Nottinghamshire County Council

# Part IV: Parking and Servicing Chapter 3: New Schools & School Extensions

Update 22/4/26

## 3.1 Introduction

3.1.1 Around the beginning and end of the school day there is typically extensive on-street parking in the vicinity of schools whilst parents / guardians drop-off or pick-up children at times when large numbers of pedestrians and possibly cyclists can be expected including children in areas open to through traffic. When designing new schools and school extensions it is necessary to consider the likely road safety implications of introducing or increasing this kind of activity in the local area and the need for safe drop-off and pick-up facilities. Where proposals relate to extensions or the expansion of existing schools, historic site constraints shall not be assumed to justify adverse highway or road safety impacts; mitigation requirements will continue to apply having regard to the scale of intensification and the severity of potential effects.

3.1.2 Where two or more schools are located in close proximity, or where there is potential for overlapping start and finish times, the cumulative effects of pupil drop-off and pick-up activity shall be considered. Assessment and mitigation should reflect the combined operational impacts on the surrounding street network, rather than treating each school in isolation.

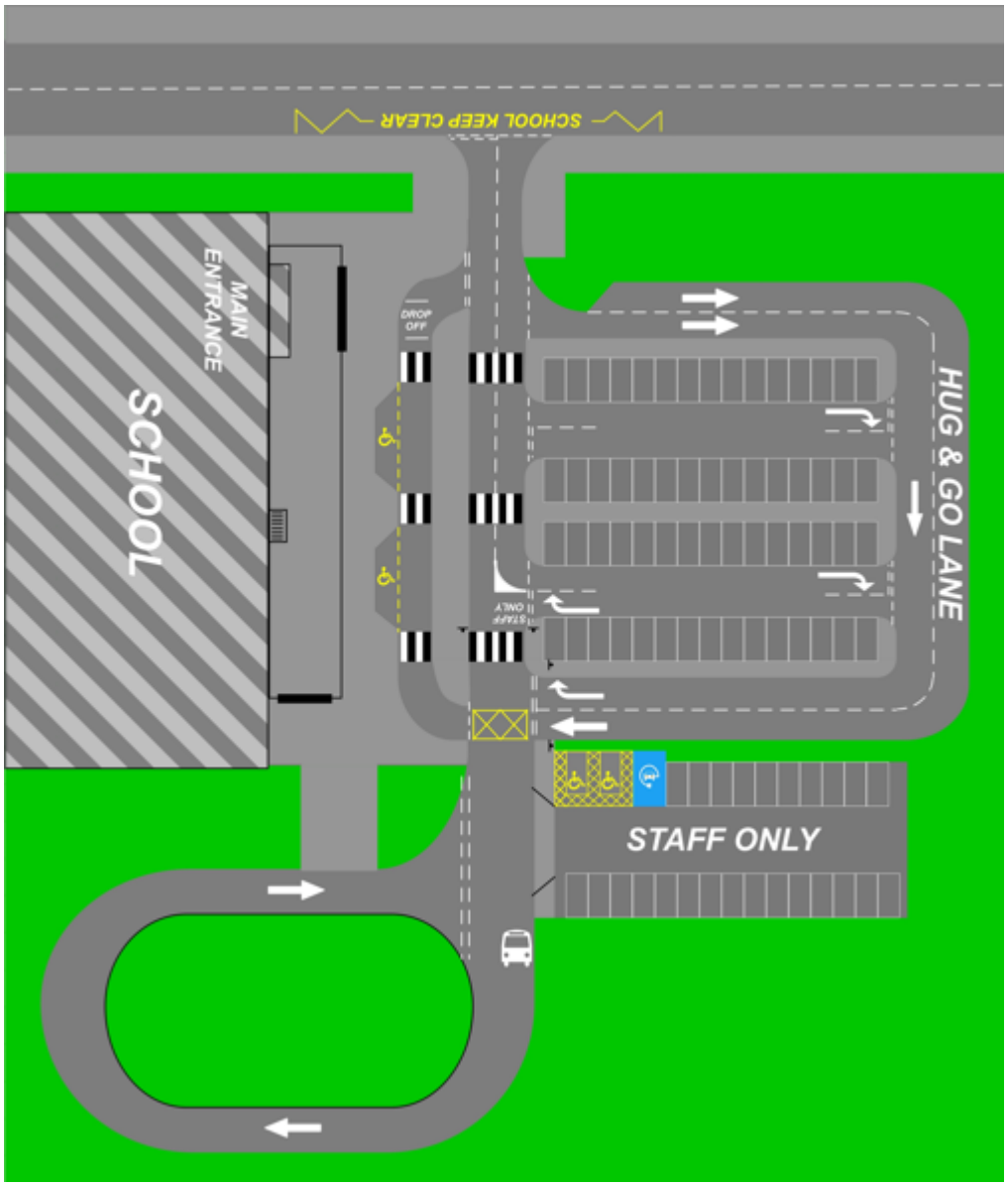
## 3.2 Drop-off and pick-up facilities

3.2.1 The County Council's Developer Contributions Strategy states that where a new school is required to mitigate the impact of development(s), the County Council will require the developer(s) to provide the school either through the provision of serviced land and financial contributions to the County Council or via works in kind where the developer builds the school in accordance with an approved specification. The proposed school site should meet the dimensions of the DfE Building Bulletin 103 and include additional space for on-site drop-off and pick-up provision which is necessary to minimise the impact of vehicular movements on residential amenity. The extent of any drop-off and pick-up provision will be determined on a site-by-site basis considering all relevant factors such as the size of the school and the availability of public transport. This should be addressed in any transport statement or assessment. The need for such facilities may extend to school extensions if the impact of on-street parking would be significant. Given the short-term nature of parent / guardian parking requirements, it may be possible to share parking facilities with other uses such as community facilities in the interest of good land use provided it is appropriately secured in perpetuity.

3.2.2 Where it is demonstrated that it would not be feasible or appropriate for drop-off and pick-up facilities to be provided on-site, the County Council would expect new schools to be in an area where the impact of pick-up/drop off on residents can be minimised. For example, pick up/drop off areas could be positioned adjacent to areas of public open space and/or large sustainable drainage systems, to reduce the need for parents and guardians to park in proximity to residential dwellings. Ideally, the school location should allow parents to pick-up/drop-off pupils in areas with no frontage development on at least one side of the street. Off-site solutions do not remove the need to demonstrate safety and operational acceptability.

3.2.3 In all cases, new schools should not be located within cul-de-sacs and should be accessible using safe, direct, and segregated walking and cycle routes and be accessible to public transport services, including capacity for school bus access and parking where required. Further information on

the County Council's expectations with regards to the location of school sites is included within the New School Guidance for Housing Developers, which includes a site suitability checklist. The checklist should be completed as part of any planning application which reserves land for a new school to demonstrate that the site is fit for educational use.




## 3.3 Assessment

3.3.1 In some circumstances, over 40% (over 84 pupils) of pupils attending a single form entry primary school (210 pupils) would arrive and depart by private car. This would be closer to 25% for some secondary schools. However, the school roll would likely be substantially higher than a primary school. Without substantive evidence to the contrary, this should be seen as the starting point when preparing a transport statement or assessment.

3.3.2 All planning applications that include the provision of a school or extension to an existing school to allow an increase in pupil numbers will require supporting by a transport statement or transport assessment based on the thresholds in Table 3.1 unless the location warrants an alternative threshold either upwards or downwards to be discussed with the highway authority. A transport statement should always include an analysis of the likely traffic generation of the proposal across all modes. Where a

transport assessment is required, the assessment should consider the short peak traffic generation period i.e. parent / guardian traffic is unlikely to be spread over one hour. Where schools include SEND or specialist provision, assessment assumptions should reflect the likely use of assisted transport, minibuses, and higher staff-to-pupil ratios.

Table 3.1

| Type | Transport Statement | Transport Assessment |
|---|---|---|
| Primary | Increase ≤ 50 pupils | Increase > 50 pupils |
| Secondary | Increase ≤100 pupils | Increase > 100 pupils |

## 3.4 Scope of transport statements and assessments

3.4.1 The required scope and level of detail will be dependent on the site's scale and location. The scope of assessment should therefore be agreed with the highway authority prior to preparation. Reliance on staggered start or finish times should be supported by clear evidence of long-term enforceability and should not be assumed to eliminate peak operational effects.

When agreeing the scope, the inclusion of the following should be considered:

- Information about the school development, i.e. any existing and proposed number of pupils and staff when at capacity, the existing school roll if applicable, existing or proposed school hours.
- The existing and proposed site layout including the proposed access arrangements for all modes.
- Information about the existing or proposed street network including footway, cycleway, and carriageway widths, speed-limits, the available visibility splays at junctions, the location of pedestrian crossing facilities, and any existing school crossing patrols.
- A qualitative and quantitative analysis of the travel characteristics of the proposed development across all modes of transport. When the proposal is an extension to an existing school, the analysis should be based on existing staff and pupil travel patterns and their locations based on postcodes. Consideration should be given to the locations of new development that is creating the demand for additional pupil spaces which may be further away than the existing catchment from where parents / guardians may be more likely to drive. Travel Pattern Analysis should include:
    - Data Collection: Gather information through pupil, staff, and parent travel surveys, as well as existing school data and previous travel plans. Collect origin postcodes and current travel modes (walk, cycle, bus, car, etc.).
    - Data Analysis: Calculate the proportion of trips by each mode (mode share). Map home postcodes to visualize the catchment area and group by distance bands (e.g., <1km, 1–2km, 2–5km, >5km). Identify clusters of pupils/staff and assess how travel mode varies with distance.
    - Predicting Changes: For new developments or expansions, estimate how many new pupils may travel from further away and are likely to use cars. Assess opportunities for shifting travel to sustainable modes.
    - Reporting: Present findings using tables, charts (e.g., mode share pie/bar charts), and maps showing origins and catchment areas. Provide a narrative summary of key findings and implications.
    - Recommendations: Suggest measures to encourage sustainable travel, such as improved crossings, cycle storage, or travel plan initiatives.

- An assessment of trips from committed development in the area i.e. planning permissions and local plan allocations where there is a reasonable degree of certainty that they will proceed within the next 3 years.
- Data about current traffic flows on links and at junctions (including by different modes of transport and the volume and type of vehicles) within the study area and identification of critical links and junctions on the local street network. Traffic counts should normally be undertaken during the neutral months of March, April, May, June, September, or October (but outside school holidays) to minimise seasonal impacts.
- A description of parking facilities in the area and the parking strategy for the proposal. Attention should be given to the implications of on-street parking, the likely extent of on-street parking, and the need for measures to mitigate the effects of on-street parking. Where the proposal is an extension, PM peak on-street parking beat surveys should be undertaken as well as an analysis of the likely increase in demand based on existing staff and pupil travel patterns. The extent of existing and the likely increase in on-street parking should be plotted on a plan.
- Consideration should be given to the locations of new development that is creating the need for additional pupil spaces which may be further away than the existing catchment from where parents / guardians may be more likely to drive.
- An analysis of the injury accident records on the public highway in the vicinity of the site for the most recent 3-year period, or 5-year period if the proposed site has been identified as being within a high accident area. This should include proposed mitigation measures where a pattern of accidents has been identified or is likely to develop.
- Data about the availability and frequency of public transport provision including bus stop locations and infrastructure, and school bus provision.
- Measures to mitigate the impacts of the development such as improvements to the public transport network, introducing or improving footways and cycleways, physical improvements to junctions and pedestrian crossing facilities, the provision of drop-off and pick-up facilities and the space required for such facilities.
- Particular regard should be had to conflicts between vehicle movements and pedestrian and cycle activity during peak school arrival and departure periods.
- Ways of encouraging environmental sustainability by reducing the need to travel by private car.
- An assessment of the site's proximity to environmentally sensitives areas such as air quality management or noise sensitive areas.
- Where development involves construction works adjacent to an operational school, the assessment should consider construction traffic, temporary access arrangements, and any overlap with pupil arrival and departure periods.

## 3.5 Parking standard

3.5.1 Sufficient on-site staff car parking will be required as well as secure bicycle parking for staff and pupils sufficient to deal with demand. It is recommended that parking be provided in accordance with Table 3.2 or that parking demand be assessed on a case-by-case basis based on existing travel patterns. Any departure from Table 3.2 must be supported by evidence from existing comparable schools or robust travel survey data.

Table 3.2

| Type | Parking standard |
|---|---|
| Cars | 1 space per teaching member of staff plus 2 spaces per 3 non-teaching staff.<br>Disabled parking should be counted as 5% of the above allocation or a minimum of 1 space.<br>Plus 1 designated space to be equipped with EV charging provision with space and capacity to expand to cater for future demand e.g. electric school minibuses. |

| | |
|---|---|
| Bicycles | Primary schools – 1 scooter space per 10 pupils plus 1 cycle space per 20 pupils.<br>Secondary schools – 1 cycle space per 10 pupils.<br>In addition (for all schools) – 1 cycle space per 20 staff in a non-pupil area. |
| Motorbikes (PTW) | Minimum of 1 space or 1 space per 25 car spaces. |

## 3.6 School buses

3.6.1 Consideration must be given to the need for and number of spaces required for parking school buses to be considered as part of the transport statement or assessment alongside the requirements of the school travel plan. The designated areas should be large enough to accommodate the expected number of buses considering their size and manoeuvrability. The area should be easily accessible, safe for pupils to access and egress, and be away from regular traffic in the interest of safety. For standard buses, a parking bay would typically be 3.5m wide and 14.0m long.


## 3.7 Servicing

3.7.1 Sufficient space should be provided on-site for a 12.0m rigid lorry to manoeuvre to cater for deliveries and refuse collection demonstrated by vehicle tracking. This may be incorporated into the car park or school bus parking layout (see Part 4.2 Commercial Parking and Servicing) provided that the bin storage area is accessible from that location.

## 3.8 Street layout

3.8.1 If a school is to be located within a new build development, the streets and footways passing the school will typically need to be wider to accommodate the activity that usually occurs outside (6.5m carriageway, 3.0m footways), see Part 3.1 General Geometry of Residential Streets.

## 3.9 Advance school warning signs

3.9.1 School warning signs shall be provided outside all schools to make drivers aware that they are approaching a school and to drive appropriately. Flashing amber warning lights may be required at busy locations.


## 3.10 Advisory 20mph speed limits

3.10.1 Where it is feasible to do so, a 20mph advisory speed limit shall be introduced on the approaches to schools.

## 3.11 School keep clear road markings

3.11.1 Enforceable school keep clear markings will typically be required outside of schools to provide a clear space for children and parents to cross. These will usually be limited to one side of the carriageway unless the street passing the school is particularly narrow.


## 3.12 Parking restrictions

3.12.1 Introducing parking restrictions such as double yellow lines are not likely to be supported as they may just push parking problems elsewhere or be ineffective as the setting down and picking up of

passengers would usually continue to be permitted. However, they may be a useful tool to discourage parking in specific areas such as at junctions.

## 3.13 School travel plans

3.13.1 Every school should have a school travel plan. This is likely to be a conditional requirement on planning permissions for new schools and extensions to existing schools where a school travel plan is not already in place. Further advice can be found here:

School Travel Plans

## 3.14 Safe routes to schools


3.14.1 When proposing a new school or materially increasing the size of an existing school, it is necessary to consider pedestrian desire lines and the need for safe crossing arrangements along likely routes.

## 3.15 School crossing patrols

3.15.1 A commuted sum may be sought to fund the provision of school crossing patrols on desire lines to primary schools. Buildouts and road markings may be required at locations where the patrols are to be positioned in locations where it is safe to cross.

## 3.16 Parent / guardian waiting area

3.16.1 To avoid large numbers of parents / guardians congregating on footways at pick-up times a corral should be provided within the curtilage of primary schools to maintain site security whilst allowing the free flow of pedestrians on adjacent footways. It is suggested that a minimum of 1.0m$^2$ should be provided for each pupil and their parent / guardian. Operational measures may complement but not substitute for physical safety measures.

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