

Local Development Framework for Bradford

# Core Strategy

## Further Issues and Options

### Schools Engagement Project

August 2008









## **BACKGROUND**

Bradford Council is required by the Government to find land for over 50,000 new houses up until the year 2026. The Core Strategy will identify broad areas within the District where development will be located. In addition to housing, the Council must find land for employment and community services such as schools, doctors and shop whilst also ensuring that the development will be sustainable.

Bradford Council undertook public consultation between January and June 2008 to seek the views of the public, community groups, landowners, businesses, service providers and others on the location of this new development.

As part of the consultation exercise, the Council worked with five secondary schools to capture the views of young people, which are often missed in consultation exercises. The LDF Group developed activities designed to enable young people to tell the Council their views on where new development should be located.

## **OBJECTIVES**

- To give young people a say in the future of the District;
- To make the Core Strategy more sound/based on a more robust evidence base
- To develop a mechanism to involve young people in consultations for planning documents.

## **THE SCHOOLS**

The secondary schools that took part in this consultation were:

- Belle Vue Girls School
- Rhodesway School
- Hanson School
- Parkside School
- Laisterdyke Business and Enterprise College

There was a good mix of inner city, suburban and rural schools, with a good range of ages and ethnic groups.

Each school had different requirements and a different year group, so material was tailored to the needs of the school.

The aims of the sessions were to identify the issues for young people and to also develop an appreciation for where young people would like to see new development over the next twenty years.

## **THE ACTIVITIES**

Throughout the Schools Engagement Project, the activities were developed further after each event to improve them and to ensure they were as suitable as possible for each set of pupils.

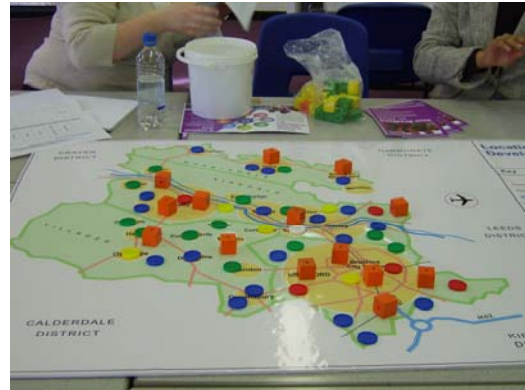
### Activity A – identification of issues

This activity consisted of a number of cards each depicting a planning issue and the pupils were asked to rank the cards in order of priority for them as young people. This enabled them to develop an appreciation of what Planning is and its wide remit. It gave the Council an appreciation of those issues which are important to young people.



### Activity B – identification of broad area for development

This task sought to develop an understanding of where young people thought new development should be located. This was done by taking into account important issues such as flood risk areas, Green Belt, wildlife areas, location of employers and transport corridors.



## **FORMAT OF THIS REPORT**

The next section of this report looks at the individual sessions the schools – Belle Vue Girls School, Rhodesway School, Hanson School, Parkside School and Laisterdyke Business and Enterprise College.

Each school developed the base activities according to the pupils' abilities and also in line with their curriculum.

## **CONCLUSION**

It is difficult to draw conclusions from this engagement exercise. The results were varied, with each group of students developing their own priorities and their own decision about the location of new housing and employment.

The most recurring priorities were:

- Renewable energies
- Choice of housing
- Flooding
- Close proximity to local services – shops, doctors, schools etc.

The table below shows the broad results for a questionnaire filled in by the pupils from all the schools (except Hanson School).

## OVERALL RESULTS

Below shows the overall results from the questionnaire.

QUESTION	Agree	Disagree
<b>BUILDING NEW HOMES</b>		
The location of housing in the urban areas should not result in the loss of green spaces, parks and playgrounds.	87%	13%
The location of housing should encourage people to use public transport, or walk or cycle to shops, schools and work.	86%	14%
The location of housing should be used to maintain village life in villages and smaller settlements.	77%	23%
<b>FINDING LAND FOR JOBS</b>		
The majority of employment activities should be concentrated near to good road connections.	82%	18%
Jobs should be located close to where people live to reduce travel by car.	89%	11%
Employment activities should be located close to good bus routes and train stations.	82%	18%
<b>PROTECTING THE GREEN BELT</b>		
No land should be taken from the Green Belt for development.	57%	43%
Land should be removed from the Green Belt and allowed for development when it would not cause harm to rare animals and plants.	65%	35%
Land should be removed from the Green Belt and allowed for development where people can still travel to school, shops and work by bus, train, walking or cycling.	67%	33%
Land should be taken from the Green Belt without any restrictions.	14%	86%

Please note that these results do not include Hanson School.

## BELLE VUE GIRLS SCHOOL – 3 March 2008

Planning Officers present: Helen Breen & Emma Crossland Stephen

Belle Vue Girls Staff: Zainab Navqi

Students: 12 Gifted and Talented A Level Students

Main points raised:

- Housing should be in the form of flats to take up less space
- Recycling and renewable energy need to be key features in new housing developments
- The Eco-Town concept is good but will it really work?
- Developments should be of a good design, sympathetic to the surroundings, especially if large housing sites.
- One large release from the Green Belt is much better than smaller releases across the District.
- There is a need to protect the Green Belt but to also maintain green spaces within built up areas.
- The need to provide housing in smaller settlements to maintain facilities and services was recognised.
- It is important to provide good public transport as more housing will mean more cars.
- Being able to walk to community facilities is also important.
- We need to remember to build houses suitable for older people and the disabled.



## **BUILDING NEW HOMES**

**To find enough land for all the new homes will mean that our communities will face massive change.**

	<b>AGREE</b>	<b>DISAGREE</b>
The location of housing in the urban areas should not result in the loss of green spaces, parks and playgrounds.	100%	0%
The location of housing should encourage people to use public transport, or walk or cycle to shops, schools and work.	100%	0%
The location of housing should be used to maintain village life in villages and smaller settlements.	100%	0%

## **FINDING LAND FOR JOBS**

**The large increase in the population will mean that jobs will have to be provided across the District.**

	<b>AGREE</b>	<b>DISAGREE</b>
The majority of employment activities should be concentrated near to good road connections.	100%	0%
Jobs should be located close to where people live to reduce travel by car.	100%	0%
Employment activities should be located close to good bus routes and train stations.	100%	0%

## **PROTECTING THE GREEN BELT**

**To find enough land to build 50,000 new homes will mean that some of the countryside will have to be built on.**

(The Green Belt is the large swathes of land surrounding our city, towns and villages. Land can be taken out of the Green Belt to allow for development. Any land that remains in the Green Belt is restricted from development).

	<b>AGREE</b>	<b>DISAGREE</b>
No land should be taken from the Green Belt for development.	100%	0%
Land should be removed from the Green Belt and allowed for development when it would not cause harm to rare animals and plants.	67%	33%
Land should be removed from the Green Belt and allowed for development where people can still travel to school, shops and work by bus, train, walking or cycling.	67%	33%
Land should be taken from the Green Belt without any restrictions.	14%	86%

## RHODESWAY SCHOOL – Thursday 13 March 2008

Planning Officers present: Helen Breen & Emma Crossland  
Stephen Belle Vue Girls Staff: Mina Mistry  
Students: 7 A Level Geography Students (Year 12)

### Main points raised:

- Recycling and renewable energy need to be key features in new housing developments rather than being added after the development has been completed.
- Small Green Belt releases spread across the District are better than a small number of large releases as this will be less noticeable.
- Living close to community facilities was deemed very important, as was the ability to travel by green forms of transport.
- Access to sport and leisure facilities was not deemed as important.
- Giving people a choice of housing was important, and over supply of flats was a concern.
- The housing requirement should be spread across the District.
- The majority of Green Belt releases should be in the east of the District, close to transport links and Leeds.
- Employment should be concentrated around the main areas of housing – Bradford, Keighley, east Bradford and the M606 corridor. Small levels of employment should be located in the smaller settlements to cater for local need.





## **BUILDING NEW HOMES**

To find enough land for all the new homes will mean that our communities will face massive change.

	<b>AGREE</b>	<b>DISAGREE</b>
The location of housing in the urban areas should not result in the loss of green spaces, parks and playgrounds.	100%	0%
The location of housing should encourage people to use public transport, or walk or cycle to shops, schools and work.	100%	0%
The location of housing should be used to maintain village life in villages and smaller settlements.	100%	0%

## **FINDING LAND FOR JOBS**

The large increase in the population will mean that jobs will have to be provided across the District.

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The majority of employment activities should be concentrated near to good road connections.	100%	0%
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Employment activities should be located close to good bus routes and train stations.	86%	14%

## **PROTECTING THE GREEN BELT**

**To find enough land to build 50,000 new homes will mean that some of the countryside will have to be built on.**

(The Green Belt is the large swathes of land surrounding our city, towns and villages. Land can be taken out of the Green Belt to allow for development. Any land that remains in the Green Belt is restricted from development).

	<b>AGREE</b>	<b>DISAGREE</b>
No land should be taken from the Green Belt for development.	50%	50%
Land should be removed from the Green Belt and allowed for development when it would not cause harm to rare animals and plants.	100%	0%
Land should be removed from the Green Belt and allowed for development where people can still travel to school, shops and work by bus, train, walking or cycling.	100%	0%
Land should be taken from the Green Belt without any restrictions.	60%	40%

## **HANSON SCHOOL 18 June 2008**

Planning Officers present: Helen Breen  
Hanson School Staff: Rachel Badley  
Students: 21 Geography Year 9 students.

There were 6 groups of students, and each were asked to rank the issues, placing the most important at the top.

Below are the top three issues from each group:

### Group A

Choice of housing  
sport and leisure  
shops, doctors and schools

### Group B

Choice of housing  
renewable resources  
flooding and access to facilities (equal ranking)

### Group C

Renewable resources  
choice of housing  
shops, doctors and schools

### Group D

Shops, doctors, schools  
access to facilities  
public transport

### Group E

Renewable resources  
protecting open fields  
Protecting parks, playing fields and playgrounds

### Group F

Flooding  
Protecting wildlife  
Shops, doctors and schools



The pupils were then asked to place on a map where they thought the housing should go. Maps showing areas of flood risk, the Green Belt and Special Protection Area, employees, and frequent public transport were then passed round and they changed the location of the housing in light of the new information.

They then stated which option from the 4 spatial options they thought best mirrored their map or which was the best.

*We would pick Option 3 as it would make it less crowded round the rest of Bradford, so that they could build more shops and making some more green areas around Bradford.*

*We think Option 2 is the best because there is less majority in Bradford Urban Area. In Option 2 we would like a housing growth point in Shipley or Bradford City Centre.*

*We chose Option 2 because everything will be too spread out and no greenery will be left. Growth in Local Service Centres is only 5% and will work more. We need more greenery for the wildlife and the environment.*

*We are going with Option 4 because they are spreading out the employment and housing, also it is in keeping with towns that are already built. I'm glad of this because I don't want to get rid of any greenery and wildlife.*

*We chose Option 3 because of the focused growth points around Bradford because it matches what we thought – development in Esholt, Silsden and Bradford.*

*We chose Option 2 because the housing growth is not just in Bradford – it's spread out across other towns, e.g. Ilkley, Bingley and Keighley. We also like Option 2 because it has a lot of Local Service Centres.*



## PARKSIDE SCHOOL – Friday 13 June & Friday 27 June 2008

Planning Officers present: Helen Breen  
Hanson School Staff: Steve Hall  
Students: Year 10 Geography Students

An introductory DVD was shown to highlight the key areas for growth in the District. A brief summary of possible impacts was outlined by the Planning Officer so the students could begin to appreciate the scale of the housing and employment growth, and possibly start to think about the most appropriate locations.

The first exercise was to rank cards depicting different issues in order of priority for them now as young people.

The top three from each group were:

- Group 1**     Protecting open fields  
                  Flooding  
                  Quality of housing
- Group 2**     Shops, doctors, schools  
                  Flooding  
                  Public transport
- Group 3**     Protecting open fields  
                  Protecting wildlife  
                  Historic areas and buildings
- Group 4**     Public transport  
                  Renewable resources  
                  Sport and leisure

Additional issues that the students thought of were 'The Quality of the Housing' and 'Build on Derelict Sites'



An introduction into the task they would be doing in the next session was outlined. They were given a number of resources – maps of the District showing the locations of employment, flood risk, Green Belt and the Special Protection Area and high frequency bus routes.

The third session (two weeks later on 27 June 2008) was used for the students to feed back on which option they thought was best and the reasons for this.

Two groups favoured Option 4 whilst one group devised their own option. The other group had not come to any conclusion.

Group 1 favoured Option 4. Reasons:

‘We want to preserve the community spirit of small villages and we believe that letting villages grow will lessen this’;

‘We want to spread jobs around the district and small towns so that more congestion is not coming through the city centre of Bradford’

‘We’d like more jobs in Bingley because currently Bingley has mostly small businesses and we’d like to become a more industrious town’

‘The only problems we can see with this are:

That houses are being built on flood plains

People might not want to live in Bradford City Centre if we are filling it in so much’.

Group 2 devised their own option.

65% - 32,500 in Bradford Urban Area

10% - 5000 in Principal Towns (Keighley, Ilkley and Bingley)

5% - 2500 in Local Service Centres

They thought Bingley should be a Principal Town with Keighley and Ilkley to ‘stop overcrowding and reduce the amount of traffic pollution’ and because it would mean less building on the Green Belt in Keighley and Ilkley.

Employment growth should be near to the Local Growth Centres ‘because it would mean that in the future homeowners in Principal Towns would not have to travel far to get to work, minimising the amount of air pollution’.

Group 3 favoured Option 4 (with slight amendments)

67.5% - 33,750 in Bradford Urban Area

20% - 10,000 in Principal Towns (Keighley, Ilkley and Bingley)

10% - 5000 in Local Growth Centres

2.5% - 1250 in Local Service Centres

‘The highest percentage of housing already has good existing bus routes, although Ilkley does not. Therefore, for a small cost, a bus route could be put in to directly link Ilkley to Bradford’.

‘We do not want a lot of the housing in the villages’.

After this task, the pupils were asked to place the issue cards in order of priority. They may have ranked them differently as they had some knowledge of issues facing the District.

- Group 1**     Flooding  
                  Protecting open fields  
                  Shops, doctors, schools
- Group 2**     Building on derelict sites  
                  Flooding  
                  Public transport
- Group 3**     Protecting open fields  
                  Protecting wildlife  
                  Flooding
- [Group 4 ran out of time]**



The pupils were then asked to fill in the survey sheets below. The results are as shown.

## **BUILDING NEW HOMES**

To find enough land for all the new homes will mean that our communities will face massive change.

	<b>AGREE</b>	<b>DISAGREE</b>
The location of housing in the urban areas should not result in the loss of green spaces, parks and playgrounds.	86%	14%
The location of housing should encourage people to use public transport, or walk or cycle to shops, schools and work.	100%	0%
The location of housing should be used to maintain village life in villages and smaller settlements.	100%	0%

## **FINDING LAND FOR JOBS**

The large increase in the population will mean that jobs will have to be provided across the District.

	<b>AGREE</b>	<b>DISAGREE</b>
The majority of employment activities should be concentrated near to good road connections.	75%	25%
Jobs should be located close to where people live to reduce travel by car.	50%	50%
Employment activities should be located close to good bus routes and train stations.	75%	25%

## **PROTECTING THE GREEN BELT**

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	<b>AGREE</b>	<b>DISAGREE</b>
No land should be taken from the Green Belt for development.	50%	50%
Land should be removed from the Green Belt and allowed for development when it would not cause harm to rare animals and plants.	87%	13%
Land should be removed from the Green Belt and allowed for development where people can still travel to school, shops and work by bus, train, walking or cycling.	50%	50%
Land should be taken from the Green Belt without any restrictions.	0%	100%

## **LAISTERDYKE BUSINESS & ENTERPRISE COLLEGE – Friday 20 June, Friday 4 July & Friday 11 July 2008**

Planning Officers present: Helen Breen  
Staff: Gerard Liston plus classroom staff  
Students: Year 8 (whole year group)

The College used this consultation and worked it into their Enterprise curriculum for Year 8 students. Nine hours were used to introduce Planning to the students, and a range of activities were set to expand their knowledge on the issues as flood risk, provision of community facilities, green space and wildlife, jobs, housing and transport.

The activities were:

- Flooding – investigate the flood risks associated with different parts of the city. Make proposals about suitable building sites and creative suggestions about protecting homes from flood risk. Produce an A1 “Flood Alert” public information poster.
- Community Facilities – investigate the range of public services required to support the new homes and suggest how these might be provided. Prepare a “Top 10” chart of the services that are most important for 1) a teenager, 2) a young mum, 3) a retired couple.
- Green Space – investigate the impact on green space and wildlife and propose ways to minimise this impact. Prepare a promotional leaflet for an imaginary “Bradford Wildlife Park” – telling a visitor why they should come.
- Housing – Investigate the types of new houses that could be built and propose the type that would be best for the new development. Sketch the house of the future for Bradford in 2030.
- Jobs – investigate the trends in local employment and propose how people living in the new homes might be employed. Write two newspaper adverts for jobs in Bradford in 2030 (they must be jobs that don’t exist now).
- Transport – Investigate the transport links in and around Bradford and propose how these might need to change in the future. Design the perfect public transport system of the future. Describe the journey to work for someone travelling to the city centre from BD3 in 2030.

Written comments received from the students included:

### **Should the location of housing result in the loss of green spaces, parks and playgrounds?**

- People need places where there are playgrounds and where you can play games;
- People like to visit different parks.

**Should the location of housing encourage people to walk or use public transport?**

- There will be more traffic and pollution if houses are not near public transport;
- People are able to travel to work by walking instead of using the car.
- It gets too hard to walk all the time.
- If your school or shop is far, it will take time.

**Should the majority of jobs be concentrated near to good road connections?**

- You will have to move from your home to work quickly;
- There will be too much noise from the busy roads,

**Should jobs be close to where people live?**

- If it is far they will use cars, and cars pollute the earth;
- It is easy for people to travel because it is closer;
- If jobs were close to some homes they may not be close to other homes so it's not likely to have to job located next to where everybody lives.

**Should jobs be located close to good bus routes and train stations?**

- That way you would not pollute the earth;
- You can get there in good transport and without any hassle;
- There should be a good bus route or train station next to the job and in other areas for workers to use to get there. Without a bus route or train station some may not be able to get to work easily.

**Should land be removed from the Green Belt without any restrictions?**

- I believe that Bradford doesn't need to have every outdoor space built on as this would make Bradford a less attractive place to live in.
- No, I think we need more development and if we are not allowed, we won't have any development.
- Some of land, not all of it.
- Land shouldn't be taken because the land is taken up by wildlife and we don't have the right to take it!

**Should land be removed from the Green Belt and allowed for development when it would not cause harm to rare animals and plants?**

- I think the land is better off as a home to plants and animals and as a nice place to visit.

## **BUILDING NEW HOMES**

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	<b>AGREE</b>	<b>DISAGREE</b>
The location of housing in the urban areas should not result in the loss of green spaces, parks and playgrounds.	95%	5%
The location of housing should encourage people to use public transport, or walk or cycle to shops, schools and work.	75%	25%
The location of housing should be used to maintain village life in villages and smaller settlements.	60%	40%

## **FINDING LAND FOR JOBS**

The large increase in the population will mean that jobs will have to be provided across the District.

	<b>AGREE</b>	<b>DISAGREE</b>
The majority of employment activities should be concentrated near to good road connections.	78%	22%
Jobs should be located close to where people live to reduce travel by car.	93%	7%
Employment activities should be located close to good bus routes and train stations.	80%	20%

## **PROTECTING THE GREEN BELT**

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	<b>AGREE</b>	<b>DISAGREE</b>
No land should be taken from the Green Belt for development.	54%	46%
Land should be removed from the Green Belt and allowed for development when it would not cause harm to rare animals and plants.	57%	43%
Land should be removed from the Green Belt and allowed for development where people can still travel to school, shops and work by bus, train, walking or cycling.	68%	32%
Land should be taken from the Green Belt without any restrictions.	11%	89%





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**City of Bradford MDC**

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