

New Secondary School at North Kingston Centre





Contents

1. Background and Purpose of the Brief
2. Status of the Brief and how it fits into the development process
3. Consultation arrangements
4. The Site and the Surrounding Area
5. Planning policy context
6. Planning objectives and development principles
7. Site Constraints and Opportunities
8. Planning and Development Guidance
 - Use of site
 - Design and Layout
 - Building parameters
 - Trees and Landscaping
 - Sustainable Travel
 - Car use, parking and highway impact
 - Sustainable design and energy
 - Flood risk, water supply and drainage
9. Next steps

Plans

Plan 1: Location Plan

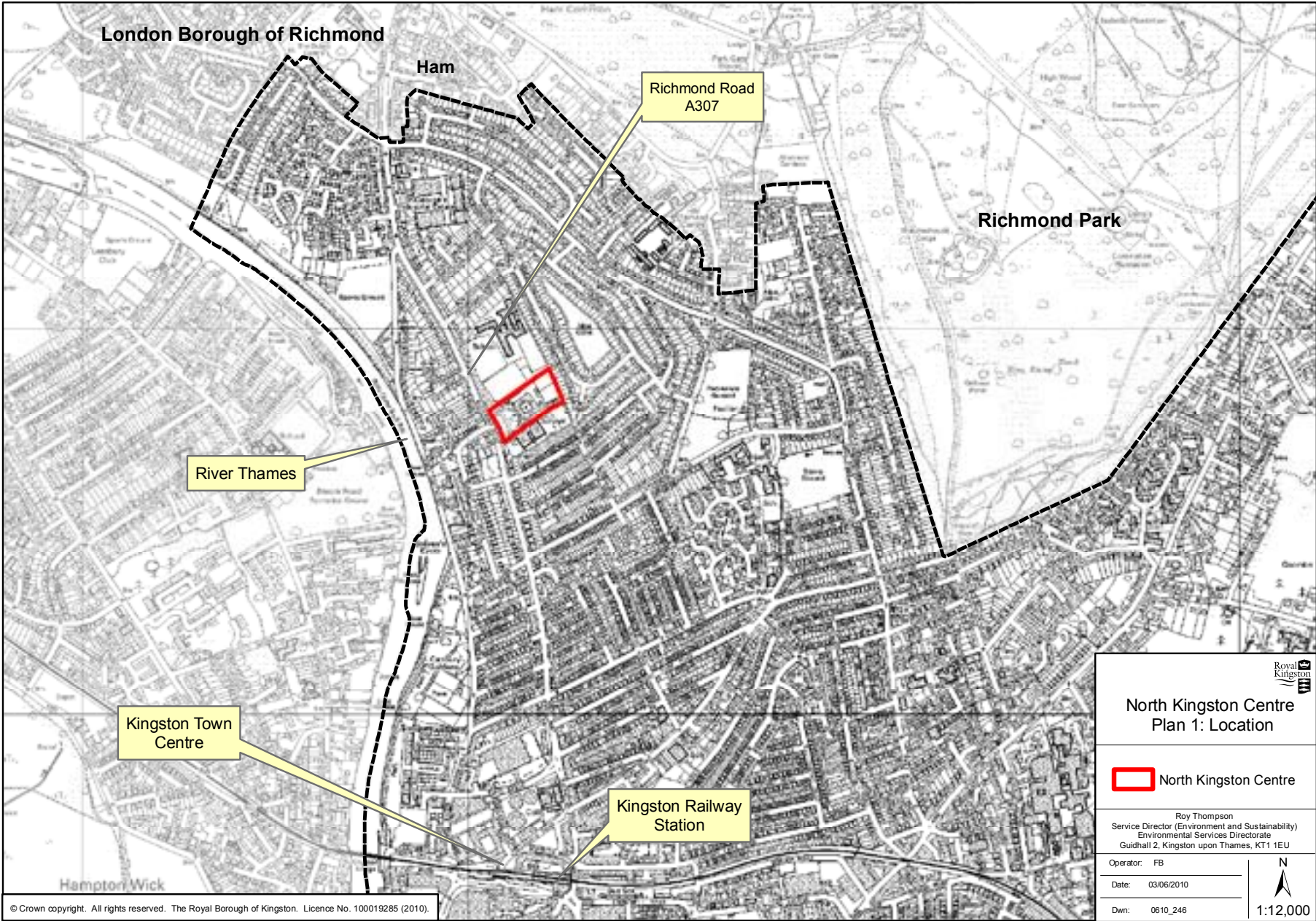
Plan 2: Site Plan

Plan 3: Context Plan

Plan 4: Building parameters

Appendices

1. Sequence of Events 2008-2010 leading up to the preparation of this Brief
2. Relevant London Plan and UDP Policies



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1. Background and Purpose of the Brief

1.1 This Brief provides a framework to guide the preparation and assessment of development proposals for a new secondary school (11-18 year olds) on the North Kingston Centre site. The Council has a legal responsibility to provide sufficient school places in the borough for all children who need a school place. The need for a new secondary school arises from:

- the need to provide additional school places to meet increasing demand
- the lack of a non-selective community school in the Kingston area resulting in children having to travel out of the area to school, increasing community pressure to provide a local school and the need to address this situation.

1.2 There is an increasing demand for places in Kingston's primary schools, resulting from a significant increase in the birth rate, new housing and economic factors, which the Council is meeting by expanding existing schools and providing a new primary school. From 2015 onwards, the current increase of primary school pupils will be at an age to transfer to secondary schools. To accommodate these pupils the Borough will need to increase the provision through the creation of a new secondary school and expansion of local non-selective schools that serve the Kingston area.



1.3 A land search for sites suitable for a new secondary school identified just two potential options - North Kingston Centre with some associated sports and post-16 facilities at the Hawker Centre. Subsequent consultation in 2009 revealed that 52% of respondents supported the North Kingston Centre and 44% supported the Hawker Centre. Due to a number of site specific and planning constraints the Hawker Centre was subsequently discounted for use other than external sports facilities.

1.4 The North Kingston Centre site, currently in use as an education and training centre, is well located in relation to the new school's catchment area and thus well placed in terms of being able to maximise walking and cycling to school, and reducing distances travelled to schools. Subject to due process, including the need for planning permission, the school would be planned to open for

year 7 pupils (11 year olds) in 2015 and would take seven years to reach capacity in 2022. Sports pitches would be provided off site. It is the intention of the Authority to relocate existing North Kingston Centre users/uses.

1.5 Detailed planning proposals for the new school are expected to come forward in 2011, when there will be further public consultation.

1.6 The provision of a new secondary school is part of the Transforming Kingston Schools (TKS) Programme, which comprises the national Building Schools for the Future (BSF) and the Primary Capital Programmes, which aim to transform primary, special needs and secondary education. The overall Programme objectives also apply to the new secondary school, are to:

- refurbish, rebuild, remodel and expand the school estate
- provide additional school places
- diversify schools
- improve education outcomes and narrow differences in attainment
- create more flexible, accessible accommodation for use throughout the year/evenings/weekends by schools, young people and the wider community



- improve the sustainability of school buildings and reduce carbon emissions and energy use
- optimise the use of outside spaces
- enhance the range of services/activities provided, contribute to the wider Council initiative to deliver services in a more co-ordinated way, secure local investment and rationalise assets.

1.7 The Council is looking to provide a new state of the art secondary school and this Brief requires:

- high quality innovative design that enhances its surroundings
- sustainable school journeys (walking, cycling, public transport) through robust site and travel planning in order to reduce car dependency and adverse impact on the local area and the highway network.

1.8 The Authority's 'Vision' for the new school is founded on 'five big ideas':

- Personalisation of learning will be at the heart of the school
- Learners will play a prominent role in shaping the school
- The school will be at the heart of its community
- The school will share its excellence widely
- The school will maximise the use of space and time

The school will emphasise 4 themes:

- **C**ommunity
- **A**spiration
- **R**espect
- **E**ndeavour



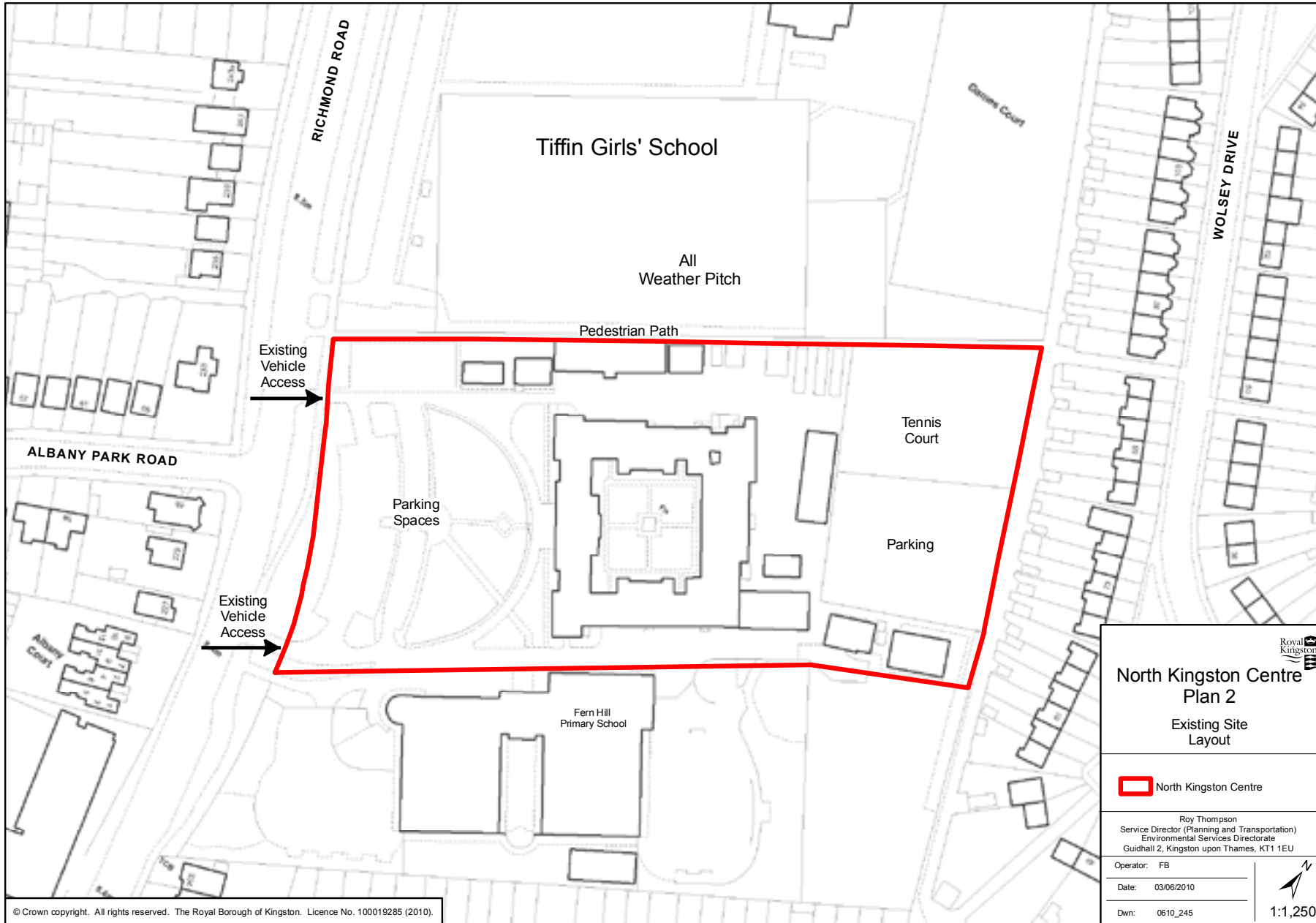
2. Status of the Brief and how it fits into the Development Process

- 2.1 The preparation and adoption of a Planning Brief for the site, involving public and stakeholder consultation on this draft Brief, will provide the planning framework to guide the preparation and assessment of development proposals. pre-application discussions through to the submission and determination of a planning application. The adopted Brief will be a material consideration in the determination of any future planning application for a new secondary school.
- 2.2 The Brief will act as informal planning guidance, supplementing statutory development plan policies, as set out in the RBK Unitary Development Plan (UDP) First Alteration 2005 (as amended in 2007 and 2008) and the London Plan 2008 (consolidated with Alterations since 2004) and other relevant planning guidance (including national planning policy statements).
- 2.3 This Brief: identifies site constraints and opportunities; sets out the planning policy context, planning objectives, development principles, guidelines for the future development of the site, including design criteria and building parameters, together with planning and access requirements for the planning application stage.
- 2.4 The Brief will inform and guide the preparation of development proposals and will be used, alongside other relevant planning policy documents, in the assessment of development proposals for the new school throughout all stages of the planning process from feasibility and
- 2.5 The sequence of events leading up to the decision to prepare a Planning and Development Brief for this site is set out in Appendix I.



3. Consultation

- 3.1 Public and stakeholder consultation will take place on this draft Brief for a six week period from 21 June to the end of July. This will involve publicising the Brief through:
- The distribution of leaflets within the north Kingston area and the provision of leaflets at local schools, the North Kingston Centre, libraries and the Guildhall
 - online information:
www.kingston.gov.uk/planning/nkcbrief
 - exhibitions at the North Kingston Centre, Kingston Library and the Guildhall
 - letters to statutory organisations and local interest groups, the North Kingston Centre and its user groups
 - an on-line and hard copy questionnaire
 - items on the Brief at the Kingston Town Neighbourhood Planning Sub-Committee on 21 July and the Development Control Committee on 22 July
- 3.2 The consultation responses will be collated and reported to the Kingston Town and Development Control Committees in September, together with proposed amendments to the Brief. These together with the finalised Brief for adoption will be reported to the Executive on 29 September 2010.



Royal Kingston
North Kingston Centre
Plan 2
 Existing Site
 Layout

 North Kingston Centre

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4. The Site and the Surrounding Area

- 4.1 The North Kingston Centre (NKC) is an educational site on Richmond Road just under a mile north of Kingston town centre and Kingston Railway Station. It adjoins Tiffin Girls School to the north and Fern Hill Primary School to the south and forms part of this larger established education 'campus'. The schools are within the suburban predominantly residential area of north Kingston. To the rear of the sites are houses in Wolsey Drive which is part of the residential Tudor Estate. To the west of the site (approx. 200m away) are the River Thames and the riverside which are within an area of special character.
- 4.2 The North Kingston Centre site is owned by the Authority and is used as an education and training centre accommodating a range of uses including



an Adult Education Facility with a crèche/nursery, Pupil Referral Unit, local history centre, borough archive, Disability Discrimination Act (DDA) training centre and community transport base. The site (approx. 1.6ha including the shared parking area on the frontage) is flat and rectangular, extending from Richmond Road across to Wolsey Drive housing in an east-west orientation.

- 4.3 The NKC comprises the main teaching block which is a two storey brick building with a pitched tiled roof set around a grassed quadrangle on the central third of the site. Around it are a number of mostly single storey outbuildings (permanent and demountable). The main building was built as a secondary school in the 1930s. Between the main building and Richmond Road is an access road and grassed landscaped area and a parking and drop off area which was laid out when Fern Hill Primary School was built in the 1997 and was part of the planning permission. This provides 53 parking spaces – 19 for Fern Hill school staff, 19 for visitor/parent parking and 15 spaces for drop off/pick up. The shared area is for use by Fern Hill during school hours and for both NKC and Fern Hill outside school hours.

- 4.4 To the rear of the NKC site is a hard landscaped area used for tennis courts and parking. Beyond this, outside the site, is a private rear access road serving houses in Wolsey Drive.
- 4.5 There are two mature trees on the grass verge outside the site (Red Norway Maple and Horse Chestnut) and a number of trees along the Richmond Road frontage of the site which are important as they define the boundary and have amenity value enhancing the public realm and the streetscape. A Willow tree close to the Fern Hill school entrance also has merit. Within the landscaped area in front of the NKC building there are around 20 trees, including hornbeam, whitebeam and ornamentals, most of which are small, young trees. There are no trees within the site which are



subject to tree preservation orders (TPOs).

- 4.6 The site fronts onto Richmond Road (A307), a secondary road and cycle route providing the main route between Kingston town centre and Kingston Bridge and Ham/Richmond town centre to the north. Access into the site from Richmond Road is via two vehicular and pedestrian/cycle access points. There are two traffic light controlled pelican crossings on Richmond Road, one to the north of Tiffin Girls and one outside Fern Hill Primary School. Existing pedestrian flows by pupils and parents/carers around Tiffin Girls and Fern Hill are high at school arrival and finishing times causing crowding along the pavements.
- 4.7 A 1.5m wide pedestrian 'path' runs between Richmond Road and Wolsey Drive, separating the NKC site and Tiffin Girls' School. The path, which is unlit and in poor condition, is on land in Council ownership,



with the exception of the short stretch between houses at nos. 91 and 93 Wolsey Drive.

- 4.8 The NKC site is served by the no. 65 bus service, which is the main bus route using Richmond Road and links Ealing via Richmond to Kingston town centre. The no. 65 serves a number of schools including Tiffin Girls, Fern Hill, Grey Court at Ham in the LB Richmond and Tiffin Boys and Kingston Grammar School on the edge of Kingston town centre, as well as serving retail and employment areas. During peak hours this service with 7 buses per hour operates at close to capacity. The site is also served by the K5, 671 (Chessington) and 801 (Hinchley Wood SCC service) school buses. Additionally, Tiffin Girls lay on school buses provided by a local coach company. The no. 371 bus service stops about 800m north of the site at Ham Shopping Parade.



Kingston Railway Station (on the Waterloo/ Kingston/Richmond loop line and the Waterloo to Shepperton branch line) is just under a mile away.

- 4.9 Tiffin Girls' School to the north of the NKC site was constructed in the 1950s and comprises 3-4 storey buildings in traditional red brick set within extensive grounds. The buildings are sited in the north east 'quarter' of the site close to the rear of houses in Fern Hill Gardens and Wolsey Drive. The school's all weather pitches and grassed areas form an L shape between the school buildings, Richmond Road and the NKC. Along the Richmond Road frontage is a linear parking and drop off area with space for 43 cars. Part of the main school building was rebuilt in contemporary style (3 storeys plus roof projections) following a serious fire in 2005. The average height of the three storey school wings is 11-12 metres, with



the roof projections on the 3 storey rebuild reaching 14m and the 4 storey central entrance building 15 m.

4.10 Fern Hill Primary School was constructed in 1997 on land formerly part of the North Kingston Centre. It comprises a 1-2 storey contemporary building with outdoor space to the front and rear. It is a 2 form entry primary school with pre-school nursery provision, which is proposed to be expanded to 3 forms of entry from September 2011, to meet the pressing need for additional school places. The expansion proposal involves a 2 storey extension to the rear of the existing building set along the boundary with the NKC. Along the Richmond Road frontage of the NKC is a shared parking and drop off/pick up area provided when the school was built (see para.4.3).

4.11. The residential area surrounding the NKC is characterised by two and three storey houses with front and rear gardens. To the south and west the character is Late Victorian, two and three storey detached and semi-detached, whilst to the east and north is the Tudor Estate Local Area of Special Character dating from the 1930s, characterised by two storey semi-detached and short terraces of six houses. The Richmond Road frontage has a mix of styles of houses and flats, with 1-3 storey properties opposite the site, a 4 storey block of flats (4th floor within the pitched roofspace) nearing completion on the corner of Albany Park Road and 4-5 storey flats some 300m to the north of the site. Fronting the river in Albany Park Road are three 9 storey blocks of flats dating from the 1960s.

4.12 The north Kingston area is largely flat with the land rising up to the elevated position of Richmond Park some 700m to the east.



5. Planning Policy Context

National Planning Guidance

5.1 National planning policy guidance is set out in Planning Policy Statements (PPS) and Planning Policy Guidance notes (PPGs). Of particular relevance is PPS 1: Delivering Sustainable Development and the associated Supplement on Planning and Climate Change.

Development Plan

5.2 The development plan for the NKC site is the Mayor of London's 2008 London Plan and the RBK Unitary Development Plan 'saved' policies.

The London Plan

5.3 The London Plan 2008 (consolidated with Alterations since 2004) forms part of the Development Plan for the borough. The Mayor of London has published a draft replacement London Plan, which is subject to examination in the next few months. London Plan Policy 3A.24 is of particular relevance to this Brief:

- Policy 3A.24 Education facilities - urges Boroughs to: provide a criteria based approach to the provision of different types of education facilities and the expansion of existing facilities; achieve full use of schools in the evenings and at weekends; safeguard land already in education use and identify new sites to

meet additional demands or changes in provision. The identification of suitable sites should take account of policies to protect open space and ensure that sites are accessible by public transport, as well as by foot. School facilities can also provide venues for a range of other community based activities. Where possible, schools should look to make arrangements outside schools to use other provision such as sports, training and meeting facilities, where these are currently not being used during the school day.

Other relevant London Plan policies are listed in Appendix 2.

RBK Unitary Development Plan 2005 (as amended in 2007 and 2008)

5.4 The 2005 UDP was amended in 2007 and 2008 when some policies were deleted and the remaining policies were 'saved'.

5.5 The UDP identifies four objectives for land use planning in the borough as follows:

- Encouraging new development to be sustainable – including by making efficient use or reuse of previously developed or 'brownfield' land and by reducing reliance on the car and promoting public transport, cycling and walking.

- Encouraging strong, sustainable communities – including through protecting residential amenity and helping to secure appropriate educational, medical and recreational facilities throughout the borough.
- Safeguarding and enhancing the existing environment for future generations – including requiring new development and alterations to existing buildings to incorporate a high standard of design, which throughout its life will enhance its surrounding environment.
- Practising equal opportunities when preparing and implementing planning policies to take account of the varied needs within the borough, which includes young people.

5.6 The UDP recognises that with the limited land available for development in the borough, it is not possible to meet every want or need. As well as using the planning process to promote the four objectives set out above, where there are development opportunities, the UDP sets out the Council's priorities. Included within the High Priority category are: schools, open land, affordable housing and other community services. The retention of existing housing is also a priority and it is recognised that there will be some specific locations and

Neighbourhoods where a different local priority need should be met and sites with special attributes where other uses are particularly suitable.

5.7 UDP Policy CSI New Community Facilities and Extension of Existing Community Facilities is especially relevant to this Brief. CSI refers to education, social or other community services and indicates that proposals to improve or extend existing facilities will normally be acceptable provided that:

- adequate public transport is available from all parts of the catchment area
- traffic conditions, residential amenities and environmental considerations are not adversely affected

Other relevant UDP policies are set out in Appendix 2.

5.8 The NKC site not within a conservation area (though there are conservation areas to the west along the river (Riverside North Conservation Area) and south (Richmond Road Conservation Area) (UDP Policy BE3). It adjoins the residential Tudor Estate Local Area of Special Character to the east (UDP Policy BE2). There are no Listed Buildings, Buildings of Townscape Merit or trees with Tree Preservation Orders (TPOs) on the site. The site is within Low Risk Flood Zone I (UDP Policy OLI8). The Thames-side

Area of Special Character (UDP Policy BE1) also covered by the Thames Policy Area designation (UDP Policy OI14) is approximately 100m to the west of the site.

5.9 Richmond Park which is 700m to the east of the NKC site is an important historic and natural area of open space being a Grade I Park in the national Register of Historic Parks and Gardens, Metropolitan Open Land, a Site of Special Scientific Interest and a European Site of Nature Conservation Interest under the Habitat Directive (in respect of stag beetles). In view of the latter, the school proposal is likely to require 'Screening for Appropriate Assessment' under the Habitat Regulations.

5.10 The site is outside the key view/panorama from Richmond Park Thatched House Lodge towards Kingston Bridge and the Guildhall in Kingston town centre (UDP Policy BE1 and Kingston town centre Area Action Plan 2008 Policy K9).

The Kingston Plan

5.11 The 2008 Kingston Plan (the Community Plan) prepared by the Kingston Strategic Partnership has three themes as follows, underpinned by 10 objectives:

- a sustainable Kingston, where the environment is protected and enhanced
- a prosperous and inclusive Kingston

- a safe, healthy and strong Kingston

The emerging Local Development Framework Core Strategy for RBK

5.12 The Local Development framework will comprise a series of planning documents that will replace the Unitary Development Plan and guide development and change in the borough over the next 20 years. The Core Strategy is a very important part of the LDF as it will set the overall planning framework for the borough and deliver the spatial aspects of the Kingston Plan. This Core Strategy is currently at Preferred Options Stage and consultation took place from December 2009-January 2010.

5.13 The Core Strategy is aligned with the three Kingston Plan themes and one of 24 objectives is to ensure that sufficient school places are available for all age groups

5.14 Preferred Policy TP27 Schools states that the Council will facilitate improvements to the school estate and a permanent increase in the number of school places to meet increasing demand through the expansion of existing schools and the provision of new schools. The North Kingston Centre is identified as a potential site for a new secondary school. The draft Policy sets out criteria against which proposals for new schools and school expansion will be assessed.

6. Planning Objectives and Development Principles

6.1 Planning objectives and principles for development proposals to achieve are set out below under the three headings of:

- Design and Layout
- Environment and Sustainability
- Transport, Access and Connectivity

These will be used as criteria against which to assess future development proposals.

Design and Layout

6.2 High quality innovative design that inspires, enhances the character of the locality and provides buildings and spaces that are fit for purpose, lift the spirits of users and are built to last with a simple palette of attractive materials that are durable and easily maintained.

6.3 Good use of the site to provide:

- a legible and accessible layout that gives priority to pedestrians and the less mobile whilst addressing the needs of all users
- attractive buildings and grounds that are welcoming to the school and the local community, whilst providing adequate security
- well designed external spaces – offering a variety of different settings for leisure, sport and learning to make better use of

outdoor space

- buildings and spaces that relate well to their surroundings and safeguard the amenity of adjoining residents/properties and minimise disturbance and intrusion (visual intrusion, loss of outlook and privacy) and
- facilitate wider community use
- avoid or minimise loss of green open space
- maximise the contribution of trees and landscaping and opportunities for planting and habitat creation and avoid the loss of trees and habitats, wherever possible.

Environment and Sustainability

6.4 A sustainable approach to design, construction, environmental servicing through:

- Good organisation of internal and external spaces – legible and accessible
- Flexible design that allows for wider school and community use throughout the year and is adaptable to allow short term changes to layout and use and accommodate longer term changing needs
- Passive design to create good environmental conditions with natural daylight and ventilation

- Reducing carbon emissions through improved energy performance and conservation and use of low carbon technologies
- Minimising waste and avoiding use of pollutants
- Protecting and enhancing green spaces and habitats for plants and wildlife
- Providing a healthy environment
- Meeting the needs of the community
- Buildings designed to achieve a target BREEAM rating of 'excellent', with a minimum rating of 'very good'

Transport, Access and Connectivity

6.5 Robust site and travel planning to:

- reduce car journeys to the site
- minimise adverse impact on local roads and highway safety from congestion and parking
- limit/control on-site parking
- promote sustainable modes – walking, cycling and public transport
- provide pedestrian and cycle friendly design with good access points and connections to walking and cycling routes.



7. Constraints and Opportunities

7.1 This section draws on sections 4, 5 and 6 and summarises key policy issues and site's constraints and opportunities (See also Plan 3 on page 12).

7.2 Key policy issues are summarised as follows:

- safeguarding land already in education use for education facilities to meet additional demands and ensuring sufficient school places are available to meet the demands of all age groups
- safeguarding the environment and requiring a high standard of design that will enhance its surroundings
- ensuring sustainable school buildings that contribute to a reduction in carbon emissions and energy use
- ensuring good accessibility by public transport, on foot and by bike
- achieving full use of school facilities for the community in the evenings and at weekends

7.3 Constraints

- the size of site – 1.6ha is constrained for a large 8 Forms of Entry secondary school. But, allowing for the main sports pitches to be located off-site, it is within government guidelines
- the need to protect and enhance the character of the surrounding area which

comprises residential and education uses – with 2/3 storey suburban housing and houses and flats up to 4 storeys along Richmond Road; two nearby conservation areas; and adjoining schools with the 3 /4 storey Tiffin Girls School set in extensive grounds, parts of which are protected local open space and the 1/2 storey Fern Hill Primary School

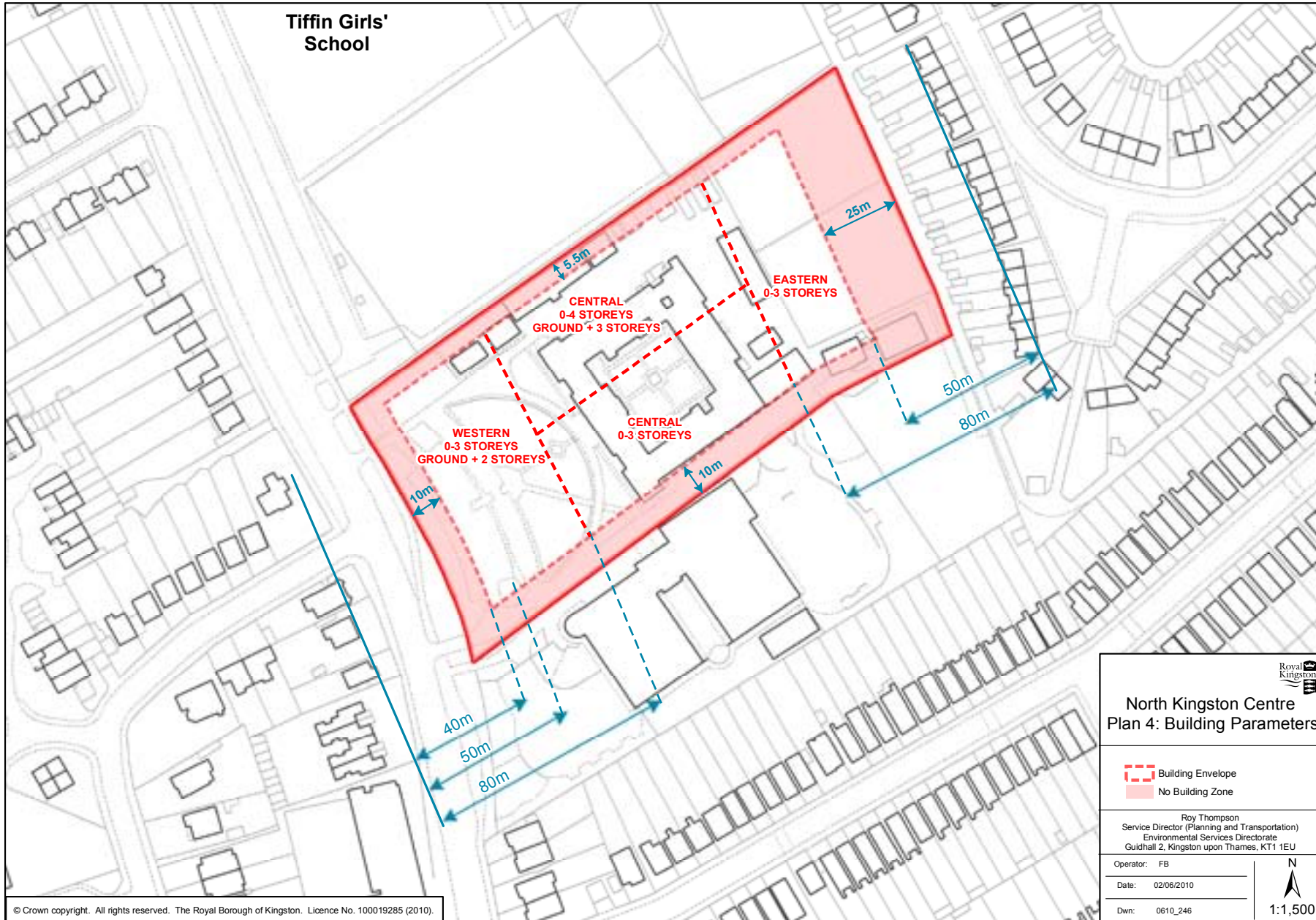
- the need to safeguard residential amenity
- the location of the NKC next to two existing schools – Tiffin Girls with 4 Forms of Entry (FE) and 840 pupils and Fern Hill due to expand from 420 pupils (2FE) to 630 pupils (3FE), which puts a strain on transport infrastructure (roads, buses, footways) at school starting and finishing times and means that transport issues need to be addressed to reduce the impact on transport infrastructure and adverse effects on the surrounding area.

7.4 Opportunities

- the site is in education use within an 'education campus' and there are opportunities for more effective use of the NKC site
- the site is well located in relation to its likely catchment area which means that a high proportion of pupils should be able to walk or cycle to school

- the site is located on Richmond Road, a secondary road and a bus route providing good north-south access, including to Kingston town centre
- measures to improve pedestrian and cycle routes and crossings, provide adequate cycle parking, robust school travel planning and staggering school starting times to reduce the impact of the school on transport networks and the local area
- the occupation of the new school and the increase in pupil numbers at Fern Hill school would happen incrementally over a period of 10 years from 2011 to 2022, allowing time to assess travel patterns and impact, achieve school travel plan targets and address issues that may arise
- for high quality innovative design
- to benefit from synergies resulting from the 'campus' setting adjacent to two existing schools
- to provide for flexible accommodation suitable for community use
- for reinforcing tree planting and landscaping along the Richmond Road frontage and within the site
- to improve the existing pedestrian route from Richmond Road to Wolsey Drive through widening, upgrading and lighting

Tiffin Girls' School



8. Planning and Development Guidance

8.1 This section sets out planning and development guidance based on the key development principles, taking account of educational requirements, planning policy and the site's opportunities and constraints.

Use of the Site

8.2 The North Kingston Centre building was originally built and used as a secondary school. Its current use as a non-residential education and training centre falls within Planning Use Class D1 (Non-Residential Institution), which is the same Use Class as the proposed secondary school. Planning permission would not be required for a change from the NKC's current use to a secondary school. The principle of using the site for a secondary school is therefore acceptable. Planning permission would of course be required for the redevelopment of the site and the erection of new buildings.

8.3 At present, there is no community secondary school serving the Kingston area. Tiffin Girls' School, adjoining the NKC and Tiffin Boys', on the edge of Kingston town centre are both selective schools. The nearest community schools are Coombe Girls in New Malden, Hollyfield in Surbiton, Grey Court School and Teddington School in the borough of Richmond.

8.4 The redevelopment of the site for a secondary school will result in a significant intensification of use of the site which will have an effect on the surrounding area. The purpose of this Brief is to provide a planning framework to guide the preparation of development proposals. In particular it provides guidance on urban design, sustainability and transport, with the aim of reducing and mitigating the potential impact.

Design and Layout

8.5 The main access to the site (for pedestrians, cyclists and vehicles) will continue to be from Richmond Road. This will need to take account of the existing access to the Tiffin Girls' and the shared parking and drop off area for Fern Hill School and the NKC, along the Richmond Road frontage. A comprehensive approach to access and parking along the frontage of these sites is required in order to avoid congestion and maintain highway safety. The provision of a combined parking area to serve Fern Hill, the new school and community use of both schools has some merit, subject to suitable car park management arrangements and staggered school start and finishing times.

8.6 The site layout should respond to the design and layout objectives set out in section 6 and aim to maximise the provision of useable outdoor space for: hard and

soft informal social space, games courts and educational/ecological habitat, whilst providing a high quality school building(s) within the massing parameters set out in paras.8.10-8.18. The site area is nearly 1.6 hectares (approximately 190metres by 85metres) including the shared frontage parking area. The internal floorspace required for an 8 form entry secondary school is just over 14,000sqm, plus there are outdoor requirements for informal social space, games courts and educational habitat amounting to around 9,500sqm. Opportunities to use the roofspace for social space or habitat creation (green roofs) should be investigated, subject to there being no adverse impact on the surrounding area.

Building Parameters

8.7 Taking account of Sections 4, 5, 6 and 7 in particular: the need to safeguard residential amenity, reflect the character of the area and achieve a satisfactory relationship with adjoining schools and surrounding residential properties, this Brief identifies areas suitable for building, together with height and massing parameters. These guidelines are based on an analysis of the character of the site and the townscape of the surrounding area, in terms of uses, heights and distances between buildings. They aim to inform

- and guide the preparation of designs for the school buildings, which will need to demonstrate that they will create a high quality environment and enhance their surroundings.
- 8.8 The distances between building frontages along Richmond Road increases progressively away from the 'urban grain' of Kingston town centre towards the more suburban character of the north Kingston area. At its southern end in Kingston town centre distances between building frontages average 20m, increasing to 30m from Kings Road northwards and to 40m north of Tiffin Girls'. For the existing schools and the NKC, the buildings are set back from the Richmond Road frontage, with 70-80m between building frontages for Fern Hill, 90-100m for NKC and 90-130m for Tiffin Girls'. The mainly residential properties along Richmond Road range from 1-5 storeys (2.5m-12.5m ground to eaves height). School storey heights average 3.8m per storey compared to 2.5m per storey for residential.
- 8.9 Characteristic back to back distances between mainly two storey houses in residential roads in north Kingston have been assessed and range from 30-60m. In Wolsey Drive, the distance between the rear wall of houses and Tiffin Girls' school buildings (3.6-5.9m high) is 30-31m. In Fernhill Gardens, respective distances

between houses and school buildings are 38m for the 3m high school building and 43m for the 10m high school building.

- 8.10 This Brief aims to define a 'footprint' or building 'envelope' within the site that is suitable for school buildings (though not all this area would be built upon) and 'no build' zones around the periphery of the site that are suitable for parking, access, landscaping and open space (informal social space, habitat, outdoor sports and recreation), as shown on Plan 4.

'No build' zones

- 8.11 Along the northern boundary of the site which adjoins the Tiffin all weather sports pitches and recreation space, the building footprint of the new school should be set back from the boundary by 5.5m (3.5m+2m) to allow the existing pedestrian route (on land owned by RBK) to be widened from 1.5m to 5.0m to provide an improved and shared footway/cycleway, (subject to the necessary processes) plus an additional 2.0m allowance/building set back at ground level to provide a satisfactory relationship between the widened route and the new school. It may be acceptable for upper floors to overhang this 2.0m set back, subject to detailed testing of designs. The widened route will improve access from Wolsey Drive and the residential catchment area for the school and thus

encourage walking and cycling. The set back will also need to take account of the need for Fire Brigade access along any northern elevation. The 5m path could cater for this need subject to construction/surfacing being suitable for use by emergency vehicles.

- 8.12 Along the Richmond Road frontage of the site, a 10m wide 'no build' zone should be maintained from the site boundary, in order protect the mature trees on the grass verge in front of the site and the line of trees along the site boundary, which provide important visual amenity and contribute to the streetscape and biodiversity.
- 8.13 At the rear of the site which adjoins houses in Wolsey Drive – a distance of 50m should be maintained between the new school building and the main rear facades of the houses in order to safeguard residential amenity and reflect local character. This equates to a 25m wide 'no build' zone from the site boundary and will provide space for tree and shrub planting and landscaping to enhance visual amenity and biodiversity and provide for educational habitat.
- 8.14 Along the southern boundary of the site, the existing NKC building line forms the southernmost extent for any new building in order to provide sufficient space for access (10m minimum) between the two schools, for fire and maintenance access etc. and in order to achieve a satisfactory relationship

between Fern Hill and the new school.

Building Zones

8.15 Within the area identified as suitable for building, there are three zones:

- Western - Richmond Road frontage
- Central
- Eastern - Rear of site

8.16 Western: Richmond Road frontage - outside the 10m tree protection 'no build' zone, the key issue is the bulk and mass of the school building and its relationship and impact on the townscape and properties in Richmond Road. School development up to 3 storeys (up to 12m high) could be acceptable, subject to detailed testing of designs. Desirable distances between existing building frontages on the west side of Richmond Road and school development are 40m for development up to 2 storeys high and 50m for development up to 3 storeys high, subject to detailed designs and assessment of impact. New development should provide a high quality frontage with appropriate articulation and design features to break up the massing and there may be opportunities for landmark features to provide identity and legibility.

8.17 Central: the centre of the site is located well away from residential properties and has the potential for development up to

3 and 4 storeys – up to 15m from ground level to the top of any building, subject to testing. The key issue is the impact on Fern Hill and Tiffin Girls'. Maximising the building set back from the southern boundary has advantages as it would allow the provision of south facing informal social space and games courts. Development up to 3 storeys (up to 12m) would be appropriate within the southern part of this zone in order to provide a satisfactory relationship with Fern Hill, which is 1-2 storeys high with a 2 storey extension proposed along the boundary. The northern part of this central zone offers the opportunity for the tallest part of the building – up to 4 storeys (16m), subject to testing of the relationship of the building to its surroundings and view assessments to show the impact in longer range views. For comparison purposes, the prevailing height of the main Tiffin Girls' School buildings is 3 storeys (11-12m) with the entrance building and the roof projections on the recent rebuild reaching 4 storeys or around 15m.

8.18 Eastern: rear of the site – close proximity to residential means that safeguarding amenity and local character are key issues. Outside the 'no build' zone, school development up to 3 storeys (up to 12m high) would be acceptable, subject to testing. New development should provide high quality elevations with appropriate articulation and design to break up the massing of the new

building.

Trees and Landscaping

8.19 There are no trees subject to TPOs within the site. Existing tree planting and landscaping along the Richmond Road frontage of the site contributes to the streetscene, visual amenity and biodiversity and should be protected and reinforced. This will require a buffer zone extending around 2m beyond the canopy line shown on the Tree Survey, which equates to a 10m 'no build' zone from the site boundary along the frontage of the site (as referred to in para.6.12). The willow tree adjacent to the entrance to the Fern Hill School building has merit and should be retained and protected as part of the mature setting of that part of the site. Elsewhere, if trees are removed as part of the redevelopment proposals, the layout should include provision for two replacement trees for each tree lost (UDP Policy BE9) and associated space to allow for their proper development.

8.20 There are significant opportunities for tree planting and landscaping within the site, in particular along the rear boundary with residential properties in Wolsey Drive. A landscaping scheme will be required as part of any planning application submission and pre-application discussion and planting proposals should be incorporated in a cohesive layout and landscape structure.

Boundary Treatment

8.21 Appropriate boundary treatment will be required around the site taking account of the need to provide attractive buildings and grounds that are welcoming to the school and the local community, safeguard residential amenity and enhance local character, security considerations, tree protection and landscaping.

Sustainable Travel

8.22 A secondary school with 8 forms of entry would have around 1680 pupils and 160 staff and would generate a significant number of trips, in the order of 1800+ trips in the morning and at school finishing times, plus trips associated with school visitors and community use of the school. The current NKC generates an average of 300 trips in the morning, 250 in the afternoon and 300 in the evening from its current uses, which are spread throughout the day and the evening. The proposed expansion of Fern Hill Primary School from 2FE to 3FE with an additional 210 pupils and associated staff will also generate additional school trips on the local transport network.

8.23 In order to manage travel to and from the new school and minimise potential adverse impact on the surrounding area, the highway and public transport networks, a number of measures will be required including: a robust School Travel Plan,

improvements to walking and cycling facilities, potentially an increase in bus capacity and staggered school start and finishing times, so as to maximise walking and cycling to the school and minimise car use.

School Travel Plan (STP) Requirements and Targets

8.24 The preparation of a robust draft School Travel Plan (taking account of Transport for London [TfL] Guidance on STPs and travel plan best practice) will be required to accompany any planning application for the redevelopment of the site for a new secondary school. This should set out how it is proposed to manage travel to the site, maximising opportunities for sustainable travel (walking, cycling and public transport) and minimising trips to the site by car in order to mitigate the potential adverse impact of the school on transport networks. The following paragraphs detail some of the measures that should be included in the STP.

8.25 The draft STP will act as a framework for the ongoing management and implementation of the full travel plan by the School and should include the following commitments:

- the submission of a full travel plan, at least 6 months prior to the opening of the School setting out: the School's

commitment to the STP, details of mitigation measures and modal split targets, how the STP will be implemented and incorporated into the operation of the School

- annual updating of the STP and monitoring of travel patterns to determine whether targets are being met
- assurance that the School will set aside adequate funding and staff resources to implement the travel plan and its associated measures and targets
- to taking action if STP targets are not being met and to address any transport issues that arise as a result of the development

8.26 The following STP targets for modal split/ proportion of trips made by different travel modes are considered to be achievable:

Pupils:

- o 50% on foot
- o 15% by bicycle
- o 30% bus
- o 5% by car

Staff:

- o 10% on foot
- o 20% by bicycle
- o 15% by bus/train
- o 55% by car

Bus Travel

8.27 The new school is located on the no. 65 bus route that links Kingston and Ealing via Richmond every 8-9 minutes (7 per hour). The bus will be a convenient and attractive method of travel to school for pupils living along the route and outside convenient walking distance. This will be particularly so with the existing provision of free bus travel for the under 16's, though it should be noted that this may not continue into the future. Average modal share of pupil trips by bus for borough secondary schools is about 38%, but can reach 54%. Capacity analysis shows that the existing bus route could suffer from overcrowding as a result of the opening of the new school unless:

- bus capacity is increased to accommodate additional trips (through working with TfL London Buses or through private school coach provision)
- school start and finish times are staggered
- the proportion of pupil trips on foot and by bike is increased.

Walking and Cycling

8.28 There is potential for high levels of walking and cycling and this should be maximised by the school. A walking target of 50% of pupils is considered achievable, as the school

is located centrally within its intended catchment area. For cycling, several borough schools have achieved cycling levels of 10-15% and a minimum target for cycling of 10% of pupils and an aspirational target of 15% are considered reasonable and achievable, especially in view of the flat topography of the area and the intended catchment area.

8.29 Safe and convenient access to the school for pedestrians and cyclists is essential in order to facilitate the strong culture of walking and cycling required to meet these targets. Pedestrian flows by pupils and parents/carers are already high around Tiffin Girls' and Fern Hill at school starting and finishing times causing crowding along the pavement. Measures are required to address this and to accommodate the new school without exacerbating the situation. This will require improvements to existing highway infrastructure and walking/cycling facilities, plus additional measures, funded as part of the provision of the school including:

- upgrading of the existing route from Richmond Road to Wolsey Drive between the NKC and Tiffin Girls' to a 5m wide shared foot/cyclepath (subject to due processes)
- improvements to crossings and cycle routes on Richmond Road from the existing cycle routes along the river

- consideration of new cycle routes in roads to the north and east of the site that could utilise the new foot/cycle way from Wolsey Drive
- provision of adequate levels of cycle parking on site for pupils, staff and visitors - around 300 cycle parking spaces should be provided, which should be of high quality, covered/weatherproof, secure from theft and conveniently located in relation to school access points. Cycle equipment lockers should be provided, preferably close to the cycle parking
- measures by the school through the STP to support and encourage cycling including: providing free advanced cycle training (bikeability level three), bicycle maintenance classes, lead rides to the site for new pupils at the start of term, cycle route planning and after-school bike clubs.

Car Use, Parking and Highway Impact

8.30 The level of provision of on-site car parking needs to take account of and balance a number of factors including:

- the need for a certain level operational parking for the school (visitors/deliveries) and provision of disabled parking
- the need to maximise sustainable travel – walking, cycling and public transport through robust travel planning

- the need to minimise any adverse impact of parking associated with the school and community use of the school on the surrounding residential area and A307 Richmond Road
- the size and orientation of the site and the need to ensure that there is sufficient outdoor space for games and informal social areas and that the school grounds are not dominated by parking areas

8.31 Taking account of these factors, the school's accessibility, likely staff numbers (around 160 including about 110 teaching staff [approx. 30% part time] and 50 support staff) and provision at the recently rebuilt Chessington Community College, provision of up to 50 car parking spaces is considered to be appropriate. This roughly equates to a maximum standard of 1 space per 4 members of staff, plus an allowance for disabled and visitor parking. On-site parking provision will need to be managed in accordance with agreed criteria.

8.32 If car use for the new school were of the order of 10% for pupil trips, this would generate around 168 car trips to and from the site in the morning and afternoons, plus staff trips which could add another 40 or so trips. Development proposals will need to be accompanied by a comprehensive Transport Impact Assessment (with sensitivity testing) to assess the likely impact of the school on the local area and

transport networks and to demonstrate that the impact is acceptable and that highway safety would not be compromised.

Sustainable Design and Energy

8.33 The development should be designed taking account of the sustainability principles set out in section 6. In terms of sustainable energy it should be designed in line with the London Plan Energy Hierarchy, Be Lean (use less energy), Be Clean (use clean energy), Be Green (use renewable energy).

Be Lean

8.34 The new scheme should be designed to maximise the use of passive design such as natural ventilation and lighting and should use energy efficient appliances and equipment wherever possible. The buildings should be designed to ensure air tightness and thermal insulation is prioritised to minimise the heat loss from the building.

Be Clean

8.35 The possibility of decentralised energy generation should be considered and prioritised above conventional building services. This should include combined heating/cooling and power. Any consideration of traditional building services should be made as energy efficient as possible and should minimise their CO₂ emissions.

Be Green

8.36 A minimum of 20% reduction of CO₂ emissions from on-site renewable energy generation will be required from the development. This requirement is on top of the savings already made by being Lean and Clean. The preference of renewable technologies considered should be ranked in terms of energy and cost efficiency.

Flood Risk, Water Supply and Drainage

8.37 Although the site is in Low Risk Flood Zone 1 (fluvial flooding), due to its size (over 1 ha.), a Flood Risk Assessment will be required to accompany any planning application. Development proposals also need to take account of infrastructure capacity, including water and sewerage infrastructure. The borough is in a designated area of serious water stress, where water efficiency targets exist in the London Plan. It is also within the Thames Water London Zone, where a deficit in water supply is met by the use of a desalination plant. The use of rain water collection systems should be considered in order to minimise use of potable water. The Richmond Road area is also known to suffer from lack of sewerage capacity (for surface water drainage) and there have been instances of flooding in periods of heavy rainfall. Surface water management systems e.g. sustainable urban drainage systems (SUDs) should be considered to manage and reduce flood risk.

9.0 Next Steps

- 9.1 As set out in Section 3, the consultation responses on this Draft Brief will be collated and reported to the Kingston Town and Development Control Committees in mid September, together with proposed amendments to the Brief. These together with the finalised Brief will be reported to the Executive for adoption on 29 September 2010.

APPENDIX I: Summary of Events leading up to the preparation of this Brief

- June 2008 - the Council's Executive approve the Authority's Transforming Kingston Schools (TKS) Strategy comprising the Building Schools for the Future (BSF) and Primary Capital Programme.
- December 2008, the Executive approve the Authority's Expression of Interest for entry into the BSF Programme and the proposal to build a new secondary school in the Kingston Town area, as part of the BSF proposals, in response to revised data on pupil numbers and the need for additional secondary school places by 2014-2015.
- April 2009 - the Executive approve a proposal to develop a new 6-8 form entry secondary school and the consultation processes for establishing a new school.
- July-September 2009 - pre-statutory consultation on a proposed site for a new secondary school in the north of the borough
- 29 September 2009 - the Executive:
 - o Note the outcome of the informal consultation
 - o Approve the proposal to proceed to the statutory process, including formal consultation
 - o Request officers to develop detailed plans for the submission of a planning application for an 8 form entry school on the North Kingston Centre site with potential limited additional facilities on the Hawker Centre site
 - o Approve the next steps in the consultation and expansion processes.
- January-February 2010 - Statutory consultation on the proposal to establish a new 8 form entry secondary school on the North Kingston Centre site
- 9 March 2010 - the Executive:
 - o Note the outcomes of the consultation
 - o Confirm the specification for the new school as set out in the consultation document
 - o Agree to proceed to the competition stage of the statutory process to establish a new secondary school
 - o Note the work being undertaken to develop the design proposals and the proposed Planning/Development Brief approach (instead of proceeding to prepare and submit a planning application in 2010)
- 31 March 2010 – report to the Executive providing an update on the Building Schools for the Future (BSF) Programme and the Strategy for Change. This confirmed that following the conclusion of negotiations with 'Partnerships for Schools' the Council has formally entered the national BSF Programme, in partnership with the London Borough of Croydon. As a condition of acceptance onto the programme, the Council is required to commit to submitting the Strategy for Change document by 17 May 2010 (outlining its proposals) and the Outline Business Case by 29 November 2010. Key to the strategy is the provision of a new secondary school to serve the north Kingston area. The Outline Business Case for the BSF Programme in respect of the provision of a new school requires either an outline planning permission or an Authority approved Planning Brief.
- April 2010 – first Competition Notice published by RBK inviting bids from potential providers of the new school (this is a statutory requirement)
- July 2010 – report to the Executive on the final Strategy for Change and associated Estates Strategy for all secondary and special schools.

APPENDIX 2: Relevant London Plan and RBK Unitary Development Plan Policies

Relevant London Plan Policies

- Policy 3C.9 increasing the capacity, quality and integration of public transport
- Policy 3C.17 Tackling congestion and reducing traffic
- Policy 3C.19 Local transport and public realm enhancements
- Policy 3C.21 Improving conditions for walking
- Policy 3C.23 Parking strategy
- 4A Climate Change, Sustainable Design and Construction policies including 4A.1-4A.3, 4A.7 Renewable Energy, 4A.14 Sustainable drainage and 4A.16 Efficient use of Water
- 4B Design policies including 4B.1 Design principles, 4B.5 Creating an inclusive environment, 4B.8 Respect local context and communities, 4B.9 Tall Buildings – location and 4B.10 Large –scale buildings – design and impact. Policies 4B.9 and 4B.10 apply to all buildings that are significantly taller than their surroundings.

Relevant RBK Unitary Development Plan (2005) ‘Saved’ Policies

- STR6 Conserving and Enhancing the Built Environment – which requires a high standard of design for new development,

appropriate to the character of the surroundings

- STR13 Sustainable Transport Strategy – which seeks to reduce the need for travel, especially that by private car, and to limit the length of journeys to be made, through appropriate land use policies. It also seeks to improve accessibility of the various transport networks to secure an improved environment and reduced traffic congestion, including through:
 - o Managing and developing public transport so as to provide the main means of travel
 - o Improving facilities so as to encourage walking and cycling
 - o Reducing reliance on car travel, particularly at peak hours by managing the availability of car parking
 - o Protecting the environment by implementing appropriate traffic calming measures
- STR16 Developing and Promoting Sustainable Transport Modes – through enhancing the role of rail, bus, cycling and walking to meet travel needs
- HI Protection of Residential Amenities – in terms of noise and disturbance, privacy and safety, outlook and daylight.

- BE2 Local Areas of Special Character - where the Council will safeguard the townscape of LASCs by protecting the individual character, scale and quality of areas and features that contribute to that character.
- BE3 Development in Conservation Areas – where the Council will give special attention to design of development proposals within or adjoining conservation areas.
- BE9 Trees and Soft Landscaping – which seeks to maintain and improve the quality of the local environment by avoiding the loss of trees that contribute to local amenity and requiring new development to include comprehensive landscaping proposals including larger trees and requiring replacements of at least 2 for 1 for any trees lost in development schemes.
- BE11 and BE12 Design of New Buildings and Extensions/Layout and Amenity of Buildings and Extensions – which seek to ensure that new development does not cause unacceptable harm to the visual quality and character of the locality and that development proposals have proper regard to the amenity of its users and users of nearby developments.

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- BE14 Height of New Buildings – which indicates that new development should respect the height of surrounding buildings, unless it can be demonstrated that taller buildings would not adversely affect the character of the local environment and amenity and would provide a positive a beneficial visual focus.
 - BE22 Pedestrian Environment – this encourages the creation and enhancement of pedestrian routes.
 - OL6 Protection of Other Open Land and OL9 Development adjoining Open Space - which seek to resist built development on open land including that which is listed in the Schedule of Protected Open Spaces (which includes the Tiffin Girls School sports pitches and grassed area) and to ensure that new development next to existing open space does not adversely affect its setting, amenity or ecological value by virtue of its height, scale, massing, location or function.
 - MW3 and MW4 Energy Efficiency and Conservation, Renewable Energy and Energy Recovery – which seek to ensure that development proposals address these matters through design, materials, orientation and layout

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