



Greater Cambridge Shared Planning Youth Engagement Service YES Youth Engagement Report

Planning application ref: 23/04590/OUT
Site address: Land South of Coldhams Lane, Cambridge
Participant: The Spinney Primary School
Developer: Mission Street



Planning application ref:	23/04590/OUT
Site address:	Land south Of Coldhams Lane, Cambridge
Proposals:	Outline application for Parcel A for Offices (Use Class E(g)(i)), Research and Development (Use Class E(g)(ii)), ancillary retail & facilities (Use Classes E(a) and E(b)), car and cycle parking, landscape and public realm, infrastructure and associated works. Detailed proposal for Parcel A Building 3 (Use Classes E(g)(i) (Offices), E(g)(ii) (Research and Development)), the Hub Building with associated car and cycle parking, employment space, and leisure uses (sui generis), and the Pavillion Building for community uses (Use Class E (a-f)), and Detailed proposal for landscape works and access to Parcel C.
Case Officer:	Cuma Ahmet
Developer:	Mission Street
Date of Youth Engagement Workshop:	Workshop 1 - Tuesday 23 January 2024 Workshop 2 - Monday 12 February 2024
School:	Spinney Primary School, Cambridge

1.0 Purpose of the Greater Cambridge Youth Engagement Workshop

The main purpose of the Greater Cambridge Youth Engagement Workshops is to provide local youths with the opportunity to have a genuine input into the design of the proposed development, in accordance with the requirements of Paragraphs 132 and 133 of the 'National Planning Policy Framework' (NPPF) (2023).

Paragraph 132 of the NPPF states that *“early discussion between applicants, the local planning authority and local community about the design and style of emerging schemes is important for clarifying expectations and reconciling local and commercial interests. Applicants should work closely with those affected by their proposals to evolve designs that take account of the views of the community. Applications that can demonstrate early, proactive and effective engagement with the community should be looked on more favourably than those that cannot.”*

Paragraph 133 states that *“local planning authorities should ensure that they have access to, and make appropriate use of, tools and processes for assessing and improving the design of development. These include workshops to engage the local community, design advice and review arrangements, and assessment frameworks... These are of most benefit if used as early as possible in the evolution of schemes and are particularly important for significant projects, such as large-scale housing and mixed-use developments. In assessing applications, local planning authorities should have regard to the outcome from these processes, including any recommendations made by design review panels.”*

Regarding the development proposals for the application site, specifically, officers are interested in obtaining and reflecting local youths' views on what to include in the proposed play space, the design of the street furniture, bird screens and hedgehog houses to ensure that they are fit-for-purpose and are child-friendly. It is important that the results of this report are incorporated into the final layout to ensure genuine youth engagement.

2.0 The Greater Cambridge Youth Engagement Framework

The Greater Cambridge Youth Engagement Workshop was designed based upon a framework developed by the Council's Youth Engagement Service - "*Framework for Evaluating the Effectiveness of Youth Engagement*". This established framework considers the following four key areas which aim to benefit all those who takes part in the workshop:

- 1) Impact on the plan-and decision-making process
- 2) Process
- 3) Educational and social value
- 4) Practical factors

The Workshops comprised a series of activities to enable the local youths to get involved in the various design elements of the development proposals, via a structured approach.

This Youth Engagement Report aims to support the Design and Access Statement and the Statement of Community Involvement, to demonstrate that the proposals have considered the views of local youths via a collaborative approach with Officers.

3.0 Youth engagement process

The youth engagement initiative is a collaboration between YES, Misson Street and Spinney School. In 2023/2024, Spinney School has 207 students, 5% are pupil premium students (from disadvantaged backgrounds). The engagement of 60 students from the School has a good degree of representativeness. The youth engagement process was conducted in two parts: Workshop 1 and Workshop 2, with a 21-day gap to allow students sufficient time to complete their design work, and to reflect on their learning.

Workshop 1:

Participants

On Tuesday 23 January 2024, 60 Year 5 and 6 students, aged between 9 and 11, together with their Headteacher Mrs Martha Hughes and Year 5 and 6 Class Teachers from Spinney Primary School, took part in the Youth Engagement Workshop. The Workshop was led by the Council's Youth Engagement Lead Dr. Bonnie Kwok and supported by Youth Engagement Team members Tom Davies and Maxine Ross. The developer's team – Stewart Kain, Director - Development from Mission Steet, Darryl Chen, Urban Design Lead from Hawkins Brown Architects, Colin Noble from Chess

Engage, Communications agent and Alberto Campagnoli and Rebecca Faulkner from Periscope attended and made significant contributions towards the youth engagement activities. Two videographers and photographers from So-Motive also attended.

The Youth Engagement Workshops promote partnership working between Officers, Developers and their design team.

Process

1. Introduction

A presentation setting out the purpose of the workshop was given to the participants, it introduced the details of the proposals, the importance of youth engagement and basic principles of good urban design and town planning, and how they contribute to the concept of sustainability and also the value of biodiversity.

2. Careers Talk

Council officers, the Development Manager from Mission Street and the Urban Design Lead from Hawkins\Brown Architects then provided a talk on career options in the built and natural environment field, life science, the property development and community work. The purpose of this talk was to inspire the students to pursue a career in these areas. It is hoped that the students would be able to seek local employment in STEM subjects at the proposed development, or to pursue a career in the built environment profession, when they have finished education.

3. Walkabout

Students then took part in a walkabout: they were shown the area approaching the land south of Coldhams Lane, Cambridge (the application site) by Officers, the Director - Development from Mission Street, the urban designer and the communications agent to develop an understanding of the site's position near residential properties and the journey via Cherry Hinton High Street, Railway Street, the Tins footpath and Prizon Park, views from different perspectives and how the proposed architectural and landscape design responds to the site context. The students also had the opportunity to learn about the site's wider context of Cherry Hinton on the journey to the site. Students also learnt about the biodiversity and sustainability proposals for the development proposals.

4. Youth Research: Place Feelings

In the classroom, the students were asked to write down three memorable things from the tour. The students were then invited to take part in a discussion to talk about the rationale for their chosen memorable things from the tour. This exercise aims to understand their Place Feelings. The results of the research indicate that the students found visiting the Prizon Play Park (29.63%) as the most memorable element from the walkabout tour, followed by the bug hotel (13.33%), the bird houses (13.33%), the experience of the walking journey on a rainy day (11.85%) followed by views of the

site, seeing nature and animals, the talks on the guided tour, trees, and graffiti. The overall results are summarised in Table 1.

5. Design Competitions

1) Play space Design Competition

All the students were invited to draw a play area with their favourite play equipment. All the students designed a bench for the site. The students then divided into two groups with half designing bird screens and the other half designing hedgehog houses. This was followed by a judging process where the best designs were shortlisted from the competition entries, based on a robust design criterion. Judges consisted of Officers and the Developer's Design Team.

The judges picked winners for the play space design competition with awards for Innovative Design, Inclusive Design, Sustainable Design, Creative Design and Best Graphic Representation Award with 2 overall winners.

2) Street Furniture Design Competition

The judges picked winners for the bench design competition with awards for Innovative Design, Inclusive Design, Sustainable Design, Creative Design and Best Graphic Representation Award with 1 overall winner.

3) Bird Screen Design Competition

The judges picked winners for the bird screen design competition with awards for Innovative Design, Inclusive Design, Sustainable Design, Creative Design and Best Graphic Representation Award with 1 overall winner.

4) Hedgehog House Design Competition

The judges picked winners for the Hedgehog house design competition with awards for Innovative Design, Inclusive Design, Sustainable Design, Creative Design and Best Graphic Representation Award with 1 overall winner.

6. Learning Consolidation

The students were then divided into small groups and took part in an interactive quiz, with prepared questions that are tailored to this particular development proposal. The quiz questions cover the local history, details of the development proposals and some urban design principles. The purpose of this quiz was to reinforce their learning outcome and it was very well received.

7. Plenary / Feedback Session

The Workshop was concluded by students explaining to the facilitators what they had learnt from the youth engagement activities. The students were also encouraged to tell

facilitators what key elements should be considered by adults/decision-makers as the scheme is further developed, and what can be improved in future Youth Engagement Workshops. The key points are summarised in Table 2.

Workshop 2:

Participants

On Monday 12 February 2024, the same group of 60 Year 5 and 6 students, Headteacher Mrs Martha Hughes, Year 5 and 6 Class Teachers and Teaching Assistants took part in the second part of the Youth Engagement Workshop. The Workshop was led by the Council's Youth Engagement Lead Dr. Bonnie Kwok and supported by Youth Engagement Team members Tom Davies and Maxine Ross and Delivery Manager Toby Williams. The developer's team – Stewart Kain, Director - Development from Mission Steet, Darryl Chen, Urban Design Lead from Hawkins\Brown Architects, Colin Noble from Chess Engage, Communications agent attended and made significant contributions towards the youth engagement activities. The developer's team, the Headteacher, parents and council officers presented awards.

1. Art Exhibition

This Workshop comprised an art exhibition showcasing the design work that were produced by the students in Workshop 1. This exhibition was open to all students, parents and guardians from The Spinney Primary School. Those students who took part in the design competition explained to their younger peers and parents about their design concepts and design intentions, as well as their learning outcomes. Both the students and their parents were very pleased to see their framed art designs and to hear about their learning outcomes. The students took home their framed artwork and Certificates of Participation.

2. Recap

Officers provided a recap on the youth engagement activities and learning in Workshop 1, in order that parents and guardians can have an understanding of the purpose of the youth engagement exercise, i.e. to ensure local youth community have a genuine say on the proposed development, and the educational benefits for their children.

3. Award Ceremony

The Award Ceremony began by the School's Headteacher Mrs Martha Hughes, giving a Thank You speech to students and facilitators for running the Youth Engagement Workshops, and the multiple benefits they brought to support the student's development. This was followed by speeches by Officers, Developers Mission Street who expressed their thanks to all young participants to taking part in the workshops to allow adults to understanding their specific needs for building child-friendly developments, as they will be our future. Council officers also explained that the

students will be kept informed of the planning process and they would be invited to the site at a late date to view their designs, subject to planning approval. Winners of the Play space, benches and Bird and Hedgehog house competitions received their awards, which included certificated and trophies, engraved with the winners' names. Certificates and prizes were awarded to students.

4.0 Feedback

A survey was conducted with the students, parents, guardians and teachers – the vast majority of the students and teachers said that they had enjoyed both Workshops, and had learnt something useful, including things that are not normally taught in school, such as careers in the built and natural environment and life science fields. Most of them had said that despite being a local resident, they had not viewed the site before. Therefore, the walkabout provided an enriching outdoor learning experience for them.

The vast majority of the teachers, parents, guardians and grandparents said that the Workshops have enabled them to develop an understanding of the importance to hear children's views on the development proposals, and they have commented on the effectiveness and usefulness of the Greater Cambridge Youth Engagement Workshops. The overall response was very positive. See Tables 3 and 4 for further information.

Overall, the Greater Cambridge Youth Engagement Workshop was a success and all the participants said that they had enjoyed taking part in the decision-making process.

5.0 Developer's Contributions

- 1) 10 benches (picked from the winning entries) will be provided by the developer, including 8 benches for the application site and 2 for the Spinney Primary School – see drawings below. The street furniture will be sited in prominent positions within the site to enhance the public realm, which is open to the public.
- 2) 5 bird screens (picked from the winning entries) will be provided by the developer for the application site – see drawings below.
- 3) 30 hedgehog houses (picked from the winning entries) will be provided by the developer for the application site.
- 4) The proposed play space will make refer to the winning designs of the entries for the play space design competition – see drawings below.

The above offer will be delivered subject to planning permission, secured via a planning condition. The developer is expected to contact the YES team prior to the discharge of the conditions regarding the above offer to confirm the location of the street furniture and biodiversity features, as well as the mechanism of delivery them.

6.0 Winning Designs

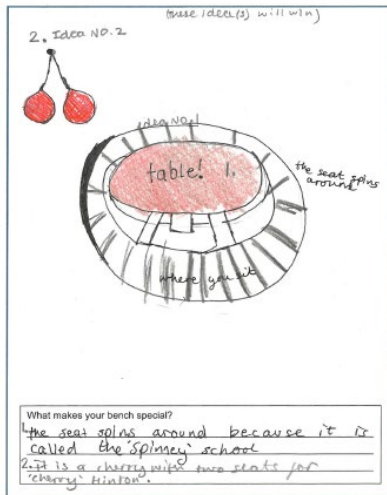
- 1) The following 6 benches, designed by students Julia Kulesha (Cherry Bench), Jasmine Dai (Heat Bench), Josephine Widdowson (Octopus Bench), Isaac Bullivant (Pet Bench), Niharika Vinoth (Hot Dog Bench) won awards in the Street Furniture Design Competition, and Willow Hockney (Snail Bench) was the overall winner. The 4 Runners up were Zoe Butterworth (Teacup Bench), Susanna Thackray (Rainbow Rest Bench), Leo (Riverside Bench) and Ayla Osman (Sloth Bench). These 10 pieces of street furniture will be delivered by the developer.



Child Engagement Exercise - Constructing Child-friendly furniture

Name: Julia Kulesha Year: 6 Gender: Boy/Girl

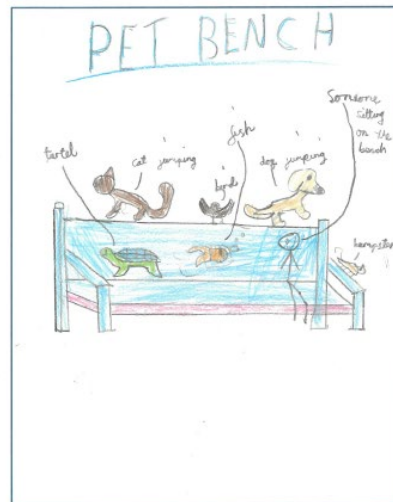
Design a bench for the new development.



Child Engagement Exercise - Constructing Child-friendly furniture

Name: Isaac Bullivant Year: 7 Gender: Boy/Girl

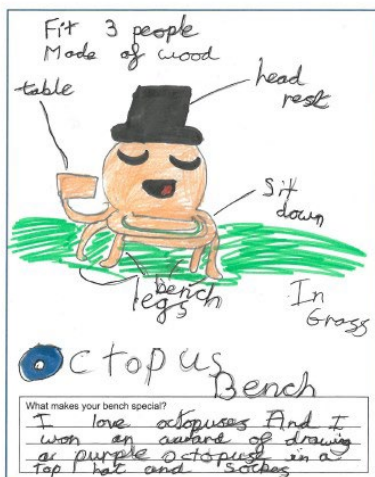
Design a bench for the new development.



Child Engagement Exercise - Constructing Child-friendly furniture

Name: Josie Year: 5 Gender: Boy/Girl

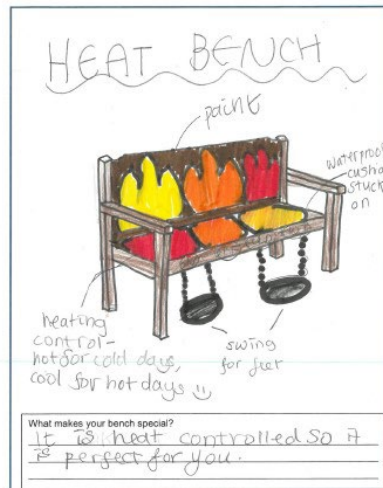
Design a bench for the new development.



Child Engagement Exercise - Constructing Child-friendly furniture

Name: Jasmine Year: 6 Gender: Boy/Girl

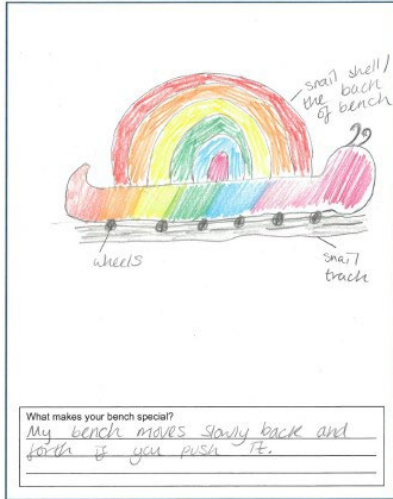
Design a bench for the new development.



Child Engagement Exercise - Constructing Child-friendly furniture

Name: Willow Year: 6 Gender: Boy/Girl

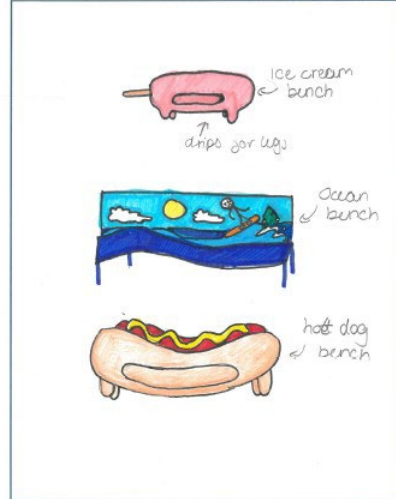
Design a bench for the new development.



Child Engagement Exercise - Constructing Child-friendly furniture

Name: Nina Year: 6 Gender: Boy/Girl

Design a bench for the new development.



Youth Engagement Exercise - Constructing Child-friendly furniture

Name: AYLA OSMAN Year: 5 Gender: Boy/Girl

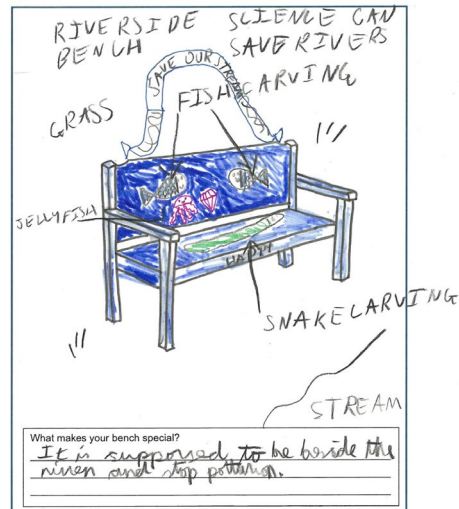
Design a bench for the new development.



Youth Engagement Exercise - Constructing Child-friendly furniture

Name: Leo Year: 5 Gender: Boy/Girl

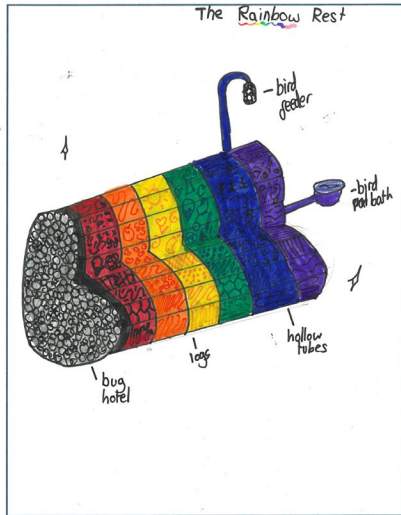
Design a bench for the new development.



Child Engagement Exercise - Constructing Child-friendly furniture

Name: Susanna Thackray Year: 6 Gender: Boy/Girl

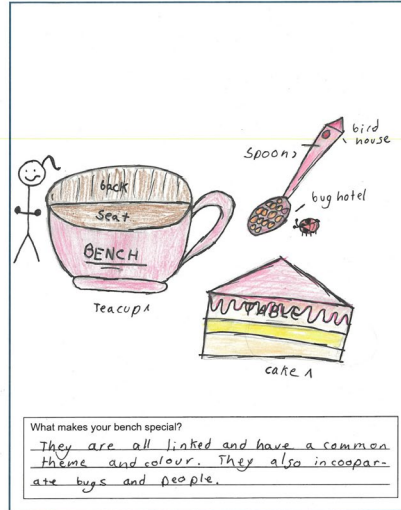
Design a bench for the new development.



Child Engagement Exercise - Constructing Child-friendly furniture

Name: Zoe Year: 6 Gender: Boy/Girl

Design a bench for the new development.



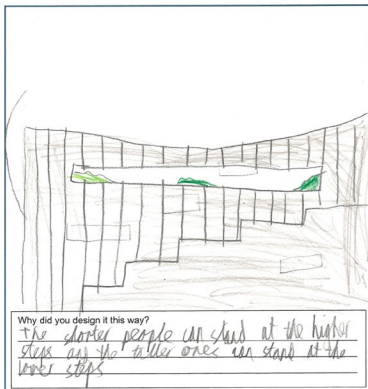
2) The 5 bird screen winners were Christopher Gou, Sami Saifullah, Isaac Bullivant, Alex Peacock and Chloe Bullivant.

Youth Engagement Exercise - Bird screen Design

Name: Christopher Gou Year: 5 Gender: Boy/Girl



A. Draw your bird screen for the site

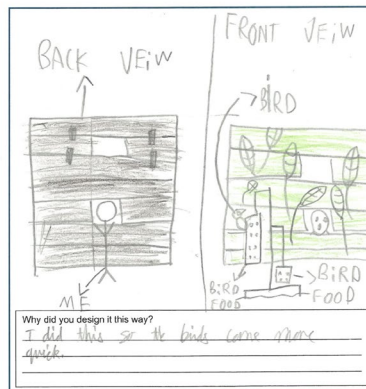


Youth Engagement Exercise - Bird screen Design

Name: SAMI SAIFULLAH Year: _____ Gender: Boy/Girl



A. Draw your bird screen for the site





Youth Engagement Exercise – Bird screen Design

Name: Irene Year: 3 Gender: Boy/Girl



A. Draw your bird screen for the site



Youth Engagement Exercise – Bird screen Design

Name: Ally Year: 6 Gender: Boy/Girl



A. Draw your bird screen for the site

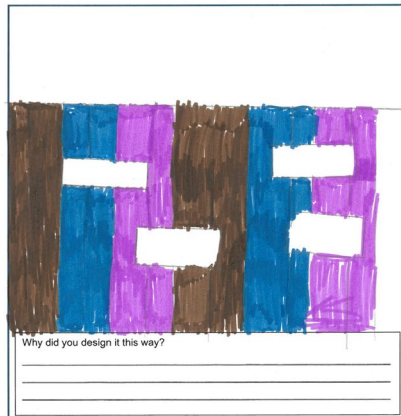


Youth Engagement Exercise – Bird screen Design

Name: Abel Year: 5 Gender: Boy/Girl




A. Draw your bird screen for the site



- 3) The 30 hedgehog house winners were Niha, Willow, Caiomhe, Zoe, Susana Thackray, Josie, Joshua, Jia, Elsie, Zainab, Julia Kulesha, Jasmine, Sofia, Maya, Mia, Neha, Hala, Ralph, Yusuf Ali, Archie, Ayla Osman, Enda, Michael, Ali, Eric, Jiayang, Idrees, Liam, Omar, Christopher, Sadhana Mohan.

4) The two winners of the Play Space Design Competition are: Niharika (Year 6) and Christopher Groll (Year 5)



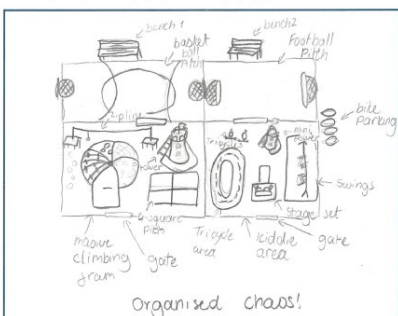
Youth Engagement Exercise – Play Space Design & Place Feelings

Name: Niharika Year: 6 Gender: Boy/Girl

A. Please write down 3 things that are most memorable to you from the walkabout this morning


- Bug hotel
- bird house
- The playground

B. Draw your favourite play space with play equipment in it



Organised chaos!

What makes this play space special?
This playground gives a picture of things based on the child's preference and age. This is the playground I will need.



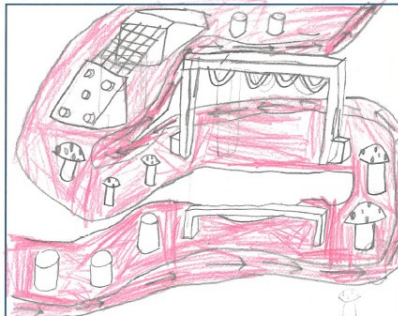
Youth Engagement Exercise – Play Space Design & Place Feelings

Name: Christopher Groll Year: 5 Gender: Boy/Girl

A. Please write down 3 things that are most memorable to you from the walkabout this morning

- The nature like trees and insects
- The playground
- The bug hotels and bird houses

B. Draw your favourite play space with play equipment in it



What makes this play space special?

7.0 Results

See the following pages.

Table 1 – Place feelings

3 Most memorable elements	Frequency
Prizon play park	29.63%
The bug hotel	13.33%
The bird houses	13.33%
The experience of the walking journey on a rainy day	11.85%
Views of the site	7.41%
Seeing animals / nature / ivy	5.19%
The talks on the guided tour	4.44%
Trees	3.70%
Graffiti / street art at the Tins	3.70%
The basketball court	2.96%
sheltered bench	2.96%
football pitch	0.74%
houses	0.74%
Total	100%

Table 2 – What have you learnt from the Workshop?

1. The 4Cs set out in the Cambridgeshire Quality Charter for Growth: Connectivity, Community, Character and Climate
2. What other Cs have you learnt: Creativity, Communications, Co-design, Co-operation, Construction, Career.
3. Other new things learnt: the nature of the work and careers in Town and Country Planning, Designing, Innovation, Property Development, Sustainability, Architecture
4. The typical features in a building
5. Designing street furniture (benches, bird screens and hedgehog houses)
6. The history of the site
7. The history of Cherry Hinton

Table 3 – Feedback from youth participants

Results of Survey

Site address:	land South of Coldham's Lane, Cambridge
School:	The Spinney Primary School, Cambridge
Developer:	Mission Street
Date(s) of Workshop:	23 January 2024 & 12 February 2024

1. Did you understand why you have designed benches, play space, bird screens and hedgehog houses at today's art exhibition?

Yes	91%
No	9%

Did not complete 0

2. Do you welcome having the opportunity to give your views on the Research and Development and office proposals at land south of Coldham's Lane and feel that your questions and points were listened to by the presenters and guests?

Yes	89%
No	11%

Did not complete 0

3. Do you welcome the opportunity for you to learn about architecture, urban design, development management and sustainability issues in the workshop?

Yes	93%
No	7%

Did not complete 0

4. Was it useful for you to hear from architects, planners, urban designers about pursuing future careers in these areas?

Yes	81%
No	19%

Did not complete 0

5. Would you recommend our youth engagement workshop to other children so that they can benefit from having an input in new development proposals in the Greater Cambridge region?

Yes	95%
No	5%

6. Other comments

- 1) It was brilliant!
- 2) The Kahoot quiz was very fun!
- 3) It was brilliant. Thank you for getting us to draw these things.
- 4) I will not live in England when I grow up, but it is useful for others.
- 5) The pie bench is yummy.
- 6) It was wonderful and informative.
- 7) I would like to try everything.
- 8) It was really fun and I learnt a lot. I enjoyed the Kahoot quiz.
- 9) I think I learnt a lot about urban design and most importantly it was very fun!
- 10) I really enjoyed the workshops. They were fun and informative at the same time.
- 11) I enjoyed the YES team coming here. The YES team = YES.

Table 4 – Feedback from adults

Results of Survey with Parents, Guardians & Grandparents

Site address:	Land South of Coldham's Lane, Cambridge
School:	The Spinney Primary School, Cambridge
Developer:	Mission Street
Date(s) of Workshop:	23 January 2024 & 12 February 2024

1. Did you understand why the children have designed benches, play space, bird screens and hedgehog houses at today's art exhibition?

Yes	90%
No	10%

2. Do you agree children should have an opportunity to give their views on the Research and development proposals at land south of Coldham's Lane and feel that their consultation input would be valuable and useful?

Yes	100%
No	0

3. Do you welcome the opportunity for your children to learn about architecture, urban design and sustainability issues in the workshop?

Yes	100%
No	0

4. Is it useful for your children to hear from architects, planners, urban designers about pursuing future careers in these areas?

Yes	100%
No	0

5. Would you recommend our youth engagement workshop to other parents so that their children can benefit from having an input in new development proposals in the Greater Cambridge area?

Yes	90%
No	0
Incomplete	10%

6. Other comments

- 1) It was lovely to see so many children awarded for their work, there were so many.
- 2) This is a wonderful initiative to inspire young people. It's great to see the children feel valued in the process of urban development.

Disclaimer

The content of the above report is produced without prejudice to the determination of any planning application should one be submitted. Furthermore, it will not bind the decision of Elected Members, should a planning application be submitted, nor prejudice the formal decision-making process of the council.