

# Agenda Item 9



**Author/Lead Officer of Report:** Joel Hardwick

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**Report of:** *Jayne Ludlam*  
**Report to:** *Cabinet*  
**Date of Decision:** *21 September 2016*  
**Subject:** *New Bannerdale School Development Update*

Is this a Key Decision? If Yes, reason Key Decision:-	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
- Expenditure and/or savings over £500,000	<input type="checkbox"/>	
- Affects 2 or more Wards	<input type="checkbox"/>	
Which Cabinet Member Portfolio does this relate to? <i>Children, Young People &amp; Families</i>		
Which Scrutiny and Policy Development Committee does this relate to? <i>Children &amp; Young People</i>		
Has an Equality Impact Assessment (EIA) been undertaken?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
If YES, what EIA reference number has it been given? EIA 948		
Does the report contain confidential or exempt information?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>

**Purpose of Report:**

To update Cabinet on plans for a new secondary school on the Bannerdale site and seek approval to vary the location of the build reported to Cabinet in February 2016.

**Recommendations:**

- i.* In accordance with the Cabinet decision of February 2016 to reiterate its approval for the Executive Director, Children, Young People and Families to take all necessary steps to open a new school on part of the Bannerdale site and to note the option described in the report to locate the new school buildings to the western side of the access road as the current preferred option, subject to the formal planning application process.

**Background Papers:**

<b>Lead Officer to complete:-</b>	
1	I have consulted the relevant departments in respect of any relevant implications indicated on the Statutory and Council Policy Checklist, and comments have been incorporated / additional forms completed / EIA completed, where required.
	Finance: <i>Paul Schofield</i>
	Legal: <i>Nadine Wynter</i>
	Equalities: <i>Bashir Khan</i>
<i>Legal, financial/commercial and equalities implications must be included within the report and the name of the officer consulted must be included above.</i>	
2	<b>EMT member who approved submission:</b> <i>Jayne Ludlam</i>
3	<b>Cabinet Member consulted:</b> <i>Cllr Jackie Drayton</i>
4	I confirm that all necessary approval has been obtained in respect of the implications indicated on the Statutory and Council Policy Checklist and that the report has been approved for submission to the Decision Maker by the EMT member indicated at 2. In addition, any additional forms have been completed and signed off as required at 1.
	<b>Lead Officer Name:</b> <i>Joel Hardwick</i>
	<b>Job Title:</b> <i>School Organisation Manager</i>
<b>Date:</b> <i>9/9/16</i>	

## 1. PROPOSAL

- 1.1 In February 2016 Cabinet approved the commissioning of a new secondary school on part of the Bannerdale site. The report described the preferred location of the new school building as the former car park area. This report describes the design work that has taken place since February and the latest thinking to vary the location of the new building and retain the existing car park.
- 1.2 The new school is a key part of a wider programme to meet the Council's statutory duty to ensure sufficient school places. The location of the school has been one of the key issues discussed in the process to date. During consultation there was a clear view that the secondary school should be located away from the neighbouring primary schools (Holt House Infants and Carterknowle Juniors) and there were more general concerns and issues around how the new school would work on the Bannerdale site in relation to the proposed housing and the open space.
- 1.3 These issues were considered in the Cabinet report in February. In response the Council committed to making a success of the location in terms of an outstanding school facility that supports and enhances local green and recreation space for the local community, alongside the housing development. This included aspects such as retaining informal green and open space for the local community; flexible design of buildings to allow community use including possible shared changing facilities; and, the protection of trees especially the ancient woodland. It also included consideration of traffic, parking, air quality and environmental impact.
- 1.4 At that early stage in the process the former car park area was seen as the likely location for the school buildings. The primary reason being that it was large enough to accommodate a building whilst appearing most likely to retain the open aspect of the remaining site to the west of the access road.
- 1.5 The design work that followed has considered this option in more detail. It remains a viable proposition although it does have some specific limitations that designs to date have not been able to ameliorate:
- the access road would cut through the school site dividing the main building from other parts of the school (likely to be the sports block) and the pitches
  - the available area limits the school building and design on the car park area to a 'superblock' – a single large rectangular structure
  - the limits on space mean that the car parking would likely be located on the western side of the access road, with a trade-off between retaining open space and providing adequate space for parking, drop-off, turning circle that would ensure traffic is taken off the local roads

- this would be the furthest part of the site from the sports pitches
- the car park area has the deepest landfill – whilst possible to build, this provides an additional cost pressure that would have to be managed within the overall scheme

1.6 A variation to the location to the western side of the access road would address these issues:

- the school buildings could all be provided within one zone with easy access to sports pitches and no road to divide the educational facilities
- Broadens the design possibilities to allow for the best educational layout whilst also allowing parts of the building to be zoned for community use out of hours
- retaining the existing car park, with improved landscaping, allows for sufficient parking with a drop-off and turning circle that should serve to reduce the traffic impact on the local roads - best access for community, housing and to keep traffic off the main road, including a potential drop-off point for neighbouring Holt House Infant school to alleviate existing issues

1.7 From the work done so far through consultation the likely key concern with this option is the extent of the building on what is currently open green space. We understand the importance of retaining the parkland character and this option has the potential to support that overall goal:

- Reduced overall land take/footprint – building on the car park area is likely to occupy more space (both in footprint and enclosed site area).
- Reduced visual obstruction due to natural screening provided by topography and mature trees.
- Open and inviting frontage on to the current access road.
- Secure boundaries discretely hidden in natural features.

1.8 There are still elements that would require ongoing consideration as part of securing the most successful overall proposal for the school, site and open space:

- Further engagement work done through the planning process
- Consideration given to existing uses such as the slopes used for sledging
- Continued review of the Green Spaces Framework to ensure that the parkland and associated recreational facilities, school and housing site fit well together with good cross-site access and connectivity.

1.9 The design and location of facilities within the site remains subject to further design and formal planning application process. It is important for Cabinet to note the latest work around the design in advance of that further work, particularly given the February cabinet report which identified the former car park area as the preferred location at that time.

Taking all of the above factors into consideration the variation to create the school buildings on the western side of the access road is the option most likely to meet the overall vision for the school and the site and is therefore the recommended option to go forward into the planning permission process.

## **2. HOW DOES THIS DECISION CONTRIBUTE?**

- 2.1 Creating an outstanding school facility that is best-placed to support and enhance local green and recreation space is part of the Council's priority to create and maintain thriving neighbourhoods and communities. The new school should contribute to people's pride in where they live; enable local families to access a great, inclusive school that acts a community amenity; whilst supporting access to high quality sports facilities and green space.

## **3. HAS THERE BEEN ANY CONSULTATION?**

- 3.1 The consultation in Autumn 2015 allowed for many views to be expressed around the sites and location. This played a key part in establishing the overall steers for the start of design. Work since the February Cabinet decision has reflected these steers and led to the current approach outlined in this report. This approach has been the subject of a discussion with local stakeholder groups and would be the subject of full public consultation through the formal planning application process.

## **4. RISK ANALYSIS AND IMPLICATIONS OF THE DECISION**

### **4.1 Equality of Opportunity Implications**

- 4.1.1 Decisions need to take into account the requirements of the Public Sector Equality Duty contained in Section 149 of the Equality Act 2010. This is the duty to have due regard to the need to:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it
- To help evidence meeting the requirements of the duty, we have carried out a full Equality Impact Assessment (EIA) and which is attached as Annex 2.

- 4.1.2 The Equality Act 2010 identifies the following groups as a protected characteristic:

- age

- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

4.1.3 An EIA has been carried out and highlights a 25% increase in Sheffield births since 2002 with 1000 more children per year now coming into Reception. The development of a new school for South West Sheffield will have a positive impact on young people aged 11-18 who will be able to access places at a school in their community.

#### 4.2 Financial and Commercial Implications

4.2.1 The Council is embarking on a substantial programme of school expansion to provide the extra places needed across the city. As the February Cabinet report indicated (section 9.3 to 9.9), this does create some pressure on the Council's financial resources as cost will be incurred in advance of receiving the central government grant to provide the places. This creates some financial risk in that a change in government policy could lead to the Council funding the programme out of its own resources and therefore reprioritising capital spend.

4.2.2 The proposed option outlined in the report does represent better value for money. Moreover, the proposed option will also favour the disposal of the neighbouring former Bannerdale Centre site (referred to below in 4.5.1) and generate a capital receipt for the Council's capital programme.

#### 4.3 Legal Implications

4.3.1 The legal implications relating to the proposal to commission a new secondary school on the car park area of the former Bannerdale site were considered in the Cabinet report in February 2016. There are no further legal implications.

#### 4.4 Planning Implications

4.4.1 Any proposals will be subject to due planning process including appropriate consultation and achieving planning permission. The Council's planning service has been consulted on the principle and layout of the development options. To achieve a planning consent, proposals will be required to consider all planning policies relating to elements such as the development of formal open space and the impact on air quality. Proposals would need to show how these issues could be mitigated and demonstrate the overall benefits of the proposal.

4.4.2 Planning application proposals should be submitted demonstrating that

there are significant public benefits to the scheme that outweigh any policy conflicts. These benefits could include the provision of the school and ancillary facilities available for both educational and community use, and the improvement of, and granting of public access to, the open space surrounding the school development.

#### 4.5 Property Implications

- 4.5.1 The Council as Local Planning Authority has previously granted outline planning consent for residential development of the neighbouring former Bannerdale Centre site. The preferred developer of this site has confirmed that the proposed location of the new school would be preferable from their perspective compared with the location previously approved on the car park site which would directly adjoin the proposed residential development.

### **5. ALTERNATIVE OPTIONS CONSIDERED**

- 5.1 The main alternative location for the building would be the former car park area or the former Bannerdale centre site area that is now earmarked for housing. The report outlines the reasons for a move away from the former car park area. The Bannerdale centre site area was part of the February Cabinet decision that reaffirmed the Council's commitment to providing a site for housing and realising the capital receipt.

### **6. REASONS FOR RECOMMENDATIONS**

- 6.1 The proposal to create the school buildings on the western side of the access road is the option most likely to meet the overall vision for the school and the site. It allows for the best possible layout and design for the school buildings; it ensures that capital is targeted at the school building and site, rather than ameliorating the ground conditions; it allows a design that is sympathetic to the park setting and supports easy access to the pitches for both the school and community; and, it allows for a better parking and drop-off arrangement to take traffic away from local roads.

**APPENDIX A: Site Outline**

