

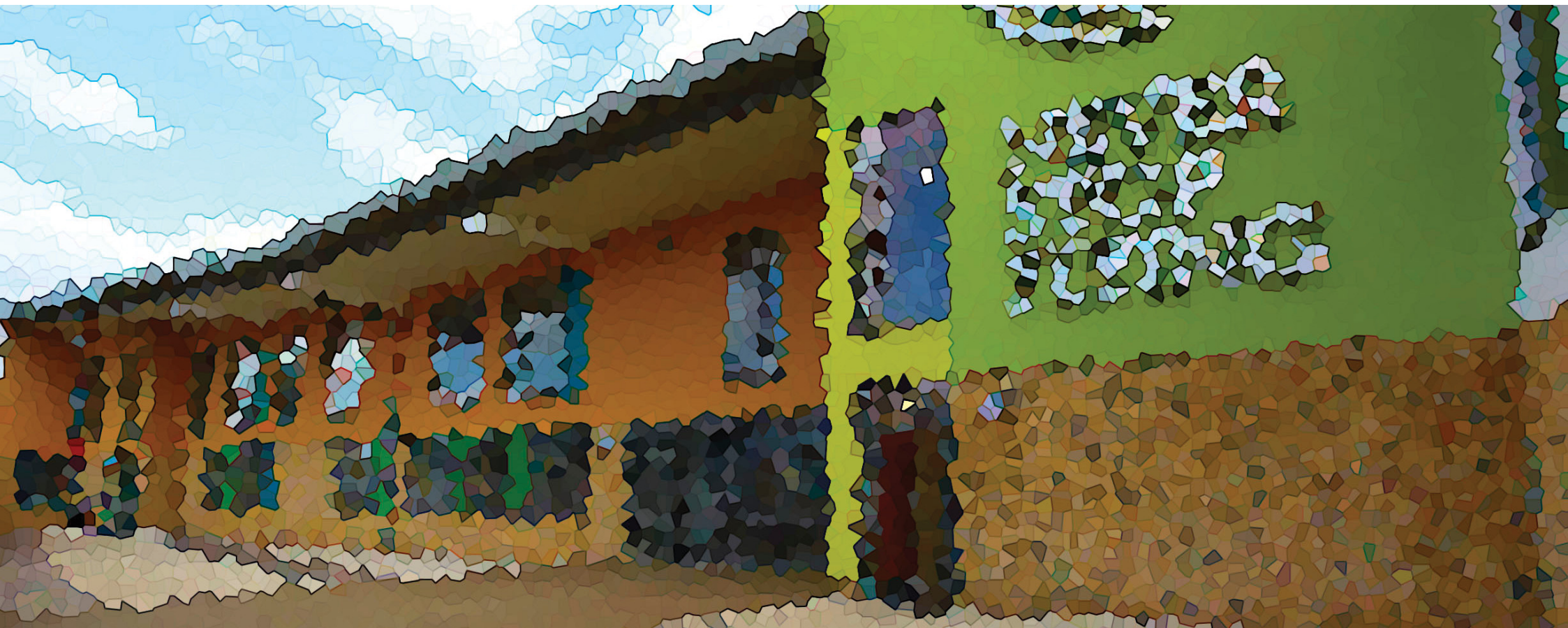


Penistone Grammar School Expansion

Design and Access Statement In Support of the Planning Application for a New Extension

28th September 2018

Issue 110 Rev P1





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1.0 Introduction

1.1 Statement

1.2 Application for Planning Permission

1.3 Planning History

1.4 Project Context & NPPF Planning Statement

Design and Access Statement for a Full Planning Application

This design and access statement describes the proposed extension at Penistone Grammar School for the construction of a two story educational building housing science laboratories and classrooms.

1.0 Introduction

1.1 Statement

This design and access statement forms part of an application for full planning permission compiled and submitted to Barnsley Council by 10architect Ltd on behalf of the client Barnsley SPV 1 in relation to the expansion at Penistone Grammar School in Penistone.

1.2 Application for Planning Permission

The proposed application is for the construction of a two-storey classroom block (Use class D1: non-residential institution) housing two science laboratories, six classrooms, two staff rooms and associated toilet and support provision. The works include a connecting link to the existing science department and changes to the landscaping to accommodate the building. The new building will be serviced from the existing boiler plant.

1.3 Planning History

The planning history for the site is dominated by the Reserved Matters applications for the main school.

Application Number: 2009/0078

Decision Letter Date: 2009-03-12 Demolition of existing school and erection of Advanced Learning Centre with associated parking, bus and parent drop off area, hard and soft landscaping, sports pitches and bridge link between the new school and sports pitches

Application Number: 2009/0033

Decision Letter Date: 2009-03-11

Variation of conditions 4, 8 and 27 relating to trees, access details and community use agreement on previous permission 2006/1053 dated 22 September 2006 for demolition of existing school and erection of an Advanced Learning Centre

1.4 Project Context and NPPF Planning & Sustainability Statement

The blue line boundary for the entire school site extends over the road and encompasses a number of land parcels. The application site of 2,500sqm contains the new extension, the associated landscape works and construction space to allow the scheme to be delivered. The project is required to allow for the planned expansion of Penistone Grammar School to accommodate an increase in the school roll by a further 150 students.

The project is in accordance with the NPPF Planning Strategy by offering sustainable educational provision to support local need. By providing 150 additional pupil places, it directly benefits local Economic, Social and Environmental outcomes. The scheme provides enhancement above the requirements of the Building Regulations.

2.0 Site & Project Outline

- 2.1 Site Context
- 2.2 Site History
- 2.3 Pre-Application Consultation
- 2.4 Project Team

2.0 Site & Project Outline

2.1 Site Context

Penistone Grammar School is located to the north of the centre of Penistone. Penistone itself is an attractive market town and is protected in significant part by a large town centre conservation area. Whilst the school sits well outside the conservation area, the scale and massing of the existing school is such that it has a visual impact on a significant area of the town. The extension, which is south facing, has been located in one of the few developable areas of the school site and due to its proximity to the science laboratories, the location was relatively predetermined. Due to its south facing nature, the extension is in effect located on the visible façade of the school.

For this reason, the selection of materials has been based on the desire to blend in with the existing school and the extension has been set down into the landscape to minimise visual impact.

2.2 Site History

We understand that this area has had education use for a significant period of time and the road network is well tried and tested in relation to the school of the size. It is not envisaged that there



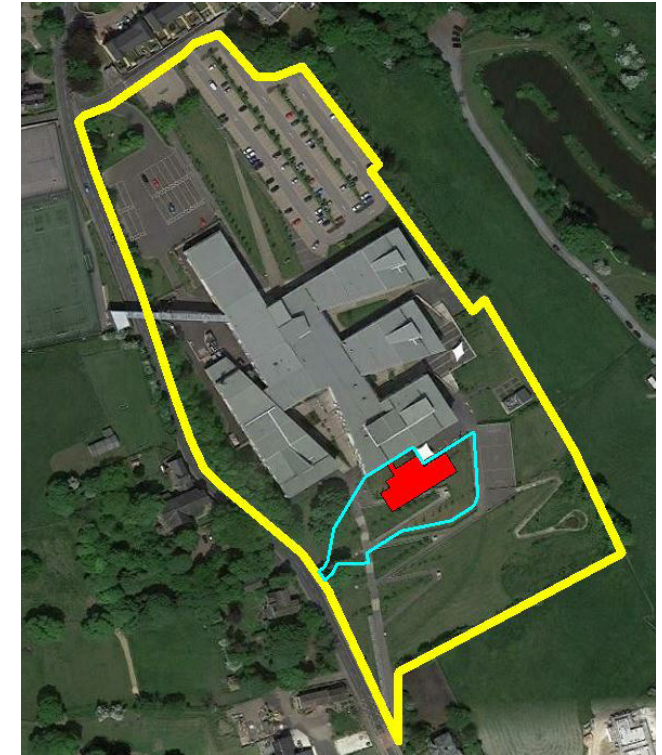
Surrounding Context

will be any change of use on the site for us to for a foreseeable future.

2.3 Pre-Application Consultations

Due to the position of the school relative to the historic conservation area within Penistone, an early pre-application consultation with the Planning Officers was arranged. This pre-application consultation considered the form, mass, appearance and impact of the new building and was focused on ensuring that the new building worked with local planning policy and was a sensitive addition to the school which in turn would mitigate risks during the planning period.

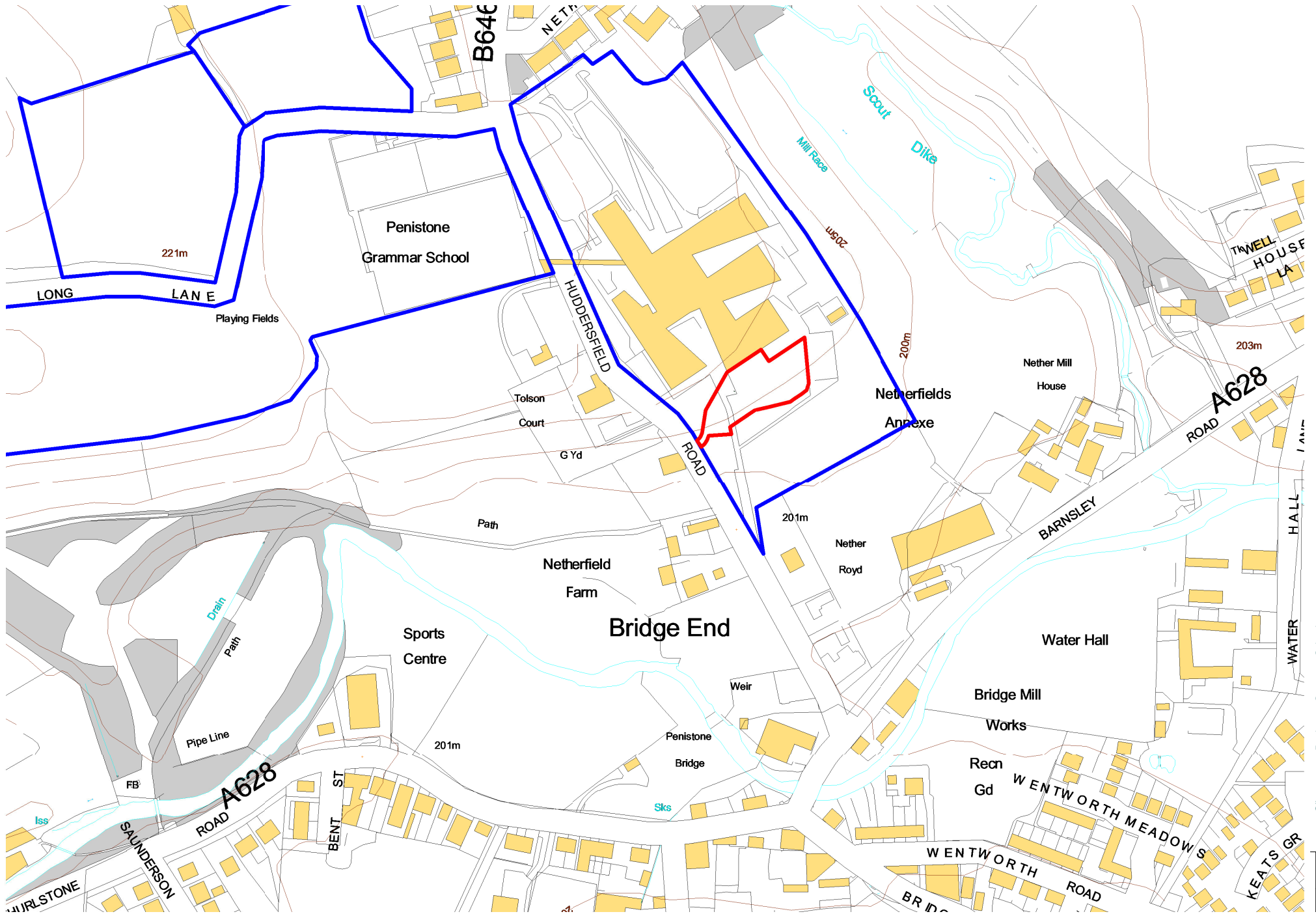
Furthermore, the pre-application consultation



School Site

reviewed the requirement for supporting information at the validation stage and the validation tracker that was agreed with the planning representatives is identified in appendix 1.

In terms of design direction, the planning officers shared the opinion of the conservation officer that the building should blend with the existing building and be as invisible as possible. In broad terms, the planning officers were supportive of the approach that had been taken regarding the design and the desire to provide a carefully and sensitively designed expansion on



one of the prominent façades of the site. In addition to the comments regarding appearance and materiality, a request was made for a series of photomontages from specific parts of the town to be able to fully assess the impact of the proposals on the wider area.

The locations of the photomontage were agreed and have formed the basis of the rendered images shared later within this design and access statement.

2.4 Consultant Team

Nick Baxter (AA Projects) Project Manager. AA Projects provide the project management, quantity surveying and principal designer services for the school owners and client. Their role is to manage the design team and the interface with the school to ensure that the designs are based on high quality educational briefing, provided maximum value for money and delivered in time for teaching to take place at the start of the academic year.

Alan Simpson, Alberto Cotarelo (10architect). 10architect is a leading architectural practice specialising in education and community projects. In combination with the use of virtual reality technology and working closely within site constraints the team ensures that the school building is both fit for purpose and sensitive to its wider context.

George Voulgarelis (Scott Hughes design). Scott Hughes is an award-winning structural engineering, civil engineering and sustainability consultancy based in Manchester and Leeds.

Gavin Whitaker and Steve Walker (BWB) are education specialist MEP designers that have helped to shape the design and direction of this building to ensure minimum waste and maximise value for money from the engineering systems.

Adam Ash, Sam Scholes (Plinke) are a landscape specialist with an extensive track record of high quality soft and hard landscape educational projects.

3.0 Design

3.1 Project Description

3.2 Building Use

3.3 Floor Plans

3.4 Areas

3.5 Scale

3.6 Site Sections

3.7 Visual Impact: Photo-montage

3.8 Landscaping

3.9 External Lighting and Security

3.10 Sustainability

3.11 Drainage Strategy

3.0 Design

3.1 Project Description

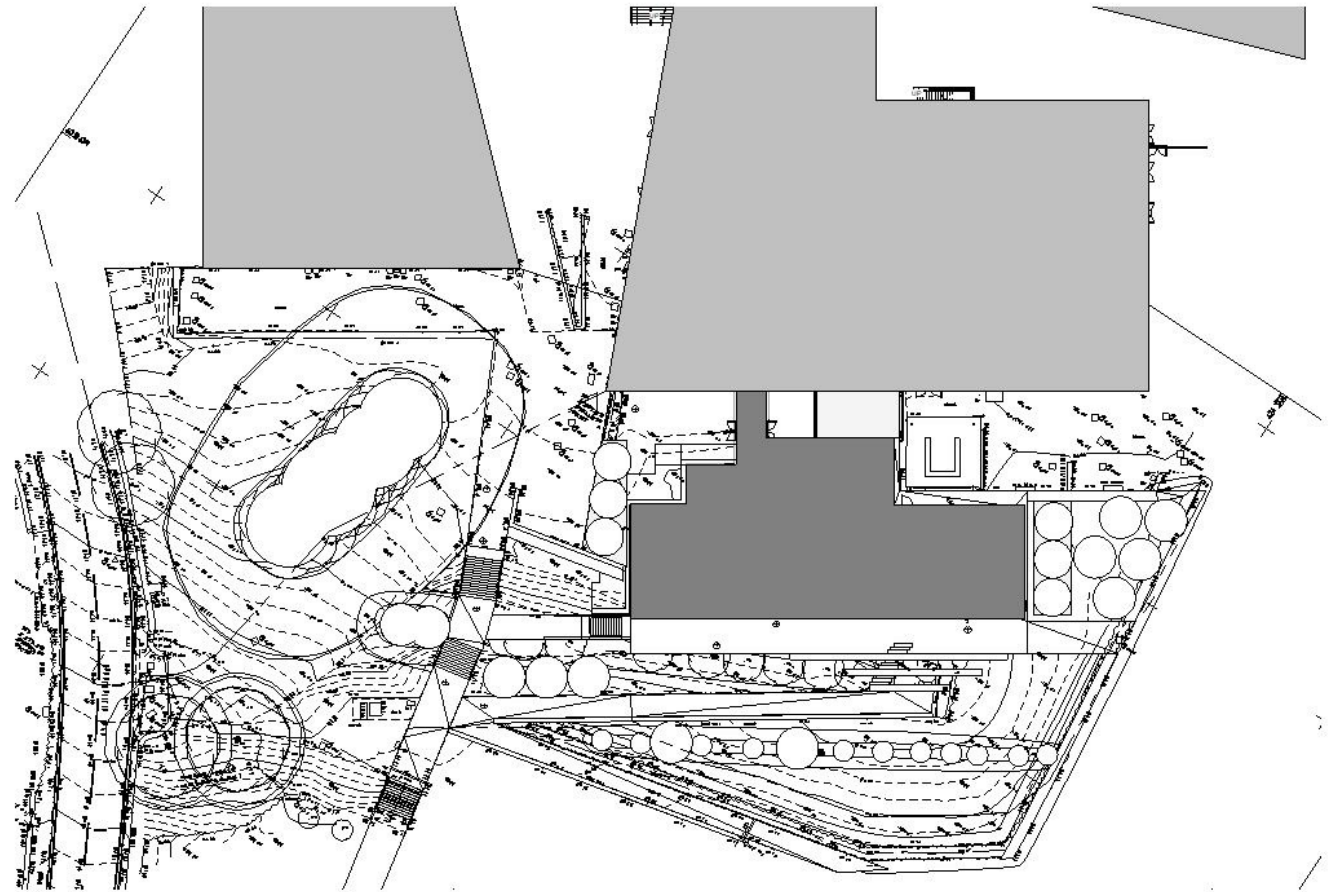
During the early development stages, a range of option appraisals were provided for the school. Three final options were shortlisted for review:

1. three-storey extension covering levels 2,3 and 4
2. two-storey extension linked to floors 2 and 3,
3. dug-down 2 storey extension linked to floors 1 and 2.

Due to the slope and nature of the site, the lowest “dug-down” option was selected and the design utilises a connecting link into level 2 (which is in effect the ground floor level in this area) and drops down to level 1 to provide a building that is nestled into the existing landscape and somewhat screened by existing trees that will be retained.

As part of the design a significant area of access ramp and trees will need to be removed and a solution to these changes has been incorporated into the design to relocate and maximise the quality of the landscape.

The parapet levels of the new building have been brought down as low as possible to allow the existing classrooms in level 3 and 4 to have an uninterrupted view to the centre of Penistone, and this in turn has had a beneficial impact on



1 Topography Plan
1:200 BCF/06/10/1

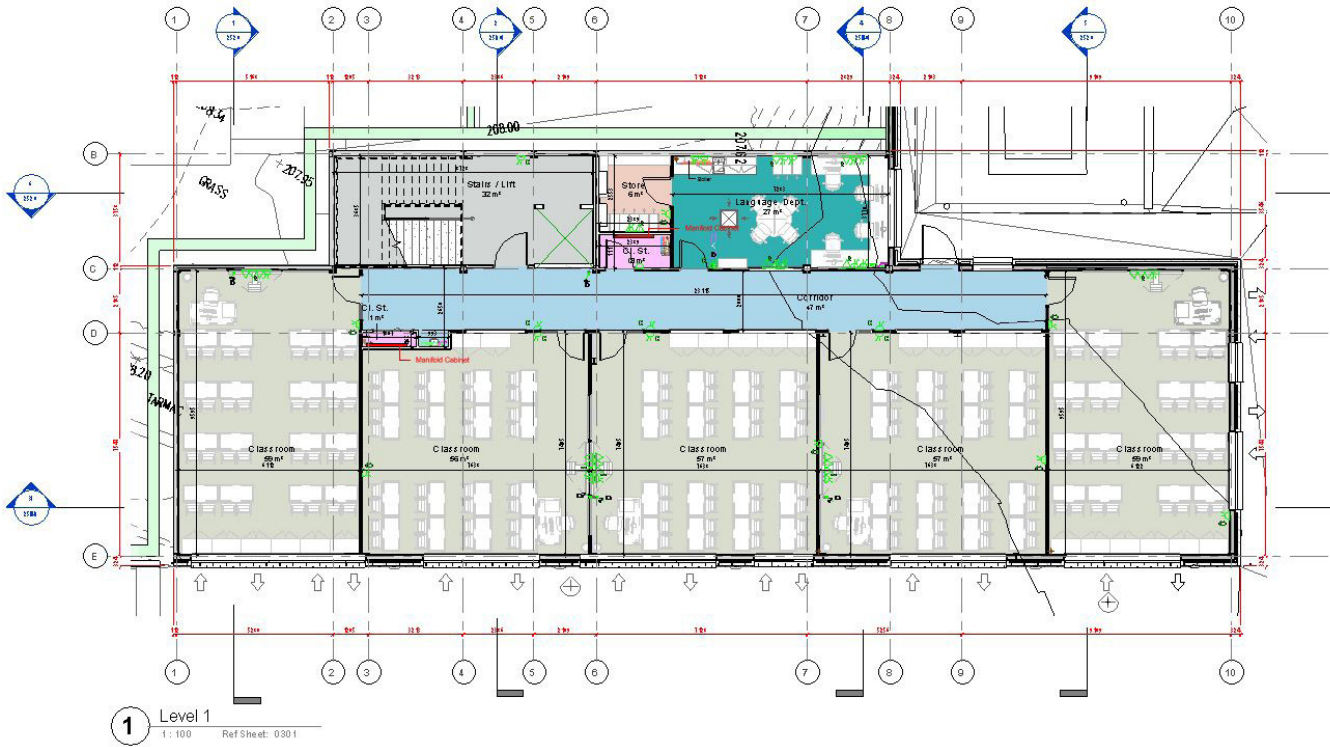
Footprint in topographical context

reducing the visual impact of the new build on this key façade.

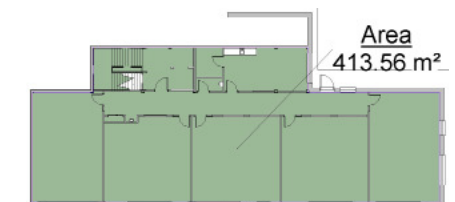
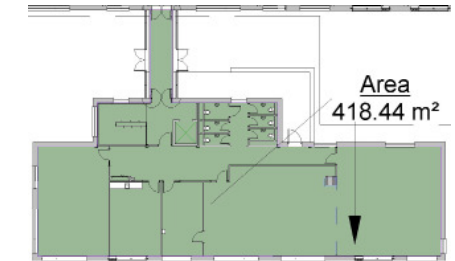
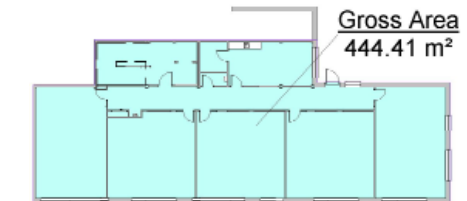
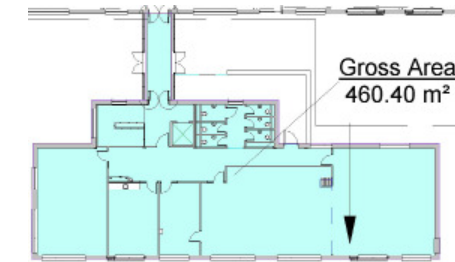
together with the associated prep rooms, staff rooms, plant rooms and general storage.

3.2 Building Use

As described already, the use of the building will be entirely educational and will provide new science laboratories and language classrooms



Site application boundary: 2,500 sqm
 Gross external floor area: 904 sqm
 Gross internal floor area: 832 sqm



Lower Floor Plan

3.3 Floor Plans

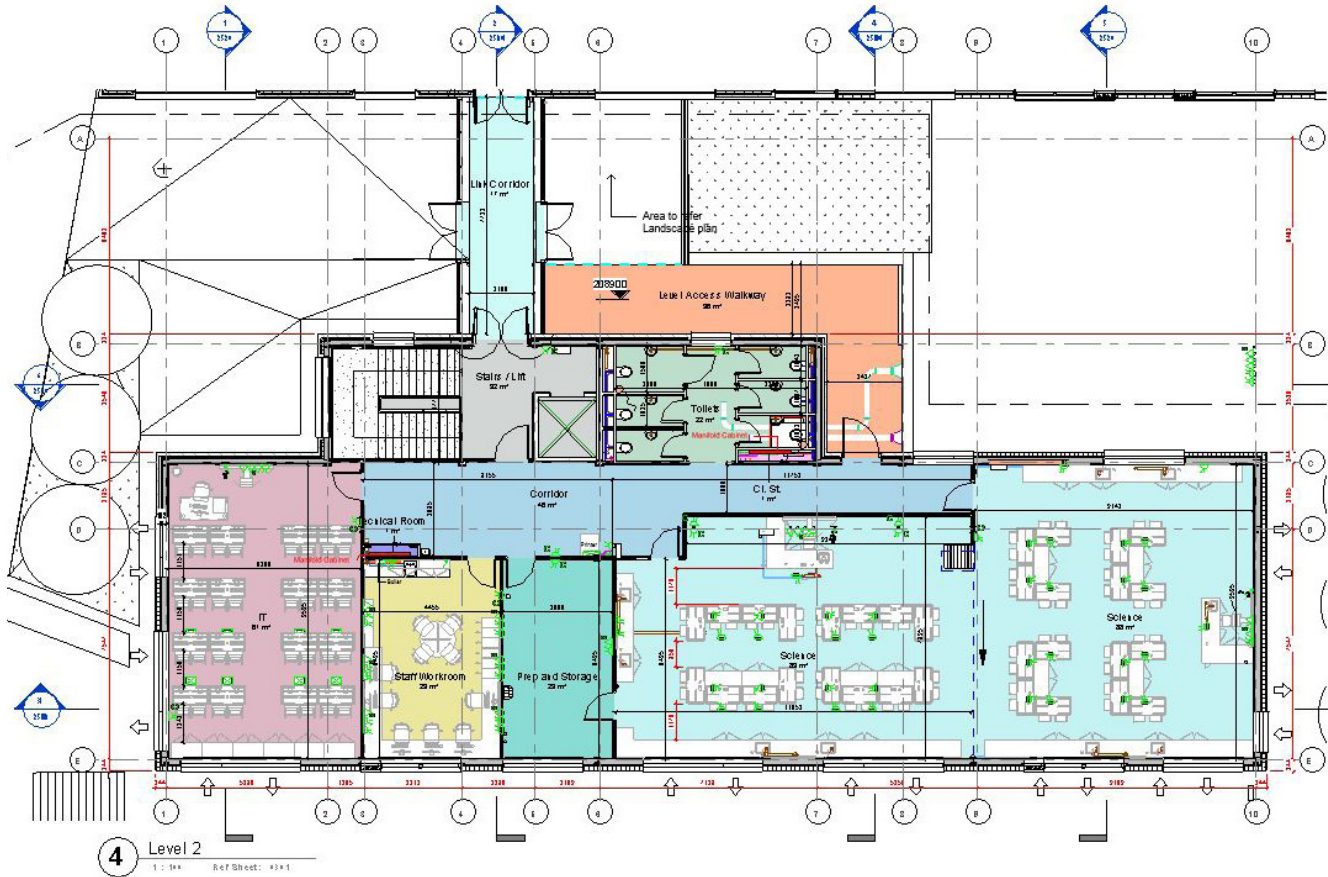
The lower floor plan is dug into the bank with staff and support areas to the rear. To the front the classrooms open into the newly contoured landscape area.

The upper floor (effectively the level access from the science area and the ground level of the main rear entrance) is dedicated to science laboratories and an IT specialist room. As with the lower floor level, the staff and support areas are located to the rear.

3.4 Areas

The development is a part of a series of changes within the school (the majority of which were undertaken during the summer 2018) to make the school fit for purpose for an expanded cohort of students. This expansion will be staggered, the existing increased cohort will make use of the existing building whilst the new building is being constructed.

As there will be no demolition involved in the project, the floor areas of the development are as follows:



Upper Floor Plan

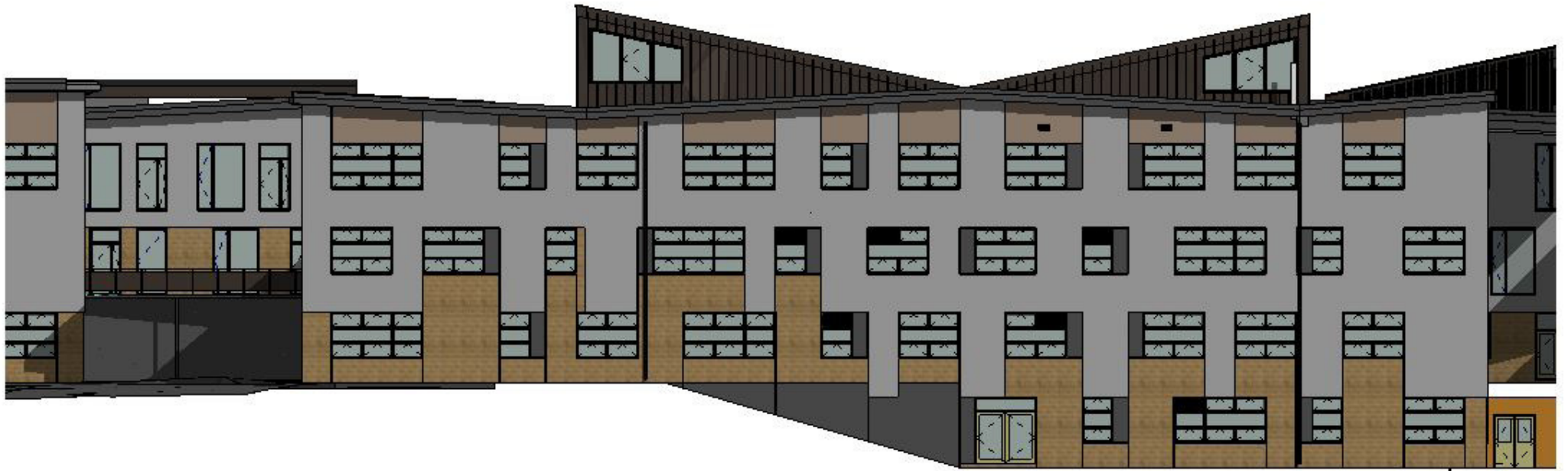
3.5 Scale

Given the very significant bulk of the existing school, this extension is largely dwarfed by the existing façade and by locating the building at low level and buried into the landscape, the scale of the building is little more than a single story accommodation block that is low down on existing façade.

The photomontages later in this D&A statement demonstrate little or no negative visual impact from a wide variety of locations.

3.6 Appearance and Materials

As advised by the planning officers at the pre-app consultation, the materials have been chosen carefully to match the existing combination of block, rendered panels and windows to tie in with the striking and dynamic façade.



Existing Elevations

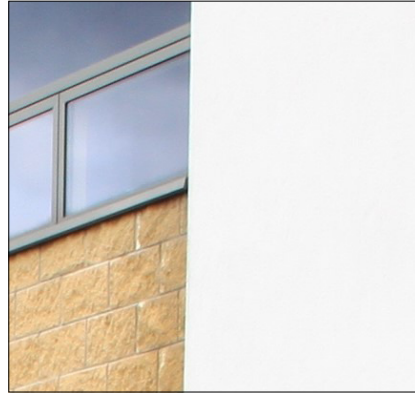


Proposed Elevations

Proposed Material and Aesthetics



Rusticated Blockwork



Rendered walls



High performamnce glazing



Sedum roof

Walls

Split faced block work. This buff coloured block will be selected to match the existing and forms a rugged rusticated base for the building.

Walls

Light coloured render, again to match the existing building with the design style that matches the patterns on the existing façade. This ensures that from a distance the new building appears to blend seamlessly into the existing.

Glazing

Glazing to be selected from the same manufacturer as the existing to allow for consistency between the designs and for ease of maintenance for Amey, the Facilities Management providers for the existing building.

Roof

To provide an attractive view from the existing high level classrooms and create a sustainable solution or the roof, a sedum grass roof has been incorporated into the design.

3.6 Site Sections

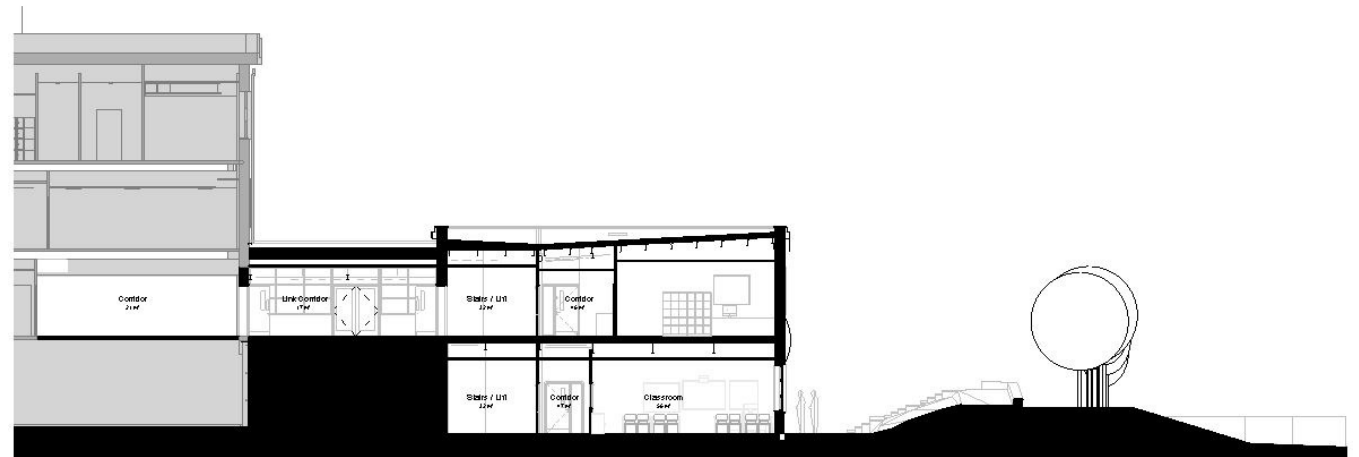
To demonstrate the impact of cutting back the existing slope and digging the building into the landscape we have developed a pair of site sections.

The upper image shows a section through the current site, showing how the building sits at the top of the slope.

This slope currently has an extensive switchback ramp running up the slope. This arrangement is modified as part of the works.



Section through existing slope



Section through proposed slope