

REPORT TO: PLANNING AND TRANSPORTATION COMMITTEE – 27 MAY 2003

REPORT ON: SCHOOLS PPP DRAFT SITE PLANNING BRIEFS

REPORT BY: DIRECTOR OF PLANNING AND TRANSPORTATION

REPORT NO: 320-2003

1 PURPOSE OF REPORT

- 1.1 To address the requirement of the Scottish Ministers, following guidance in their policy statement “Designing Places”, as part of the Public Private Partnership Process, that a site planning brief be prepared for each site.
- 1.2 To seek the approval of the Committee for the draft site planning briefs, each based on the attached generic brief, for nine primary school and two secondary school extensions and replacements etc and the authority of the Committee to consult with the various local communities on the various draft briefs.

2 RECOMMENDATIONS

- 2.1 It is recommended that the Committee:
 - a approve the attached generic draft site planning brief;
 - b approve the eleven draft individual site planning briefs for the purposes of consultation (copies of the individual briefs are placed in the respective lounges);
 - c remit the Director of Planning and Transportation to consult with local communities; and
 - d remit the Director of Planning and Transportation to report back on the results of the consultation exercise within a period of three months.

3 FINANCIAL IMPLICATIONS

- 3.1 There are no financial implications for the City Council at this stage.

4 LOCAL AGENDA 21 IMPLICATIONS

- 4.1 The draft briefs address the following key themes of “Dundee 21”:
 - a resources are used effectively;
 - b access to facilities, services, goods and people is not achieved at the expense of the local environment and are accessible to all;
 - c all sections of the community area empowered to participate in decision making;
 - d places, spaces and objects combine meaning and beauty with utility; and
 - e diversity and local attractions are valued and protected.

5 EQUAL OPPORTUNITIES IMPLICATIONS

- 5.1 The following Equal Opportunities themes have been addressed:
 - a opportunity to create a barrier free city;
 - b involving and consulting target groups;
 - c the needs of minority groups will be considered; and
 - d special measures will be taken to improve participation in community life.

6 BACKGROUND

- 6.1 The City Council has resolved to improve, extend or replace a number of schools by means of a Public Private Partnership (PPP).
- 6.2 The Scottish Ministers, following guidance in their guide "Designing Places" require that a site planning brief be prepared for each site.
- 6.3 The attached briefs provide guidelines for client and developer to follow in the design and development of these sites.
- 6.4 Nine draft briefs for primary schools are submitted for approval for consultation purposes. These include options for the location of the Brackens/Macalpine replacement and St Margaret's/St Columba's replacement. One option is for both replacement schools to be located at the present Macalpine site. The other option is for the Brackens/Macalpine relocation to be on the present Brackens site and the Macalpine site to accommodate the St Margaret's/St Columba's replacement.
- 6.5 It is essential that the terms of the draft briefs are the subject of consultation with the appropriate local communities. Committee will receive a report back outlining the response to the consultation exercise and any modifications to the brief that might be thought necessary as a result of the consultation exercise.
- 6.6 Each draft brief follows a generic model with particular guidance relative to individual sites.
- 6.7 Each proposal is likely to include an element of community facilities. The level of facilities on each site is yet to be determined. This will require special consideration to be given to access, parking and control.

7 CONSULTATIONS

- 7.1 The Chief Executive, Director of Finance, Director of Support Services, Director of Corporate Planning and Director of Education have been consulted and are in agreement with the contents of this report.

8 BACKGROUND PAPERS

- 8.1 There are no background papers relevant to this report.

Mike Galloway
Director of Planning & Transportation

Ian Mudie
Head of Planning

IGSM/DMacD/KM

12 May 2003

Dundee City Council
Tayside House
Dundee

SCHOOLS PPP – GENERIC SITE PLANNING BRIEFS (DRAFT)

Design requirements from a Planning and Transportation perspective on the basis that all schools will have both a community and education use.

1 Statutory Planning Position

- a the statutory framework for development decisions is the Angus and Dundee Structure Plan 2002 and the Dundee Local plan 1998 and 2003;
- b these documents provide the Council's position in relation to proposed developments;
- c all proposals require to be justified in terms of the provisions of these documents;
- d reference must also be made to the Council's Local Transport Plan, Urban Design Guide and the Dundee 21 Plan for Sustainability;
- e in addition, reference must be made to the appropriate advice and guidance from the Scottish Executive, in particular:
 - "Designing Places"; and
 - NPPG17 and addendum SPP17 – Maximum Parking Standards.

2 Pupil Safety

- a generally pupil safety is the responsibility of the Education Authority. The design of a school from inception provides the ideal opportunity to address the requirements, advice and guidance of the following publications:
 - "Safer Routes to School" – Scottish Executive;
 - "School Travel Strategies and Plans" - DETR; and
 - "Going My Way – what children and young people say about transport" – Save the Children.

Confirm availability electronically.

3 Pupil/Pedestrian Entry

- a the main pedestrian entrance must be convenient to walking routes, bus routes and bus waiting areas;
- b the main pedestrian public access must be at least 25m from the nearest road junction, the optimum distance should be 50m;
- c the position of the main school door must provide for the shortest route to the main pedestrian entrance;
- d the position of the pedestrian entrance must allow sufficient visibility for safe crossing to the bus stop, crossing patrol and safe route;
- e the area between the principal pedestrian entrance and the public access should be free of vehicles; and

- f measures should be taken to prevent parking on street in the area of the pupil entrance.

Confirm visibility distances for pupils, see (d).

4 Pupil/Drop Off

- a allowance must be made within the site of primary and nursery schools for dropping off and picking up pupils;
- b parents are expected to walk their child into the nursery schools for dropping off and picking up of pupils;
- c the location of a drop off and pick up point needs to be clear of the vehicular entrance, have adequate manoeuvring space and provide a clearly defined route for pupil's movements;
- d this arrangement should be located within the school grounds. A lay-by facility on the adjacent street is not recommended since it would be impossible to prevent it being used for resident's parking;
- e if on street provision is provided at any location then it should be located so as not to attract usage by nearby residents and laid out in a form that clearly distinguishes it from resident's parking spaces. It should be in a form that would prevent nuisance to neighbours when cars are parked on street, either waiting for children or manoeuvring into or out of the space;
- f a full Transport Assessment is required for each site. This will provide an assessment of walking, cycling, public transport and car usage. The assessment will cover provision within the school and also Safe Routes to School; and
- g at an early stage in the design process a School Travel Plan must be prepared and approved, including a full crossing patrol assessment. This information will provide guidance as to the number of vehicles to be accommodated on site.

5 Community/School Circulation

- a the dual use of the buildings and site requires a number of pedestrian circulation and access issues to be addressed;
- b pupils and staff must have direct access from the pedestrian entrance or drop off point to both the school's central reception area and the playground;
- c pupils and staff should have direct access from their classrooms to the play area and to the school grounds which may include a garden;
- d nursery, infants and older children will have separate play areas;
- e the reception area will be the focus of circulation within the school and therefore should be the main feature of the approach to the building from the outside;
- f the community must have direct access to the reception area from whence access will be afforded to the various community facilities eg games hall, community rooms, changing rooms etc and thence to the playing fields; and
- g the Client Brief will identify the means whereby access to community facilities will be controlled.

6 Vehicular Entry

- a any vehicular entrance should be at least 20m from any pupil entrance, or any pedestrian entrance (see Appendix 1);
- b all vehicular entry should be by an entrance to be located between 20m – 90m from the nearest road junction. This will depend on the category of road, the existing volume of traffic and the anticipated increase or decrease. Precise guidance can only be informed by the Transport Assessment and the School Travel Plan;
- c all vehicles, including staff cars, parent's collection, service vehicles, school bus and community vehicles, entering the school grounds must leave by a separate vehicular exit;
- d this exit will be at least 20m from the vehicular entrance and 20m from any pedestrian access;
- e on safety grounds vehicles must not make turning manoeuvres within or adjacent to the school grounds. An arrangement should be devised to enable vehicles to enter and leave the site in a forward gear;
- f the Transport Assessment and the School Travel Plan referred to at 4(f) and 4(g) above will identify any essential road improvements required to bring adjacent streets to an appropriate standard to accommodate any anticipated increase in traffic; and
- g A cul-de-sac arrangement where vehicles are turned on street is not acceptable.

7 Cycle Parking

- a secure cycle parking should be provided at secondary schools;
- b some secure cycle parking should be provided at primary schools for older pupils, P5-7;
- c it is anticipated that there will be a requirement for some staff car parking. This should be located within the school grounds and provided on the basis of one space for every two members of staff;
- d secure cycle parking should be provided at primary and secondary schools for the community;

8 Staff Parking

- a in terms of the Council's Local Agenda 21 policies, staff should be encouraged to use public transport, walk, cycle or at least car share;
- b SPP17, the addendum to NPPG17 (National Planning Policy and Guidance) sets out maximum levels of car parking. Whilst schools are not listed specifically they can be considered on the same basis as further education establishments;
- c it is anticipated that there will be a requirement for some staff car parking. This should be located within the school grounds and provided on the basis of one space for every two members of staff;
- d no staff parking should occur on surrounding streets. Due to particular circumstances at each site, measures may require to be taken to prevent staff parking on adjacent streets;
- e entrances for staff/work vehicles should be separated from the main pupil entrance (see 2a above); and

- f provision should be made for four parking spaces at each primary school and eight at each secondary school exclusively for visitors. Such spaces should be clearly marked and reserved for this purpose

9 Parking for Community Facilities

- a It is likely that a range of community facilities, as yet to be determined, will be provided at individual schools;
- b in terms of the Council's Local Agenda 21 policies, the users of the community facilities should be encouraged to use public transport, walk, cycle or at least car share. The very nature of the facility means that the greater proportion of users will come from within walking distance;
- c the level of community parking will be determined on a school by school basis assessed on the nature, extent, likely capacity and usage of the community facility;
- d the users of the community facilities, whilst expected to walk or cycle to the facility, will share the staff car park for evening usage;
- e a dedicated area shall be set aside for parking for daytime community demand; and
- f evening community use is likely to carry the heaviest parking demand. Community parking will be dedicated, identified and enclosed;

10 Play Areas

- a the school playing field will have dual use, shared by the school and the community;
- b it is essential to design out potential neighbour nuisance as a result of after school use, in particular floodlights which may be used to illuminate pitches, noise from users of the pitches etc;
- c safe access to the playing field must be provided from the school building;
- d safe access to the playing field must be provided separately from the public entrance;
- e the location of the public entrance must conform to the guidelines set out at 3(b), 6(a), 6(b) and 6(d) above;
- f out of school hours access to the playing field must be achieved separately from the school, however, there must be a direct link between the playing field and the community facilities within the school eg games, hall, reception etc;
- g there should be a degree of natural supervision of the open space and car park;
- h Policy EDU1 of the Council's Urban Nature Conservation Subject Local Plan seeks to encourage school nature areas as both outdoor classrooms and as a means of attracting wildlife to the area;
- i Policy UBE2 of the Tayside Biodiversity Local Action plan seeks to encourage biodiversity enhancement within school grounds and playgrounds; and
- j NPPG11 seeks to prevent the loss of playing fields to development. SportScotland is satisfied that there will be satisfactory replacement of any play and pitch facilities lost to development.

11 Built Form

- a the building should be a focal point in the community;
- b the building's design should be a celebration of education, it should be inviting to pupils and other users;
- c each school should be built to an individual design reflecting the local character. A Design Statement will be submitted at an early stage in the design process;
- d the position of the building on the site should take advantage of street vistas, and longer views to make the building contribute to the street scene;
- e care should be taken to provide appropriate views into and out of the site;
- f the building should display bright, contemporary, stimulating architecture;
- g in terms of building height, infant and nursery departments must be on the ground floor;
- h the school reception area and all community facilities must be on the ground floor;
- i P4-7 need not be on the ground floor. Whilst this would be preferable educationally, it is acknowledged that internal travel distances would be extended;
- j Where a site is restricted, single storey may not be achieved throughout, therefore a two storey building would be acceptable;
- k A building of three storeys is not encouraged; but on a severely restricted site or where a three storey building is being extended then a building of this height would be acceptable;
- l In all cases the building height should respect the form of the surrounding buildings;
- m a minimum distance of 18m shall be provided between any windows in the proposed building and windows in adjacent residential properties;
- n in terms of the Council's Local Agenda 21 policies, the building should comply with the highest energy efficiency measures to reduce energy. It should be of a quality construction that will last with minimum maintenance. A Sustainability Statement shall be submitted justifying the choice of materials;
- o it must be clearly demonstrated how each design has taken account of the Council's relevant policies eg Conservation Areas, Ambassador Routes, Urban Wildlife, LA21, Local Travel Plan, Percent for Art etc; and
- p In terms of the Council's Percent for Art policy, where the cost of construction is in excess of £1m, 1% of the cost of construction must be devoted to the creation and installation of art. This must be achieved in consultation and co-operation with the school pupils and the community. Art need not be free-standing or applied but is encouraged to be an integral part of the structure and/or fabric. The landscape and enclosure can offer further opportunities. During the conceptual stage in the architectural design process, the early submission of a Public Art Plan, for approval by the Planning and Transportation Department, is extremely important for the successful inclusion of any Art project.

12 Landscape

- a existing landscape features should be retained and protected;
- b a tree and planting survey should be submitted at an early stage in the design process;

- c all existing trees and landscaping including canopy must be protected during construction to BS5837;
- d all trees and shrubs planting to be removed must be replaced with appropriate species on a 2 for 1 basis;
- e additional planting should be introduced at appropriate locations;
- f within the site, provision should be made for environmental education by the introduction of stimulating surroundings, wildflower meadows and water features. This could address the need for Sustainable Urban Drainage Systems (SUDS see below); and
- g a full landscaping plan shall be submitted with detailed designs.

13 Drainage

- a all subsoil drainage and watercourses must be identified and suitably renovated;
- b on no account will surface water be permitted into the foul system;
- c in terms of the Council's Local Agenda 21 policies, and SEPA guidance, all surface water run-off from roofs and hardstandings should comply with Sustainable Urban Drainage Systems (SUDS). Early meetings with the SUDS Group are recommended prior to commencement of designs;
- d Best Management Practices in the form of detention/retention ponds, incorporating suitable landscaping features in appropriate locations will be sought; and
- e where retention ponds is the selected solution appropriate enclosures and safety measures must be incorporated.

14 Supplementary Information

Additional information to be provided:

Briefing Stage:

Developer in association with Client and Planning & Transportation Department

- Transport Assessment
- School Travel Plan (including Safer Routes to School Plan)

Early/Pre-design Stage:

Developer/Consultant

- Design Statement
- Public Art Plan
- Tree survey/landscape assessment

Pre-submission stage

Developer/Consultant in association with specialist advisers

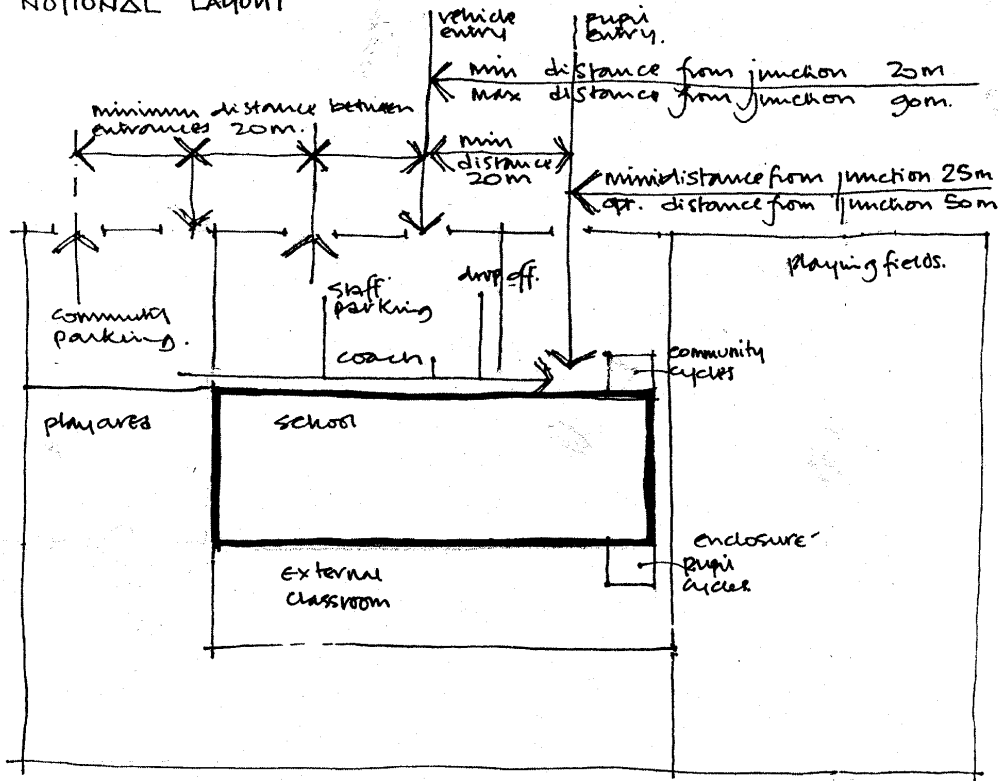
- Landscape Plan
- Sustainability Plan

- SUDS Plan

APPENDIX 1

SITE PLANNING BRIEF - SCHOOLS PPP - DRAFT.

NOTIONAL LAYOUT



NOTIONAL VEHICULAR CIRCULATION - DETAIL.

