Cheshire West & Chester Council

# Developer Contributions Guidance



## Education Practice Note

Cheshire West and Chester

# Contents

Contents ..... 1
1. Definitions ..... 2
2. Introduction ..... 3
3. Scope ..... 3
4. Sufficiency and operational surplus ..... 4
5. Calculating the school-place demand ..... 4
Initial child yield ..... 4
Existing provision ..... 5
6. Identifying projects ..... 6
Expansion of existing provision and temporary accommodation ..... 6
New schools and site requirements ..... 7
Land allocations ..... 7
Accessibility and transport ..... 8
7. Calculating contributions ..... 8
Expansion projects ..... 8
New schools ..... 9
Outline applications ..... 9
Changes during the planning application process ..... 10
8. Implementation and conditions ..... 10
9. Home-to-school travel assistance ..... 10
10. Indexation and time limits ..... 10
11. Review date ..... 10
12. References ..... 11
13. Appendices ..... 12
Appendix A: Worked Example of Initial Child Yield Calculation ..... 13
Appendix B: Cheshire West and Chester Council's School Planning Areas ..... 14
Appendix C: Education Site Suitability Checklist ..... 18

# 1. Definitions

| | |
|---|---|
| “Council” | Cheshire West and Chester Borough Council acting in its capacity as the local authority responsible for securing sufficient school places. |
| “Developer” | The applicant, landowner, promoter or developer responsible for bringing forward a development. |
| “Education Assessment” | The assessment undertaken by the Council to determine the education impact of a proposed development. |
| “Planning Area” | The geographical area used by the Council for school place planning and education sufficiency purposes. |
| “Responsible Body” | The organisation responsible for the governance of a school and for approving proposals relating to the expansion, alteration or use of school land and buildings. Depending on the type of school, this may include the Local Authority, Academy Trust, Governing Body, Foundation, Diocesan Authority or other body with legal responsibility for the school and its estate. |

## 2. Introduction

Section 14 of the Education Act 1996 (as amended), provides that Cheshire West and Chester Borough Council, as the local authority, has a statutory responsibility to plan proactively to maintain a sufficient supply of suitable school places across all relevant education phases. The available schools must be sufficient in number, character, and equipment to provide all pupils with the opportunity of appropriate education.

Where new housing creates additional school-place demand, the Council will be required to mitigate the impact of the development. In line with the Department for Education's (DfE) guidance (*Securing Developer Contributions for Education*, August 2023), the Council will seek Developer contributions towards education infrastructure—including land, facilities, and capital funding—to mitigate the impact of new housing. Contributions will be secured through Section 106 Agreements. Section 106 of the Town and Country Planning Act 1990 (as amended) provides Local Planning Authorities (LPAs) with the power to contract with Developers to mitigate the impact of their development through financial contributions and/or to place restrictions on the land subject to the planning application. To be lawful, planning obligations must satisfy the tests set out in Regulation 122 of the Community Infrastructure Levy (CIL) Regulations 2010 (as amended), whereby planning obligations must be necessary to make the development acceptable in planning terms, directly related to the proposed development, and fairly and reasonably related in scale and kind to the development.

In assessing the impact of a proposed development, the Council will consider whether additional school places resulting from the proposed development can be provided through temporary accommodation, expansion or reconfiguration of existing settings, or the establishment of new schools and settings, ensuring solutions are practical and educationally sound. Any approach must safeguard the quality of education for pupils and those expected to attend in the future.

Although not a statutory planning document, this guide sets out the Council's requirements and expectations for Developers regarding the assessment of the impact and mitigation of their proposed development on education infrastructure. The LPA will take the identified planning obligations into account when determining planning applications.

## 3. Scope

Any major residential development will be assessed by the Council and could generate a request for a contribution. Developer contributions towards the provision of additional places will be sought where demand for school places exceeds capacity and operational surplus.

The Council will not seek financial education contributions for the following:

- One-bed dwellings
- Homes restricted in perpetuity to persons over 55 years of age
- Student accommodation
- Specialist accommodation, for example residential accommodation where care or supervision is provided to occupants, such as care homes, nursing homes, or residential institutions
- Sites specifically set aside for transient Gypsy and/or Traveller communities

The Council considers the following education settings/phases:

- Early Years (0-4 years of age)
- Primary (5-11 years of age)
- Secondary (12-16 years of age)
- Post-16 (17-19 years of age) – where this currently or will form part of a school
- Special Education Needs and Disabilities (SEND)

## 4. Sufficiency and operational surplus

Contributions will be sought where an assessment identifies insufficient local school capacity, taking account of planned admission numbers, pupils on roll and the operational surplus required to support the effective operation of the education system.

The Council applies an operational surplus in line with DfE guidance and local sufficiency planning principles. This recognises the need to accommodate parental preference, in-year admissions and year-group organisation. As this surplus is required to maintain the efficient operation of schools, it is not treated as available capacity when assessing the impact of new development.

Contributions towards additional school places will only be sought where a justified need has been identified. In some cases, contributions may be used to deliver education infrastructure in advance of a projected shortfall where evidence demonstrates that additional capacity will be required to accommodate demand arising from planned housing growth.

## 5. Calculating the school-place demand

### Initial child yield

Child yield is the estimated number of children likely to arise from a housing development. The Council uses child yield calculations as a forecasting tool, based on the number of dwellings (with two or more bedrooms), to assess expected demand for pre-school, primary, secondary, post-16, and SEND education. For reference, the table below includes current yields, but it is important to note that these are subject to change on receipt of new data.

*Table 1: Child Yields by Age Range*

| **Age range** | **Child yield** |
|---|---|
| Pre-school (age 0-4) | 0.080 |
| Primary (age 5-11) | 0.220 |
| Secondary (age 12-16) | 0.183 |
| Sixth Form (age 17-19) | 0.080 |

SEND demand from new housing is calculated by applying the local prevalence of Education, Health and Care Plans (EHCPs) to the total pupil yield generated by the development. This reflects the contribution new development makes to overall demand, acknowledging that SEND need also arises from wider demographic and diagnostic factors.

The Council uses the most up-to-date published data from the DfE to identify the local prevalence of EHCPs.

To avoid double-counting, SEND places are deducted from mainstream yield. SEND children generated will be assumed to be of the age of the highest yield (for example this usually results in a primary child first, then secondary).

A worked example of the initial child yield calculation can be found in Appendix A.

## Existing provision

### *Mainstream provision*

Once the initial pupil yield has been calculated, the Council will assess whether additional places will be required or whether sufficient places are available.

For mainstream education, the Council defines school Planning Areas to reflect realistic patterns of pupil movement and admissions. These areas group schools that serve the same communities and allow forecasting of demand based on local birth rates, housing growth, and parental preference. Planning Areas provide a practical framework for assessing capacity, identifying pressure points, and determining where Developer contributions should be directed. Schools that are outside of a reasonable distance (two miles for primary and three miles for secondary) will be discounted for the Education Assessment. A breakdown of the Council's Planning Areas can be found in Appendix B.

In undertaking this assessment, the Council will consider not only the impact of the proposed development in isolation, but also the cumulative impact of approved developments, planning applications currently under consideration, and developments subject to an undetermined appeal within the relevant area. Such assessments are based on the school place position and development pipeline existing at the date the education assessment is undertaken. This ensures that the full effect of housing growth on education infrastructure is properly understood and that mitigation is secured in a proportionate and coordinated manner.

Where education infrastructure has already been delivered in anticipation of housing growth and there is a clear functional relationship between the development and that infrastructure, the Council may seek a proportionate contribution towards that provision where evidence demonstrates that the development will utilise capacity created by the project.

### *SEND provision*

In west Cheshire, education provision for pupils with SEND is provided through mainstream settings, inclusion bases, satellite provisions and dedicated SEND schools.

Unlike mainstream schools, SEND provision does not operate within Planning Areas because pupils attend settings based on their individual needs rather than proximity to home. These needs often require facilities that are not available in every locality, and pupils may travel across the borough to access appropriate provision.

For this reason, SEND planning is undertaken at a borough-wide level. When calculating Developer contributions, the Council applies a proportional SEND yield based on local EHCP prevalence. This ensures contributions reflect the additional demand for places generated by new housing, even though these places are not tied to a specific Planning Area.

SEND provision within the borough is currently operating at full capacity. This reflects rising demand for places and the limited availability of suitable facilities. When new housing developments generate additional SEND demand, the Council must secure Developer contributions to help fund

additional provision. Without these measures, the ability to meet statutory obligations and provide appropriate education for pupils with SEND would be compromised.

## 6. Identifying projects

Planning for education provision is complex and requires flexibility to ensure that school places are delivered at the right time and in the most appropriate locations. When securing contributions, the Council may allocate funding to any existing or new project that is directly related to the development. For mainstream provision, this will normally be within the pupil Planning Area in which the development is located. However, in certain circumstances, contributions may be directed towards provision within an adjacent Planning Area where evidence demonstrates that pupils arising from the development are reasonably expected to access provision within that area.

The Council has a statutory duty to secure sufficient state-funded school places, regardless of school type or governance arrangements. Where a new school is not required or planned, education contributions will be directed towards capital projects that provide additional capacity at suitable schools. Potential projects may involve maintained schools, academies, free schools or voluntary aided schools. The deliverability of any expansion proposal will depend on a range of factors, including agreement from the Responsible Body, site constraints, operational considerations, school performance and value for money considerations. Consequently, not all schools will be suitable or available for expansion.

In some cases, it may not be practical or appropriate to expand the nearest school due to site constraints, admission number implications, infrastructure limitations, or because expansion would result in a school becoming disproportionately large. Where additional land is required to deliver the necessary school places, Developers may be required to provide a suitable site or make an appropriate contribution towards land acquisition costs. Where the Council concludes that sufficient education capacity cannot be provided or secured to mitigate the impact of the development, it may recommend refusal of the application.

Where circumstances change following the identification of a project, the Council reserves the right to apply contributions to an alternative education project that is capable of providing the school places required to mitigate the impact of the development.

### Expansion of existing provision and temporary accommodation

Developer contributions may be used to support the delivery of additional school places through the expansion or adaptation of existing provision, including the reconfiguration of buildings, construction of extensions, or the provision or replacement of temporary accommodation. In line with DfE guidance on securing Developer contributions, such works will include the capital elements necessary to deliver functioning school places, including associated ICT infrastructure, furniture, fixtures and equipment.

In certain circumstances, there may be a requirement to secure additional education contributions in order for the Council to provide temporary accommodation for a bulge cohort or to meet the needs of pupils arising from development prior to the completion of school extension, refurbishment, remodelling, or opening of a new school. This is assessed on a site-by-site basis.

## New schools and site requirements

Where the pupil need created by a single development, or multiple developments within an area, cannot be appropriately accommodated by expansion of an existing school, the Council may require the establishment of a new school and associated ICT provision, loose furniture and equipment. Financial contributions towards the cost of the new school and the provision of land would be required. Appendix C education site suitability checklist outlines the Council's minimum requirements for new school sites.

The Council will require the number of pupils predicted from a development to be rounded up to the nearest viable/deliverable pupil number. For example, a development yielding 390 primary pupils would require a site for a two-form entry (420-place) school. It is not deliverable nor viable to establish a primary school for exactly 390 pupils due to curriculum, operational and school funding implications. The Council will seek to recover all costs proportionately from the Developer(s) whose developments generate the need for the new school.

## Land allocations

For land allocations for mainstream settings, the table below shows indicative minimum site sizes.

*Table 2: School Site Sizes*

| **School phase and total pupil number** | **Indicative gross school site area (m²)** |
|---|---|
| Primary School – 1 Form of Entry (210 places) | 11,220 |
| Primary School – 2 Form of Entry (420 places) | 20,040 |
| Primary School – 3 Form of Entry (630 places) | 28,860 |
| Secondary School – 4 Form of Entry (600 Y7-Y11 places) | 48,800 |
| Secondary School – 6 Form of Entry (900 Y7-Y11 places) | 67,700 |
| Secondary School – 6 Form of Entry plus Sixth Form (900 Y7-Y11 places and 250 Sixth Form places) | 83,450 |

The gross site areas in *Table 2* are derived from the DfE's non-statutory guidance (*Area Guidelines for Mainstream Schools Building Bulletin 103*, June 2014). The Council will apply the most up-to-date DfE recommended site areas in force at the time of the application. For school sizes not listed above, Developers should liaise with the Council.

Please note, the site sizes for mainstream schools do not allow for any pre-school provision or SEND facilities, such as inclusion bases. Where pre-school and/or SEND accommodation is required within a mainstream setting, it will be in addition to the site sizes shown above. The Council will identify this on a case-by-case basis.

For SEND schools, the size of the site will depend on the specified need of the pupils and likely numbers. The Developer will therefore need to engage with the Council for the specific circumstances to be assessed.

As per the Council's education site suitability checklist (Appendix C), school sites must be transferred as undivided sites, free of encumbrances.

### Accessibility and transport

The Developer will be required to demonstrate, to the satisfaction of the LPA and the Council's Highways service, that the proposed development provides safe, suitable and sustainable access to education provision for all pupils likely to arise from the proposed development. This must include consideration of whether schools are located within the relevant statutory walking distances defined by education legislation and guidance, together with the provision of safe, direct and appropriate routes.

This must be supported by a proportionate and evidence-based assessment which considers:

- the availability, directness and quality of walking and cycling routes to relevant schools
- public transport accessibility, including journey times, reliability and capacity
- road safety considerations, including traffic volumes, crossing points and interaction with the highway network
- any infrastructure improvements or mitigation measures required to ensure safe and convenient access for pupils.

Where deficiencies in accessibility or safety are identified, the Council will seek appropriate mitigation through:

- on-site design changes
- off-site highway or active travel improvements
- financial contributions secured through a formal agreement.

All of the required mitigations must be in place prior to occupation of the first dwelling.

The Council will seek to utilise available capacity within existing schools where this represents a sustainable and appropriate solution. However, the existence of capacity at a school will not, in itself, be sufficient where the applicant is unable to demonstrate safe, direct and suitable access to that provision, including where schools fall outside statutory walking distances or would require unsafe or indirect walking routes.

Where safe and sustainable access to existing or planned provision cannot be achieved, the Council may conclude that additional local education provision, including a new school where justified, is necessary to mitigate the impact of development. In such circumstances, on-site provision will be considered necessary to ensure that the development supports sustainable travel patterns, pupil safety, and the effective operation of the education system.

## 7. Calculating contributions

### Expansion projects

For expansion of existing settings, the Council uses a cost per pupil place which is multiplied by the final child yield to calculate the required contribution.

The Council apply the per pupil place costs from the DfE's most recent School Place Scorecard. For reference, the table below show the costs from the scorecard that was published in June 2026.

DfE's *Securing Developer Contributions*, August 2023 guidance recommends that pre-school costs are assumed the same as primary school costs. Similarly, Sixth Form places provided within secondary schools will cost broadly the same as a secondary school place.

SEND costs are calculated using a multiplier of four times the mainstream cost per pupil place, reflecting the higher capital costs typically associated with specialist provision, accessibility requirements and enhanced support facilities. The SEND cost per place is then derived by calculating the average of the adjusted primary and secondary costs.

*Table 3: Cost per Pupil Place*

| Phase | Temporary | Permanent |
|---|---|---|
| Pre-school | £9,935 | £21,014 |
| Primary | £9,935 | £21,014 |
| Secondary | £11,153 | £28,902 |
| Sixth Form | £11,153 | £28,902 |
| SEND | £42,176 | £99,832 |

## New schools

Where a new school is required, the Council will expect Developers to fully fund the total cost. As a result, the required financial contribution will be calculated on a site-specific basis. In most cases, the school site will be transferred to the Council for a nominal sum of £1, as consideration is required to form a legal contract of sale. The Developer will also be required to pay any required stamp duty, where applicable. The Council's Property team will be engaged to negotiate and prepare the transfer documentation. Developers are strongly advised to seek pre-application advice from the Council's Education service.

Where the need for a new school is generated from multiple developments, proportionate financial contributions from each Developer will be sought. The Council will determine which development should provide land for the school based on suitability, accessibility and deliverability, rather than on the proportion of pupil yield arising from any one site.

In line with DfE guidance, the Council may also require, where appropriate, additional land to be safeguarded to future-proof a new school site and allow for potential future expansion, with alternative uses restricted. The extent of any such safeguarding will be determined on a site-by-site basis.

It is expected that the Council may determine that the Developer will conduct the works and build the school(s). This approach will be subject to strict rules, detailed specifications and the provision of appropriate surety. Further details will be provided by the Council at the appropriate stage.

## Outline applications

For Outline applications, an estimated contribution will be provided at the Outline stage with the final contribution being calculated at the relevant Reserved Matters stage, where appropriate and where sufficient detail is available regarding the number of dwellings and housing mix to be delivered. This ensures that the contribution remains fairly and reasonably related in scale and kind to the final form of development.

Cost multipliers, child yield factors and the availability of existing places are fixed at the time of the Outline application, unless otherwise agreed by the Council.

Where a new school is required, contributions will not be calculated on a per pupil basis. Schools are delivered as fixed infrastructure based on standard forms of entry (typically reflecting class sizes of 30 pupils), and costs are therefore driven by whole-school delivery rather than incremental pupil yield. In such cases, contributions will be based on the cost of delivering the required infrastructure and will not be automatically subject to recalculation at Reserved Matters stage.

### Changes during the planning application process

Education assessments are based on the school place position and development pipeline known at the date of assessment. The Council reserves the right to reassess the impact of a development where there is a material change in circumstances or to the proposed development. Any reassessment will be undertaken using the methodology and evidence available at that time and may result in the required contribution increasing or decreasing.

## 8. Implementation and conditions

Schemes will be implemented and contributions spent within the conditions and timescales agreed in Section 106 agreements.

## 9. Home-to-school travel assistance

Please liaise directly with the Council.

## 10. Indexation and time limits

To ensure that financial contributions continue to reflect the actual cost of delivering infrastructure, they will be subject to indexation in accordance with the relevant Council policies and procedures to account for cost inflation.

Education contributions will normally be committed or spent towards their intended purpose within 10 years of receipt of the contributions in full (where paid in instalments), or such longer period as agreed by the Council. A longer period may be necessary for larger developments where this is required to facilitate the coordinated delivery of education infrastructure.

## 11. Review date

The most up-to-date yields, cost multipliers, recommended site sizes and data sources will be applied by the Council.

This guidance as a whole will be reviewed and updated as necessary.

# 12. References

**Community Infrastructure Levy Regulations.** (2010, as amended). *Community Infrastructure Levy Regulations 2010*. Available at: https://www.legislation.gov.uk/uksi/2010/948/contents/made

**Department for Education.** (2014). *Area guidelines for schools: BB103 and BB104*. Available at: https://www.gov.uk/government/publications/area-guidelines-and-net-capacity

**Department for Education.** (2023). *Securing developer contributions for education*. Available at: https://www.gov.uk/government/publications/securing-developer-contributions-for-education

**Department for Education.** (2025). *Local authority school places scorecards: Reporting year 2024*. Available at: https://explore-education-statistics.service.gov.uk/find-statistics/local-authority-school-places-scorecards/2024

**Department for Education.** (various) *Explore our statistics and data.* Available at: Explore our statistics and data - Explore education statistics - GOV.UK

**Education Act 1996, Section 14.** (1996). *Duty to secure sufficient school places*. Available at: https://www.legislation.gov.uk/ukpga/1996/56/section/14

# 13. Appendices

## Appendix A: Worked Example of Initial Child Yield Calculation

This example is based on a development of 100 dwellings containing two or more bedrooms.

The initial child yield is calculated by applying the relevant child yield factor to the number of eligible dwellings:

Pre-school: 100 dwellings x 0.080 = 8 pupils

Primary: 100 dwellings x 0.220 = 22 pupils

Secondary: 100 dwellings x 0.183 = 18 pupils

Sixth Form: 100 dwellings x 0.080 = 8 pupils

**Total child yield: 56 pupils**

The SEND child yield is calculated by applying the Council's current SEND prevalence rate to the total child yield. For this example it is 7.1% (please note that the Council will apply the most recent rate at the time of the Education Assessment):

SEND: 56 pupils x 7.1% = 4 pupils

The SEND pupils are then deducted from the initial child yield to avoid double counting. Please note, SEND pupils generated will be assumed to be of the age of the highest yield (for example this usually results in a primary child first, then secondary):

Pre-school: 8 pupils – 1 SEND pupil = 7 pupils

Primary: 22 pupils – 1 SEND pupil = 21 pupils

Secondary: 18 pupils – 1 SEND pupil = 17 pupils

Sixth Form: 8 pupils – 1 SEND pupil = 7 pupils

The total child yield is then produced:

Pre-school: 7 pupils

Primary: 21 pupils

Secondary: 17 pupils

Sixth Form: 7 pupils

SEND: 4 pupils

**Total child yield: 56 pupils**

## Appendix B: Cheshire West and Chester Council's School Planning Areas

This appendix provides a breakdown of the primary and secondary school planning areas.

*Table 4: Primary School Planning Areas*

| Planning area | School name (subject to change) |
|---|---|
| Barnton Primary | Antrobus St Mark's Church of England Primary School |
| Barnton Primary | Barnton Community Nursery and Primary School |
| Barnton Primary | Comberbach Primary School |
| Barnton Primary | Great Budworth Church of England Primary School |
| Barnton Primary | Little Leigh Primary School |
| Barnton Primary | Whitley Village School |
| Chester Central Primary | Chester Blue Coat Church of England Primary School |
| Chester Central Primary | Hoole Church of England Primary School |
| Chester Central Primary | Oldfield Primary School |
| Chester Central Primary | St Martin's Academy Chester |
| Chester Central Primary | St Werburgh's and St Columba's Catholic Primary School |
| Chester Central Primary | The Grosvenor Park Church of England Academy |
| Chester East Primary | Boughton Heath Academy |
| Chester East Primary | Cherry Grove Primary School |
| Chester East Primary | Huntington Community Primary School |
| Chester North Primary | Acresfield Academy |
| Chester North Primary | Mill View Primary School |
| Chester North Primary | Newton Primary School |
| Chester North Primary | Upton Heath Church of England Primary School |
| Chester North Primary | Upton Westlea Primary School |
| Chester Rural East Primary | Guilden Sutton Church of England Primary School |
| Chester Rural East Primary | Mickle Trafford Village School |
| Chester Rural North Primary | Saughall All Saints Church of England Primary School |
| Chester Rural North Primary | St Oswald's Church of England Primary School |
| Chester Rural South East Primary | Christleton Primary School |
| Chester Rural South East Primary | Saighton Church of England Primary School |
| Chester Rural South East Primary | Waverton Community Primary School |
| Chester Rural South Primary | Malpas Alport Endowed Primary School |
| Chester Rural South Primary | Tushingham-with-Grindley Church of England Primary School |
| Chester Rural West Primary | Clutton Church of England Primary School |
| Chester Rural West Primary | Farndon Primary School |
| Chester Rural West Primary | Shocklach Oviatt Church of England Primary School |
| Chester Rural West Primary | Tilston Parochial Church of England Primary School |
| Chester South Primary | Belgrave Primary School |
| Chester South Primary | Dodleston Church of England Primary School |
| Chester South Primary | Eccleston Church of England Primary School |
| Chester South Primary | Lache Primary School |
| Chester South Primary | Overleigh St Mary's Church of England Primary School |
| Chester South Primary | St Clare's Catholic Primary School |
| Chester West Primary | Dee Point Primary School |

| | |
|---|---|
| Chester West Primary | Highfield Community Primary School |
| Chester West Primary | J H Godwin Primary School |
| Chester West Primary | St Theresa's Catholic Primary School |
| Chester West Primary | The Arches Community Primary School |
| Ellesmere Port Town East Primary | Cambridge Road Community Primary and Nursery School |
| Ellesmere Port Town East Primary | St Bernard's Roman Catholic Primary and Nursery School |
| Ellesmere Port Town East Primary | The Acorns Primary and Nursery School |
| Ellesmere Port Town East Primary | The Oaks Community Primary School |
| Ellesmere Port Town East Primary | Westminster Community Primary School |
| Ellesmere Port Town East Primary | William Stockton Community Primary School |
| Ellesmere Port Town East Primary | Wolverham Primary and Nursery School |
| Ellesmere Port Town North Primary | Rivacre Valley Primary School |
| Ellesmere Port Town North Primary | Rossmore School |
| Ellesmere Port Town North Primary | St Mary of the Angels Catholic Primary School |
| Ellesmere Port Town South Primary | Brookside Primary School |
| Ellesmere Port Town South Primary | Ellesmere Port Christ Church Church of England Primary School |
| Ellesmere Port Town South Primary | Meadow Community Primary School |
| Ellesmere Port Town South Primary | Our Lady Star of the Sea Catholic Primary School |
| Ellesmere Port Town South Primary | St Saviour's Catholic Primary and Nursery School |
| Ellesmere Port Town South Primary | Whitby Heath Primary School |
| Ellesmere Port Town South Primary | Woodlands Primary School |
| Ellesmere Port West Primary | Capenhurst Church of England Primary School |
| Ellesmere Port West Primary | Childer Thornton Primary School |
| Ellesmere Port West Primary | Little Sutton Church of England Primary School |
| Ellesmere Port West Primary | Parklands Community Primary School |
| Ellesmere Port West Primary | Sutton Green Primary School |
| Frodsham Primary | Aston by Sutton Primary School |
| Frodsham Primary | Frodsham Church of England Primary School |
| Frodsham Primary | Frodsham Manor House Primary School |
| Frodsham Primary | Frodsham Primary Academy |
| Frodsham Primary | St Luke's Catholic Primary School |
| Hartford Primary | Charles Darwin Community Primary School |
| Hartford Primary | Hartford Manor Primary School and Nursery |
| Hartford Primary | Hartford Primary School |
| Hartford Primary | St Wilfrid's Catholic Primary School |
| Hartford Primary | Winnington Park Community Primary and Nursery School |
| Helsby Primary | Alvanley and Manley Village School |
| Helsby Primary | Elton Primary School |
| Helsby Primary | Helsby Hillside Primary School |
| Helsby Primary | Horn's Mill Primary School |
| Kinglsey Primary | Kingsley Community Primary School and Nursery |
| Kinglsey Primary | Kingsley St John's Church of England (VA) Primary School |
| Kinglsey Primary | Norley Church of England Primary School |
| Neston Primary | Bishop Wilson Church of England Primary School |
| Neston Primary | Neston Primary School |
| Neston Primary | Parkgate Primary School |

| | |
|---|---|
| Neston Primary | St Winefride's Catholic Primary School |
| Neston Primary | Willaston Church of England Primary School |
| Neston Primary | Woodfall Primary School |
| Northwich North East Primary | Lostock Gralam Church of England Primary School |
| Northwich North East Primary | Wincham Community Primary School |
| Northwich North West Primary | Cuddington Primary School |
| Northwich North West Primary | Sandiway Primary School |
| Northwich Town East Primary | Rudheath Primary Academy and Nursery |
| Northwich Town East Primary | Victoria Road Primary School |
| Northwich Town East Primary | Witton Church Walk Church of England Nursery and Primary School |
| Northwich Town South Primary | Davenham Church of England Primary School |
| Northwich Town South Primary | Kingsmead Primary School |
| Northwich Town South Primary | Leftwich Community Primary School |
| Northwich Town South Primary | Moulton School |
| Tarporley and Tattenhall Primary | Eaton Primary School |
| Tarporley and Tattenhall Primary | Huxley Church of England Primary School |
| Tarporley and Tattenhall Primary | Tarporley Church of England Primary School |
| Tarporley and Tattenhall Primary | Tattenhall Park Primary School |
| Tarvin Primary | Ashton Hayes Primary School |
| Tarvin Primary | Barrow Church of England Primary School |
| Tarvin Primary | Delamere Church of England Primary Academy |
| Tarvin Primary | Duddon St Peter's Church of England Primary School |
| Tarvin Primary | Kelsall Primary and Nursery School |
| Tarvin Primary | Tarvin Primary School |
| Weaverham Primary | Crowton Christ Church Church of England Primary School |
| Weaverham Primary | St Bede's Catholic Primary School, Weaverham |
| Weaverham Primary | The Weaverham Primary Academy |
| Weaverham Primary | Weaverham Forest Primary School |
| Wharton Primary | Wharton Church of England Primary School |
| Wharton Primary | Willow Wood Community Primary School |
| Winsford Rural West Primary | Byley Primary School |
| Winsford Rural West Primary | Lower Peover Church of England Primary School |
| Winsford Rural West Primary | Wimboldsley Community Primary School |
| Winsford Town Central Primary | Grange Community Nursery and Primary School |
| Winsford Town Central Primary | St Chad's Church of England Primary School |
| Winsford Town Central Primary | Winsford High Street Community Primary School |
| Winsford Town West Primary | Darnhall Primary School |
| Winsford Town West Primary | Over Hall Community School |
| Winsford Town West Primary | Over St John's Church of England Primary School |
| Winsford Town West Primary | St. Joseph's Catholic Primary School |
| Winsford Town West Primary | The Oak View Academy |
| Winsford Town West Primary | Whitegate Church of England Primary School |

*Table 5: Secondary School Planning Areas*

| Planning area | School name (subject to change) |
|---|---|
| Chester Rural South Secondary | Bishop Heber High School |
| Chester South East Secondary | Christleton High School |
| Chester South East Secondary | The Bishops' Blue Coat Church of England High School |
| Chester South Secondary | Chester International School |
| Chester South Secondary | Queen's Park High School |
| Chester South Secondary | The Catholic High School, Chester |
| Chester North West Secondary | Blacon High School, a Specialist Sports College |
| Chester North West Secondary | Upton-by-Chester High School |
| Ellesmere Port Town Secondary | Ellesmere Port Church of England College |
| Ellesmere Port Town Secondary | Ellesmere Port Catholic High School, a Voluntary Academy |
| Ellesmere Port Town Secondary | The Whitby High School |
| Helsby Secondary | Helsby High School |
| Neston Secondary | Neston High School |
| Northwich Secondary | Hartford Church of England High School |
| Northwich Secondary | St Nicholas Catholic High School |
| Northwich Secondary | The County High School, Leftwich |
| Northwich Secondary | The Rudheath Senior Academy |
| Tarporley and Tattenhall Secondary | Tarporley High School and Sixth Form College |
| Weaverham Secondary | Weaverham High School |
| Winsford Town Central Secondary | The Winsford Academy |

## Appendix C: Education Site Suitability Checklist

Below is the Council's new school site specification which outlines the minimum requirements.

**Education Site Suitability Checklist (for completion by developer)**

| | |
|---|---|
| Site Name and Address: | |
| Postcode: | |
| Site Area (hectares): | |
| Proposed school size and type: | |

Please tick one column for each criterion. Supporting evidence must be provided for each answer as part of a Land Compliance Study. Please use the final column to signpost your evidence and any accompanying studies.

| CRITERIA | Compliant | Compliant at Handover | Non-Compliant | Evidence (y/n) |
|---|---|---|---|---|
| **Baseline Site Characteristics critical prior to land transfer** (i.e. must be met) | | | | |
| Early access to the site for Council Officers and their agents to ensure site is fit for purpose, to undertake surveys and inspections prior to construction. Site to be clearly set out with tamper-proof markers | | | | |
| Vacant possession on transfer | | | | |
| The site is to be transferred free from any constraints that would prevent construction progressing or the occupation/ operation of the new school | | | | |

| CRITERIA | Compliant | Compliant at Handover | Non-Compliant | Evidence (y/n) |
|---|---|---|---|---|
| Insurances through collateral warranties to be provided to the Council with redress from the provider in the event of error or inaccuracy | | | | |
| Utilities | | | | |
| Utilities are provided to the site boundary including gas (if required), water, electricity, and telecoms. Load, speeds etc. to be agreed with council officers. Utility connections are to be provided without the need for further costs for substation, pumps etc. If a substation is required, the proposed location and specification will be provided to the council for approval. | | | | |
| Provide connections for foul and surface water drainage. Discharge rates to be provided suitable for the type and size of school with appropriate capacity confirmed (with the ability to extend the school form entry size) including any requirement for surface water storage. A connection will be available at the site boundary and will connect to an adoptable drainage system. The connection points for both foul and surface water drainage will be located to avoid the need to provide pumping infrastructure. Any attenuation to be provided off site unless agreed with the Council. | | | | |
| No open drainage or ditches along any boundary of the site. | | | | |
| Not crossed by or bounded by any powerlines. Any overhead or underground power cables and all infrastructure relating to them is outside the site's red-line boundary | | | | |
| Free of underground pipes, cables, underground utilities and any easements relating to the same. | | | | |

| CRITERIA | Compliant | Compliant at Handover | Non-Compliant | Evidence (y/n) |
|---|---|---|---|---|
| Existing and as built Topographical levels plans detailing drainage and services of the land, new footpath frontage and new road frontage in DWG CAD and PDF format | | | | |
| GPR surveys of all services, drains, ditches and Watercourses /anything underground | | | | |
| All Site investigation documents including contaminated land reports | | | | |
| Masterplan Considerations | | | | |
| *Note: The developer is to provide an indicative site layout to the Council to support the Masterplan Considerations listed below.* | | | | |
| Regular Shape (land for schools to be a uniformly shaped parcel of land with sufficient space for appropriate buildings, and capacity for playing fields and recreational facilities) | | | | |
| Sufficient width and length for size of an education facility in line with current Building Bulletins (with room to expand Form Entry size of the school as required) | | | | |
| Centrally located within the overall development or area the school will serve. Consideration to be given to phasing of the housing completions in relation to when the school site will be handed over for construction. | | | | |
| Accessible from suitable Highways (not a cul-de-sac) and with safe, direct, and segregated active travel (walking & cycling) routes. The route into the site must not be over a bridge or culvert. | | | | |
| Suitable construction access from public highway for the duration of the school's construction works | | | | |

| CRITERIA | Compliant | Compliant at Handover | Non-Compliant | Evidence (y/n) |
|---|---|---|---|---|
| A separate suitable vehicular access to service the playing field must be provided | | | | |
| Traffic calming or 20mph speed limits must be implemented on surrounding roads to the site | | | | |
| Well located in relation to other neighbourhood facilities and public realm | | | | |
| Not crossed by any public rights of way or access wayleaves or other utility service | | | | |
| Proximity to other school facilities in the area to be considered and agreed with Council Officers. | | | | |
| Not affected by potential sources of light pollution e.g. major roads, car parks or industry | | | | |
| Free of buildings and other surface structures | | | | |
| Free of physical landscape or topographical features or other things which might constrain its development and use for its intended purpose | | | | |
| Size and nature of school site suitable for delivering the necessary Biodiversity Net Gain habitats required by the Environment Act | | | | |
| Level with surrounding areas and with suitable points of level access (pedestrian and vehicular) | | | | |
| Site sufficiently distant from any land use that could cause public anxiety, such as: | | | | |
| • Any industrial properties and businesses. | | | | |

| CRITERIA | Compliant | Compliant at Handover | Non-Compliant | Evidence (y/n) |
|---|---|---|---|---|
| • Chemical or petro-chemical production or storage | | | | |
| • Hot food takeaway businesses | | | | |
| • Establishments storing or handling live viruses | | | | |
| • Facilities housing or treating people with a history of violence or a threat to children | | | | |
| • Incinerators | | | | |
| • Sites currently or previously used for land fill or rubbish disposal | | | | |
| • Aviation or high-speed transportation e.g., train lines, helipads or flight paths | | | | |
| • Major roads or traffic honeypots e.g., large retail outlets | | | | |
| • Prisons or facilities for persons with a history of offending | | | | |
| • Phone or radio masts and transmitters | | | | |
| • High voltage power lines | | | | |
| • Firing ranges, premises storing live ordnance / ammunition or UXB sites | | | | |
| • Land or buildings with a use emitting a strong odour, e.g. the cordon sanitaire of a sewage plant | | | | |

| CRITERIA | Compliant | Compliant at Handover | Non-Compliant | Evidence (y/n) |
|---|---|---|---|---|
| • Quarries or other major sources of dust | | | | |
| • Premises housing dangerous animals, birds, reptiles or insects | | | | |
| Ground Conditions | | | | |
| At least 30cm of clean topsoil, free from debris and/or other contaminants | | | | |
| Ground load bearing capacity suitable for the school type and size, avoiding any adverse ground and soil conditions including subsidence, heave and landslip | | | | |
| On sites where demolition has been completed, there should be no obstructions remaining in the ground up to a depth of 3.5m | | | | |
| Free from spoil and fly tipping | | | | |
| Free from foundations, fuel tanks and other buried structures | | | | |
| Free of soil and water table contamination | | | | |
| Free of pollution, contamination, and other Public Health risk factors | | | | |
| Outside any current or proposed maximum 55db LAeq (30min) noise source or contour and not affected by any existing or planned noise generation from adjoining land that would require attenuation measures in the new school design | | | | |
| Free of physical landscape or topographical features or other things which might constrain its development and use for its intended purpose | | | | |

| CRITERIA | Compliant | Compliant at Handover | Non-Compliant | Evidence (y/n) |
|---|---|---|---|---|
| Free from radon or potential sources thereof | | | | |
| Free from filled spaces including mineral workings and land fill | | | | |
| Free from invasive plants such as Japanese Knotweed | | | | |
| Air quality standards are met. Consistent low level of fumes and other air borne pollutants likely to adversely impact upon the health and wellbeing of all users | | | | |
| Free from encumbrances that may need to be removed | | | | |
| Free of void spaces including wells, sumps and pits | | | | |
| Not affected by ground gasses and vapours | | | | |
| Free of items or structures of archaeological interest | | | | |
| **Site Characteristics to be resolved in collaboration with Council Officers prior to transfer** (where the issue remains unresolved prior to transfer, it will be subject to abnormal costs in relation to the construction of the school and additional contribution will be negotiated) | | | | |
| No trees on or abutting the site with reference to TPOs, ancient woodland or trees located such that they compromise efficient layout | | | | |
| Broadly level ground with a gradient across the site of between 1:60 and 1:100 | | | | |
| Standard trench fill/strip foundations can be used | | | | |

| CRITERIA | Compliant | Compliant at Handover | Non-Compliant | Evidence (y/n) |
|---|---|---|---|---|
| Free from existing protected species or habitats of special interest, e.g. bats, dormice, newts etc (any appropriate mitigation measures to be wholly completed by the transferor prior to transfer of the land) | | | | |
| Free of ponds, ditches, or water courses | | | | |
| Does not require specialist acoustic fencing at any point along the boundary of the site | | | | |
| Not part of a conservation area or subject to any special planning authority restrictions | | | | |
| No covenants are in place in relation to the land | | | | |
| No special arrangements or restrictions on the land have been negotiated formally or informally with neighbouring parties | | | | |
| Free draining across the whole site and not liable for flooding or record of previous flooding. Site to be located in Flood Zone 1. The site should not be at risk of flooding from any local water sources or storage. | | | | |

If you have answered 'Compliant at Handover' in relation to any criteria, please give details of how and when the criteria will be met below or on a separate sheet.

| Please give details of any current or proposed adjoining land use that may disrupt the normal functioning of a school or early years & childcare facility, detract from learning or place anyone associated with the establishment at risk. |
|---|
| |

| Please give any other details you know about, that may make this land unsuitable for a school or early years & childcare facility or may add to the cost of building or establishing one on the site. |
|---|
| |

## DECLARATION

| I confirm that the information I have given represents full disclosure of the facts and I have taken all necessary steps to ensure it is accurate beyond reasonable doubt. Should any information become evident in the future, which may have altered the response I have given, I will bring these facts to Cheshire West and Chester Council's attention immediately. | |
|---|---|
| SIGNED: | Print Name: |
| ON BEHALF OF: | |
| DATE: | |

## Supporting Information

The developer is required to attach to the completed checklist a set of survey information listed below that have a transferable warranty that Cheshire West and Chester Council or our contractors can rely upon. The form of the warranty/letter of reliance is to be agreed with the Council before surveys are provided and the site is transferred. It would be expected that the developer would already have much, if not all, of this information:

| | | *Document Reference & Title* | *Date & Revision Number* | *Warranty/ Letter of Reliance Provided*<br><br>*Yes / No* |
|---|---|---|---|---|
| 1. | Ordnance Survey map or drawing and historical documents on previous use. | | | |
| 2. | Topographical Survey of area. | | | |
| 3. | Proposed School Site Layout Plan | | | |
| 4. | Ground Conditions Study including local geology maps. | | | |
| 5. | Soil and Ground Water Contamination Study. | | | |
| 6. | Flood Risk Assessment including Environment Agency flood zone designation. | | | |
| 7. | Habitat, Arboriculture and Ecology Study including site walkover report. | | | |
| 8. | Planning Policy documents including relevant planning history. | | | |
| 9. | Noise Assessment against criteria in DfE Building Bulletin 93 or equivalent. | | | |
| 10. | Air Quality Assessment including reference to Air Quality Management Areas. | | | |

| | | | | |
|---|---|---|---|---|
| 11. | Partner organisation plans for area. | | | |
| 12. | Utilities to the site boundary including gas, water, electricity, foul and surface water discharge. Documentary evidence to be provided. | | | |
| 13. | CAD drawings (DWG as well as PDF format) to be provided prior to formal agreement to Section 106 Agreement to ensure site is fit for purpose. | | | |
| 14. | Report on Title | | | |
| 15. | Up to date utility searches and copies of any historic wayleaves on site. | | | |
| 16. | Drainage Strategy and evidence that all legal agreements are in place with drainage operator. | | | |
| 17. | Evidence of initial BREEAM credits targeted. | | | |
| 18. | Details of any demolition works completed and copies of completion documentation confirming the location and removal of any obstructions in the ground. The council may seek a warranty in relation to the removal of any obstructions in the ground. | | | |
| 19. | Evidence of any utilities or services diverted or disconnected. | | | |
| 20. | Summary of outline planning conditions discharged prior to transfer. | | | |
| 21. | Summary of discharge of obligations relating to highways and adoption works. | | | |

## Accessing Cheshire West and Chester Council information and services

Council information is also available in audio, Braille, large print or other formats. If you would like information in another format or language, including British Sign Language, please email us at: **equalities@cheshirewestandchester.gov.uk**

---

You can also telephone: **0300 123 8 123**
or textphone: **18001 0300 123 8 123**
website: **www.cheshirewestandchester.gov.uk**