – private operator or contribution to expand existing provision (£1.22m)** **Primary – expanded places at an existing local school(s) subject to capacity available (£6.42m)** **Secondary offsite contribution – (£4.87m capital)**

Total	**£12.5m**
Carsons Green/Rockhouse Farm New Neighbourhoods **(1850/Xha/100)** ***3 sites – contributions to be split proportionately**	**Onsite Primary - 2FE school including nursery (£18m –** estimated actual build cost**)** **Primary - 10% funding on commencement. Rest of funding in place to enable 12month construction phase to complete by mid-point of residential development.** **Secondary offsite contribution – (£10m capital)**
Total	**£28m**
Woodlands New Village **(2150/0.5ha/250)** ***3 sites – contributions to be split proportionately**	**Onsite Primary – 2FE school including nursery (£18m -** estimated actual build cost**)** **Secondary offsite contribution (£12.31m).** **Primary - 10% funding on commencement. Rest of funding in place to enable 12month construction phase to complete by mid-point of residential development.**
Total	**£30m**

Appendix 2
Department for People - Key Strategies and Plans

The Children's Services Strategic Plan 2021-2031
Sets out what the Children's Services will do to improve the lives of children and young people in South Gloucestershire. It describes how we work with children and young people from 0 to 19, and with young people with learning difficulties and disabilities up to 25 years of age, to help them to take responsibility for their own health and wellbeing. It also shows how we will work with their parents, carers and families and how we will provide targeted and specialist help to those children and young people, and their families, who need particular support or who are at risk of harm.

Children Services Strategic Plan 2021 to 2031 (No Appendix) (southglos.gov.uk)

Commissioning of School Places Strategy
The Commissioning School Places Strategy 2024-2029 sets out how the LA plans to meet its statutory responsibility to secure sufficient education provision within its area in order to promote higher standards of attainment for pupils of primary and secondary school age. It provides a policy context for opening, closing and defining the size of schools, a summary analysis of how the LA intends to address gaps in provision/relevant policies for the commissioning of provision and the parameters for considering places for the statutory school age range. The Strategy explains what places are needed at present and in the future and how and where they will be provided. It provides details of over and under-subscribed schools, admission levels and an analysis of the impact of new housing developments. This is particular important in an area such as South Gloucestershire where demographic changes are significant.

Admission to School Booklets: Primary and Secondary
The Primary and secondary school admission booklets incorporate the admission policies to cover all schools in South Gloucestershire. School places are allocated according to Admission to School Policies. It will be for the Admission Authority of the school to determine the criteria by which places will be allocated. Where the LA is the Admission Authority, the LA's oversubscription criteria will apply. South Gloucestershire Council is the Admission Authority for Community and Controlled schools. Individual Governing Bodies are the Admission Authorities for Voluntary Aided schools. The LA's oversubscription criteria allocate places according to, among other criterion, geographical considerations as follows:

- geographical considerations (those living with a School's Area of Prime Responsibility);

- geographical considerations (those living outside a School's Area of Prime Responsibility).

In either criterion the intention is that priority will be given to children who live closest to the school. Where an Area of Prime Responsibility exists, the area indicates to parents/carers the schools which normally serve the home address. The APR is particularly helpful in densely populated areas.

Home to School Transport Policy
South Gloucestershire Council policy is to provide schools that are accessible, meet local needs and are within reasonable distance of the communities they serve. Schools have an important role in promoting social and community cohesion through the use of their facilities and through wider educational and community initiatives. Local provision is also important in reducing the need for lengthy journeys to school and avoiding further use of cars and increased traffic congestion. The LA considers the location and the effect on home to school journeys in school organisation planning. For all children there should be safe routes to school. The provision of places therefore needs consideration of the transport implications.

Statutory Walking Distance: The statutory distances from home to school beyond which transport must be provided are defined by Section 444 of the Education Act 1996:

(a) in relation to a child who is under the age of eight, 3.218688 kilometres (2 miles), and
(b) in relation to a child who has attained the age of eight, 4.828032 kilometres (3 miles), in each case measured by the nearest available route.

In law, the 'nearest appropriate school' is defined by the Local Authority and will generally be the school geographically closest to home unless a special arrangement is made. The Local Authority has also to consider whether the walking route to the nearest appropriate school is unusually hazardous. If it decides the route is hazardous, transport can be arranged even though the distance requirements are not met.

Note: The statutory requirements on admissions and transport are separate. On school admissions, parents are entitled to express a preference for any school they wish and to obtain a place if one is available within the admission arrangements for that school. Parental preferences are not constrained by such matters as the nearest school, the previous history of admission patterns or community views.

The two important points follow from these statutory requirements. First, a child will not necessarily be entitled to have transport just because the child attends the preferred school. Secondly, if the route to any school from a location is hazardous it does not mean that transport will be automatically given to *any* preferred school.

Area of Prime Responsibility (APR): The Area of Prime Responsibility is a defined geographical area. It indicates to parents the school which serves the home address and is of prime importance in helping parents/carers to assess their chances of being offered a place at their local school. Further weight to the relevance of APRs is given in the statutory requirements set out in the School Admissions Code published February 2012. The Code requires that *"catchment areas should be designed so that they are reasonable and clearly defined"* and *"parents should be able to look at a set of admission arrangements and understand, easily, how a place will be allocated."* Furthermore, South Gloucestershire Council's Admission to School booklet on Secondary transfer states that *"The Council strongly recommends that parents/carers indicate a preference for the school that serves their home address."* The Area of Prime Responsibility also forms part of the Oversubscription Criteria which is used to determine the allocation of places when applications exceed the number of places available.

Childcare Sufficiency Assessment

The assessment provides a basis from which to manage the local childcare market in partnership with private, voluntary and independent providers. The LA already holds information on the supply of registered childcare in South Gloucestershire and has some valuable knowledge of the demand for childcare obtained as part of the Sure Start Children's centre developments, from the work of the CYPIS and through asking local providers about current vacancies. The LA's Childcare Sufficiency Assessment takes the LA's knowledge a stage further and has provided an evidence base for some of the more anecdotal information gathered as part of the day-to-day experience of working with the sector. The assessment enables the LA better to target its work and resources to meet specific needs in relation to type, location and sufficiency of provision and also focus support, advice and training in areas of need.

https://beta.southglos.gov.uk/assessing-childcare-sufficiency/

Securing developer contributions for education

This publication provides non-statutory guidance from the Department for Education (DfE). Its purpose is to help local authorities secure developer contributions for education infrastructure to mitigate the impact of development. The guidance promotes good practice on evidencing these impacts, engaging with local planning authorities, and delivering expanded or new facilities with funding from housing development. It should be noted however that this is merely guidance and that the South Gloucester position on developer contributions may differ from any opinions expressed by DfE.

Securing developer contributions for education (publishing.service.gov.uk)

Standards for School Premises - Space Requirements for Primary and Secondary School Accommodation

The Government's advice note *Standards for School Premises* is non-statutory, and has been produced to help recipients understand their obligations and duties in relation to the School Premises Regulations 2012. The note provides area guidelines for primary and secondary school buildings and is used by South Gloucestershire Council to inform school space requirements. It should be noted however that this is merely guidance and that the South Gloucester position on developer contributions may differ from any opinions expressed by DfE.

https://www.gov.uk/government/publications/standards-for-school-premises

APPENDIX 3

Schools in South Gloucestershire

Primary School Provision in South Gloucestershire

South Gloucestershire has a total of 95 primary phase schools. The legal status of these schools is set out in the table below.

Profile of primary phase schools in South Gloucestershire by legal status

	Community Schools	Voluntary Controlled Schools	Voluntary Aided Schools	Academies /Free Schools	Total Schools
Infant age 4- 7	3	1		2	**6**
Junior age 7-11	2	1		3	**6**
Primary age 4-11	16	21	10	34	**81**
Primary Phase* in all through schools				2	**2**
Total Schools	**21**	**23**	**10**	**41**	**95**

Paired Infant and Junior Schools (6 schools)

Infant 4-7	Junior 7-11	Status
Crossways Infant	Crossways Junior	Community
Broadway Infant	The Ridge	Academy
Bromley Heath Infant	Bromley Heath Junior	Community
Christchurch Infant	Christchurch Junior	Voluntary Controlled
St Stephen's Infant	St Stephen's Junior	Community/Academy
Samuel Whites Infant	Hanham Abbotts Junior	Academy

Community Schools (21 schools)

School	Status	
Abbotswood Primary School	Community	
Alexander Hosea Primary School	Community	
Bailey's Court Primary School	Community	
Barley Close Community School	Community	
Beacon Rise Primary School	Community	
Bromley Heath Infant School	Community	
Bromley Heath Junior School	Community	
Coniston Primary School	Community	

Courtney Primary School	Community	
Crossways Infant School	Community	
Crossways Junior School	Community	
Elm Park Primary School	Community	
Hambrook Primary School	Community	
Little Stoke Primary School	Community	
Longwell Green Primary School	Community	
Manorbrook Primary School	Community	
North Road Community School	Community	
Shield Road Primary School	Community	
St Stephen's Infant School	Community	
Watermore Primary School	Community	
Wellesley Primary School	Community	

Voluntary Controlled Primary Schools (23 schools)

School	Denomination	Phase
Almondsbury	Church of England	Primary
Christchurch Infant, Downend	Church of England	Infant
Christchurch Junior, Downend	Church of England	Junior
Christchurch Primary, Hanham	Church of England	Primary
Frampton Cotterell	Church of England	Primary
Frenchay	Church of England	Primary
Hawkesbury	Church of England	Primary
Iron Acton	Church of England	Primary
Manor	Church of England	Primary
Marshfield	Church of England	Primary
Old Sodbury	Church of England	Primary
Oldbury-on-Severn	Church of England	Primary
Olveston	Church of England	Primary
Pucklechurch	Church of England	Primary
St.Andrew's Cromhall	Church of England	Primary
St.Anne's Oldland	Church of England	Primary
St.Chad's Patchway	Church of England	Primary
St.Helen's	Church of England	Primary
St.John's Mead	Church of England	Primary
St.Michael's, Stoke Gifford	Church of England	Primary
St.Peter's	Church of England	Primary
Trinity	Church of England	Primary
Wick	Church of England	Primary

Voluntary Aided Primary Schools (10)

School	Denomination	Diocese
Christ the King	Roman Catholic	Clifton
Holy Family	Roman Catholic	Clifton
Holy Trinity	Church of England	Bristol
Horton CE VA	Church of England	Gloucester
Our Lady of Lourdes	Roman Catholic	Clifton
St.Augustine's	Roman Catholic	Clifton

St.Mary's Thornbury	Church of England	Gloucester
St.Mary's Yate	Church of England	Bristol
St.Mary's - Bradley Stoke	Roman Catholic	Clifton
St.Paul's	Roman Catholic	Clifton

Primary Academies/Free Schools (39 schools)

School	Status	Trust
Barrs Court Primary School	Academy	Mosaic Partnership Trust
Blackhorse Primary School	Academy	The Leaf Trust
Bowsland Green Primary	Academy	The Leaf Trust
Broadway Infant School	Academy	Mosaic Partnership Trust
Cadbury Heath Primary	Academy	The Leaf Trust
Callicroft Primary	Academy	Olympus Academy Trust
Charborough Road Primary	Academy	Olympus Academy Trust
Charlton Wood Academy	Free School	Trust In Learning (Academies)
Charfield Primary	Academy	Castle School Education Trust
Cherry Garden Primary School	Academy	Castle School Education Trust
Emersons Green Primary	Academy	The Leaf Trust
Filton Hill Primary	Academy	Olympus Academy Trust
Gillingstool Primary School	Academy	Mosaic Partnership Trust
Hanham Abbots Junior	Academy	The Leaf Trust
Kings' Forest Primary	Academy	The Leaf Trust
Lyde Green Academy	Academy	Castle School Education Trust
Mangotsfield C of E Primary	Academy	The Leaf Trust
Meadowbrook Primary	Academy	Olympus Academy Trust
Parkwall Primary School	Academy	Mosaic Partnership Trust
Rangeworthy Primary School	Academy	Severn Federation Academy Trust
Raysfield Primary School	Academy	Mosaic Partnership Trust
Redfield Edge Primary School	Academy	Mosaic Partnership Trust

St Barnabas C of E Primary	Academy	The Leaf Trust
Samuel White's Infants	Academy	The Leaf Trust
Severn Breach Primary	Academy	Castle School Education Trust
St Michael's, Winterbourne	Academy	Mosaic Partnership Trust
St Stephen's Junior School	Academy	Mosaic Partnership Trust
Stanbridge Primary School	Academy	The Leaf Trust
Staple Hill Primary School	Academy	The Leaf Trust
Stoke Lodge Primary	Academy	Olympus Academy Trust
The Meadows Primary	Academy	Futura Learning Partnership
The Park Primary	Academy	Mosaic Partnership Trust
The Ridge Junior School	Academy	Mosaic Partnership Trust
The Tynings Primary	Academy	The Leaf Trust
Tortworth Primary	Academy	Castle School Education Trust
Tyndale Primary School	Academy	Greenshaw Learning Trust
Wheatfield Primary	Academy	The Leaf Trust
Woodlands Primary	Academy	Greenshaw Learning Trust
Wallscourt Farm Primary	Academy	Cabot Learning Federation

All through School Provision (2 schools)

School	Status	Trust
Bradley Stoke Community (Primary Phase)	Academy	Olympus Academy Trust
King's Oak Academy (Primary Phase)	Academy	Cabot Learning Federation

Secondary School Provision in South Gloucestershire

There are 15 secondary schools and one Studio in South Gloucestershire.

School
Abbeywood Community School
Brimsham Green School

Bradley Stoke Community School
Chipping Sodbury School
Downend School
Hanham Woods Academy
John Cabot Academy
King's Oak Academy
Mangotsfield School
Marlwood School
Patchway Community School
Sir Bernard Lovell Academy
The Castle School
Winterbourne Academy
Yate Academy
Digitech Studio School

Source data https://get-information-schools.service.gov.uk/ at 1st November 2023

Glossary of Terms and Abbreviations

Academies: Publicly-funded independent schools, with the freedom to raise standards through innovative approaches to management, governance, teaching and curriculum. They are established in disadvantaged areas, either as new schools or to replace poorly performing schools, where other intervention and improvement strategies have failed.

Community School: One of the four legal categories of state maintained schools. Community Schools are wholly funded by the Local Authority and the Local Authority employs the staff. The Local Authority controls pupil admissions. The term is also sometimes used more generally to describe schools which provide facilities for the social, recreational and cultural activities of the local community as a whole.

Controlled School: One of the four legal categories of state maintained schools. Controlled schools are set up by a voluntary body usually a church body and generally Church of England. Controlled schools are totally funded by the Local Authority and the Local Authority employs the staff. The Local Authority controls pupil admissions.

Free Schools: Free Schools are all-ability state-funded schools set up in response to parental demand. Under the new plans it will become much easier for charities, universities, businesses, educational groups, teachers and groups of parents to get involved and start new schools.

Infant School: A school providing for children aged between 4+ and 7 years of age.

Junior School: A school providing for children aged between 7 and 11 years of age.

Multi-Academy Trust: A multi-academy trust (MAT) is a single entity established to undertake a strategic collaboration across a group of schools to improve and maintain high educational standards across a number of schools. The multi-academy trust is governed through a single set of members and directors who have overarching responsibility for the governance of the schools.

Primary School: A school providing for children aged between 4 and 11 years of age.

Secondary School: A school providing for children of 11+ to 16 or 18 years of age.

Voluntary Aided School (VA): One of the four legal categories of state maintained schools. VA schools are set up and owned by a voluntary body, usually a church body, but largely financed by a Local Authority. The governing body employs the staff, and controls pupil admissions and religious education.

APPENDIX 4

Current Pupil Yield Model

Yield Formula

- South Gloucestershire calculates that new developments will generate 36 primary pupils per 100 dwellings and 18 secondary pupils per 100 dwellings on average.
- The actual number of pupils generated at a particular development depends upon the size and type of dwellings in the development. A more refined calculator is applied to proposed developments once the mix of dwelling types is known.
- The number of under-5 year-olds generated is calculated on a pro-rata basis, using the expected number of primary pupils. It is used when calculating requirements for childcare provision.

Where the proposed mix of dwellings is known, then a more detailed formula based on the type and size of dwellings is applied.

1. To agree that the current starting point for calculating the level of developer contributions requested for the provision of services for children and young people, i.e.

- 36 places per 100 dwellings of two bedrooms and above for primary pupils
- 18 places per 100 dwellings of two bedrooms and above for secondary pupils remains appropriate, where the proposed housing mix is not known.

2. To agree that where the proposed housing mix is known the basis of calculating the level of developer contributions requested for the provision of services for children and young people will be on a formula basis per type and size of dwelling, according to the profile of house occupation across new housing developments in South Gloucestershire obtained from the house-to-house survey carried out in June 2006, as set out below:

	Number of bedrooms							
	Flats			Houses				
	1 or 2	3+		1	2	3	4	5+
Pre school children per 100 dwellings	12	18		0	24	36	39	32
Primary pupils per 100 dwellings	3	30		3	9	30	46	65
Secondary pupils per 100 dwellings	1	14		1	3	14	27	46

The Council reserves the right to review these figures at any time.