

## **Key Design Criteria for Primary School Sites**

There are a number of factors that dictate the location, orientation, proportions and layout of a new 2FE primary school site within a housing development. The following will help inform the design of the housing development around the school; minimise abnormalities and ensure the school can be positioned and laid out to achieve an appropriate school site to deliver a sustainable educational establishment for the development.

The County Council will not accept a proposal which offers a school site with the poorest developable potential to the developer.

Once the preliminary location of the school is defined, based on early dialogue and the requirements set out below, OCC will review its suitability. This can be quickly established by dint of a 'proving' layout once appropriate information has been provided by the developer.

### **Information**

#### **Site Visits**

A site inspection must be arranged for relevant OCC representatives to visit the proposed new school site. The developer/developers agent is to be present to ensure there is no trespassing/damage and to identify a correct and safe route to and around the site.

#### **General Information**

Prior to the visit drawings are to be provided, initially, either in pdf format with a scale bar or as a DWG with the x refs bound into the drawing file.

As a minimum the following information will be provided:

- Masterplan – school site boundary clearly defined.
- Topographical. This information will be supplied showing levels and site features across the whole development with the proposed school site boundary clearly defined.
- Geo environmental desktop study

Further information may be required, depending on site location, such as but not limited to:

- Hydrological and flood risk assessment
- Noise survey. Existing and anticipated noise levels plan

- Location, details and status of all existing services and drainage runs across the site and within 1 kilometre of the site
- A summary of ecological / environmental statements which could have an effect upon development

## **Location**

- No part of a school site shall be located on:
  - Contaminated areas
  - Flood zones 2 or 3
  - Sloping ground
  - Existing service runs or new service runs
- No school site shall be located next to a Sewage Treatment Work or within the existing odour contours of that facility.
- No run off of surface water from adjoining land will be accepted.
- No high voltage overhead cables shall be located within 200m of any school site. This should be considered the distance standard for High Voltage Overhead Transmission Lines (HVOTL) of 132 kV, 275 kV and 400kV. For 66kV and 110 kV lines the distance could be reduced to 100m. No services other than those directly related to the school site are to be positioned on the school site.
- No 'final distribution' substation shall be located within 10m of any school site.
- No other substations shall be located closer than 200m to any school site.
- To avoid unnecessary abnormal costs and to achieve appropriate circulation the main area of the site should be level and playing fields should have a gradient no greater than 1:100 along the line of play and 1:50 across the line of play.
- Hedgerows/ditches across sites shall be avoided as they have the potential to compromise the economical layout of the school site, restrict supervision, restrict long term site flexibility etc. The site area may need to be increased to take account of restrictions and any ditches shall be infilled prior to site transfer.
- Where hedgerows are present, on boundaries, the boundary shall be located on the inside of that hedge to ensure a secure periphery to the site can be achieved.
- The school should be located on a quiet road at the centre of the housing development.
- Acoustics – the school and playing fields need to be situated in a quiet part of the development. As a rule of thumb the noise levels on unoccupied playing fields used for teaching sport should not exceed 50 dB LAeq,30min so this level is required at the boundary of the school site.

- If there is more than one primary school then they should be situated apart to ensure that each school sits within a clear catchment area. A special school could be situated abutting the primary school.
- Where the site boundary runs parallel to a hedge the developer will install the fence, on the inside of the hedge, ensuring that there is no potential for scaling the fence from adjacent trees etc
- School sites shall not be located such that the urban design concept suggests that the school building be located in the corner of a school site, close to the boundary as this would not be conducive to an economical layout or be able to be designed to meet access, educational, safeguarding and management requirements. See Site Layout section below.
- The positioning of housing (not flats) on two/three sides of the school is accepted but may require vehicular access between the houses to the school site.

### **Road Layout/School Access Points**

- A coach drop off/pick up layby will be required on the highway adjacent to the main entrance to the school.
- Roads should be designed to enable coaches to visit the school sites and park in the layby, with a continuous circular route out of the development.
- The roads around schools should be designed to ensure that there are no dead ends and the road layout should allow for circular routes. This is to avoid vehicles reversing in close proximity to children.
- The developer will be required to produce a travel plan framework which will include the provision of pupil drop off parking spaces for parents. The number required will need to be agreed with Highways based on the developers evidence based assessment of the schools requirements. Where a site is provided for say a 2FE school but initially only a 1FE school is to be built, the pupil drop requirements will be for the maximum sizes of the site i.e. say 2FE or 3FE. NB No parent drop-off will be permissible on any primary school site.
- A 2FE school site should have three (four for 3FE) vehicular/pedestrian entrances into the site. These are to have appropriate site lines and radii, to be a total of 10m wide (6m wide, with 2m wide footpaths either side). The access points are to be situated at either end of the school frontage (dependent on the proving layout) with a further one towards the rear of the site. This is to maximize routes into the school from the surrounding road network for pupils arriving at the school; guarantee access for future maintenance/expansion; ensure the long-term flexibility of the school/grounds and facilitate safeguarding/ site management.

## **Site Proportions/Layout for Primary Schools, on a Level Site.**

- In order to create a sustainable building and to control the environmental aspects of classrooms they will be orientated to face either north or south. Along with other requirements this has a direct impact on the proportions and layout of the school site.
- The school site is to be rectangular with its width being no less than 100m; however where the road frontage is to the north or south the width of the site shall be no less than 130m. Much is dependent on orientation and the road frontage location. The exact parameters of the school site will be dictated by a proving layout but examples of various permutations are shown in Figures 1, 2, 3 & 4 below.
- If the site is orientated west/east the length of the school road frontage (along one straight side of the site) shall be no less than 100m long facing west or east or 130m long facing north or south. See figures 1&2  
If the site is orientated north/south the school road frontage (along one straight side of the site) shall be no less than 130m long facing north/south or 100m long facing west/east.
- When the site isn't orientated along a north/south or west/east axis more careful consideration of the site dimension will be required. See Figure 4
- All site layouts are generated by the following specific requirements:
  - The main entrance should be close to parking facilities for disabled, visitor and staff parking. However the parking should not be positioned in front of the school building.
  - Vehicular access routes into the site are to be positioned either side of the main school frontage to facilitate access to the building for future maintenance/building work so to minimise disruption to the school and ensuring there are no safeguarding/management issues.
  - Offsite coach drop-off/pick-up facilities for up to 2 vehicles will be required adjacent to an entrance to the school.
  - The hall, extended schools facilities and kitchen shall be adjacent to the main entrance for evening use and occasional daytime use. The staff parking and service area also need to be at the front of the site and to the side of the school building adjacent to the kitchen.
  - The nursery will be at the front of the school site. This is to ensure that safeguarding is maintained during dropping off and picking up during school hours.
  - It is assumed the school will be part two storey given the site area restrictions and the need to use the site economically. Key Stage 1 pupils require direct access to the external space but Key Stage 2 pupils can be located on the first floor
  - Site configuration to allow for demographic bulges and temporary need for additional classroom accommodation.

- The SEN Specially Resourced Provision (SRP) will require access to a secure external space.
- An 8400m<sup>2</sup> playing field will be required for a 2FE site with the approximate dimensions of 110.5m by 76m as attached Appendix 1
- Safeguarding is an issue that needs to be taken seriously and the layout of the school frontage as set out above helps facilitate the school's ability to manage this issue for the lifetime of the school site.
- To facilitate safeguarding the site layout will need to support an open aspect to all external areas ensuring no corners or obstructions where pupils can be hidden from view.

### **Site information required:**

- Masterplan
- Topographical survey (CAD format) with all site features including flood zones (where relevant) and school sites boundaries clearly defined.
- Geo environmental desk top study
- Existing and anticipated noise levels plan
- Location, details and status of all existing services and drainage runs across the site and within 1 kilometre of the site
- Flood risk maps superimposed onto the masterplan to show clearly where there is flooding potential.
- Hydrological and flood risk assessment. - Flood risk assessments with plans showing the 1000 plus 40% climate change, 100 plus 40% climate change and 50year plus 40% climate change.
- Initial search information including evidence that claimed rights of way, easements, wayleaves and the like do not exist upon the proposed site.
- Surface water strategy when available
- Site investigations when available

**See figures 1 ,2 , 3 and 4 below**

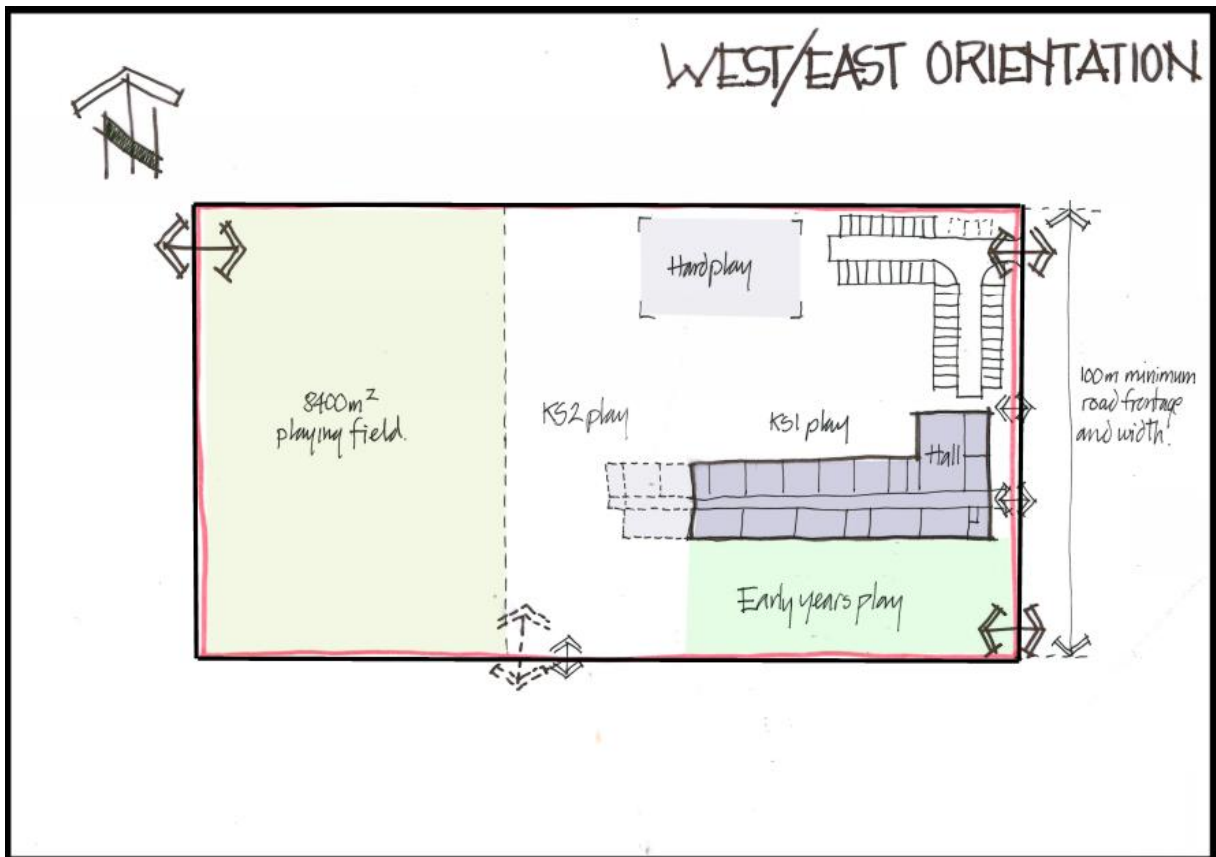


FIGURE 1

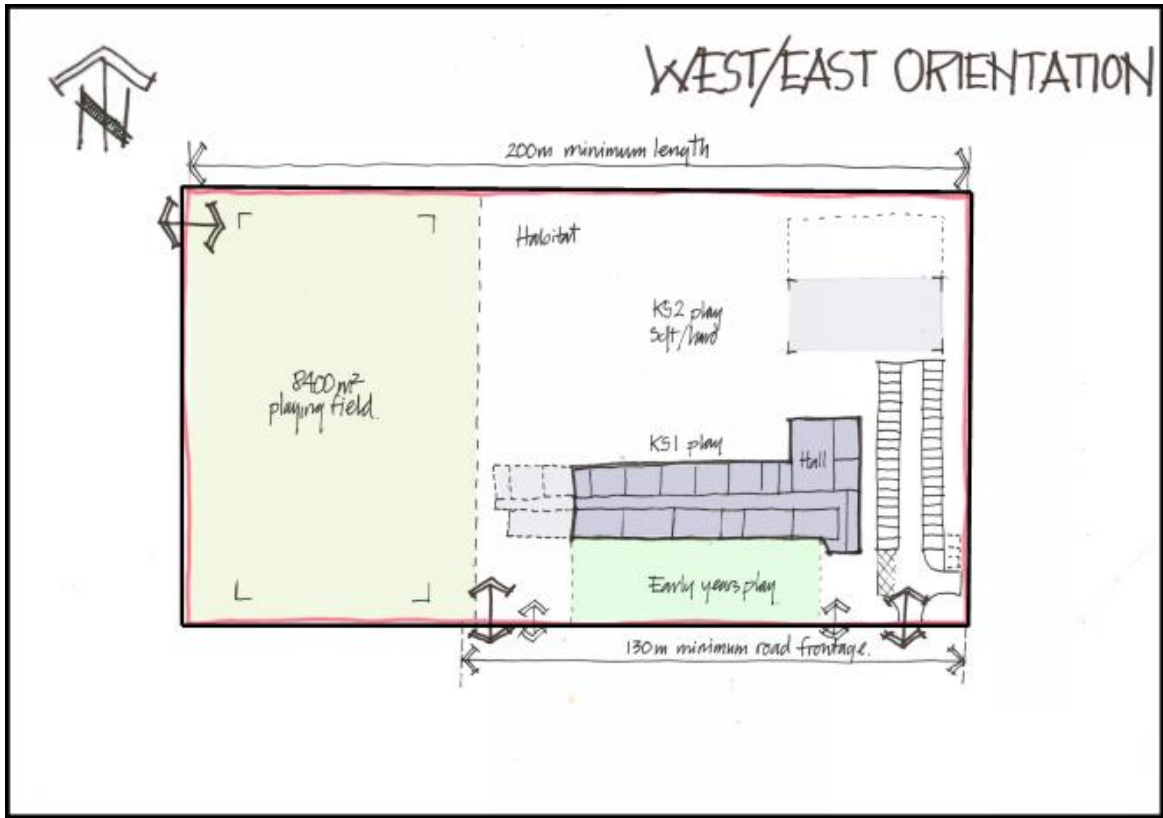


FIGURE 2

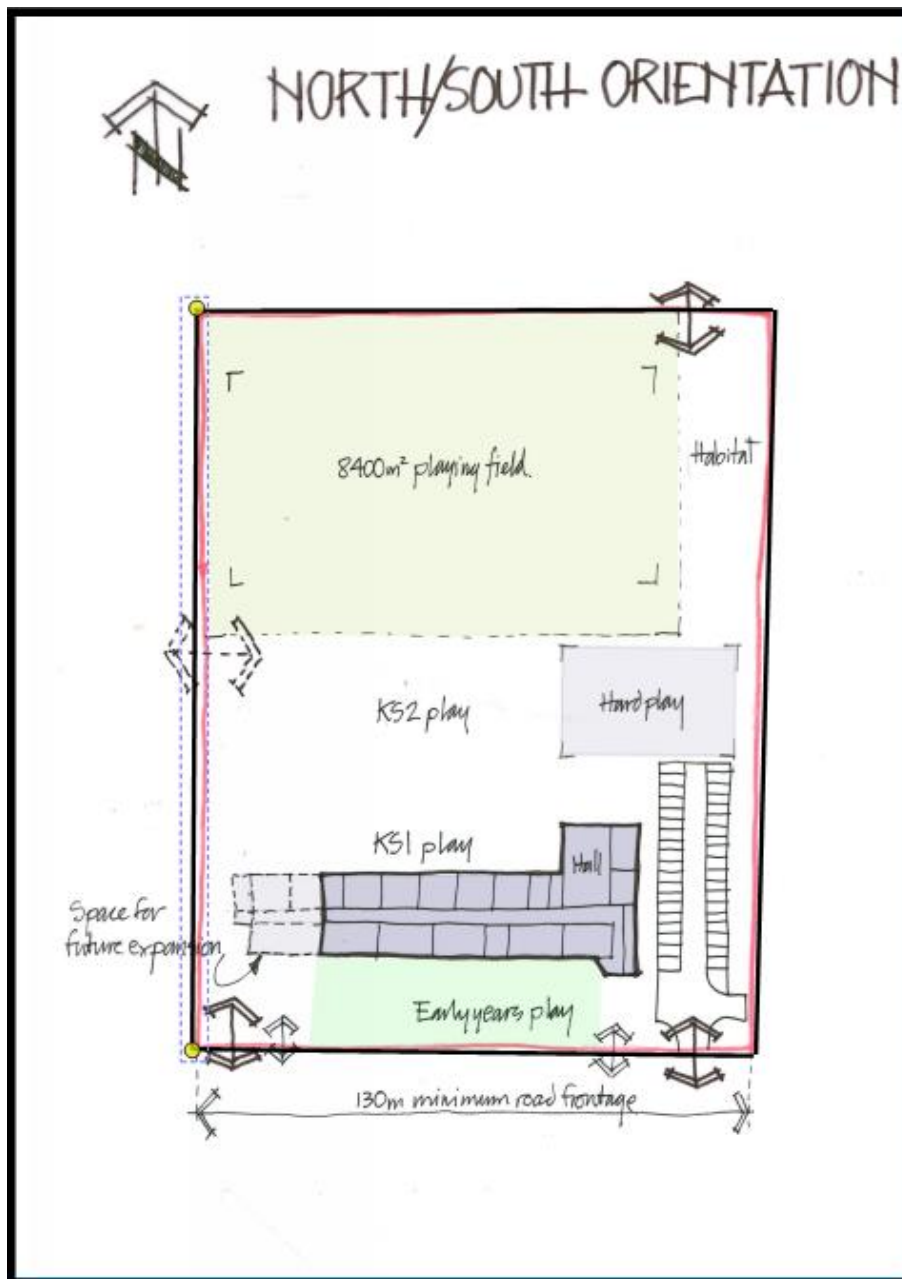


FIGURE 3



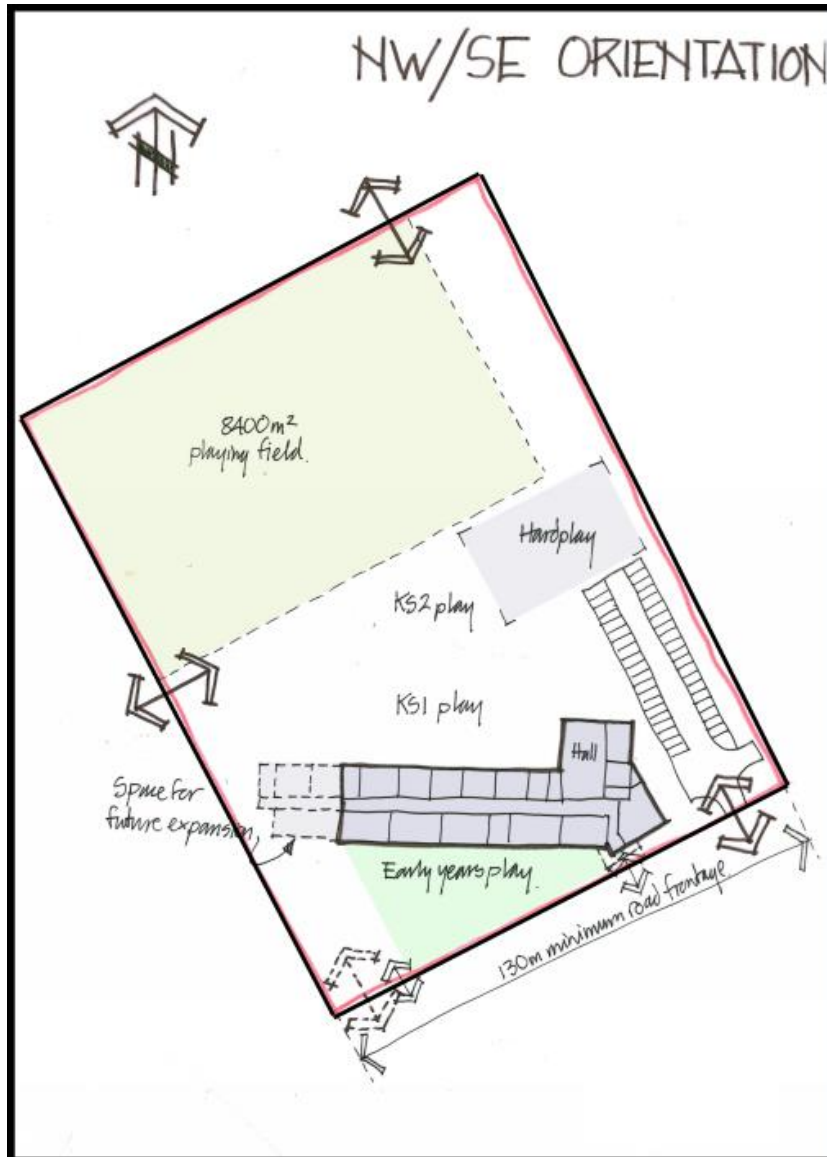


FIGURE 4