

Wright, Richard

From: Parkinson, Glenn <glenn.parkinson@hants.gov.uk>
Sent: 09 November 2020 13:41
To: 'Kate Holden'
Cc: 'Jane Parker'; 'Tom Alder'; Wright, Richard; Jheeta, Harjinder
Subject: Land at Newgate Lane - Education Contributions

Good afternoon,

Further to the meeting earlier please find my updated submission which I trust reflects the outcomes from our discussions.

This submission relates to seeking contributions in line with HCC's Developer's Contributions Towards Educational Facilities Policy. This policy details the reasoning behind seeking contributions towards suitability issues at schools necessitating improvements in existing infrastructure. The funding being sought will be pooled with other resources towards projects at the schools as detailed. However, no detailed design work has been undertaken in relation to these improvements.

Both these developments lie within the catchment areas of Crofton Anne Dale Infant and Junior and Crofton Secondary Schools. These schools are full, however it is not proposed that the schools are expanded to accommodate pupils from these developments. Based on the developments of 75 and 115 dwellings and assuming that all properties are two-beds or more the expected pupil yield is based on 0.3 of a primary child per dwelling and 0.21 of a secondary age child per dwelling. This will yield the following subject to any adjustment in numbers of dwellings of 2+;

- 75 dwellings would expect to yield 22 primary and 15 secondary age pupils.
- 115 dwellings will expect to yield 34 primary and 24 secondary age pupils.

In line with HCC Developers' Contributions towards Children's Services Facilities Policy even where there is apparently sufficient capacity to cater for all, or part, of the additional demand, there may still be a need for additional facilities at a school. The reason for this is that the method of assessing capacity does not take full account of the need for schools to have dedicated space for specialist facilities, such as ICT (Information and Communications Technology). Also, the inclusion of children with Special Educational Needs and Disabilities (SEND) in mainstream schools means that schools need spaces which can be used for individual or small group teaching, which is unlikely to have been provided in the original room allocations. In other words, schools which have theoretical spare capacity will be using those spaces for legitimate educational uses, which will need to be rehoused before those teaching spaces can be brought back into use for general teaching purposes. There may also be factors, such as an undersized hall, the need to provide a music/drama room as the school grows or other factors, which would mean that it would be difficult to meet present day educational requirements if the school was full to its assessed capacity. These can be referred to as "suitability" issues. Developers' contributions will be expected where it is necessary to remove limitations to the delivery of the curriculum, so that existing nominal capacity can be fully used to meet additional demand from a development. The cost of alleviation will vary and will need to be assessed on a case by case basis as suitability factors will vary, depending on individual circumstances. Where a specific facility can be identified and costed, for example where a primary school lacks an adequate school hall or other suitability issues, the contribution will be based on the projected cost.

The schools in question have a number of suitability issues to which contributions should be provided to mitigate the impact on the educational facilities. Design work will be undertaken to assess the projects that could be undertaken to improve some of the issues identified below.

Crofton Anne Dale Infant – the school has an undersized hall, classrooms that are smaller than the ideal together with a staff room that is smaller than size guidance figures and has no art, music or drama space.

Crofton Anne Dale Junior – some undersize classrooms and small music/dram space

Crofton Secondary School – some undersize classrooms and modular buildings that require improvement

A reduction to the normal cost per place figures contained in the DC Policy is suggested to reflect funding related to accommodation suitability issues rather than the provision of additional school places. This has been agreed at 50% of the cost per pupil place. Since the original request for a contribution on these developments the Contributions Policy has been updated and the cost figures increased to reflect increases in building costs. Previously the figure used was £14,267 per primary place and £27,985 per secondary school place. The most recent Policy states figures of £17,749 and £25,162 respectively. I have maintained the original level of cost per place sought for primary i.e. £14,267 and have adopted the current cost per place for secondary i.e. £25,162

Both developments should make contributions towards both primary and secondary schools to reflect the impact as detailed above. As I understand no information is confirmed on the type and size of dwellings then a formula has been detailed which can be applied once the number of dwellings of two-beds or more is known.

The following calculations should apply.

Application P/18/1118/OA 75 dwellings

- Primary formula = number of dwellings of two-beds or more x 0.3 x 50% of £14,267 per place towards infrastructure improvement at Crofton Anne Dale Infant and Crofton Anne Dale Junior Schools.
- Secondary formula = number of dwellings of two-beds or more x 0.21 x 50% of £25,162 towards infrastructure improvements at Crofton Secondary School.

Application P/19/0460/OA 115 dwellings

- Primary formula = number of dwellings of two-beds or more x 0.3 x 50% of £14,267 per place towards infrastructure improvement at Crofton Anne Dale Infant and Crofton Anne Dale Junior Schools.
- Secondary formula = number of dwellings of two-beds or more x 0.21 x 50% of £25,162 towards infrastructure improvements at Crofton Secondary School.

Please let me know if you have any queries.

Regards,

Glenn

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