

# Supplementary Planning Guidance: Housing Developments and Educational Provision



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Policy and Performance Unit, Environmental  
Service, Regulatory Department  
(Planning, Transportation and Public Protection),  
Gwynedd Council



## Contents

	<i>Paragraphs</i>
<b>Statement regarding consultation</b>	<b>1-2</b>
<b>The Purpose of Supplementary Planning Guidances</b>	<b>3-4</b>
<b>Background</b>	<b>5-7</b>
<b>Planning obligations</b>	<b>8-11</b>
<b>The need for contributions towards educational provision from developers</b>	<b>12-20</b>
<b>Types of residential developments where contributions to educational establishments will not have to be provided</b>	<b>21</b>
<b>Identifying the need for educational contributions / Calculating the sum of the contributions</b>	<b>22-40</b>
The likely number of pupils aged 4-18 arising from a new development	24-26
The ability of local schools to cope with the demand arising from the new development	27-31
The cost of providing additional places for pupils in educational establishments	32-34
Providing a new school	35-38
Calculating the sum of the contribution	39-40
<b>Considerations regarding planning applications</b>	<b>41-43</b>
<b>Important considerations</b>	<b>44-51</b>
Monitoring	49-51
<b>Contacting the Council</b>	<b>52-54</b>
<b>APPENDIX 1</b> Policy CH37 (Gwynedd Unitary Development Plan): 'Education, Health and Community Services'	
<b>APPENDIX 2</b> Information regarding schools that serve the Gwynedd Planning Authority area (January 2010)	
<b>APPENDIX 3</b> The process of assessing whether an educational contribution is necessary / The process of calculating the sum of the contribution	
<b>APPENDIX 4</b> Contact details	

### **Statement regarding consultation**

1. The draft version of this Supplementary Planning Guidance (SPG) was subject to public consultation between 19 March 2009 and 24 April 2009. A public notice was published in the Caernarfon and Denbigh Herald and the Cambrian News on 19 March 2009 in order to raise awareness about the public consultation. Copies of the SPG were available to view in the main Council offices, in the public libraries and on the Council's website during the consultation period. Comments were invited from numerous individuals and organisations, which included community councils and local builders and their representatives. A summary of the representations that were received and the response to them can be seen in a document entitled "Consultation statement – December 2009".
2. The representations and the response to them were scrutinised by the Environment Committee on 11 June 2009. The SPG was adopted in the Council Board meeting on 24 November 2009.

### **The Purpose of Supplementary Planning Guidances**

3. This SPG is one of a series of guidance notes which support the policies of the adopted Gwynedd Unitary Development Plan (UDP). The UDP was adopted on 16 July 2009. Although decisions on planning applications will be based on the UDP's policies (as indicated in part 38(6) of the Planning and Compulsory Purchase Act 2004), the content of the SPG is a material planning consideration.
4. In general, the purpose of the SPG is:
  - To assist and give guidance to the public and their agents when preparing development proposals and to help them in discussions with officers prior to submitting a planning application; and
  - To assist case officers and planning committees to make intelligent decisions regarding planning applications. This will be a means of promoting a consistent approach when dealing with planning applications.

### **Background**

5. This SPG is intended to provide guidance to applicants for residential developments as to the cases where the Planning Authority will request a financial contribution towards local educational facilities. The SPG also explains how these contributions will be calculated as well as the procedure for operating and monitoring them.
6. This SPG is relevant to Policy CH37 of the Gwynedd Unitary Development Plan (GUDP), 'Education, Health and Community Services' (The policy can be seen in Appendix 1). This guidance focuses on the educational aspect of the policy.
7. The explanation to this policy states that several schools in the Plan area are either full or overcrowded. Developing additional new houses in the catchment area of these schools can place excessive and unacceptable pressure on their ability to operate effectively, due to the additional children who will need to be supported. The aim of this SPG is to ensure that schools have sufficient capacity to meet the additional demand deriving from new residential developments.

### **Planning obligations**

8. A planning obligation negotiated between the Local Planning Authority and the applicant/developer, together with other groups who may have an interest in the application site, will be used to secure educational contributions from developers. A planning obligation is usually linked to an aspect of the development that cannot be satisfied by imposing a planning condition or by other statutory regulations. The objective of these obligations is to make a proposal acceptable from a planning perspective.
9. The power to enter into a planning obligation derives from section 106 of the Town and Country Planning Act 1990 as amended by the Planning and Compensation Act 1991. Circular 13/97 ('Planning Obligations', The Welsh Office) provides guidance on the correct use of planning obligations and further background advice is provided in part 4.6 of Planning Policy Wales (2002). Further information regarding this issue can be found in Gwynedd Council's Supplementary Planning Guidance - 'Planning Obligations'.
10. Planning obligations can refer to issues that the original planning permission did not deal with if there is a direct connection between the obligation and the permission. Such an obligation should not be pursued if this connection does not exist or if it is too ambiguous. When used appropriately, such obligations can allow proposals that would otherwise be refused, to proceed. They can therefore mitigate the likely effect of a proposed development on the physical or social infrastructure of the area. If a clear need has been proven, the Local Planning Authority can prepare a legal agreement in order to receive specific payments from developers.
11. In some cases, having considered the costs of developing a site, a suitable 'planning balance' must be agreed in order to reflect the competing policy and financial objectives. The balance between the level of these contributions will be discussed and agreed prior to any further discussions with the applicant. Any reduction in the contribution that is required from developers to meet a specific objective (as agreed within these discussions) will then be conveyed to the applicant.

### **The need for contributions towards educational provision from developers**

12. A new residential development can increase the demand for places in local schools. If these schools are operating above their capacity prior to or as a result of a new residential development, then more places will have to be provided in them in order to meet the requirements of these additional pupils. If there are insufficient places in local schools and if the Local Education Authority has no firm proposals to fund the necessary additional places, this can be a sufficient reason to refuse a planning application for a residential development. Planning obligations, which ensure contributions from developers towards local schools, can be a means of overcoming this.
13. Local authorities are under increasing financial pressure to meet the additional increase in the demand for school places arising from new residential developments. This has a considerable effect on how efficiently the Local Education Authority spends its budget as funds are diverted from projects that truly needs the money. Together, even comparatively small-scale residential

Supplementary Planning Guidance -  
Housing Developments and Educational Provision

developments can have a substantial effect on the provision of places in some schools.

14. Financial contributions from developers will be required if it is shown that a proposed development of **5 residential units or more** will affect the ability of the local school or schools to operate effectively.
15. A clear connection between a proposed residential development and the inability of the local school/schools to cope with the number of new pupils arising from it must be shown. In this context, 'local' refers to the school (primary or secondary) that serves the catchment area where the proposed residential development will be located. It is important to note that some schools located within the Gwynedd Local Planning Authority area serve parts of the Snowdonia National Park Authority area. Likewise, the catchment area of some schools located within the Snowdonia National Park Authority area include parts of the Gwynedd Planning Authority area.
16. If a contribution is shown to be necessary, the sum requested must reasonably relate to the scale of the proposed development [i.e. the number of residential units likely to contain children and young people (aged 4-18)], the type of development, as well as how full the local school is when compared to its identified capacity. In this regard, such a contribution should only be requested in cases where the 'local' school/schools are operating above their capacity level, either prior to the proposed residential development or as a result of this development.
17. This Supplementary Planning Guidance specifically deals with the effect of residential development upon the following educational establishments:
  - **Primary School** – Pupils aged 4-11.
  - **Secondary School (Years 7-11)** – Pupils aged 11-16.
  - **Secondary School (Years 12 and 13)** – Pupils that attend the sixth form of Gwynedd's secondary schools (i.e. 16-18 years old). It is important to note that some of Gwynedd's secondary schools do not have a sixth form (information regarding this is shown in Appendix 2).
18. The educational contributions from developers can be used for the following aspects:
  - Providing new classrooms;
  - Purchasing land for new classrooms (when necessary);
  - Purchasing land to provide a new school, when necessary;
  - Preparing a site (which could be in the ownership of the Council or the developer) so that it is suitable for providing a new school;
  - Providing additional facilities that are essential as a result of the additional demand for school places e.g. toilets, extensions to halls and additional play areas.
19. No additional places created by temporary accommodation (classrooms and other relevant buildings) will be considered when calculating the capacity of a school.
20. An appropriate monitoring process ensures that the contributions received from developers are used in accordance with the legal agreement. It is vital that the arrangements agreed upon are fair to the developer and to the wider community.

It is also imperative that the method of receiving and spending these contributions is as clear as possible.

### **Types of residential developments where contributions to educational establishments will not have to be provided**

21. Some types of residential units are excluded from the guidance for providing educational contributions. Developers are not expected to contribute towards the cost of providing educational facilities when developing units in which children and young people (aged 4-18) will not usually reside. These units are as follows:

- 1 bedroom houses;
- Houses developed specifically for the elderly;
- Student housing.

### **Identifying the need for educational contributions / Calculating the sum of the contributions**

22. The main factors to consider when assessing the need for an educational contribution, as well as the expected amount (if that need has been proven), are:

- The likely number of children and young people aged 4-18 arising from the new development i.e. the additional demand for places in local schools as a result of the proposed development.
- The ability of local schools to cope with the additional demand arising from the new development i.e. how many empty places are available within local schools. [*The table in Appendix 2 provides an initial indication of how close schools are to their capacity (January 2010) – This will identify the schools that are likely to be affected by residential development within their catchment area. The information in this appendix will be updated annually.*]
- The cost of providing additional places for pupils in schools.

23. The process of assessing whether an educational contribution is necessary, together with the process of calculating the sum of any contribution, is noted in Appendix 3. **Contributions cannot be sought from developers towards deficiencies that already exist in local schools.**

#### ***The likely number of pupils aged 4-18 arising from a new development***

24. A consistent approach will be used to calculate the number of pupils (aged 4-18) arising from a proposed residential development. Identifying this is vital in order to assess the impact of a development on the local schools.

25. The method of calculating the number of additional pupils arising from a new residential development is based on the information included in the following table.

Supplementary Planning Guidance -  
Housing Developments and Educational Provision

Type of educational establishment	Number of pupils arising from each 2+ bedroom house	Number of pupils arising from each 2+ bedroom flat
Primary School	0.40	0.11
Secondary School: Years 7-11	0.29	0.08
Secondary School: Years 12 and 13	0.02	0.006

*Source: The figures in the table are based upon information contained in tables UV4 and KS16 of the 2001 Census for specific Output Areas in Gwynedd where a significant number of residential units have been developed during recent years (Research Unit, Strategic Direction Service, Gwynedd Council).*

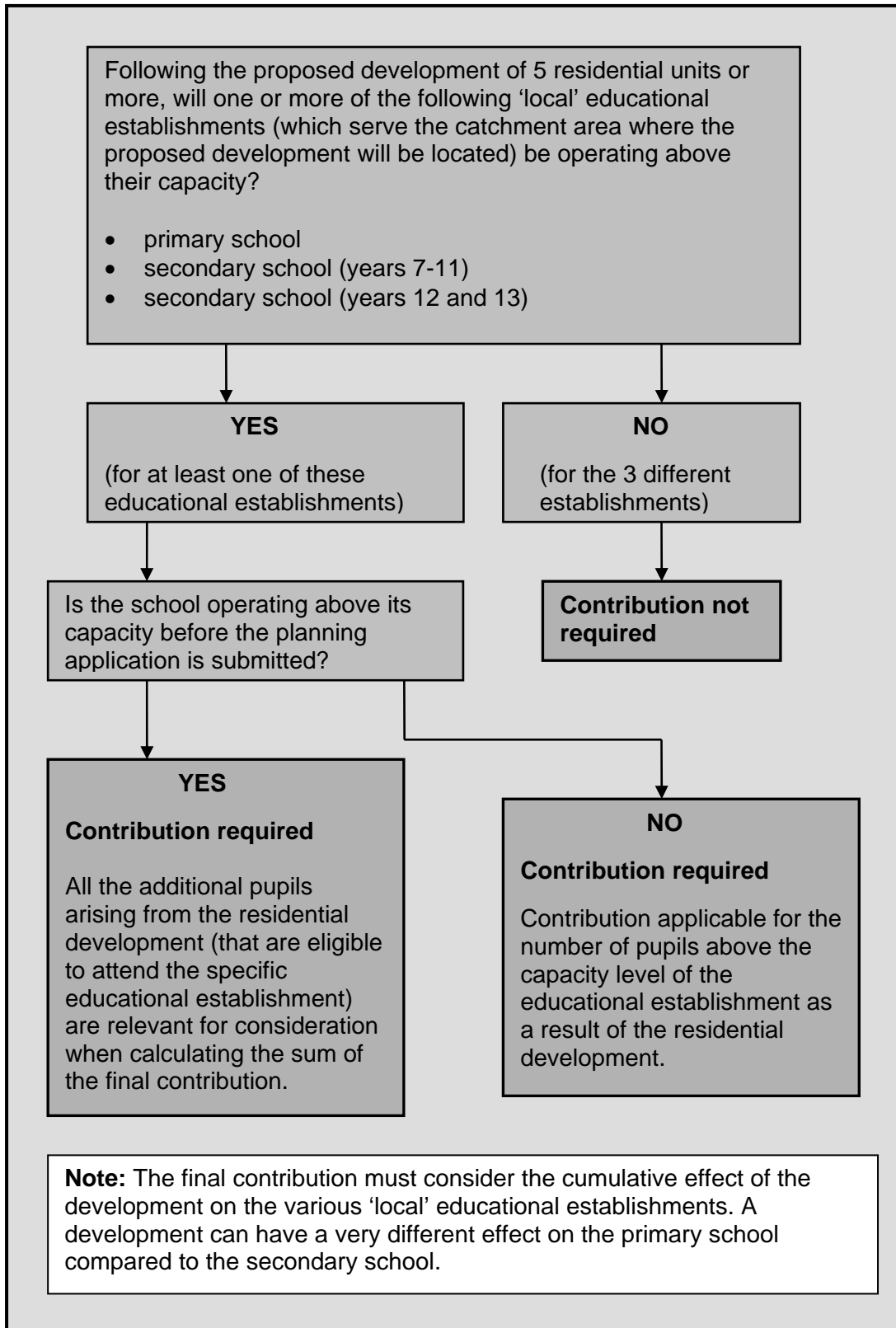
26. By multiplying the number of specific types of dwellings proposed with the relevant proportions in the table, it is possible to estimate the number of pupils that will reside in the new development. The relevant formula for calculating this is given below. **This calculation should be repeated for the three type of educational establishments i.e. primary school, secondary school (years 7-11) and secondary school (years 12 and 13), in order to establish the final figure.**

**The number of pupils arising from a residential development** = [number of pupils arising from each 2+ bedroom house x number of proposed 2+ bedroom houses] + [number of pupils arising from each 2+ bedroom flat x number of proposed 2+ bedroom flats]

***The ability of local schools to cope with the demand arising from the new development***

27. The capacity of each school is based on a formula provided by the Welsh Assembly Government. The information regarding the capacity of schools (January 2010), including years 12 and 13 of the secondary schools, located within Gwynedd Planning Authority's area can be seen in Appendix 2. This information will be updated annually.
28. A contribution will be required from developers if the 'local' school(s) (which serves the catchment area where the proposed development will be located) is operating above its capacity either before a residential development of 5 units or more or as a result of this development. The following flow chart identifies the assessment that should be undertaken in order to establish whether an educational contribution is necessary in connection with a specific residential development.

Supplementary Planning Guidance -  
Housing Developments and Educational Provision



29. The following formula is used to calculate the number of pupils (arising from the new residential development) that are eligible for consideration when calculating the sum of the contribution required from developers. If the number of pupils attending a specific local educational establishment is less than its capacity when the planning application is submitted, then the number of pupils above this



threshold as a result of the new residential development will have to be calculated. However if an educational establishment is already operating above its capacity before the application is submitted, then all the additional pupils (eligible to attend that particular educational establishment) arising from the new development will be relevant when calculating the sum of the final contribution. This calculation will have to be made individually for each 'local' educational establishment.

**The number of pupils eligible for contribution** = (The number of pupils attending the educational establishment + the number of pupils arising from the development) – the capacity of the educational establishment.

30. Any educational establishment that is above its capacity is likely to have difficulty operating effectively and to provide the best possible education to its pupils. In these circumstances it is vital to ensure a contribution in order to overcome the direct problems created by a specific residential development.
31. The assessment of the effect of a residential development on local schools will be based on current information (i.e. the capacity of the educational establishments together with the number of pupils attending them), which reflects the situation in the academic year when the planning application is submitted (The information in Appendix 2 provides an initial insight into the situation in each school).

***The cost of providing additional places for pupils in educational establishments***

32. Due to the fact that the Welsh Assembly Government has not provided specific guidance regarding the cost of providing additional places for pupils in schools, the sum of the contribution expected from developers is based on the cost multipliers of the central Government's Department of Education and Skills (now the Department for Children, Schools and Families). These multipliers reflect the cost of providing an additional place for one pupil when such a need has been proven.
33. The multipliers for 2008/09 are as follows:
- Primary Schools — £12,257
  - Secondary Schools (years 7-11) — £18,469
  - Secondary Schools (years 12 and 13) — £20,030
34. The sum of these multipliers will be periodically upgraded in order to correspond with the latest information provided by the Department for Children, Schools and Families. The sum of the multipliers that are applicable at the time the planning application is submitted will be used to calculate the sum of the educational contribution.

***Providing a new school***

35. If the scale of a specific residential development is sufficiently large, either individually or in conjunction with other residential developments, to ensure that a new school is needed, additional costs must be considered when calculating the contribution expected from the developer. This reflects the cost of purchasing a suitable new site or preparing a site that is already available (either in the

Supplementary Planning Guidance -  
Housing Developments and Educational Provision

ownership of the Council or the developer) to ensure that it is suitable for a new school. The decision regarding the need for a new school will be based upon an assessment of all the relevant information and on pre-planning application discussions with the Local Education Authority and representatives of other Gwynedd Council services. The additional financial contributions expected in these cases will be based on the Council and/or District Valuer's valuation.

36. It is important to consider a site for providing a new school at an early stage in the development process. If such a need has been proven, it is possible to ensure that a residential development can not commence until this issue has been resolved. It must be ensured that the site and location of any new school is acceptable and complies with relevant planning considerations.
37. If a new school is necessary in order to meet current local need (e.g. when schools are already above their capacity) together with the need arising from a new residential development, the cost of purchasing or preparing the site will be proportionally shared between the developer and the Council. In these circumstances the sum of the contributions will be based on the capacity of the new school, with the developer providing the cost for the pupils arising from the new development and the Council providing the costs required to meet the needs of current local pupils.
38. In some cases, especially as a result of large-scale residential developments, it is possible that there will not be any scope to extend the local school or to provide additional facilities there. Having used the specific formulas identified in this Supplementary Planning Guidance (as indicated in Appendix 3) as the basis for calculating such contributions, the exact sum in these cases will be subject to negotiation between the developer and the Local Education Authority.

***Calculating the sum of the contribution***

39. Having considered all the relevant aspects, the following formula is used to establish the sum of the contribution required from developers for educational provision. This calculation should be repeated for each type of educational establishment i.e. primary school, secondary school (years 7-11) and secondary school (years 12 and 13), where the need for a contribution has been proven. These figures should be added together in order to establish the amount of the final contribution.

<p><b><u>Developers' contribution to each individual educational establishment =</u></b> (The number of pupils eligible for contribution x cost multiplier) + any additional costs</p>
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40. Having calculated the sum of the contribution, consideration will be given to any financial funding the specific educational establishment receives from other sources (prior to the planning application being submitted) e.g. following a financial bid by the Local Education Authority. This amount will be deducted from the expected contribution that is identified by using the above formula.

### **Considerations regarding planning applications**

41. Any outline planning application should provide information regarding the number of proposed residential units to be developed, together with their location on the site. With regards to assessing the effect on local schools, it is also vital to receive information regarding the number of bedrooms apparent in each residential unit. The associated legal agreement will indicate the level of the financial contribution that is required towards local educational establishments.
42. An educational contribution cannot be requested in respect of planning applications for 'reserved matters' if the associated outline permission does not have an appropriate legal agreement attached to it.
43. An educational contribution will be necessary in respect of applications to renew planning permission if a relevant need has been proven at the time the application to renew the permission is submitted.

### **Important considerations**

44. It will be necessary to assess the need for an educational contribution for each planning application proposing a development of 5 residential units or more unless the application makes minor amendments only to a previous planning permission. However, if these amendments mean changing the number, size and/or type of residential units, then the application should be reassessed on the basis of these changes.
45. Developers will not be able to avoid providing an educational contribution by subdividing a site that can accommodate 5 residential units or more to smaller plots or by submitting a number of smaller planning applications so that they do not reach the defined threshold. The Local Planning Authority can request an educational contribution in respect of a development which is below this threshold if it is possible, based on the capacity of the site, to erect more residential units on a site than the number proposed (and that this would also mean developing 5 or more residential units).
46. The timing as to when the financial contribution is provided should be based on discussions between the developer and the Local Education Authority. The contribution should usually be provided at the commencement of the building work (with the developer giving a month's notice to the Council of the intention to commence the work) or on an earlier date that is agreed upon between the developer and the Council. This is important bearing in mind the time required to design, plan and build the additional provision needed in the local school(s). There should be no delay between completing the residential development and completing the associated development(s) in the local school or schools.
47. With regards to large-scale residential developments, the financial contribution can be provided in stages as this need is proven. The exact details of the timetable for providing these contributions will have to be agreed with the Local Education Authority.
48. If the developer does not agree to provide a suitable educational contribution, the application can either be refused or approved subject to a condition indicating that the development cannot begin until a suitable contribution is received.

### **Monitoring**

49. It is imperative that an effective monitoring system is in place in order to ensure that developers who sign a legal agreement are completely aware of how and when their money is spent. The Local Education Authority must use these contributions specifically to meet the educational needs of pupils arising from the relevant new residential development. In this regard the contribution must be used in the school or schools that are directly affected by the development i.e. the school(s) serving the catchment area where the development will be located.
50. The Local Education Authority must use the developers' contribution within 5 years of receiving it. If the money is not utilised or committed to a specific project within this period, it will be returned to the developer. Therefore the monitoring system will ensure that contributions are used in the correct manner and for specifically designated projects.
51. Specific details of the monitoring process are given in paragraphs 34-37 of the Supplementary Planning Guidance dealing with 'Planning Obligations' (Gwynedd Council).

### **Contacting the Council**

52. Consultation with Gwynedd Council's Education Department and Planning Service will be vital before submitting any formal planning application for a residential development of 5 units or more, in order to assess its likely effect on the local schools. Such discussion with the Education Department will be a means of establishing the exact situation within the local schools as regards to their capacity and the number of pupils that attend them. Such discussions can highlight the main points that need to be considered in respect of the application and can also propose ways of overcoming some of the problems that could arise.
53. The Council operates a development control service (planning) from three Area Offices and these offices can be contacted via the website, by telephone, letter or by visiting the office. When submitting a planning application, it must be emphasised that all the necessary information must be presented or the application could be refused due to lack of information.
54. The relevant information regarding how to contact Gwynedd Council's Education Department, the development control offices as well as the Policy and Performance Unit can be found in Appendix 4.

## **APPENDIX 1**

### POLICY CH37 - EDUCATION, HEALTH AND COMMUNITY SERVICES

Development proposals for new educational, health or community facilities or extensions to existing facilities will be permitted provided that all the following criteria can be met:

1. the development will be located within a development boundary or will make use of:
  - a. a suitable existing building outside a development boundary or
  - b. a previously used site close to a development boundary
2. the site is easily accessible for different modes of transport, which means that people using the facilities and the staff can reach the site without having to rely on private cars;
3. the development is acceptable in terms of parking, traffic and road safety;
4. the design of a new school offers an opportunity for sharing the facilities with the local community;
5. the development will not undermine the attractiveness, viability and vitality of an identified town centre.

When a new residential development is permitted which means that the educational needs of the children living in the new dwellings cannot be met at the existing school, or that the development is not adequately supported by other community services, planning conditions or a planning obligation will be used in order to ensure that the developer provides, or contributes towards, the necessary facility to meet those needs.

The site shown on the Proposals Map for Bangor is safeguarded for the provision of an emergency services centre.

- 5.5.2 Explanation - This policy refers to facilities such as schools, hospitals, medical and dental surgeries, nurseries, village halls etc. The Local Planning Authority aims to ensure the best possible provision of education, health and community services close to homes and workplaces. This will reduce the need for travel and ensure that those individuals who do not own a car can use the facilities with ease. In order to emphasise the social element of educational establishments, the dual use of school facilities outside of school hours will be supported. A number of schools in the Plan area are either full or overcrowded. Additional dwellings within the catchment area of these schools could lead to a need to extend their facilities or to provide a new school during the Plan's lifetime. The level of contribution and what will be required in order to ensure the provision of appropriate facilities will be the subject of negotiation and this will be secured by a legal agreement. The School Organisation Plan and the

Education Strategic Plan, which are statutory documents required by the Assembly Government, will be very relevant when considering specific requirements and appropriate contributions.

## APPENDIX 2

### Information regarding schools that serve the Gwynedd Planning Authority area (January 2010)

The two tables below indicate the situation in the schools that serve the Gwynedd Local Planning Authority area in January 2010. The information included in these tables will be updated annually. It is important to contact the Education Department early within the planning process in order to establish the relevant and latest figures for the 'local' schools.

*Note:* The symbol (\*) after a school's name indicates those schools that are located within the Gwynedd Local Planning Authority area but who also serve parts of the Snowdonia National Park Authority area. The symbol (\*\*) indicate those schools that are located within the Snowdonia National Park Authority area but who also serve parts of the Gwynedd Local Planning Authority area.

#### Primary schools

School Name	Age Range	Number on Roll in January <sup>1</sup>	Capacity	Surplus capacity	Over capacity	Admission number <sup>2</sup>	Number of Full Time Equivalent nursery places available <sup>3</sup>	Number of nursery pupils on roll <sup>4</sup>	Number of places available in temporary accommodation <sup>5</sup>	Surplus %	Over subscribed %
Gwaun Gynfi*, Deiniolen	3 - 11	121	148	27	0	21	18	28	0	18.24	0.00
Nefyn	3 - 11	116	211	95	0	30/30	30	18	0	45.02	0.00
Llanrug	3 - 11	222	210	0	12	30	29	37	0	0.00	5.71
Abererch	3 - 11	48	94	46	0	13	8	11	0	48.94	0.00
Abersoch	3 - 8	22	48	26	0	12	5	2	0	54.17	0.00
Bethel	3 - 11	116	168	52	0	24	12	16	0	30.95	0.00
Bodfeurig, Sling	3 - 11	33	80	47	0	11	9	3	0	58.75	0.00
Borthygest	3 - 11	62	88	26	0	12	10	4	0	29.55	0.00
Bronyfoel*, Y Fron	3 - 11	30	48	18	0	6	4	4	0	37.50	0.00
Brynaerau, Pontllyfni	3 - 11	66	71	5	0	10	10	9	0	7.04	0.00

<sup>1</sup> Number on roll (NOR) should include any part-time pupils on a head count basis, but exclude all full-time and part-time pupils in a designated nursery class.

<sup>2</sup> An Admission number is a fixed minimum entry number derived from the school's capacity (September 2009). Two school's have two different admission numbers.

<sup>3</sup> Number of Full Time Equivalent nursery places which can be accommodated in the space available in a designated class. This should be recorded here and not in capacity.

<sup>4</sup> Number of nursery pupils on roll in a designated class should be recorded here and not in 'Numbers on Roll'

<sup>5</sup> Temporary accommodation is only accommodation which is expected to be used for less than 3 years. It should not be included in the capacity calculation.

Carmel	3 - 11	48	71	23	0	10	7	5	0	32.39	0.00
Y Gelli, Caernarfon	3 - 11	159	210	51	0	30	30	26	0	24.29	0.00
Penybryn*, Bethesda	7 - 11	117	180	63	0	45	0	0	0	35.00	0.00
Treferythyr, Cricieth	3 - 11	103	160	57	0	22	18	23	0	35.63	0.00
Cwm y Glo	3 - 11	68	63	0	5	9	9	8	0	0.00	7.94
Chwilog	3 - 11	42	67	25	0	9	7	8	0	37.31	0.00
Crud y Werin, Aberdaron	3 - 11	47	78	31	0	11	7	7	0	39.74	0.00
Dolbadarn*, Llanberis	3 - 11	154	202	48	0	28	41	14	0	23.76	0.00
Ederm	3 - 11	59	63	4	0	9	8	4	0	6.35	0.00
Felinwnda, Dinas	3 - 11	24	30	6	0	4	4	6	0	20.00	0.00
Bro Plenydd, Y Ffor	3 - 11	62	133	71	0	19	9	9	0	53.38	0.00
Garndolbenmaen*	3 - 11	47	76	29	0	10	5	7	0	38.16	0.00
Glanadda, Bangor	7 - 11	45	71	26	0	17	0	0	0	36.62	0.00
Groeslon	3 - 11	79	117	38	0	16	11	12	0	32.48	0.00
Llanaelhaearn	3 - 11	32	41	9	0	5	5	4	0	21.95	0.00
Llanbedrog	3 - 11	69	73	4	0	10	10	10	0	5.48	0.00
Llangybi	3 - 11	82	81	0	1	11	10	7	0	0.00	1.23
Llanllechid*	3 - 11	195	183	0	12	26	36	43	0	0.00	6.56
Llanllyfni*	3 - 11	60	110	50	0	15	13	19	0	45.45	0.00
Llidiardau, Rhoshirwaen	3 - 11	20	50	30	0	7	7	1	0	60.00	0.00
Morfa Nefyn	3 - 8	27	41	14	0	5	5	6	0	34.15	0.00
Baladeulyn**, Nantlle	3 - 11	25	55	30	0	7	5	5	0	54.55	0.00
Nebo*	3 - 11	30	55	25	0	7	5	6	0	45.45	0.00
Penisarwaen	3 - 11	47	64	17	0	9	9	7	0	26.56	0.00
Bro Lleu, Penygroes	3 - 11	148	138	0	10	19	18	18	0	0.00	7.25
Pentreuchaf	3 - 11	97	115	18	0	16	10	12	0	15.65	0.00
Rhiwlas	3 - 11	35	45	10	0	6	6	6	0	22.22	0.00
Rhosgadfan	3 - 11	41	78	37	0	11	8	6	0	47.44	0.00
Rhostryfan	3 - 11	58	69	11	0	9	5	14	0	15.94	0.00
Sarn Bach	3 - 11	39	70	31	0	6/15	4	4	0	44.29	0.00
Eifion Wyn, Porthmadog	3 - 11	179	210	31	0	30	29	27	0	14.76	0.00
Talysarn	3 - 11	64	96	32	0	13	9	13	0	33.33	0.00
Ysgol y Gorlan, Tremadog*	3 - 11	99	91	0	8	13	12	14	0	0.00	8.79



Trefor	3 - 11	32	50	18	0	7	7	8	0	36.00	0.00
Tudweiliog	3 - 11	38	53	15	0	7	4	4	0	28.30	0.00
Waunfawr*	3 - 11	119	144	25	0	20	17	11	0	17.36	0.00
Glancegin, Bangor	3 - 11	168	280	112	0	40	37	27	0	40.00	0.00
Babanod Coed Mawr, Bangor	3 - 7	41	91	50	0	30	13	17	0	54.95	0.00
Yr Hendre, Caernarfon	3 - 11	317	350	33	0	50	37	51	0	9.43	0.00
Bontnewydd	3 - 11	163	161	0	2	23	19	15	0	0.00	1.24
Y Garnedd, Bangor	3 - 11	269	350	81	0	50	20	50	0	23.14	0.00
Cymerau, Pwllheli	3 - 11	290	345	55	0	49	22	58	0	15.94	0.00
Abercaseg*, Bethesda	3 - 7	87	169	82	0	42	20	36	0	48.52	0.00
Y Felinheli	3 - 11	131	162	31	0	23	23	22	0	19.14	0.00
Bro Tegid**, Y Bala	3 - 11	104	84	0	20	12	11	0	0	0.00	23.81
Y Traeth*, Abermaw	3 - 11	167	198	31	0	28	28	30	0	15.66	0.00
Corris*	3 - 11	61	69	8	0	9	9	8	0	11.59	0.00
Bro Cynfal**, Llan Ffestiniog	3 - 11	52	69	17	0	9	7	6	0	24.64	0.00
Y Garreg*, Llanfrothen	3 - 11	18	49	31	0	7	7	4	0	63.27	0.00
Manod, Blaenau Ffestiniog	3 - 11	76	115	39	0	16	16	11	0	33.91	0.00
Cefn Coch*, Penrhyndeudraeth	3 - 11	147	243	96	0	34	23	20	0	39.51	0.00
Tanygrisiau*, Blaenau Ffestiniog	3 - 11	51	102	51	0	14	10	12	0	50.00	0.00
Penybryn, Tywyn*	3 - 11	201	321	120	0	45	0	0	0	37.38	0.00
Bro Tryweryn**, Frongoch	3 - 11	26	55	29	0	7	5	0	0	52.73	0.00
Friog*	3 - 11	36	54	18	0	7	4	2	0	33.33	0.00
Ffridd y Llyn*, Cefn-ddwysarn	3 - 11	45	65	20	0	9	6	0	0	30.77	0.00
Maenofferen, Blaenau Ffestiniog	3 - 11	156	193	37	0	27	25	24	0	19.17	0.00
Hirael, Bangor	3 - 11	183	207	24	0	29	22	22	0	11.59	0.00
Pont y Gôf, Botwnnog	3 - 11	86	112	26	0	16	10	13	0	23.21	0.00
Maesincla, Caernarfon	3 - 11	222	320	98	0	45	40	48	0	30.63	0.00
Y Faenol, Bangor	3 - 11	230	214	0	16	30	18	29	0	0.00	7.48

Foel Gron, Mynytho	3 - 11	33	55	22	0	7	5	3	0	40.00	0.00
Llandygai	3 - 11	150	157	7	0	22	19	23	0	4.46	0.00
Llandwrog	3 - 11	65	76	11	0	10	10	9	0	14.47	0.00
Llanystumdwy	3 - 11	50	47	0	3	6	6	5	0	0.00	6.38
Tregarth	3 - 11	122	172	50	0	24	9	18	0	29.07	0.00
Cae Top, Bangor	3 - 11	203	214	11	0	30	40	37	0	5.14	0.00
Santes Helen, Caernarfon	3 - 11	74	82	8	0	11	11	10	0	9.76	0.00
Ein Harglwyddes, Bangor	3 - 11	97	140	43	0	20	10	9	0	30.71	0.00
Beuno Sant, Y Bala	3 - 11	52	79	27	0	11	10	0	0	34.18	0.00

## Secondary schools

Note: Specific information that relates to years 7-11 and years 12 and 13 are shown separately within this table.

School Name	Age Range	Number on Roll in January <sup>6</sup>	Capacity	Surplus Capacity	Over capacity	Admission Number <sup>7</sup>	Admission number for 6th form <sup>8</sup>	Number of 6th Form Pupils on Roll	Number of places available in temporary accommodation <sup>9</sup>	Surplus %	Over subscribed %	Number of admission requests refused for academic year 2007/08
Dyffryn Ogwen*, Bethesda	11 - 18	390	551	161	0	96	36	57	0	29.22	0.00	390
Botwnnog	11 - 16	497	635	138	0	127	0	0	0	21.73	0.00	497
Brynrefail*, Llanrug	11 - 18	742	845	103	0	142	67	100	0	12.19	0.00	742
Dyffryn Nantlle*, Penygroes	11 - 18	500	663	163	0	115	45	62	0	24.59	0.00	500
Eifionydd*, Porthmadog	11 - 16	460	698	238	0	140	0	0	0	34.10	0.00	460
Y Gader**, Dolgellau	11 - 16	347	488	141	0	98	0	0	0	28.89	0.00	347
Y Moelwyn*, Blaenau Ffestiniog	11 - 16	416	667	251	0	133	0	0	0	37.63	0.00	416
Tywyn*	11 - 16	375	835	460	0	167	0	0	0	55.09	0.00	375
Y Berwyn**, Y Bala	11 - 18	378	730	352	0	125	52	57	0	48.22	0.00	378
Ardudwy**, Harlech	11 - 16	344	695	351	0	139	0	0	0	50.50	0.00	344
Friars*, Bangor	11 - 18	1,292	1,361	69	0	232	99	208	0	5.07	0.00	1,292
Tryfan*, Bangor	11 - 18	453	628	175	0	103	57	73	0	27.87	0.00	453

<sup>6</sup> Number on roll (NOR) should include any part-time pupils on a Full Time Equivalent basis.

<sup>7</sup> An Admission Number (AN) is a fixed minimum entry number and is derived from the school's capacity (September 2009). **Multiplying this figure by 5 provides an idea of the capacity of Years 7-11.**

<sup>8</sup> These figures derive from guidance and formulas that are apparent in the 'Measuring the Capacity of Schools in Wales' handbook by the Welsh Assembly Government. It notes the admission number for the school's sixth form. **This figure should therefore be doubled in order to calculate the capacity of the sixth form.**

<sup>9</sup> Temporary accommodation is only accommodation expected to be used for less than 3 years. It should not be included when calculating the capacity.

Syr Hugh Owen, Caernarfon	11 - 18	894	1,345	451	0	229	101	161	0	33.53	0.00	894
Glan y Môr, Pwllheli	11 - 16	518	682	164	0	136	0	0	0	24.05	0.00	518

Information for years 7-11

Information for years 12 and 13 (sixth form)

### APPENDIX 3

The process of assessing whether an educational contribution is necessary /  
The process of calculating the sum of the contribution

Type of educational establishment	Number of pupils arising from each 2+ bedroom house	Number of pupils arising from each 2+ flat	Cost multipliers (2008/09)
Primary School	0.40	0.11	£12,257
Secondary School: Years 7-11	0.29	0.08	£18,469
Secondary School: Years 12 and 13	0.02	0.006	£20,030

#### Stage 1.

Firstly, the number of additional pupils arising from the new residential development must be established (for each type of educational establishment).

**The number of pupils arising from a residential development** = [the number of pupils arising from each 2+ bedroom house x the number of proposed 2+ bedroom houses] + [the number of pupils arising from each 2+ bedroom flat x the number of proposed 2+ bedroom flats]

#### Stage 2.

If the number of pupils in the local educational establishment is less than its capacity when the planning application is submitted, the number of pupils above this threshold as a result of the new residential development must be calculated.

A contribution will only be applicable for the number of pupils above the capacity of the educational establishment as a result of the proposed development.

**The number of pupils eligible for contribution** = (The number of pupils attending the educational establishment + the number of pupils arising from the development) – the capacity of the educational establishment

This must be individually calculated for each type of educational establishment i.e. primary school, secondary school (years 7-11) and secondary school (years 12 and 13).

If the number of pupils in the local educational establishment is more than its capacity before the planning application is submitted, then all the pupils (that are

eligible to attend that particular educational establishment) arising from the residential development will be considered when calculating the final contribution.

### **Stage 3.**

Therefore:

**Developers' contribution to each individual educational establishment** = (The number of pupils eligible for contribution x Cost multiplier) + any additional costs

If a new residential development means that a new school is needed, then additional costs will have to be considered. This will reflect the cost of purchasing or preparing a suitable site for a new school (see paragraphs 35-37 of this Guidance).

### **Example:**

Development of 90 houses: 60 (3 bedrooms), 20 (2 bedrooms), 10 (1 bedroom)

Contribution is not required as regards to the 10 one-bedroom units.

Local primary school: Capacity = 236, Number of pupils = 225

Local secondary school (years 7-11): Capacity = 700, Number of pupils = 650

Local secondary school (years 12 and 13): Capacity = 170, Number of pupils = 165

#### **Number of pupils arising from the residential development:**

Primary school =  $(80 \times 0.40) = 32$

Secondary school (years 7-11) =  $(80 \times 0.29) = 23.2 = 23$

Secondary school (years 12 and 13) =  $(80 \times 0.02) = 1.6 = 2$

#### **Number of pupils eligible for contribution:**

Primary school =  $(225 + 32) - 236$   
=  $257 - 236$   
= **21**

Secondary school =  $(650 + 23) - 700$   
(Years 7-11) =  $673 - 700$   
=  $-27$   
= **0**

Secondary school =  $(165 + 2) - 170$   
(Years 12 and 13) =  $167 - 170$   
=  $-3$   
= **0**

**Level of contribution from developers** =  $21 \times \text{£}12,257$   
= **£257,397** (+ any additional costs)

## **APPENDIX 4**

### **Contact details**

#### **Education Department**

Senior Manager Resources Service  
Education Department  
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Caernarfon  
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LL55 1SH  
Tel: (01286) 679467  
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E-mail: [education@gwynedd.gov.uk](mailto:education@gwynedd.gov.uk)

#### **Development Control (Planning)**

##### ***Arfon Area***

Planning Service  
Regulatory Department (Planning, Transportation and Public Protection)  
Arfon Area Office  
Penrallt  
Caernarfon  
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E-mail: [Planning@gwynedd.gov.uk](mailto:Planning@gwynedd.gov.uk)

##### ***Dwyfor Area***

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Fax: (01758) 704053  
E-mail: [Planning@gwynedd.gov.uk](mailto:Planning@gwynedd.gov.uk)

##### ***Meirionnydd Area***

Planning Service  
Regulatory Department (Planning, Transportation and Public Protection)  
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**Planning Policy (Arfon, Dwyfor and Meirionnydd)**

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