



North East Cambridge Area Action Plan

Proposed Submission

Topic Paper: Education

Cambridgeshire County Council and Greater Cambridge
Planning Service

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1.0 Introduction

The comments within this topic paper are provided on behalf of Cambridgeshire County Council (the Council), in its role as the Local Children's Services Authority, by the 0-19 Place Planning and Organisation Team within the Education Directorate.

The Topic Paper provides a narrative of the Council's consideration of the development proposals within the AAP as they have emerged from issues and options stage to proposed submission. As the AAP development proposals have been refined the education requirements have also been refined to reflect this. The Council therefore remain committed to working in collaboration with South Cambridgeshire District Council and Cambridge City Council during the Area Action Plan plan-making process and delivery phase.

The vision for the North East Cambridge (NEC) development is for it to be "a healthy inclusive, walkable, low-carbon new city district with a vibrant mix of high quality homes, workplaces, services and social spaces, fully integrated with surrounding neighbourhoods". To ensure the vision and objectives are met, the Area Action Plan aims to consider a range of opportunities to integrate educational facilities within the NEC development.

2.0 Key Documents

Legislation/National Guidance

- The Education Act (1996, 2011)
- Children Act (2004)
- The Education and Inspections Act (2006)
- The Childcare Act (2006, 2016)
- The Education and Skills Act (2008)
- The Localism Act (2011)
- Home to School Travel and Transport Guidance (2014)
- Mainstream Schools Area Guidelines (2015)
- Securing developer contributions for education (2019)
- National Planning Policy Framework (2019)

Cambridgeshire County Council Guidance

- Provision of Early Years and Childcare in Cambridgeshire (2016)
- Planning Obligations Strategy (2016)
- Cambridgeshire's 0-19 Education Organisation Plan (2021-22)
- Children, Families and Adults Vision (2019)

Cambridgeshire County Council Committee Papers

- The Cambridgeshire and Peterborough Memorandum of Co-operation' (2012)

- Review of Policies and Working Practices in Response to Demographic Pressures (19th January 2016)
- City Secondary Provision (11th November 2016)
- Estimating Demand for Education Provision arising from new housing developments – Revision of methodology (5th December 2017)
- Delivering the Extended Entitlement to an additional 15 hours free childcare for eligible 3 and 4 year olds (13th March 2018)
- Nearly Zero Energy Buildings Requirements for new public buildings (17th December 2019)

3.0 Background

Responsibilities

Under the Childcare Act (2006), the Council has a duty to secure sufficient and suitable childcare to enable parents to work or to undertake education or training which could lead to employment. This includes an entitlement of 570 hours of free early education per year for eligible two-year-olds, starting the funding period following their second birthday and 570 hours of free early education for all three and four-year-olds, starting the funding period following their third birthday (commonly referred to as the universal entitlement). Since 2017, there has been an extension to the entitlement for children aged 3 and 4 from working families who are now entitled to an additional 570 hours of free childcare (commonly referred to as the extended entitlement), subject to meeting the qualifying criteria set out by the Government. Whilst local authorities are not expected to provide childcare directly, they are expected to work with local private, voluntary and independent sector providers to meet local need and to ensure a suitable balance of provision including full day care and sessional providers, wraparound provision and childminders.

The Council also has a duty, established under the Education Act 1996, to ensure sufficient school places for every child within Cambridgeshire who is of statutory school age (5-16 years of age) and whose parents want their child educated in the state funded sector. The Council also has a duty to promote diversity, parental choice, high standards and to ensure fair access to educational opportunity.

Where new communities are being delivered, or are in the process of being planned, the Council is committed to working in partnership with developers and other stakeholders to ensure that these responsibilities can be met.

Corporate Strategy

The Corporate Strategy sets out the key outcomes, activities and behaviours that the Council will pursue over the next three years (2019-21). Within this period, three

outcomes are prioritised; a good quality life for everyone, thriving places for people to live and the best start for Cambridgeshire's children. A brief summary of how these relate to the development is included within the table below.

Outcomes	Implications
A good quality of life for everyone	<p>New developments must have sufficient schools to serve the community. These should offer good quality education and ensure that children and young people have access to opportunities, irrespective of their background.</p> <p>In addition to this, schools should be well positioned to ensure that they are easily accessible. If pupils have access to local schools and associated services, they are more likely to attend them by either cycling or walking rather than through local authority provided transport or car.</p>
Thriving places for people to live	<p>The provision of high-quality education, including both the primary and secondary age ranges, supports economic development by providing the individual with the necessary skills to take advantage of the employment opportunities available.</p> <p>The first primary school in any new community should serve the 2-11 age range. The early years and childcare services associated with this will provide local employment, as well as essential childcare services for working parents or those seeking to return to work.</p>
The best start for Cambridgeshire's children	<p>Where new primary schools are established, facilities for early years and childcare should be provided on site. The Council would expect this to offer the full range of entitlements, including the universal entitlement (15 hours), the extended entitlement (30 hours) as well as funded places for two-year-olds who qualify.</p> <p>The Council is aware that there is high demand for childcare places across the city. Additional opportunities for other on-site provision should be secured within the development, although existing providers nearby may also show an</p>

	interest to expand. This should allow for different models of provision within the private, voluntary and independent (PVI) sector.
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Established Practice

In order to fulfil its statutory responsibilities and the outcomes set out above, the Council has adopted a number of policies and working practices to inform the specifications for new schools, or the expansion of existing ones. These were reviewed most recently in 2016, and a revised set of principles were endorsed by members, as detailed below.

- Where there is an identified need for additional early years and childcare places in a particular area, including where a new primary school is being established in a new community, the local authority should always consider alternative models to meeting need in preference to establishing a maintained nursery class.
- The first primary school in any new community should serve the 2-11 age range. In addition, there should be an explicit expectation that all potential school sponsors will commit to guarantee to make available the on-site accommodation provided specifically for the delivery of early years and childcare, for children aged 2 - 4 from the day on which the school opens.
- Ancillary facilities for pupils with special educational needs should be built into the specification for new primary school accommodation.
- Primary schools serving the 4-11 age range should be established, where possible, as either 420 places (2 forms of entry), 630 places (3 forms of entry) or 840 places (4 forms of entry) with the size being considered on a case-by-case basis depending on the local context and the under-pinning requirement of the local authority to be in a position to meet its statutory duty to secure sufficient school places in time to meet forecast demand.
- The local authority’s preferred maximum size for separate infant and junior schools and all-through primary schools operating on a split site should be 4 forms of entry (360, 480 and 840 places respectively).
- Secondary schools should be established to serve the 11-16 age range, unless the best option for securing additional post-16 capacity, in response to demographic growth, is identified as the provision of an 11-19 school.
- New schools should have a defined catchment area informed by existing schools’ catchment boundaries and the local authority’s Sustainable Travel Strategy, which promotes walking and cycling to school.

Subsequent to this, it has been agreed that the local authority should continue to operate without a strict policy on size of secondary school, in order to promote diversity

and reflect local circumstances and opportunities. Only in exceptional circumstances should the local authority consider establishing a secondary school smaller than 6 forms of entry (900 places) or larger than 12 forms of entry (1,800 places) for the 11-16 age range.

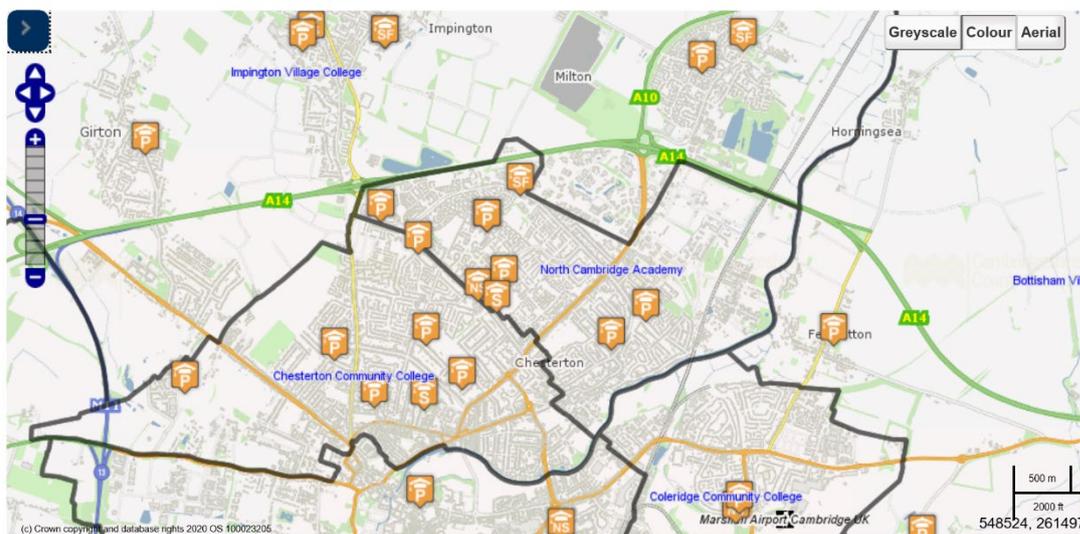
4.0 Existing education provision

The map below shows nursery schools, primary schools, secondary schools, and sixth forms in the north of Cambridge (excluding private providers). When planning education provision to serve a new community, it is important to ensure proposals compliment, and do not have a detrimental impact on existing schools.

The nearest school to NEC's proposed residential area is Shirley Community Primary School. In terms of secondary school provision, NEC falls within the catchment area of North Cambridge Academy.

Further to the existing provision shown below, there are two new secondary schools planned, associated with developments east and north of Cambridge. (More detail is provided in the Secondary School Sites section of Chapter 8.0).

Map showing schools and sixth forms in the north of Cambridge



Key

- P – Primary School
- SC – Secondary School
- SF – Sixth Form
- NS – Nursery School (State)
-  - Secondary School catchments

5.0 Child Yield Methodology

In order to plan appropriately for new housing developments, the Council provides forecasts of pupil numbers to inform planning for early education and school places. In larger developments, the number of school places required may necessitate provision of new schools and sufficient land to accommodate buildings and outdoor space.

Forecasting the number of children that will live in a new development is a complex evidence-led process. The Council's Business Intelligence Service has developed a methodology over many years, based on analysis of census and other population data, local surveys of new developments and administrative data such as the PLASC (census of school pupils). Together, these sources indicate the average number of children that might reasonably be expected in individual properties, depending on the number of bedrooms and tenure.

The multipliers which underpin the methodology to forecast the numbers of children for a given number of new homes were last revised in 2015 and were amended for the primary age range in 2017. It is assumed that per 100 dwellings, there are:

- 20-30 children aged 0-3 (Early Years)
- 30-40 children aged 4-10 (Primary)
- 18-25 children aged 11-16 (Secondary)

Since its approval by members, it has been Council policy to base child yield assumptions on the top end of the range, until a detailed tenure mix is known.

Cambridgeshire's approach to planning and reviewing educational provision has always been guided by two principles; to consider each situation in its local context and to ensure that any proposed changes to provision secure, and wherever possible enhance the quality of educational provision available to children and young people.

Evidence from recent developments have been used to calculating the child yield. The Council has worked in partnership with Cambridge City and South Cambridgeshire District Councils to ensure the methodology used achieves the most realistic scenario. Refer to the Demographic note that accompanies the Proposed Submission AAP.

6.0 National Planning Policy Framework (NPPF)

Development Contributions/Planning Obligations

The Council recognises the value of early engagement to enable a clear understanding between all relevant parties of what facilities and infrastructure will be necessary to support the development. Paragraph 34 of the NPPF suggests that as

part of this, plans should set out the contributions to be expected to ensure that they can be achieved, without undermining the deliverability of the plan. In addition to this, paragraph 54 of the NPPF suggests that consideration should be given to whether otherwise unacceptable development could be made acceptable through the use of conditions or planning obligations.

Due to the size of the development at NEC, additional infrastructure will be required to ensure sufficient childcare and education across the 0-19 age range, and for young people up to the age of 25 who have special educational needs or disabilities. The specific details of Section 106 contributions have not yet been formally agreed, but conversations will continue to ensure that appropriate on and off-site education infrastructure can be planned.

Promoting healthy and safe communities

The Council shares with schools a vision for learning that enables children to grow up as healthy, confident, safe and resilient young people. Chapter 8 of the NPPF advises of the ways in which this can be achieved through the shared aims of policies and decisions throughout the planning process.

The information provided to date indicates plans for a reduced number of cars, and the promotion of more sustainable modes of transport. The Council fully supports this approach and would be keen to ensure that pedestrian and cycle connections are maximised throughout the development so that the schools, and associated facilities, are easily accessible to those within its catchment area, and in neighbouring areas.

Securing Sufficient School Places

As detailed above, the Council has a duty to ensure sufficient school places for children within its area of responsibility. In order to achieve this, the Council feels that a proactive and collaborative approach, as recommended in paragraph 94 of the NPPF, would be most appropriate, and would emphasise the importance of working with nearby schools and a broader range of stakeholders, such as potential sponsors, to resolve any issues as they arise once plans develop.

Promoting Sustainable Transport

The Council has a duty to promote the use of sustainable travel to seek and secure benefits to the school and children. Active travel can help to improve children's health, as well as reduce the level of congestion caused by trips to and from school.

Chapter 9 of the NPPF advises that transport issues should be considered from the earliest stages of plan-making and development proposals. The Council would welcome this approach to ensure that the schools within the development area are

well positioned and that opportunities for the site to be accessed via sustainable modes of transport are maximised.

All children between the ages of 5 and 16 qualify for free school transport if they go to their nearest suitable school and live at least two miles away if they are under eight, or three miles from school for children aged eight or over. Some children will also qualify when living under these distances where there is considered to be no available walking route. Providing sufficient school places within the development is therefore essential, as provision of home-to-school transport can incur high costs and should, where possible, be avoided.

Summary

In summary the NPPF seeks to ensure that the delivery of infrastructure including childcare provision, and school places, are well planned, suitably funded and delivered in a timely and sustainable way thereby meeting the needs of both the existing and new community.

Duty to Cooperate

Cross-boundary co-operation is an integral part of the planning system. Under the Localism Act (2011), the 'duty to cooperate' places a legal duty on local planning authorities to engage constructively and actively on strategic cross-boundary matters. This includes the investment in transport and other necessary infrastructure.

The AAP is supported by a Duty to Cooperate Statement of Compliance and a Statement of Common Ground that set out how the legal duty has been met, which includes engagement between the local planning authorities and the County Council during the plan making process.

7.0 NEC Area Action Plan (AAP): Issues and Options consultation 2019

The table below is a summary of the responses to the AAP Issue and Options 2019 questions as they relate to, or impact on, education. A commentary providing further clarification is also included and should be read in addition to the comments provided previously by the Council.

Chapter 6: Place Making

Issue	Question	Summary of Consultation representations and County commentary
Creating a Mixed-use City District	12 What uses or activities should be included within the NEC AAP area which will create a district of culture, creativity and interest that will help create a successful community where people will choose to live and work and play?	<p>Summary of Consultation representations: A number of responses received show support for the inclusion of education facilities on site of the NEC development.</p> <p>County commentary: Schools are an integral part of a community and can provide a sense of 'place'. However, many experience additional challenges when compared to those within existing communities. The Council will work with new school sponsors to mitigate these as far as possible.</p> <p>Where possible, the Council would encourage schools to incorporate the vision of the wider development, and to ensure that the design provides an attractive and inspirational place in which to learn.</p>

Issue	Question	Summary of Consultation representations and County commentary
Community Facilities	<p>57 What community facilities are particularly needed in the NEC area?</p>	<p>Summary of Consultation representations: A number of responses received relate to the importance of providing education on site at NEC, and specifically refer to the inclusion of a secondary school.</p> <p>County commentary: Taking into consideration the scale of housing development, in terms of the number of homes, and the housing mix which is subject to change, the Council would be in support of the reservation of land suitable for a secondary school. This will enable flexibility to provide either on-site or off-site provision when further detail regarding the child yield is known and will ensure that sufficient secondary school places can be delivered.</p>
	<p>61 Where specific uses are required to provide of open space as part of the development, should the AAP allow for these to be met through multiple shared use (for example school playing fields & playing pitches for the general public)?</p>	<p>Summary of Consultation representations: A number of responses received show support for shared use spaces, such as school playing fields and playing fields for the general public.</p> <p>County commentary: Where facilities are to be used by the school and the wider community, there are a number of associated safeguarding concerns. For this reason, the Council would strongly suggest that separate access arrangements are planned and put in place to mitigate the level of risk. There will also need to be early engagement from all parties to ensure that there is a mutually agreed basis</p>

Issue	Question	Summary of Consultation representations and County commentary
		<p>on which access to the facilities will be managed.</p> <p>The Council's view is that locating the playing fields on site is essential if they are to be used to their maximum potential; to enhance the school's curriculum and ability to offer extra-curricular provision, as well as for informal use to promote the social and emotional development of pupils.</p> <p>If the playing fields were to be located off-site, there are a number of health and safety issues which would need to be managed. This includes adherence to staff/pupil ratios, and the completion of risk assessments for local walks and activities. As these activities require further planning and higher numbers of staff, it could mean that the fields are not as well utilised as they would be if they were located on the school site.</p> <p>For the reasons set out above, The Council would insist that school playing fields are located on the school site so that they can be used primarily for educational purposes where appropriate, with managed community access.</p>

Issue	Question	Summary of Consultation representations and County commentary
Sustainable Design & Construction Standards	63 Do you support the approach to sustainable design and construction standards suggested for the AAP?	<p>Summary of Consultation representations:</p> <p>A number of responses received show support for the approach to sustainable design and construction standards.</p> <p>County commentary:</p> <p>A change to the Building Regulations which came into force on 1 January 2019 means that all new buildings owned and occupied by public authorities must be 'Nearly Zero Energy Buildings'. This regulation will come into force for all other new buildings, irrespective of owner or occupier, from 31 December 2020.</p> <p>The County Council's adopted policy position is for new schools to achieve a BREEAM 'Very Good' standard, with aspiration to achieve 'Excellent'. The BREEAM Very Good rating requires a score of $\geq 55\%$, with no specific minimum in the Energy category and this standard will no longer guarantee that the Council meets regulatory requirements for energy for new buildings. The County Council will therefore need to set a minimum number of Energy credits to demonstrate compliance with the Regulations such as the approach taken at the new Alconbury Civic Hub, where the building will now achieve 8 BREEAM ENE01 Reduction of Emissions Credits achieving an equivalent BREEAM Excellent rating in energy.</p>

Issue	Question	Summary of Consultation representations and County commentary
		<p>The Council are in the process of amending its policies and specification to require all new building to be Nearly Zero Energy Buildings (NZEB) and will incorporate a combination of different mechanisms to achieve compliance which could include:</p> <ul style="list-style-type: none"> • Achieving at least 6 BREEAM energy performance “Ene01” credits; • Designing buildings to achieve an EPC rating of A or better, • Installing on-site renewable energy generation sized to meet a significant proportion (>80%) of the building’s expected energy use.

Chapter 12: Implementation & Delivery

Issue	Question	Summary of Consultation representations and County commentary
Phasing and Relocations	<p>70</p> <p>Do you agree that the AAP should prioritise land that can feasibly be developed early? Are there any risks associated with this proposed approach?</p>	<p>Summary of Consultation representations:</p> <p>A number of responses received show support towards the approach to prioritise land that can feasibly be developed early.</p> <p>County commentary:</p> <p>The Council would be keen to ensure that both childcare and education facilities could be delivered early in the development so that they can form a central part of the new community and meet the needs of the earliest occupants.</p>

Issue	Question	Summary of Consultation representations and County commentary
		<p>Timescales and trigger points would need to be finalised through pre-application discussions. However, in line with adopted policy, the starting expectation is that the site and financial contribution would be needed on commencement of the development for initial provision and agreed triggers for further education provision.</p> <p>It is important to avoid reliance on finding places in surrounding schools as this could cause difficulties for families with siblings in different year groups. If all children cannot then obtain a place at the same school, it could have a negative impact on the cohesion of the new community.</p>
Funding and Delivery of Infrastructure	72 Do you agree with an approach of devising a Section 106 regime specifically for the NEC area? If not, what alternative approach should we consider?	<p>Summary of Consultation representations: A number of responses received highlight the importance of infrastructure, and its delivery.</p> <p>County commentary: From an education perspective, the main concern for discussions around Section 106 is ensuring the timely receipt of monies. Failure to secure timely payments could lead to delays in delivery of the school, or the Council needing to undertake prudential borrowing to meet the costs. This has a detrimental impact on wider revenue budgets and Council services. For this reason alternative schemes, such as a tariff, would not be supported by the Council as it would not deliver</p>

Issue	Question	Summary of Consultation representations and County commentary
		payments in a timely manner to meet the cost of infrastructure delivery.
	73 What approach do you consider the most appropriate basis on which to apportion the cost of the infrastructure requirements arising from different land uses to ensure an equitable outcome?	<p>Summary of Consultation representations: A number of responses received highlight the importance of infrastructure, and its delivery.</p> <p>County commentary: From an education perspective, the Council would be supportive of an apportionment of contributions related to the number of dwellings on site. It is accepted that the nature of the development may mean that a more specific mechanism would be required as site wider proposals emerge. The Council is committed to working with all stakeholders to find the most appropriate solution, within the parameters set out above in question 72.</p>

Key Issues - lessons learnt from other sites

Reference	Category	Sub-category	Issue
5.1.01	Community	Facilities	The detailed design of community facilities is very important (e.g. separate access to community facilities from school, ceiling heights in community centre prevent sports use).
5.1.02	Community	Facilities	Making school sports facilities available for community use needs dialogue between partners at an early stage to ensure all requirements are met (e.g., need

			for schools to uphold safeguarding).
<p>Comments</p> <p>Schools often have a range of educational, recreational and sporting facilities which can be used to benefit children and their families. Whilst this has a number of benefits, it is essential that it is designed in a way which will meet the needs of both the school, and the community.</p> <p>Where facilities intended for community use are located in, or adjacent to, the school site, there should be separate access arrangements to uphold safeguarding requirements. Community Use Agreements can also be put in place which outline how they are intended to operate including hours of availability, management arrangements, pricing policy etc. This is an approach supported by Sports England which will help to ensure the facilities can be managed effectively.</p>			
Reference	Category	Sub-category	Issue
5.1.11	Community	Facilities	Important not to deliver schools too early in the life of a development. Can otherwise be filled by children from the surrounding area (not from the new development) leaving no room for them when they arrive. Consider interim arrangements for first few years.
5.1.12	Community	Facilities	Difficulties for large families whose children have to go to 3-4 different schools not in the area as school places aren't where they are needed.
5.1.18	Community	Facilities	Should facilities like schools and retail units be provided for the first residents or when there are sufficient numbers to make them viable?
<p>Comments</p> <p>It is essential to manage carefully the opening of new schools to ensure that they can serve the earliest residents within the development, without having a detrimental impact upon the schools in neighbouring catchment areas.</p>			

In the past where there have been areas of growth, such as in Northstowe and in Alconbury Weald, the Council has opened new schools using a phased approach. This means that the school has opened with a reduced published admission number (PAN) to ensure smaller cohorts until there is an evidenced need to increase the number of places. This has ensured that there is sufficient capacity to meet the needs of children resident within the school's catchment area, without an oversupply of places. This approach also promotes the development of community cohesion by ensuring that there are places at the same school for siblings. The early delivery of schools can also provide a focal point for the new community.

On occasions when the opening of new schools has not been phased, a number of places at the new schools quickly filled from children living outside of the school's catchment areas, reducing the number of children on roll at local schools. This creates significant financial pressures which can lead to an adverse impact on educational outcomes in these schools.

Reference	Category	Sub-category	Issue
Health & Wellbeing Topic Paper	Early Years and Childcare	Facilities	Important to ensure opportunities for full day care provision are marketed early within the development.

Comments

It is important to ensure opportunities for full day care provision have been planned early within the development, to ensure that parents/carers have access to a broad range of childcare options within the local area; to support parents/carers to return to work or to undertake education or training which could lead to employment.

In the Southern Fringe, it is proving difficult to secure full day care provision early enough to meet the needs of the community. This means that parents are having to travel further to access suitable childcare for their children. This is something which needs to be reflected in the design of early years and childcare provision at new schools as well as for potential delivery through community buildings.

8.0 Considerations during Relevant Policy Development

During the preparation of the AAP and while the number of dwellings for the NEC development was not yet fixed, a range of scenarios were modelled to show the range in child yield. The scenarios came from the early transport investigations on different potential levels of development on NEC. The Education analysis of the scenarios is shown in the table below.

Scenario	Site: C3 dwellings	Early Years		Primary		Secondary	
		Number of children aged 0-3	Number of children eligible for funded provision (56%)	Number of children aged 4-10	Forms of entry	Number of children aged 11-16	Forms of entry
Option 1	CSP: 564 CNFE: 8,071 CBP: 0 NRIE: 553 Total: 9,188	2,756	1,545	3,675	17.5	2,297	15.3
Option 2	CSP: 900 CNFE: 4,300 CBP: 0 NRIE: 300 Total: 5,500	1,650	924	2,200	10.5	1,375	9.2
Option 3	CSP: 650 CNFE: 5,600 CBP: 0 NRIE: 400 Total: 6,650	1,995	1,118	2,660	12.7	1,663	11.1

Option 4	CSP: 300 CNFE: 6,800 CBP: 0 NRIE: 500 Total: 7,600	2,280	1,277	3,040	14.5	1,900	12.7
Option 5	CSP: 0 CNFE: 8,140 CBP: 0 NRIE: 560 Total: 8,700	2,610	1,462	3,480	16.6	2,175	14.5
<p>CSP – Cambridge Science Park CNFE – Cambridge Northern Fringe East CBP – Cambridge Business Park NRIE – Nuffield Road Industrial Estate</p> <p>*Child yield calculated using the Council's general multipliers. Early Years (0-3): 30 children per 100 dwellings, Primary (4-10): 40 children per 100 dwellings, Secondary (11-16): 25 children per 100 dwellings</p>							

The child yield varies significantly in the scenarios which were modelled in line with the number of homes. Further detail of the housing mix for each scenario can significantly alter the predicted number of children. Most influential is the number of bedrooms within the property. Tenure type can also influence the number of children in a development. The following illustrates how a change in the level and mix of housing, as now proposed in the Proposed Submission AAP with a high proportion of 1- and 2-bedroom homes, can alter the level of education provision required (based on the housing mix in appendix 1). The actual educational requirements will be determined as part of subsequent planning applications.

Proposed Submission AAP: dwellings	Early Years		Primary		Secondary	
	Number of children aged 0-3	Number of children eligible for funded provision (56%)	Number of children aged 4-10	Forms of entry	Number of children aged 11-16	Forms of entry

Total: 8,350						
	1,362	763	790	3.8	205	1.4

Land Take Requirements

Early Years

The modelled scenarios 1-5, simply factoring in the number of homes, show that the number of early years children generated by the NEC development could range between 1,650 and 2,756. However, the tenure mix, as demonstrated above, could result in the child yield being outside of these parameters.

The Council would assume that, as a minimum, 56% of children in the 0-3 age range would be eligible for funded childcare and it is on this basis that contributions would be sought. The range above indicates for scenarios 1-5 that this could be between 924 and 1,545 children eligible for funded childcare.

In line with Council Policy, and where there is evidence of demand, new schools will be built with one early years' class per form of entry. This means that a 3-form entry school would be expected to have 3 early years class bases, whereas a 4-form entry school would be expected to have 4 early years class bases.

Primary School Sites

The modelled scenarios 1–5 show that the number of primary aged children generated by the NEC development could range between 2,200 (10.5 forms of entry) and 3,675 (17.5 forms of entry).

When testing scenarios 1-5 the highest scenario indicated a possible requirement for up to 5 primary school sites. At present, the housing mix in the North East Cambridge AAP suggests that 2 primary school sites are required, but it would not take a significant change in the mix before a third is needed. As a result, the AAP spatial framework identifies two primary school sites and safeguards a potential third school.

The size of the site typically required to deliver a primary school, approved at committee, is shown in the table below. The area provided ensures that there is sufficient flexibility for sites to be developed in line with area guidelines provided by the Department for Education and allows for on-site early years and childcare provision. Whilst the Council recognise that North East Cambridge is a unique site, and that allowances will need to be made for this, there will need to be clear reasoning for any request to deviate from its policy for full consideration by members

at the relevant committees when the housing mix is fixed. Members would however be consulted throughout the planning process.

Description	Number of primary school places	Number of Early Years places	Total number of places	Site size per school (hectares)
2 form entry school with 2 Early Years classes	420	52	472	2.3ha
3 form entry with 3 Early Years classes	630	78	708	3ha

As detailed earlier in this paper, the Council would insist that the school playing fields are located on-site.

Secondary School Sites

When testing scenarios 1-5 the highest scenario indicated a possible requirement for up to 15.3FE Secondary school provision. At present, the housing mix in the North East Cambridge AAP suggests that 1.4FE would be required. On the basis of the Proposed Submission AAP proposals, there is no anticipated requirement for a secondary school on NEC. Therefore, officers have identified that the preferred option would be to seek Section 106 contributions for off-site mitigation in the form of expansion of existing schools to mitigate the impact of the development. There are also two new secondary schools which have been approved to the pre-opening phase of the Free Schools Programme; Cambridge City Free School and Darwin Green, which if opened, would increase the number of secondary school places in the city. However, the opening of these schools is dependent upon a funding agreement between the Secretary of State and the Academy Trust for which there is no guarantee. If any planning applications proposed a different housing mix that increased the need for secondary education provision, the implications of this would need to be considered through that process.

9.0 Recommendations for the Proposed Submission AAP

Based on the housing mix shown in Appendix 1 that has informed the NEC Area Action Plan, and the policies above, the level of education provision required for the Proposed Submission AAP is shown below. Any change to the housing mix at Appendix 1 may alter the requirements. It is only at a more advanced stage in planning when considering planning applications and the housing mix is finalised that the Council be

able to confirm its education requirements, including land and appropriate contributions.

The Proposed Submission AAP spatial framework provides the number of sites required based on the projected housing mix in Appendix 1, with a high proportion of 1 and 2-bedroom homes, and 40% affordable housing, responding to the following recommendations.

Early Years:

Early Years (0-3 years of age)			
Number of children aged	Number of children eligible for funded provision (56%)	Number of sites	Land take
1,362	763	Factored into Primary School	

In addition to early years and childcare provision on site at the new primary schools, it will be necessary to allocate and market additional sites suitable for full day care provision. This is partly to ensure sufficient places which would not be met by the schools alone, but also to promote choice and for families who are not entitled to funded childcare but still wish to access provision. Where possible, the Council would encourage the co-location of settings to promote partnership working. The Council would also actively encourage developers to provide free plots of serviced land or purpose-built buildings. This would be linked to Section 106 obligations to market sites for early years and childcare providers, in line with the Council's established practice on recent development sites. This would help to increase the level of interest within new developments and help to ensure quality providers early within the development, in line with the Council's duty to facilitate the market around early years education and childcare provision. The provision of sufficient childcare is critical to enabling parents to return to work or training, which helps promote economic activity.

The Council is also aware that some developers include restrictions on individuals operating a business from private property. Whilst there may be clear justification for this, the Council's view would be to ensure that those offering childcare are exempt from these restrictions. Childminders form an integral part of the childcare market and will often work in partnership with other settings to offer flexible childcare which will be necessary in order to meet the needs of families living within the development.

As the provision for early years within the primary schools (as addressed below) will not provide for the 1,362 children (See Methodology Note Demography, July 2021),

complimentary private provision will also be required. Planning policies to facilitate this (as outlined above) are needed to cater for demand.

Primary School Sites

Primary (4-10 years of age)			
Number of children aged	Forms of entry	Number of sites	Land Take (Ha)
790	3.8	2	4.6ha

A reserve for a third site is required as only a small change in the housing mix is needed to increase primary school need.

Secondary School Sites

Secondary (11-16 years of age)			
Number of children aged	Forms of entry	Number of sites	Land Take
205	1.4	0	N/A

As 1.4 forms of entry would be below the recommended size for a secondary school, it is expected that it would be appropriate to seek contributions towards the expansion of existing schools within the area. This would be reviewed as details emerge.

Mixed-use property

There are numerous examples in Cambridgeshire of schools co-locating with community facilities e.g. Sport Centres. The County Council welcomes opportunities to co-locate schools with community facilities, although this is subject to agreement with the school provider.

County Officers feel that the inclusion of other uses on the same site e.g. residential property on a separate level to the school, pose challenges including safeguarding risks. However, in acknowledging the unique built environment proposed for NEC and the need to look more radically at best use of space in a high-density development, opportunities could be explored to ensure that the quality of education provision is not compromised. Sharing a site would also be reliant upon the appointment of a suitable sponsor to run the school. For many sponsors, this would not fit with their key principals and could impact upon the number of applicants interested in running the school.

Access arrangements

Schools should also be centrally located and easily accessible to ensure that children and their families can attend them by either cycling or walking rather than through local authority provided transport or car.

All schools would need to have suitable access arrangements for staff and deliveries and it would be beneficial to have these from a secondary street.

Sustainability Appraisal

The table below includes the requirements of the Council in order to meet to objectives detailed within the sustainability appraisal.

Theme	Objectives	Comments
Environmental quality and pollution	Improve air quality and minimise or mitigate against sources of environmental pollution.	Schools should be centrally located to ensure that they are accessible to all members of the community that they serve. This will also help to promote more sustainable forms of transport and avoid reliance on the use of cars. They should also be located in areas of lower air pollution.
Economy and Infrastructure	Reduce the need to travel and promote more sustainable transport choices. Improve the quality, range and accessibility of services and facilities (e.g. health, transport, education, training, leisure opportunities) Support appropriate investment in people, places, communications and other infrastructure	Where a number of schools are required, these should fairly evenly distributed to ensure that they accessible for all residents within the local community, and to minimise the level of congestion as a result of trips to and from school.

Appendix 1

Proposed Submission AAP: Detailed Housing Mix (Methodology Note, Demography, Revised Trajectory July 2021)

Dwelling type	1 Bed	2 Bed	3 Bed	4 Bed	Total
Total dwellings	2,673	4,914	716	47	8,350
% of total	32%	59%	9%	1%	100%
Of which Affordable	1,069	1,966	286	19	3,340
Of which Market	1,604	2,948	430	28	5,010

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