

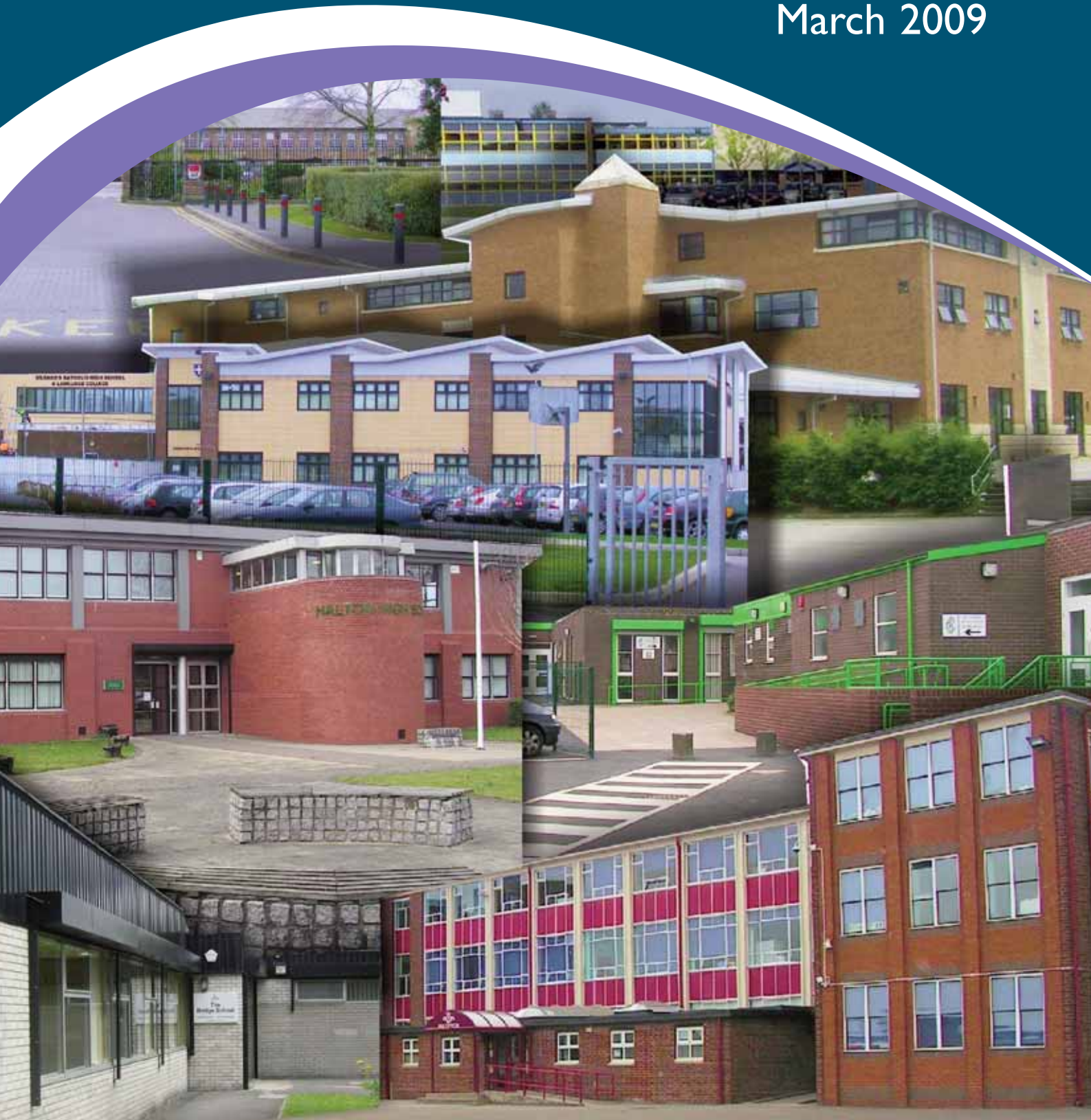


Halton Borough Council

# Building Schools for the Future

Planning Brief

March 2009





# Halton Building Schools for the Future Planning Brief

## Halton Building Schools for the Future



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# Halton Building Schools for the Future Planning Brief

## I Introduction

The purpose of this Detailed Planning Brief is to set guidance for the redevelopment of the schools within the Halton Borough, under Halton's Building Schools for the Future (BSF) initiative. The programme for Halton includes 12 existing schools, 3 of which are Special Education Needs (SEN) schools, and one of which is a Pupil Referral Unit (PRU).

The sites covered by this Detailed Planning Brief are the nine sites where redevelopment (including both refurbishment and new build) will take place. These are:

1. St Peter & Paul Catholic College, located at Highfield Road, Widnes;
2. The Bankfield, located at Liverpool Road, Widnes;
3. Wade Deacon High School, located at Birchfield Road, Widnes;
4. Halton High School, located at Barnfield Avenue, Murdishaw, Runcorn;
5. St. Chads Catholic High School, located at Grangeway, Halton Lodge, Runcorn,
6. The Bridge/KS4 Gateway, located at Chadwick Road, Astmoor, Runcorn;
7. The Grange Comprehensive, located at Latham Avenue, Runcorn;
8. The Heath, located at Clifton Road, Runcorn; and
9. Cavendish School, located at Lincoln Close, Runcorn.

Where policies or guidance apply to all (or most) of the sites, they are set out in this main document. Separate appendices are then provided for each school, which highlight any site specific policies, information known about the site (from a range of surveys already completed) and details of the potential development at that site. Where no information is provided about a subject within the Appendix, this implies that the

issue is not relevant for the site or it does not differ from the information provided in the main document. Information from surveys is only provided where something of significance has been identified at a site.

Details provided of proposed development are based on indicative Control Options, which are being developed as part of the BSF process, to demonstrate a design that would meet the educational and planning objectives for the site. Whilst the submitted planning applications may differ to the indicative Control Options presented, many of the design concepts will remain relevant.



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## 2 Background to BSF

The Building Schools for the Future (BSF) programme will see every state secondary school in England – around 3,500 in total – rebuilt or remodelled over the lifetime of the programme.

Launched by the Department for Education & Skills in February 2004, BSF is the largest and most ambitious scheme of its kind anywhere in the world. It will transform education for some 3.3 million students aged 11-19.

The scale of BSF enables will allow Halton Borough Council to move from patch and mend spending on schools to rebuild and renewal, with a more strategic approach to funding, design, procurement and management of buildings. Halton Borough Council is in Wave 6 of the BSF programme, with approximately £120 million of investment available to transform the borough's Secondary and Special Schools.

Development Objectives Relevant to all Schools  
The programme aims to:

- ▶ Create learning environments which inspire all young people to unlock hidden talents and reach their full potential; provide teachers with 21st century work places; and provide access to facilities which can be used by all members of the local community;
- ▶ Achieve Halton Borough Councils Vision and Strategy for Change for local education to be realised, as well as delivering significant benefits and regeneration opportunities to the local community;
- ▶ Reduce carbon emissions from schools, with all buildings making the most, where possible, of sustainable features to help protect the environment and reduce overheads;

Development objectives for the schools include:

- ▶ Develop buildings of a high quality design

which respect the local character and nearby designations. Good design will also help to reduce bullying and other anti-social behaviours through the use of good quality, thoughtful design. Wider corridors and toilet blocks located near to classrooms and staff rooms allow these areas to be 'passively' supervised;

- ▶ Improve access arrangements to the site and create a safe environment for pedestrians, cyclists and for pupils and adults with disabilities;
- ▶ Improve sporting facilities and provide sports provision in line with Sports England specifications;
- ▶ Minimise the effect on the surrounding residential area;
- ▶ Provide sustainable access to each site; and
- ▶ Improve Space and Recreation for both pupils and the local communities that the schools serve, thus improving health and social well being across the board.

### 3 Planning Policy

#### Relevant to all Schools

The relevant planning policy guidance at national, regional and local level will be considered when assessing the merits of the application for each of the sites. This includes:

#### National Planning Policy

- ▶ **Planning Policy Statement 1: Delivering Sustainable Development (PPS1)** identifies sustainable development as the core principal underpinning planning. It states that effective planning facilitates and promotes sustainable and inclusive patterns of development. Planning should seek to maintain and improve the local environment and help mitigate against the effects of declining environmental quality. PPS1 also highlights the importance of high quality design of any new development.
- ▶ **Planning Policy Statement: Planning and Climate Change – Supplement to PPS1** sets out how regional and local planning can best support the government's drive for carbon emissions from all buildings, whilst meeting a community need for economic development.
- ▶ **Planning Policy Statement 9: Biodiversity and Geological Conservation (PPS9)** states that protected species are a material consideration in determining planning applications and sets out the Government's planning policies on protection of biodiversity and geological conservation through the planning system.
- ▶ **Planning Policy Guidance 13: Transport (PPG13)** emphasises Central Government strategy of ensuring that land use planning is a key role in delivering their integrated transport strategy. Planners should seek to shape the pattern of development and influence the location, scale, density and design of proposals; thus, reducing the need to travel, reducing the length of journeys and making it safer and easier for people to access jobs, shopping, leisure facilities and services by public transport, walking and cycling.
- ▶ **Planning Policy Guidance 15: Planning and the Historic Environment (PPG15)** outlines the Government's advice to developers and local authorities in their consideration of development proposals affecting amongst other Listed Buildings and their setting, Conservation Areas and historic buildings.
- ▶ **Planning Policy Guidance 16: Archaeology and Planning (PPG16)** outlines the Secretary of State's policy on archaeological remains and how they should be preserved or recorded. It gives particular attention to the discovery and handling of archaeological remains under development plans and control systems.
- ▶ **Planning Policy Guidance 17: Planning for Open Space, Sport and Recreation (PPG17)** identifies a need for well designed and implemented strategies for open space, sport and recreation in order to deliver the Government's key objectives; which comprise supporting an urban renaissance, the promotion of social inclusion and community cohesion, improving health and well being and promoting more sustainable development. Further, PPG17 endeavours to consider the needs of local communities in order to ensure effective planning for open space, sport and recreation.
- ▶ **Planning Policy Guidance 24: Planning and Noise (PPG24)** provides advice on how the planning system can be used to minimise the adverse impact of noise without placing unreasonable restrictions

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on development or adding unduly to the costs and administrative burdens of business.

- ▶ **Planning Policy Statement 25: Flood Risk (PPS25)** aims to ensure that flood risk is taken into account at all stages in the planning process to avoid inappropriate development in areas at risk of flooding, and to direct development away from areas at higher risk.

### Regional Planning Policy

The policies of the North West of England Plan: Regional Spatial Strategy to 2021 (Adopted September 2008):

- ▶ **Policy DP2** seeks to **Promote Sustainable Communities** in order to meet the diverse needs of existing and future residents, promote community cohesion and equality and diversity, be sensitive to the environment, and contribute to a high quality of life. Particularly, by improving the health and educational attainment of the region's population, reducing present inequalities.
- ▶ **Policy DP3 Promote Sustainable Economic Development** states sustainable economic growth should be supported and promoted. This policy also encourages reductions of economic, environmental, education, health and other social inequalities.
- ▶ **Policy DP5 Manage Travel Demand, Reduce the Need to Travel and Increase Accessibility** seeks to reduce the need to travel, especially by car, and to enable people as far as possible to meet their needs locally. Safe and sustainable access for all, particularly by public transport, between homes and employment and a range of services and facilities should be promoted, and should influence locational choices and investment decisions.
- ▶ **Policy DP7 Promote Environmental Quality** by understanding and respecting the character and distinctiveness of places and landscapes. Promoting good quality design in new development and ensuring that development respects its setting is also essential.
- ▶ **Policy LI Health, Sport, Recreation, Cultural and Education Services Provision** states proposals should ensure that there is provision for all members of the community. The full spectrum of education, training and skills provision as well as sport, recreation and cultural facilities should be provided.
- ▶ **Policy RT2 Managing Travel Demand** seeks to reduce private car use through the introduction of 'smarter choices' and other incentives to change travel behaviour which should be developed alongside public transport, cycling and pedestrian network and service improvements. Proposals should also consider the effective reallocation of road space in favour of public transport, pedestrians and cyclists alongside parking charges, enforcement and provision and other fiscal measures, including road user charging;
- ▶ **Policy RT9 Walking and Cycling** states Local Authorities should work with partners to develop integrated networks of continuous, attractive and safe routes for walking and cycling to widen accessibility and capitalise on their potential environmental, social and health benefits. A high priority should be given to routes linking residential areas with employment areas, transport interchanges, schools, hospitals and other community services.



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## Local Policy

The adopted development plan for Halton is the Saved Policies of the Halton Unitary Development Plan (Adopted 2005 - Saved March 2008). Policies that will apply at all the school sites include:

- ▶ **Policy Built Environment 1 (BE1) General Requirements for Development** seeks to ensure development is of a high quality of design that respects or where necessary creates local distinctiveness. It must include a carefully designed landscape scheme that reflects the essential character of the area and the use of the new buildings. It must be compatible with existing and proposed surrounding uses.
- ▶ **Policy Built Environment 2 (BE2) Quality Design** will be assessed against layout, density, scale, massing, height, materials, landscape, access, accessibility, public realm issues, topography and site levels, local distinctiveness & character and energy conservation.
- ▶ **Policy Built Environment 18 (BE18) Access to New Buildings Used by the Public** seeks to provide a suitable means of access to the building, particularly for people with disabilities or restricted mobility, which is well sign-posted and easily accessed from adjoining streets, pedestrian routes and car parks.
- ▶ **Policy Green Environment 6 (GE6) Protection of Designated Greenspace** seeks to restrict development within areas of Greenspace. Exceptions may be made, including where development on part of the site would fund improvements that would raise the overall amenity of the site, or where a developer provides suitable replacements of greenspace of at least equal size and amenity value. An additional exception arises in the case of greenspace in educational use, which is

specifically required for educational purposes.

Policy GE6 applies to all sites, with the exception of The Bridge School.

- ▶ **Policy Green Environment 8 (GE8) Development within Designated Greenspace** states development will be permitted on designated greenspace if it is required for recreation and interpretive uses, if its function is directly related and ancillary to the use and enjoyment of greenspace. In addition, development for educational purposes would be permitted on designated greenspace in educational use provided that it would not conflict with policy GE12.

Policy GE8 applies to all sites, with the exception of The Bridge School.

- ▶ **Policy Green Environment 9 (GE9) Redevelopment and Change of Use of Redundant School Buildings** outlines a further exception to policy GE6, stating that the redevelopment of redundant schools buildings (washed over by greenspace designation) by the construction of buildings covering a similar built area and of similar bulk will be permitted.

Policy GE9 applies to all sites, with the exception of The Bridge School.

- ▶ **Policy Green Environment 10 (GE10): Protection of Linkages in the Greenspace System** seeks to protect the Borough's network of interconnecting greenspaces, which provide important visual, physical, functional and structural linkages. The policy outline the circumstances in which development that detrimentally affected the greenspace system would not be permitted.

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Policy GE10 applies to all sites, with the exception of the Heath and The Bridge School.

- ▶ **Policy Green Environment 12 (GE12) Protection of Outdoor Playing Space for Formal Sport and Recreation** gives the criteria for which the development of outdoor playing space, including pitches, courts, greens and athletics tracks, would be permitted. Firstly, development would be permitted if it can be demonstrated that there is an excess of playing field provision. Development would also be permitted if it could be demonstrated that the existing facilities are of a poor quality and are underused, and that development on a small part of playing space would fund improvements that enhance the quality of these facilities and their usage. Finally, development will also be permitted if the developer provides a suitable replacement facility.

Policy GE12 applies to all sites, with the exception of The Bridge School.

- ▶ **Policy Green Environment 13 (GE13) Intensifying Use of Existing Outdoor Sports and Recreation Provision** notes that proposals to increase the use and availability of existing outdoor sports and recreation provision will be permitted provided that they would not have a detrimental effect on adjacent land uses or the highways, or create other highway dangers.

Policy GE13 applies to all sites, with the exception of The Bridge School and Halton High School.

- ▶ **Policy Green Environment 15 (GE15) Protection of Outdoor Playing Space for Children** states proposals for development that would result in the loss of outdoor playing space for children will not be permitted unless a) the existing

facilities are sub-standard and development on part of the site would fund improvements that significantly enhance the quality, safety and variety of these facilities or b) suitable replacement facilities are provided.

Policy GE15 applies to all sites, with the exception of The Bridge School and Halton High School.

- ▶ **Policy Green Environment 21 (GE21) Species Protection** seeks to prevent unacceptable harm to a species of flora or fauna protected under national or international legislation. Criteria are outlined where development will be permitted.
- ▶ **Policy Green Environment 27 (GE27) Protection of Trees and Woodlands** seeks to restrict development which is likely to damage or destroy a tree protected by a Tree Preservation Order or a tree within a Conservation Area or woodland which is greater than 0.25ha in size, has more than 50% canopy and is more than fifty years old.
- ▶ **Policy Pollution and Risk 1 (PR1) Air Quality** states development will not be permitted where it is likely to have an unacceptable effect on air quality. The phrase 'unacceptable effect' includes consideration of; amenity of the local environment, public health, air quality standards, surrounding land uses and the potential to pollute.
- ▶ **Policy Pollution and Risk 2 (PR2) Noise Nuisance** states development will not be permitted which contains any new noise source likely to cause a significant increase in ambient noise levels for either day or night time conditions and where it is likely to affect land allocated for residential or any other existing noise sensitive land uses.

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- ▶ **Policy Pollution and Risk 16 (PRI6) Development and Flood Risk** advises a Flood Risk Assessment will be required where it is considered that there would be an increased risk of flooding as a result of the development or the development itself would be at risk of flooding.
- ▶ **Policy Transport 12 (TPI2) Car Parking** recommended appropriate levels of off-street car parking as part of new development in the interests of highway safety.
- ▶ **Policy Transport 14 (TPI4) Transport Assessment** will be required to be provided as part of any proposal for employment, residential, retail, leisure, services, education and health development that will have significant transport implications.
- ▶ **Policy Transport 15 (TPI5) Accessibility to New Development** notes development which increases traffic to undesirable levels will not be permitted, unless improvements to the transport network, including public transport links and pedestrian and cycling routes, to alleviate traffic problems can be made.
- ▶ **Policy Transport 16 (TPI6) Green Travel Plans** will be required for proposals which comprise of new and expanded school facilities (school travel plan).
- ▶ **Policy Transport 18 (TPI8) Traffic Management** states development will be required to incorporate traffic management and traffic calming measures wherever such measures would encourage walking and cycling, improve highway safety and improve the quality of local neighbourhoods.
- ▶ **Strategic Policy 13 (SI3) Transport** states that a safe, efficient and inclusive integrated transport system and infrastructure will be developed in Halton. Identified measures include; promote an

integrated transport system, sustainable economic growth in sustainable locations, improve accessibility for all and protect and enhance the environment.

Additional policies apply to some schools depending on their location. Where this is the case, those are listed in the site specific appendix relevant to that site.

## Halton Local Development Framework

Policies within Halton UDP were saved automatically for three years after the UDP's adoption on 7th April 2005. The Secretary of State has confirmed that the vast majority of these policies will be saved beyond 6th April 2008.

Halton Borough Council has begun work on its Local Development Framework (LDF). The Core Strategy is the overarching document within the LDF which will set out a vision, spatial objectives and core policies for the future development of the Borough to 2026. Documents detailing issues and options for the Core Strategy were available for public consultation for a 6 week period between 27th July and 7th September 2006. It is anticipated that a Preferred Options document for the Halton Core Strategy will be published for public consultation in September 2009. As the Halton Core Strategy and other Development Plan Documents within the Halton LDF emerge, the saved policies of the Halton UDP will be replaced. However, until that time, the Halton UDP is considered to be generally up to date.

## 4 Subject Specific Policy

### Design Approach

The redevelopment of the site will accord with Saved Policies of the Halton Unitary Development Plan (UDP). The design of the schools will be of a high quality in keeping with the surroundings and providing modern facilities to enable sufficient standards for provision of educational accommodation.

New BSF schools need to be well designed and completely relevant to the immediate requirements for the delivery of the curriculum but also need to be sufficiently flexible internally to respond to future changes in methods of education delivery. As well as having good teaching spaces, the spaces need to be carefully grouped to provide a convenient and cohesive curriculum delivery. With faculty based schools, the various areas need to have their own identities and also need to belong to the whole school complex. The completed school will be legible if it is to be a successful building. This legibility will convey clarity of purpose to pupils, staff, parents and visitors.

As well as higher quality and well arranged teaching spaces the building itself must perform well in terms of providing good levels of natural light, natural ventilation and thermal performance. In situ concrete construction will be favoured which will provide thermal mass to provide a slow response to extremes of temperature and to allow night time cooling to be effective. External materials will be durable and sustainable and will be maintenance free. In areas where there is a strong architectural character the new buildings will be designed in sympathy with their surroundings.

### Site Layout/Building Heights

Any new buildings should adopt a layout, and be of a scale and massing which respects that of the surrounding street pattern, and should be designed to take into account any impacts on the privacy of surrounding residential properties, as well as avoid creating an undue sense of overshadowing or enclosure relative to nearby residential properties.

The height of any new buildings close to residential properties would need to be lower to avoid adverse impacts in terms of over-dominance, overshadowing, and loss of light, and would need to be designed to avoid a loss of privacy to these dwellings.

### Sunlight

Sunlight and Daylight Studies will be required to ensure that there would be no adverse impacts on existing residential properties. The impacts on overshadowing on the open space and play areas within the site also needs to be taken into consideration

### Air Quality

An Air Quality desktop study (Scott Wilson, 2008a) has been carried out in accordance with Planning Policy Statement 23: Planning and Pollution Control (PPS 23).

Each development must comply with Halton UDP Saved Policy PR1: Air Quality, for which "Development will not be permitted where it is likely to have an unacceptable effect on air quality."

The scope and duration of any air quality surveys would need to be agreed with the Council's Environmental Health Officer in advance, and should take into account traffic emissions and traffic increases.

Appropriate mitigation will be implemented during demolition or new build construction works, to protect residential properties within

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100 m, from amenity effects.

### Noise

Baseline Noise Surveys (Scott Wilson, 2008a) have been carried out in accordance with Planning Policy Guidance 24: Planning and Noise (PPG 24).

The development must comply with Halton UDP Saved Policy PR2: Noise Nuisance and Halton UDP Saved Policy PR8: Noise Sensitive Developments.

The Halton UDP requires new noise sources to not significantly increase the existing background level

Also, in accordance with 'Building Bulletin 93: Acoustic Design of Schools' (BB93) guidance, noise measurement surveys have been carried out on all nine sites by Scott Wilson. The ambient noise levels at all the sites exceed 45 dB which indicates that measures are required to protect the buildings or playing fields from external noise. Details of which will be included with any application.

Where the schools do have considerable increases in pupil numbers, the change in traffic flow will be predicted and the change in noise levels assessed. Where schools are predicted to more than double their pupil numbers, the increase in noise arising from outdoor play areas will need to be assessed in relation to neighbouring properties (this is discussed, where relevant, in the site specific appendices).

### Materials and Boundary Treatments

Materials, externals and boundary treatments should be of demonstrably high quality, relate well to the chosen architectural style in colour and texture and provide an appropriate relationship to the surrounding area.

Details of application will include details of materials for each site and will take into account the surrounding area.

### Accommodation during Construction

If the school is being kept open, a statement will be submitted with the application stating how accommodation works will be completed safely, as part of the Construction Management Plan (CMP).

### Access and Inclusive Design

A Design and Access Statement will be produced for any Planning Applications relating to the school sites.

Facilities open to the public will meet the requirements of the Building Regulations. The Building Regulations set standards for the design and construction of buildings to ensure the safety and health for people in or about those buildings. They also include requirements to ensure that facilities are provided for people, including those with disabilities, to access and move around inside buildings.

### Accessibility and Transport

#### Access Points

Access points must be safe, compliant with standards and should aim to reduce congestion.

#### Transport

A Traffic and Transport Baseline Report (Scott Wilson, 2008d) has been carried out in accordance with Planning Policy Guidance 13: Transport (PPG 13).

A Transport Statement (TS) or Transport Assessment (TA) will be prepared - depending on development size - in accordance with the Department for Transport's "Guidance on Transport Assessment".

Submission of a full TS or TA with any planning application is required in order to determine the



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implications of development on the local road network and pedestrian / cyclist flows. It also needs to assess opportunities to travel to the school site by bus, walking and cycling in a safe manner, taking into account existing accident information.

Reference will be made to the school's School Travel Plan (if one exists) and the School Travel Plan Officer in the Council's Transportation Division. This will enable any particular travel related issues to be identified. When appropriate to do so, site specific recommendations will be included in the School Travel Plan.

The School Travel Plan it will assist pupils and parents in identifying healthy and sustainable transport options and help to reduce the numbers of cars on the road at peak times. In addition, it will contribute to the improvement of the environment around the school, and will encourage staff to use alternatives to single-occupancy car-use.

To adhere to Halton UDP Saved Policy TPI2: Car Parking, appropriate levels of off-street car parking as part of new development, will be considered, in the interests of highway safety. During the construction phase, there is potential for negative impacts of the construction traffic on the surrounding areas with regards to noise, safety concerns, parking, major delays due to turning delivery trucks, etc. By implementing a Construction Traffic Management Plan (CTMP), it will be possible to manage the magnitude of any negative impacts.

### Landscaping

The development must comply with Halton Playing Pitch Strategy (PMP 2004) and Sport England must be consulted on any application. Initial consultation has been carried out with Sport England on the indicative Control Options. Sport England has confirmed proposals are acceptable, subject to agreement and disposal of land at Fairfield and Ashley schools.

Landscaping around the buildings will need to be of a high quality. Consideration of the importance of any trees or areas of planting on the site will be taken into account, and provision should be made within the development for commensurate replacement planting. The redevelopment of each site will need to take into account the value of the landscape and natural environment of the site. This could include consideration of the provision and nature of open space within the site, with reference to the Council's Open Space Study (PMP 2005). Consultation with the Council's Landscape Services Division would facilitate this. A Tree Survey (Scott Wilson, 2008f) has been carried out for all sites in accordance with Halton UDP Saved Policy GE 27: Protection of Trees and Woodlands.

### Sustainability, Energy Efficiency and Green Construction

The Council have developed a Local Authority carbon management plan and any design should take cognisance of its aims.

In order to promote sustainable development, new developments should take account of the impact they have on Halton's natural resources and environmental assets. Developments can achieve this by improving energy efficiency, increasing the proportion of energy use from renewable sources, minimising the use of treated water, using rainwater harvesting and grey water recycling schemes and incorporating Sustainable Urban Drainage Systems (SUDS). SUDS should be particularly applied to introduce permeable paving materials instead of large areas of impermeable hard landscaping.

The contractor should ensure sustainability through selection of materials and as far as possible source materials and labour locally to minimise on carbon emissions.

The Council will expect the developer to submit a Sustainability Appraisal (SA) as part of the

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planning application. The assessment should demonstrate how the impacts of any new development as well as refurbishment on environmental, social and economic factors have been taken into account, including how the above measures would be incorporated into the development proposal.

The integration of at least one form of renewable technology should be considered as this would have direct educational value, for example the renewable technology could be connected to a display board which shows live energy saving and CO<sub>2</sub> emissions savings. The planning application should also be accompanied by an Energy Assessment. The increase in rainfall intensities in relation to climate change will need to be considered in the design of the proposed drainage system at detailed design stage, as advised in Annex A of Planning Policy Statement 25: Flood Risk (PPS 25).

Halton Borough Council require that all newly constructed buildings (including the proposed school developments) will achieve a rating of BREEAM Good with aspiration for Very Good where practicable. BREEAM stands for the Building Research Establishment Environmental Assessment Method.

The design will consider the management, energy use, land use and ecology, water use, health and wellbeing of users, transport facilities, building materials and reduction of potential pollutants of the buildings.

### Ground Conditions

A Geotechnical and Environmental Site Investigation Report (RPS 2008) has been carried out, and its findings must be taken into consideration when finalising the layout and design of the schools.

The applications for the sites will include a Phase I Ground Contamination Survey as a minimum

and any necessary remediation must be undertaken as part of construction.

### Flood Risk

A Flood Risk Appraisal (Scott Wilson, 2008c) has been carried out in accordance with PPS 25 and submitted with the applications.

### Groundwater

The Strategic Flood Risk Assessment (SFRA) (2007) for Halton Borough Council highlights the potential for groundwater flooding and suggests that appropriate mitigation should be included in any developments.

For the Halton BSF development it is recommended that all new buildings including those on existing school sites incorporate minimum finished floor levels 150 mm above surrounding ground levels. This will help protect against the risk of flooding from sewerage infrastructure and overland flow routes during intense rainfall events. The SFRA also suggests using flood resilient construction techniques. The Environment Agency (EA) established that ground water flooding for each site should be considered individually during design of the development, and that drainage should be designed in accordance with the SUDS Manual (2007), under recommendations that there should be a betterment of proposed runoff rates compared to current rates. This rate will be determined by United Utilities or the EA. The use of infiltration based SUDS is dependent upon the underlying ground condition, thus it is recommended that infiltration tests are undertaken on each site to determine the suitability of this procedure. All infiltrating SUDS will need to comply with the requirements of the Groundwater Regulations.

### Surface Water

PPS25 advises that potential overland flow patterns from fluvial sources should be taken into account in the spatial planning of new

# Halton Building Schools for the Future

## Planning Brief

developments. Therefore, the finished ground levels will be designed to channel overland flow to a low point away from buildings or access/egress routes, where possible.

There may be a significant increase in the level of impermeability as a result of the proposed development, therefore the drainage system should be designed to accommodate event exceedance and not increase the risk of flooding on adjacent land.

### Ecology

An Ecological Walkover and External Bat Roost Potential Survey (Scott Wilson, 2008b) have been carried out for the sites in accordance with Planning Policy Statement 9: Biodiversity and Geological Conservation (PPS 9).

#### Birds

Any required vegetation clearance works should be undertaken outside the breeding bird season (approximately between March and September) at all school sites. If vegetation clearance works are scheduled to be undertaken within the breeding bird season, these areas should be checked for nesting birds prior to the start of works, by a suitably qualified ecologist. If evidence of nesting species is discovered, works should be suspended until the young have fully fledged.

#### Bats

Sufficient information will be provided with applications regarding potential for bat roosts within structures at the sites under the Conservation (Natural Habitats Etc) Regulations 1994.

### Archaeology

A Heritage Assessment (Scott Wilson, 2008e) has been carried in accordance Planning Policy Guidance Note 15: Planning and the Historic

Environment (PPG 15) and no further archaeological work is recommended to be undertaken on any of these sites.

### Built Heritage

A Heritage Assessment (Scott Wilson, 2008e) has been carried out in accordance Planning Policy Guidance Note 15: Planning and the Historic Environment (PPG 15). Two school sites contain buildings that are historically and archaeology important; Wade Deacon High School and Halton High School. Sites 1 and 2 and 5 to 9 are of no historic or archaeological interest.

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### 5 Validation Checklist

The planning application must include the following:

- ▶ Application Form;
- ▶ Location Plan at 1:1250 or 1:2500;
- ▶ Site Plan at 1:500 or 1:200;
- ▶ Block Plan at 1:200;
- ▶ Existing and Proposed Plan at 1:50 or 1:100;
- ▶ Existing and Proposed Site Sections and Finished Floor and Site Plans at 1:50 or 1:100;
- ▶ A Roof Plan at 1:50 or 1:100; and
- ▶ The appropriate Planning Application Fee

In addition to the above information that must be submitted with your application, the following information will also be required:

- ▶ A Design and Access Statement
- ▶ Construction Traffic Management Plan
- ▶ Ecological Walkover and External Bat Roost Potential Survey (Scott Wilson, 2008b)
- ▶ Flood Risk Assessment
- ▶ Landscaping Details/ Plans
- ▶ Noise Assessment
- ▶ Parking Provision/ Details
- ▶ Phase I Ground Contamination Survey
- ▶ Site Waste Management Plan
- ▶ Statement of Community Involvement
- ▶ Sunlight and Daylight Studies
- ▶ Sustainability Appraisal
- ▶ Transport Statement or Transport Assessment
- ▶ Travel Plan
- ▶ Tree Survey (Scott Wilson, 2008f)

# Halton Building Schools for the Future

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### 6 References

**Communities and Local Government** (2006)  
PPS 25 Flood Risk

**Environment Agency** (2006) Managing Japanese knotweed

**Government Office for the North West** (2008)  
Regional Spatial Strategy to 2021 (Adopted September 2008):

**Halton Borough Council** (2005) Saved Policies of the Halton Unitary Development Plan (Adopted 2005 - Saved March 2008)

**Halton Borough Council** (2004) Playing Pitch Strategy

**Halton Borough Council** (2005) Open Space Survey

**Halton Borough Council** (2007) Strategic Flood Risk Assessment

**Office of the Deputy Prime Minister** (2005) PPS 1  
Delivering Sustainable Development

**Office of the Deputy Prime Minister** (2005) PPS 9  
Biodiversity and Geological Conservation

**Office of the Deputy Prime Minister** (2001)  
PPG 13 Transport

**Office of the Deputy Prime Minister** (1994)  
PPG 15 Planning and the Historic Environment

**Office of the Deputy Prime Minister** (1990)  
PPG 16 Archaeology and Planning

**Office of the Deputy Prime Minister** (2002)  
PPG 17 Planning for Open Space, Sport

and Recreation

**Office of the Deputy Prime Minister** (2004) PPS 23  
Planning & Pollution Control

**Office of the Deputy Prime Minister** (1994)  
PPG 24 Planning and Noise

RPS (2008) Geotechnical and Environmental Site Investigation Report

**Scott Wilson** (2008a) Air Quality Desktop Study

**Scott Wilson** (2008b) Ecological Walkover and External Bat Roost Potential Survey

**Scott Wilson** (2008c) Flood Risk Appraisal

**Scott Wilson** (2008d) Traffic and Transport Baseline Report

**Scott Wilson** (2008e) Heritage Assessment

**Scott Wilson** (2008f) Tree Survey

**Scott Wilson** (2008g) Topographical Surveys

**Scott Wilson** (2008h) Baseline Noise Survey  
Wallace Whittle (2008) Mechanical & Electrical Services Survey



# Halton Building Schools for the Future Planning Brief

## 7 Abbreviations

ASD	Autistic Spectrum Disorder	PMLD	Risk Profound and Multiple Learning Difficulties
BB93	Building Bulletin 93: Acoustic Design of Schools	SA	Sustainability Appraisal
BIP	Behaviour Improvement Programme	SEN	Special Education Needs
BREEAM	Building Research Establishment Environmental Assessment Method.	SFRA	Strategic Flood Risk Assessment
BSF	Building Schools for the Future	SUDS	Sustainable Urban Drainage Systems
CAMHS	Child and Adolescent Mental Health Service	TA	Transport Assessment
CLC	Community Learning Centre	TS	Transport Statement
CMP	Construction Management Plan	PRU	Pupil Referral Unit
CRC	Community Resource Centre	UDP	Unitary Development Plan
CTMP	Construction Traffic Management Plan	NEET	Not Currently Engaged in Employment, Education and Training
EA	Environment Agency	ICT	Information and Communication Technology
HPSS	High Performing Special School	KS	Key Stage
KS	Key Stage		
LDF	Local Development Framework		
NCSL	National College for School Leadership		
PADHI	Planning Advice for Development near Hazardous Installations		
PPS 1	Planning Policy Statement 1: Delivering Sustainable Development		
PPS 9	Planning Policy Statement 9: Biodiversity and Geological Conservation		
PPG 13	Planning Policy Guidance 13: Transport		
PPG 15	Planning Policy Guidance 15: Planning and the Historic Environment		
PPG 16	Planning Policy Guidance 16: Archaeology and Planning		
PPG 17	Planning Policy Guidance 17: Planning for Open Space, Sport and Recreation		
PPS 23	Planning Policy Statement 23: Planning and Pollution Control		
PPG 24	Planning Policy Guidance 24: Planning and Noise		
PPS 25	Planning Policy Statement 25: Flood		

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# Halton Building Schools for the Future

## Appendix I - St Peter and Paul Catholic College

### Appendix I Saints Peter and Paul Catholic College

#### Introduction

The purpose of this Planning Guidance for Development Control Purposes is to provide guidance specific to the redevelopment of Saints Peter and Paul Catholic College as part of Halton's 'Building Schools for the Future' (BSF) Initiative (where it differs from that provided in the main body of the document).

The College is currently an 11-18 age range school with a population of approximately 1350 pupils. The proposal under BSF is for the school to become to continue to cater for the 11-18 age range, and largely maintain its population of 1350 pupils.

The vision for the college is focussed on a strong blend of learning and developmental outcomes

based on the five outcomes of Every Child Matters and intrinsically linked with the realisation of the College's Mission Statement as a Catholic Learning Community. This means that it has a vision to become a beacon for inclusion for all learners and to create a learning environment that builds upon a strong history of building self esteem and a sense of belonging amongst students to continue recent success in developing deep levels of core skills and excellent standards of achievement and attainment in a wide range of curriculum areas.

The college has aspirations to work with a wide catchment community and improve success in developing good outcomes for Looked After Children, students with special education needs (SEN) and disabilities, and the not in education, employment or training (NEET) population. Communication through information and communication technologies (ICT) and strong literacy skills blend new technologies with core skills such as literacy and numeracy and to embed technology firmly in the pedagogical approach. The college has a clear goal to enhance



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## Appendix I - St Peter and Paul Catholic College

aspiration amongst local people and bring opportunity for community participation and life long learning with a range of activities such as Sports and cultural activities.

### The Proposal

Current indicative Control Option proposals at this site include the creation of three new school buildings. Proposals also include a new atrium and areas of hard standing, as shown in the Possible OBC Control Option schematic, attached to the back of the document.

## Site Description

### Location

Saints Peter and Paul Catholic College is located north of the town centre of Widnes, near to Widnes train station, and is accessed via Highfield Road. The school shares facilities, including playing pitches, with Wade Deacon High School, and is also located adjacent to a tennis centre. To the west of the school site is Widnes Golf Course.

### Physical Description

Saints Peter and Paul Catholic College covers approximately 12 hectares; where approximately 9,170 m<sup>2</sup> of the site is covered by existing school buildings.

The existing School complex is approached via a curved driveway which leads to a centre point along the eastern frontage of the complex. Towards the north eastern frontage there is a large car parking area.

The eastern aspect of the School buildings is very modern and of a good quality and includes a City Learning Centre which has only recently been constructed. At the northern end of the existing complex is a good quality Sports Hall, including a recently built Dance area. The poor quality buildings are located to the rear of the

more impressive frontage and largely consist of 1960s buildings, some of which are multi-storey. The 1960s buildings suffer from typical problems of the period – i.e. excessive heat loss/solar gain, cramped teaching spaces and extremely constricted circulation areas, having serious implications upon the level of management and responsibility required by pupils to use the buildings effectively. There is also a serious lack of satisfactory and pleasant external social areas where pupils can gather to converse and interact.

The main site is generally level, with the playing fields to the north located on sloping ground rising up to the railway further north. Much of the land at the northern end of the site lies at approximately 23m AOD while the majority of the school site lies at approximately 21m AOD. This gives a slope across the site from north to south at a gradient of approx one in ten. Towards the northern end of the buildings there is a generous area of green play pitches which adjoin the Wade Deacon playing fields. To the west of the existing buildings there is a large enclosed tennis centre.

## Recent Relevant Planning History

A search of the planning history for this site has been carried out. There are various applications made by and on behalf of Saints Peter and Paul Catholic College for the extension and remodelling of the school site. The most recent of which include:

- ▶ 06/00087/FUL: Proposed single storey linked extension to form new dance studio.
- ▶ 05/00806/FUL: Proposed single storey extension to form new dance studio
- ▶ 03/00540/EDU: Proposed demolition and re-building of link corridor and refurbishments.

From the planning history it is possible to

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## Appendix I - St Peter and Paul Catholic College

conclude the site has remained as a school since its construction in the 1960s. The current school was formed by the amalgamation of two Catholic high schools: Fisher Moore and St Josephs.

### Development Objectives

#### Key Planning Objectives

Any development at this location will need to consider the following planning objectives:

- ▶ improvements to public transport links from northern and eastern Widnes. There is potential to introduce a new dedicated school bus service network and/or Park and Ride facilities. There is also potential to investigate the provision of a new public transport hub or interchange shared between Wade Deacon and Saints Peter and Paul Catholic College;
- ▶ gaps in the cycling and pedestrian network need to be addressed;
- ▶ Street parking capacity constraints in the vicinity of the school should be addressed. There is potential to introduce a dedicated drop-off and pick-up facility within the school grounds;
- ▶ any redevelopment should respect the value of the landscape and natural environment of the site. This includes consideration of the provision and nature of the open space within this site. Landscaping measures incorporating trees and areas of planting should also be considered; and
- ▶ development should respect the setting of the site including its relationship with surrounding residential areas and the amenity and function of nearby greenspace, including Widnes Golf Course.

#### Key Planning Issues

Any development will be assessed against the

general policies outlined within section 3 of the Planning Brief.

Some of the key relevant policies for this site are:

- ▶ Saved Policies GE6, GE8 and GE9 of Halton's Unitary Development Plan.
- ▶ UDP Policy TP9
- ▶ UDP Policy GE10 also applies at this site, and seeks to protect Halton's greenspace system, as such development should maintain and enhance greenspaces with visual, physical, functional and structural linkages. UDP Policy GE10 also provides a list of circumstances in which development affecting the greenspace system would not be permitted. The loss of any playing field/playing space within areas designated as greenspace would only be permitted if the criteria within UDP Policies GE12, GE13 and GE15 were met.

### Scheme Design

#### Site Layout and Design Approach

Any redevelopment of the site will accord with the Saved Policies of the UDP relating to development in designated greenspace, with particular reference to the criteria within policies GE6 and GE8.

Any new development should respect the setting of the site, including its relation to residential areas, particularly on Woodland Avenue, Highfield Road and Highfield Crescent.

It will also be beneficial for any development of the Saints Peter and Paul Catholic College site to respect the amenity and function of nearby greenspace, including Widnes Golf Course to the east and the designated potential greenway to the west of the school site.

The indicative Control Option design consists of



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## Appendix I - St Peter and Paul Catholic College

the retention of the Sports block, the City Learning Centre and the new 6th Form and L-shaped LRC block. These three buildings provide a good quality frontage to the School and provide three useful entrance points to the rear western spaces. On entering the rear of the site, behind these buildings, there is a large paved area which is unfortunately obstructed by various 1960s buildings and suffers in quality because of the unattractive aspect of the buildings to the rear. The design will clear this space from north to south and this new social area or "city square" will be covered by a tented structure, providing the badly needed social/gathering space for pupils. The three new building blocks will be constructed on the footprint of the existing 1960s buildings. The northernmost of the three buildings will contain the School Hall, the Gym, Music & Drama and the main Dining facility. This building will be in close proximity to the existing Sports/Dance block and will comprise a very workable complex for the School itself and for out of hours use by the community and other agencies. The middle block will contain general teaching rooms and the administration and main reception area. The main reception being at ground floor level will have good views of all of the city square space and also of the three entry points at the front elevation. The southernmost of the three new blocks will house Science on the ground floor and general teaching on the first floor. The Science faculty will be well related to the consolidated Technology and Art functions centred in the L-shaped block, also containing the existing LRC facility and the 6th Form centre.

### Building Heights and Massing

All new buildings will be at 2-storey height and will blend sympathetically with a mix of 2 and 3 storeys comprising the existing buildings.

The uncoordinated nature of the existing

complex will be entirely transformed by arranging the new buildings around the new central "city square" forming a cohesive group of buildings.

### Noise

In accordance with BB93, the noise levels across the site are suitable for natural ventilation. For standard and practical classrooms a single sided, twin opening system is likely to provide sufficient attenuation. For SEN classrooms attenuated vents will be required to maintain a natural ventilation strategy.

The noise levels at this site are suitable for playgrounds, playing fields and outdoor teaching areas.

### Materials and Boundary Treatments

The materials of the new buildings will draw from some of the best aspects of the existing newer buildings e.g. the use of art stone features and good quality brickwork, combined with high tech elements which will reflect the period in which the new buildings are constructed.

### Accommodation during Construction

The intention will be to build from the north to the south with some small amount of decant necessary to make space for the first northernmost building. An alternative phasing strategy may be to construct a larger complex of temporary accommodation to transfer the population of the 1960s buildings in their entirety to enable a speedier construction.

### Access and Circulation

The Transport Statement or Assessment for the site of Saints Peter and Paul Catholic College must consider:

- ▶ improvements to public transport links (including key bus service links to the School) from northern and eastern Widnes, as well as improvement to

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evening services for the college element, and increased revenue support requirements together with the need to cover for links to Riverside College's Cronton and Kingsway Campus so as to support the full introduction of 14-19 diplomas in 2013;

- ▶ gaps in the cycling and walking network, to accommodate higher demand particularly for east / west trips. These routes should be enhanced to a high standard, and cycle storage improvements made at the site along with provision for cyclist facilities such as showers;
- ▶ the introduction of a new dedicated school bus service network and/or Park and Ride facilities. There is also potential to investigate the provision of a new public transport hub or interchange shared between Wade Deacon and Saints Peter and Paul Catholic College (with good quality pedestrian links to both sites) to optimise public transport linkages;
- ▶ impact on existing traffic congestion around the school and at immediate links and junctions at peak times;
- ▶ that there are on street parking capacity constraints in the vicinity of the school; and
- ▶ the potential to introduce a dedicated drop-off and pick-up facility within the school grounds.

Any site-specific transport issues identified during the Transport Assessment or Statement must be addressed within the planning application.

### Playing Fields

In the Halton Playing Pitch Strategy, Saints Peter and Paul Catholic College is located in Area Forum 2, which is shown to have a total excess of 8.3 playing pitches, including playing pitches of all types.

### Flood Risk

In accordance with Planning Policy Statement 25: Development and Flood Risk, to avoid excess surface water run-off flowing towards the school buildings, from the northern region of the site, the finished floor levels should allow for the potential ponding of water during extreme storm events. This will avoid the flooding of the buildings.

### Ecology

#### Vegetation

The Japanese knotweed at Saints Peter and Paul Catholic College should be treated or removed, if works are to be undertaken within 7 m of the stands, under Schedule 9, Section 14 (2) of the Wildlife and Countryside Act 1981 (as amended) and the Environmental Protection Act 1990.

A fenced exclusion zone will be set up to prevent accidental disturbance by contractors, or in the event that the stand is within 7 m of the works, that the plant will be eradicated. Sufficient



## Halton Building Schools for the Future Appendix I - St Peter and Paul Catholic College

information will be provided to the contractors regarding the potential treatment or removal of Japanese knotweed.

The Environment Agency has published guidance on the management of Japanese knotweed 'The Knotweed Code of Practice' (Environment Agency, 2006) which will be applied by the contractors.

### *Bats*

A watching brief is recommended for the manual removal of hanging tiles on the three storey building in the centre of the school compound as it has Moderate bat roost potential. This will need to be carried out by a suitably qualified ecologist to determine if bats are present.

# Halton Building Schools for the Future

## Appendix I - St Peter and Paul Catholic College

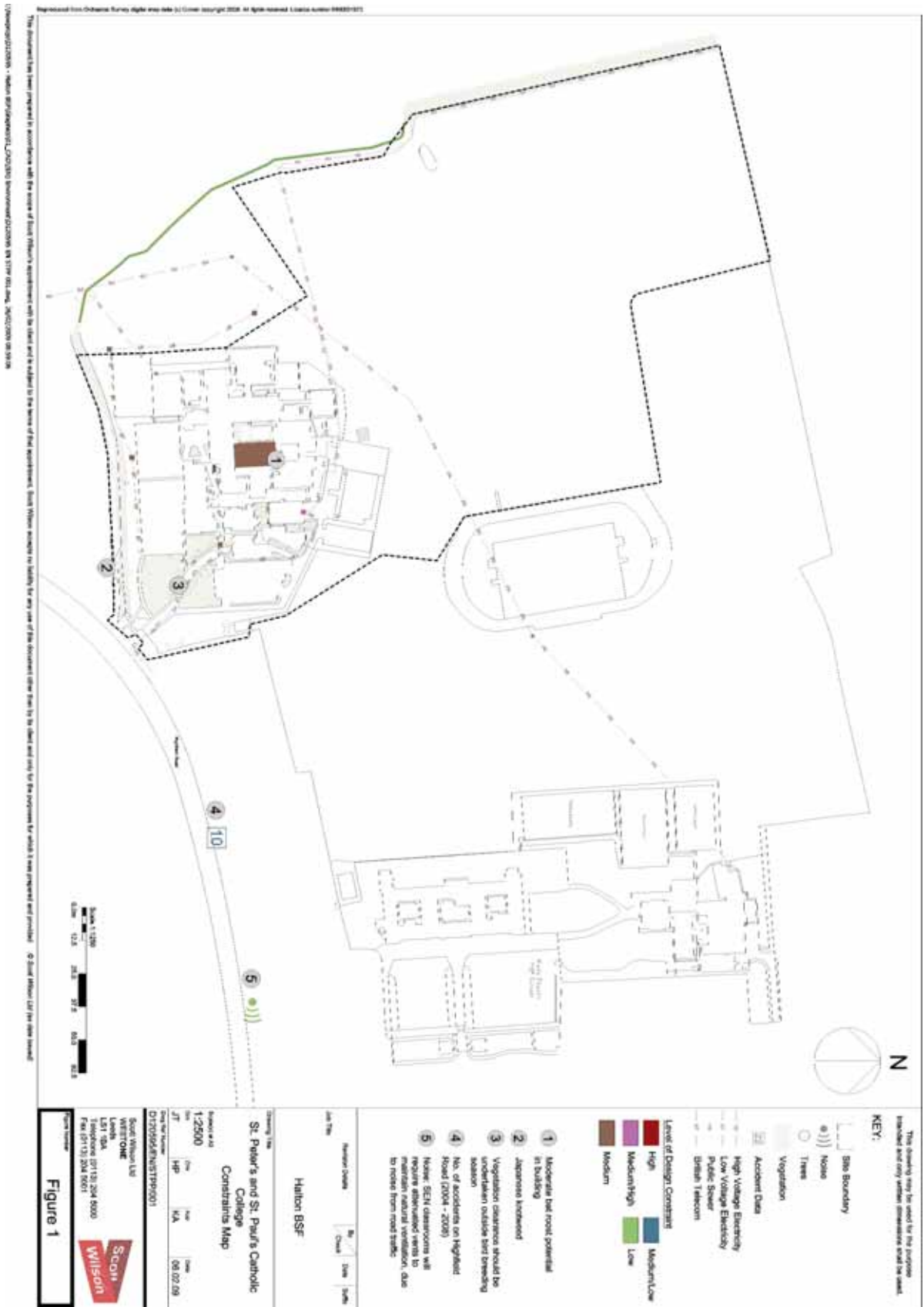
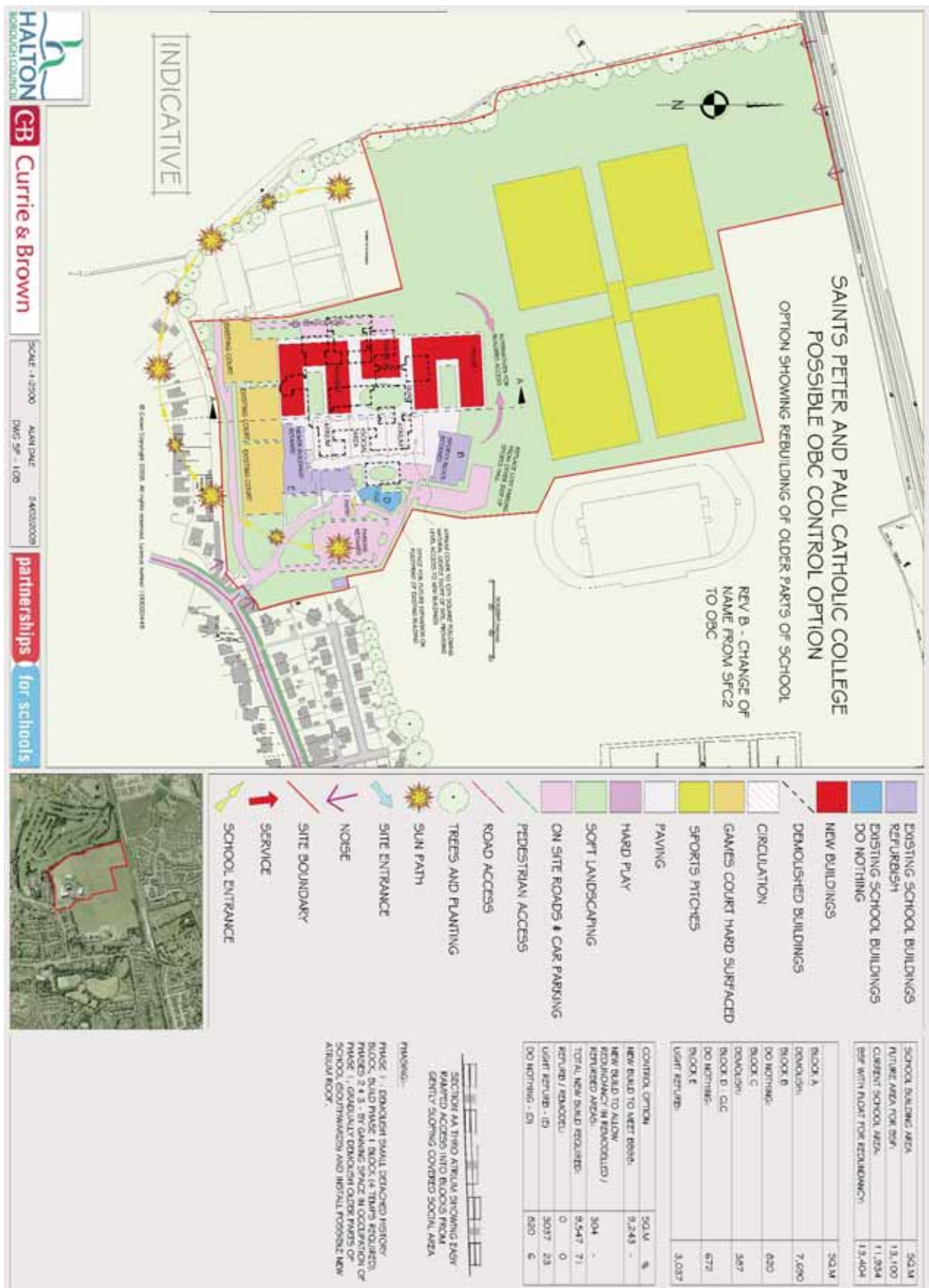


Figure 1



# Halton Building Schools for the Future

## Appendix I - St Peter and Paul Catholic College





# Halton Building Schools for the Future

## Appendix 2 – The Bankfield School

### Appendix 2

### The Bankfield School

#### Introduction

The purpose of this Planning Guidance for Development Control Purposes is to provide guidance specific to the redevelopment of The Bankfield Comprehensive School and Chesnut Lodge school as part of Halton's 'Building Schools for the Future' (BSF) Initiative (where it differs from that provided in the main body of the document).

The Bankfield School is currently an 11-16 age range comprehensive school with a population of approximately 830 pupils. The proposal under BSF is for the school to continue to cater for the 11-16 age range, but to increase in number to accommodate a population of 1050 pupils. In addition, to assist in the Authority's Vision around inclusion, and to help in rationalising the schools estate, Chesnut Lodge school will co-locate onto the site, with a population of 50

pupils.

The Vision is for The Bankfield school to be co-located with Chesnut Lodge in a 'Learning Campus' arrangement in a "two schools – one roof" building in which the schools take shared ownership of the whole community of students and provide the widest range of learning opportunities tailored to individual needs. The schools particularly want to work together with students in Key Stage 3 (KS3).

Each school will have its distinct identity but will jointly provide new opportunities for whole family learning especially where siblings want to attend a mainstream school and special school respectively; together the schools will make a significant contribution to creating an aspirational community. The campus would include a range of facilities that would attract a diverse population of local people such as sports and gym facilities, a public library and study facilities.

The schools also have an aspiration to develop a wide range of 'one stop shop' on-site multi-agency facilities including dental services and social services which are primarily for the use of



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## Appendix 2 – The Bankfield School

students and their families but which can be opened up to local residents and community members.

As a Science Specialist school, the themes of ‘opportunity and ‘discovery’ are important in both the external and internal areas.

### The Proposal

The indicative Control Option proposals at this location include the construction of one cohesive building to include Bankfield Secondary School and Chesnut Lodge School, as shown in the Possible OBC Control Option schematic, attached to the back of this Appendix.

## Site Description

### Location

The Bankfield School is located on Liverpool Road, in western Widnes. It is located in western Widnes, close proximity to the railway line which runs from Liverpool to Manchester, near Hough Green Railway Station. The school is surrounded on all sides by residential development and has its own playing fields to the west of the school building.

### Physical Description

The site covers approximately 8.7 hectares, of which approximately 6,000 m<sup>2</sup> is covered by existing school buildings.

The existing site is bounded by residential properties on all four sides. On the southern boundary a gap in the housing provides space for the main entrance road which approaches the current building complex at its centre point. Towards the east of the current complex there are recently constructed buildings of brown brickwork. The centre part of the site mostly consists of the original 1960s buildings, fairly typical of the period and subject to some re-cladding in recent years in bright blue and yellow. To the west of the complex is a Sports block.

To the both sides of the existing access road there are pleasant grassed areas with recently planted trees. There is an area of hard court to the east of the driveway and to the west of the building complex a multi use games area. Further east there are grassed playing fields. The site is relatively level with the school buildings located to the east and the playing fields to the west. Although the site is relatively level, the northern edge of the main buildings range from approximately 22 – 23m AOD and at the southern side of the site, levels range between 21 – 22m AOD.

## Recent Relevant Planning History

A search of the planning history for the Bankfield School site shows a series of planning applications relating to the incremental extension and remodelling of the school site. The most recent of which include:

- ▶ 06/00402/HBCFUL: Proposed street lighting to internal school access road
- ▶ 05/00033/HBCEDU: Proposed two storey extension comprising kitchen, dining room and classrooms connected to existing building by link block.
- ▶ 04/00925/HBCEDU: Proposed all weather sports pitch adjacent to existing playing fields.

From the planning history it is evident that the Bankfield School site has been used for educational purposes since its development in the 1960s. Subsequent extensions have expanded the school, whilst the all-weather sports pitch to the west of the school building is another notable development.

## Development Objectives

### Key Planning Objectives

Any redevelopment at Bankfield School should give consideration to the following planning objectives:

# Halton Building Schools for the Future

## Appendix 2 – The Bankfield School

- ▶ public transport links from the northern and eastern Widnes are poor and need improving. There is the potential to introduce new school bus services and park and ride facilities;
- ▶ gaps in the cycling and pedestrian network will need to be addressed, including east and west links. Prescott Road Rail Bridge has limited capacity for pedestrians and cyclists and should be improved;
- ▶ capacity at the Prescott/Liverpool Road junction may need to be examined. There is a potential need for parking restrictions on Liverpool Road as well as a need for dedicated drop-off and pick up areas within the school grounds;
- ▶ the provision of playing pitches should be considered in accordance with The Halton Playing Pitch Strategy which envisages the Area Forum 1 (of which Bankfield School is located in) having an overall shortfall of 1.4 playing pitches including playing pitches of all types by 2012;
- ▶ any redevelopment should respect the value of the landscape and natural environment of the site. This includes consideration of the provision and nature of the open space within this site. Landscaping measures incorporating trees and areas of planting should also be considered; and
- ▶ development should respect the setting of the site including its relationship with surrounding residential areas.

### Key Planning Issues

Any development will be assessed against the policies outlined within section 3 of the Planning Brief.

Some of the key relevant policies for this site are:

- ▶ Saved Policies GE86, GE8 and GE9 of Halton's Unitary Development Plan
- ▶ UDP Policy GE10 seeks to protect

Halton's greenspace system, as such development should maintain and enhance greenspaces with visual, physical, functional and structural linkages. The loss of any playing field/playing space within areas designated as greenspace would only be permitted if the criteria within UDP Policies GE12, GE13 and GE15 were met.

## Scheme Design

### Site Layout

The proposed layout shows one new building which will house the Secondary School and Special School functions. The building is to be arranged in a crescent shape, the commitment from the Schools to work in unison for the mutual benefit of the pupils has been expressed in the location of the central Reception area in the middle of the new frontage. To the east of the new building Chesnut Lodge School will be located. Pupils will enter the Special School through the central reception area, making their way to the eastern part of the new building housing Special School facilities. There will be a separate drop off area at the front of the new school to provide secure routes from the minibuses to the main entrance. Secondary School pupils will enter to the west of the Reception area, making their way into the Secondary accommodation leading off to the north west.

The Special School and the Secondary School will have new hard play areas and external teaching areas and a new car park will be provided to the west of the re-positioned vehicle entrance.

The vehicle entrance will be re-positioned slightly to the west of its current location to provide safer road crossing for pupils.

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## Appendix 2 – The Bankfield School

### Design Approach

Any redevelopment of the site will accord with the Saved Policies of the UDP relating to development in designated greenspace, with particular reference to the criteria within policies GE6 and GE8.

In addition, any new development should respect the setting of the site, including its relation to residential areas, particularly on Prescott Road, Radnor Drive, Cradley, Bankfield Road and Liverpool Road.

The location on the site and the format of the proposed new building having responded to the philosophy of the co-located schools, the placement of the various functions within the new building has been carefully considered.

Firstly, in relation to the retained building to the east of the current complex, the brown brick building which includes Art and some general teaching and also, importantly, includes a good, modern Dining complex. This Dining facility will be easily accessed via the central lobby area of the new building. For the public and the community entering the new building complex at the front, they will pass through the foyer area to the rear of the complex where they can gain access to the Dining facility. The community is likely to use the main Hall, the Drama space and the LRC Library within the Secondary element, all of which will be easily accessed from the new foyer area. The Special School is also likely to welcome pupils from other schools and members of the community, principally for therapy and use of the hydro-therapy pool located close to the foyer area.

For after hours use of the Sports facility, visitors will park either in the main parking area or in a smaller parking area located close to the Sports complex. In its present position is well placed to serve the artificial pitch area and the grassed areas further to the west. A new service road will be constructed, passing around the back of the site along the northern boundary to serve

the existing Kitchen from the rear, rather than the front.

### Building Heights

The new building will be predominantly 2-storey, dropping down to single storey at the eastern end of the Special School.

### Materials and Boundary Treatments

There is a clear aspiration to provide the best possible standards of contemporary design for this new building with the use of modern high tech materials and a complementary aesthetic.

### Air Quality

The Local Authority Air Quality Officer is likely to require the impact of increased school traffic on local air quality to be assessed at this site, in accordance with Planning Policy Statement 23: Planning and Pollution Control. This is due to the increase in students, some of whom may access the school from the eastern part of the borough, travelling along the A562 and potentially using Deacon Road to access to school.

Deacon Road is considered to have exceeded the objectives for NO<sub>2</sub> as indicated by Halton Borough Council's diffusion tube survey. The additional number of vehicles associated by the proposed redevelopment is likely to worsen local air quality within on Deacon Road and the significance of this will require assessment.

### Noise

In accordance with BB93, the noise levels across the site are suitable for natural ventilation in standard classrooms and practical classrooms. This is likely to be crossflow or stack ventilation. Single sided ventilation may be suitable for practical classrooms. SEN classrooms will require attenuated vents if a natural ventilation strategy is adopted.

The noise levels are suitable for playgrounds and



# Halton Building Schools for the Future

## Appendix 2 – The Bankfield School

playing fields. The recommended noise levels for outdoor teaching areas may be possible for shielded locations.

### Accommodation during Construction

The intention will be to commence the construction of the new building from the eastern end as far as possible towards the front elevation of the existing buildings. The Bankfield Secondary School can then move into the new building areas, some of which will eventually become the Chesnut Lodge School. The existing 1960s buildings will then be demolished and the new building completed. The Bankfield will then vacate the area intended for Chesnut Lodge and will occupy all of its designated secondary school areas. The Special School section of the plan will then be finally fitted out for its intended use and Chesnut Lodge will move into occupation. It is envisaged that there will be no need for temporary accommodation.

### Access and Circulation

The Transport Statement or Assessment for the site of The Bankfield must consider:

- ▶ gaps in the cycling and walking network, including east / west links. Local walking and cycling routes should continue to be enhanced and complemented by on site improvements for cyclists;
- ▶ the potential to introduce new dedicated school bus services and Park and Ride facilities, particularly improvements to key bus service linkages to North and East Widnes and additional revenue requirements together with the need to cover for links to Riverside College's Cronton and Kingsway Campus so as to support the full introduction of 14-19 diplomas in 2013;
- ▶ Prescott Road rail bridge, which currently has limited capacity for pedestrians and

cyclists;

- ▶ interaction between access for the two schools, pupil safety, staggered start times;
- ▶ need for enhanced parking restrictions on nearby residential roads;
- ▶ methods to reduce single occupancy car usage, which is presently high;
- ▶ Liverpool Road, which suffers from traffic congestion due to parents drop-off and pick-up from the school and also has a higher than average accident rate. The capacity at the Prescott/ Liverpool Road junctions may need to be examined; and
- ▶ the need for enhanced parking restrictions on Liverpool Road and affected residential roads, as well as the need for dedicated





## Halton Building Schools for the Future Appendix 2 – The Bankfield School

drop-off and pick-up areas within the school grounds, the operation of which is a particularly important factor for Chesnut Lodge.

Any site-specific transport issues identified during the Transport Assessment or Statement must be addressed within the planning application.

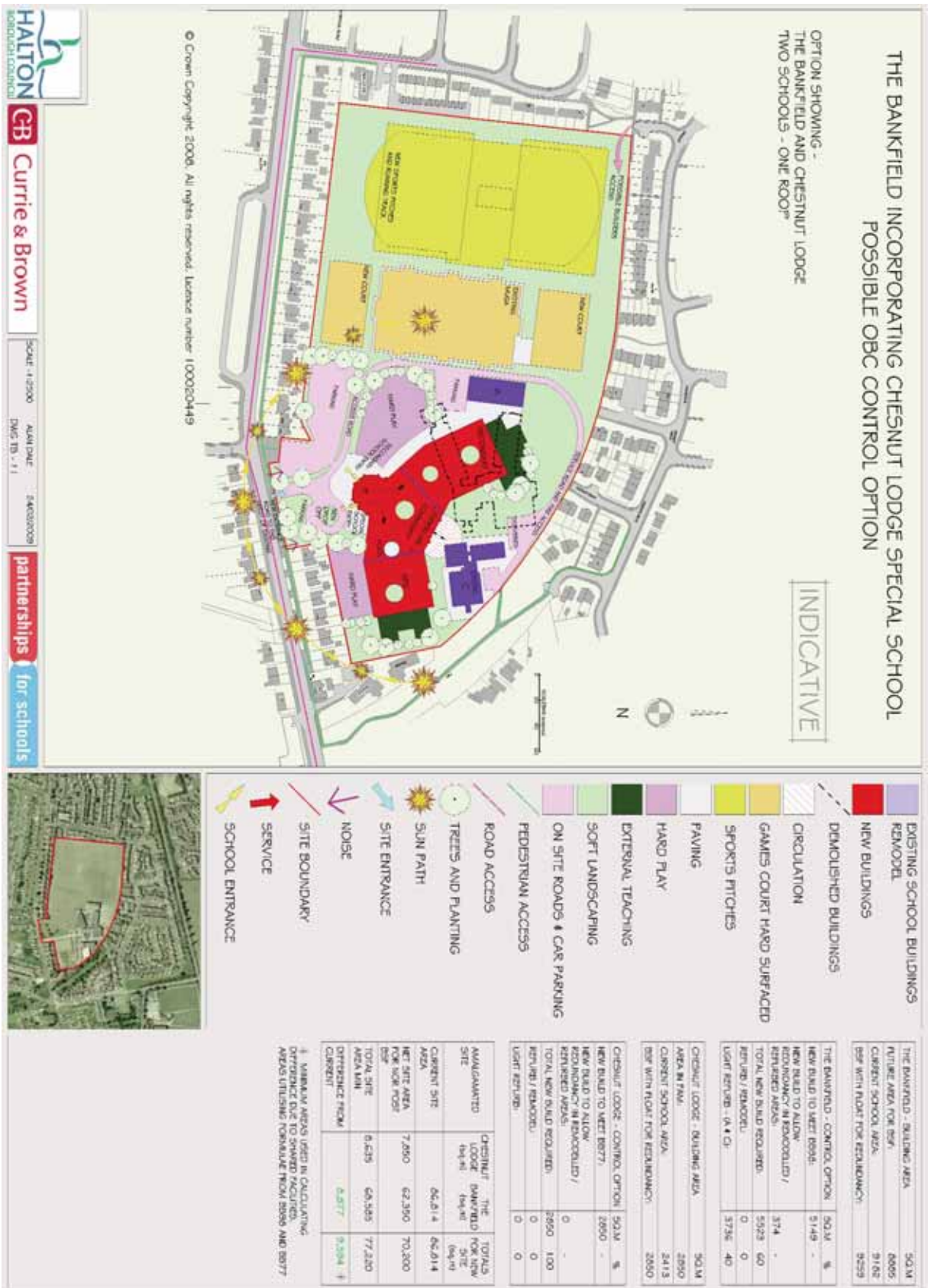
### Playing Fields

In the Halton Playing Pitch Strategy, the Bankfield School is located in Area Forum 1, which is shown to have a shortfall of 0.1 playing pitches, including playing pitches of all types.



# Halton Building Schools for the Future

## Appendix 2 – The Bankfield School





# Halton Building Schools for the Future

## Appendix 3 – Wade Deacon High School

### Appendix 3 Wade Deacon High School

#### Introduction

The purpose of this Planning Guidance for Development Control Purposes is to provide guidance specific to the redevelopment of Wade Deacon High School and Ashley School as part of Halton's 'Building Schools for the Future' (BSF) Initiative (where it differs from that provided in the main body of the document).

Wade Deacon High School is currently an 11-16 age range comprehensive school with a population of approximately 1130 pupils. The proposal under BSF is for the school to continue to cater for the 11-16 age range, but to increase in number to accommodate a population of 1500 pupils. This figure incorporates pupils from Fairfield School, which have now been federated together. The proposal is for all pupils to move to the Wade Deacon campus in 2011. In addition, to assist in the Local Authority's Vision around inclusion, and to help in rationalising the

schools estate, Ashley school will co-locate onto the site with a population of 120 pupils.

In co-locating with Ashley School; the richness of learning, pastoral and social opportunity in each school will become increasingly open to students from both.

Wade Deacon has a strong culture of inclusion and a track record of responding in a personalised way to individual learners sometimes with troubled histories at school. The personalisation of learning will be extended to each student with a broad and varied curriculum and a strong relationship with community learners / contributors. Critical thinking, communication and collaboration are inherent components of the innovative pedagogical approach that the school wants to continue to develop.

Wade Deacon also wish to develop their sports facilities to provide a centre of excellence for the local community, to be used outside of normal school hours.

**The Proposal**  
Current indicative Control Option development proposals for this site include the incorporation



# Halton Building Schools for the Future

## Appendix 3 – Wade Deacon High School

of Ashley School in a new building on the site and the demolition of an existing 1960s block. The proposals also include the construction of five new buildings, four of which will be two storey blocks replacing the demolished 1960's building. A new building and an existing art block will provide space for Ashley School. The new buildings will also involve new areas of hard standing. A widened road for additional parking and a new play area for the special school are also proposed, as shown in the Possible OBC Control Option schematic, attached to the back of this Appendix.

### Site Description

#### Location

Wade Deacon High School is located in Widnes, close to Widnes railway station. The site is bounded by a railway line to the north, and residential development to the south, and has a large area of playing fields to the west of the school site. Wade Deacon is located adjacent to Saints Peter and Paul Catholic High School, which shares facilities with this school.

#### Physical Description

The school site covers approximately 16 hectares, and approximately 6,360 m<sup>2</sup> of this is covered by existing school buildings, the remaining site area being playing fields. Existing buildings are arranged as two distinct complexes, along the front of the site. The main entrance is directly opposite the centre of the principal 1930s building which is designed in a classical style and presents a high quality front elevation to the road. At the front of the building are grassed areas with attractive trees and metal fencing, all providing a high quality environment. At the northern extremity of the site there is a complex of principally 1960s buildings which are less architecturally attractive. The separation of the buildings is detrimental to any feeling of cohesion which should be

achieved across the School Campus.

The site is generally level, although the northern side of this site lies at a level of approximately 30 – 31m AOD and the southern part of the site lies at approximately 29.5m AOD. The 1930s building is situated on a wholly level portion of the site and, moving north, there is a pronounced dip towards the 1960s complex rising slightly towards the second road entrance adjacent to the nearby station junction.

The large expanse of green playing fields behind the school buildings is a valuable asset and will be retained as far as possible.

### Recent Relevant Planning History

A search of the planning history for this site shows a series of planning applications made by and on behalf of Wade Deacon School for the incremental extension and remodelling of the school site. These include:

- ▶ 07/00902/HBCEDU: Proposed siting of 2 No. storage containers adjacent to existing pavilion
- ▶ 06/00388/FUL: Proposed extension to existing car park on to previously grassed area to front of lower wing building to provide up to 50 No. spaces.
- ▶ 05/00210/HBCFUL: Proposed formation of curtain walled infill under existing canopy to provide new office and circulation space.

From this planning history it is possible to conclude Wade Deacon has undergone expansion from its original 1930s building, including substantial extensions to facilities in the early 1960s. Various alterations and expansions have been made to the school facilities on site since this date.

### Development Objectives

#### Key Planning Objectives

Any development at Wade Deacon High School



# Halton Building Schools for the Future

## Appendix 3 – Wade Deacon High School

should give consideration to the following key planning objectives:

- ▶ improvements to public transport links from northern and eastern Widnes. There is potential to introduce a new dedicated school bus service network and/or Park and Ride facilities. A new public transport hub or interchange shared between Wade Deacon and Saints Peter and Paul Catholic College should also be investigated;
- ▶ gaps in the cycling and pedestrian network will need to be addressed, particularly regarding east/west links;
- ▶ measures to ease traffic congestion and high traffic flows on Birchfield Road and on street parking capacity constraints. There is potential to introduce a dedicated drop-off and pick-up facility within the school grounds;
- ▶ any redevelopment should respect the value of the landscape and natural environment of the site. This includes consideration of the provision and nature of the open space within this site. Landscaping measures incorporating trees and areas of planting should also be considered; and
- ▶ development should respect the setting of the site including its relationship with surrounding residential areas and the amenity and function of nearby greenspace.

### Key Planning Issues

Any development will be assessed against the policies outlined within section 3 of the Planning Brief.

Some of the key policies for this site are:

- ▶ Saved Policies GE6, GE8 and GE9 of Halton's Unitary Development Plan.
- ▶ UDP Policy GE10 states development should consider the sites location within a greenspace system and provide networks

of interconnecting greenspaces with visual, physical, functional and structural linkages. The loss of any playing field/playing space within areas designated as greenspace would only be permitted if the criteria within UPD Policies GE12, GE13 and GE15 were met.

## Scheme Design

### Site Layout

The 1960s buildings which currently form a large part of the School's accommodation will be demolished due to problems of condition and suitability to cater for the additional area required for the expanded Wade Deacon School three new teaching blocks will be built at the rear of the current 1930s building which will enclose the central quadrangle and will allow a much improved cohesion of the Wade Deacon functions. Wade Deacon pupils will enter to the northern end of the current 1930s building into a large foyer area and then move into the central quadrangle before entering their respective teaching areas.

The new foyer at this position will also form a linkage with the re-built Ashley School which will be located to the northern end of the Wade Deacon buildings.

A new pedestrian entrance will be formed directly opposite the foyer entrance running eastwards to the pavement alongside the main road. This will move the central focus of the School building complex towards the end of the 1930s buildings rather than in the centre as it is currently. The existing vehicle entrance will be maintained, aligning with the centre of the 1930s building serving the Secondary School functions. For Ashley School, the existing entrance at the northern end of the site will be maintained but will be used solely for minibuses at each end of the school day, serving only the Special School facility.

# Halton Building Schools for the Future

## Appendix 3 – Wade Deacon High School

External teaching areas will be provided to the west elevations of the new teaching blocks to Wade Deacon School and outside Dining terraces and teaching areas will be provided for Wade Deacon and Ashley Schools. There will be some reconfiguration of hard play areas and pitches to allow practical coordination with the footprint of the new buildings.

### Design Approach

Any redevelopment of the site will accord with the Saved Policies of the UDP relating to development in designated greenspace, with particular reference to the criteria within policies GE6 and GE8.

In addition, any new development should respect the setting of the site, including its relation to residential areas, particularly on Birchfield Road, Highfield Road and Highfield Crescent.

### Building Heights and Massing

It is proposed that all of the new buildings for the Wade Deacon School will be 2-storey height which will conform to the height of the present 1930s building and, therefore, will not impinge on the immediate environment. Ashley School will be mostly single storey with some double height spaces to accommodate Hall, Dining and Drama.

### Air Quality

The Local Authority Air Quality Officer may require the impact of increased school traffic on local air quality to be assessed at this site, in accordance with Planning Policy Statement 23: Planning and Pollution Control (PPS 23). This is due to the increase in students, some of whom may access the school from the eastern parts of the borough, travelling along the A562 and potentially using Deacon Road to access to school.

Deacon Road is considered to have exceeded the objectives for NO<sub>2</sub> as indicated by Halton Borough Council's diffusion tube survey. The

additional number of vehicles associated by the proposed redevelopment is likely to worsen local air quality on Deacon Road and the significance of this might require assessment. Also, the additional number of students proposed at this school has the potential to increase the number of vehicles on Birchfield Road (B5419) if travelling from the north and Kingsway (B5419) if travelling from the south.

### Noise

In accordance with BB93, the noise levels across the site are suitable for natural ventilation. Single sided, twin opening ventilation will provide suitable attenuation for the standard classrooms on facades shielded from nearby traffic. For SEN classrooms attenuated vents will be required to maintain a natural ventilation strategy.

The noise levels are suitable for playgrounds and playing fields. The recommended noise levels for outdoor teaching areas may be possible for shielded locations.

### Materials and Boundary Treatments

There is an aspiration that high quality architecture will be required throughout this site to respect the high quality of the 1930s buildings and to provide an exceptional learning environment.

### Built Heritage

The lower wing of Wade Deacon School was constructed in 1931 in a neoclassical style, and retains a high level of internal and external integrity. It is deemed by Halton Borough Council and Cheshire County Council to represent a historically and architecturally interesting building and should be retained in any proposals, in accordance with Planning Policy Guidance Note 15: Planning and the Historic Environment (PPG 15).

### Accommodation during Construction

The proposal is to construct the new Wade

# Halton Building Schools for the Future

## Appendix 3 – Wade Deacon High School

Deacon buildings as the first phase of the building operation. This will enable the existing 1960s buildings to be vacated and Wade Deacon School will be self sufficient in its new enlarged complex. The 1960s building can then be demolished and the construction of the Ashley School undertaken. No temporary accommodation will be required.

### Access and Circulation

The Transport Statement or Assessment for the site of Wade Deacon High School must consider:

- ▶ gaps in the cycling and walking network, to accommodate higher demand for east / west trips (including Lockett Road). These routes should be enhanced to a high standard and improvements made to cycle storage provision, as well as provision of facilities and incentives for cyclists such as showers;
- ▶ public transport links, due to increased demand when school numbers grow, especially from northern and eastern Widnes and increased revenue support requirements. The school site is close to Widnes Station but local bus services mostly focus on Derby Road and Peel House Lane rather than Kingsway/ Birchfield Road;
- ▶ traffic congestion and high traffic flows on Birchfield Road and nearby junctions during peak times - measures need to be developed to ease these issues;
- ▶ on street parking capacity constraints in the vicinity of the school and appropriate locations for new accesses;
- ▶ the potential to introduce a dedicated drop-off and pick-up facility within the school grounds, the operation of this is

particularly important for the Ashley School element;

- ▶ interaction between access for the two schools, pupil safety, staggered start times;
- ▶ methods to reduce high car usage; and
- ▶ the potential to introduce a new dedicated school bus service network and/or Park and Ride facilities, and an assessment of the revenue implications. There is also potential to investigate the provision of a new public transport hub or interchange shared between Wade Deacon and Saints Peter and Paul Catholic College (with good quality pedestrian links to both sites).

Any site-specific transport issues identified during the Transport Assessment or Statement must be addressed within the planning application.

### Playing Fields

In the Halton Playing Pitch Strategy, Wade Deacon is located in Area Forum 2, which is shown to have a total excess of 8.3 playing pitches, including playing pitches of all types.

### Trees

A Tree Survey (Scott Wilson, 2008f) has been carried out in accordance with Halton UDP Saved Policy GE 27 and identified that the site contained both category A and B trees, which should be retained as part of the development.

### Ecology

#### Bats

Further information is required regarding potential access between the original Wade Deacon High School building bell tower and internal roof voids, with regards to bats. The school is considered to have Low/ Medium Bat Roost Potential.

# Halton Building Schools for the Future

## Appendix 3 – Wade Deacon High School

An internal survey of the extension roof of Wade Deacon High School is recommended to assess any passages from external roof damage to the internal voids. A watching brief may be recommended for works associated with the roof depending on these findings.

Sufficient information will be provided to the contractors regarding the handling of potential bat roosts under the Conservation (Natural Habitats Etc) Regulations 1994.

### *Great Crested Newts*

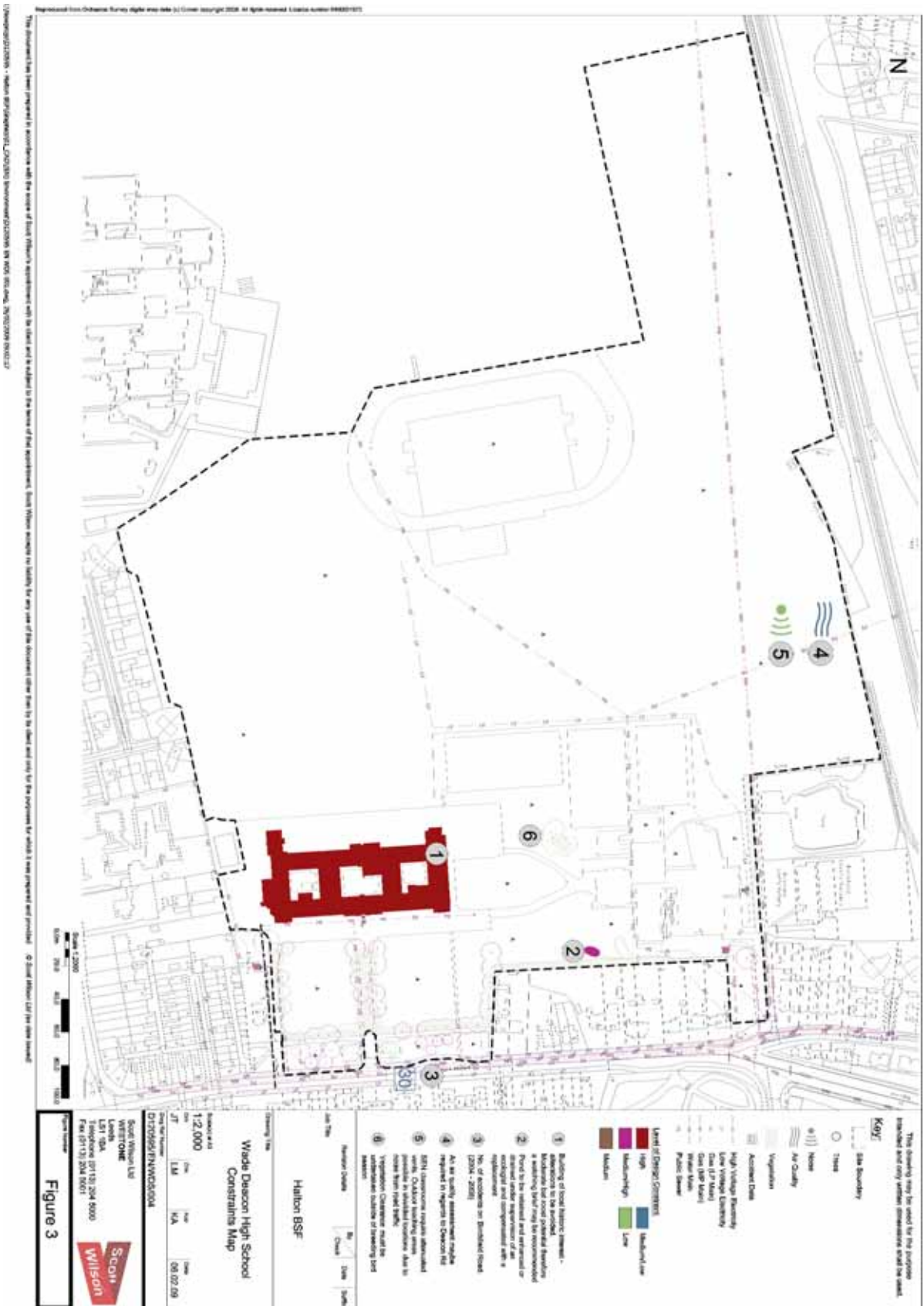
The pond present within the grounds of Wade Deacon High School, despite being considered sub-optimal for great crested newts, should be retained and enhanced if possible to comply with Halton Borough Council's UDP, policy GE 25. Furthermore, detailed design of the new sites should retain these ponds to avoid risk of requiring further surveys. The enhancement of the existing ponds should look to increase the pond's biodiversity and nature conservation value by, for example, planting with native marginal floral species.

If retention of the pond is not possible, then the pond should be drained under supervision from a suitably qualified ecologist. If great crested newts were to be found in the pond during the draining, then the works would be terminated and relevant EPS development licence procedures followed. A replacement pond should be created to compensate for the loss of the water body.





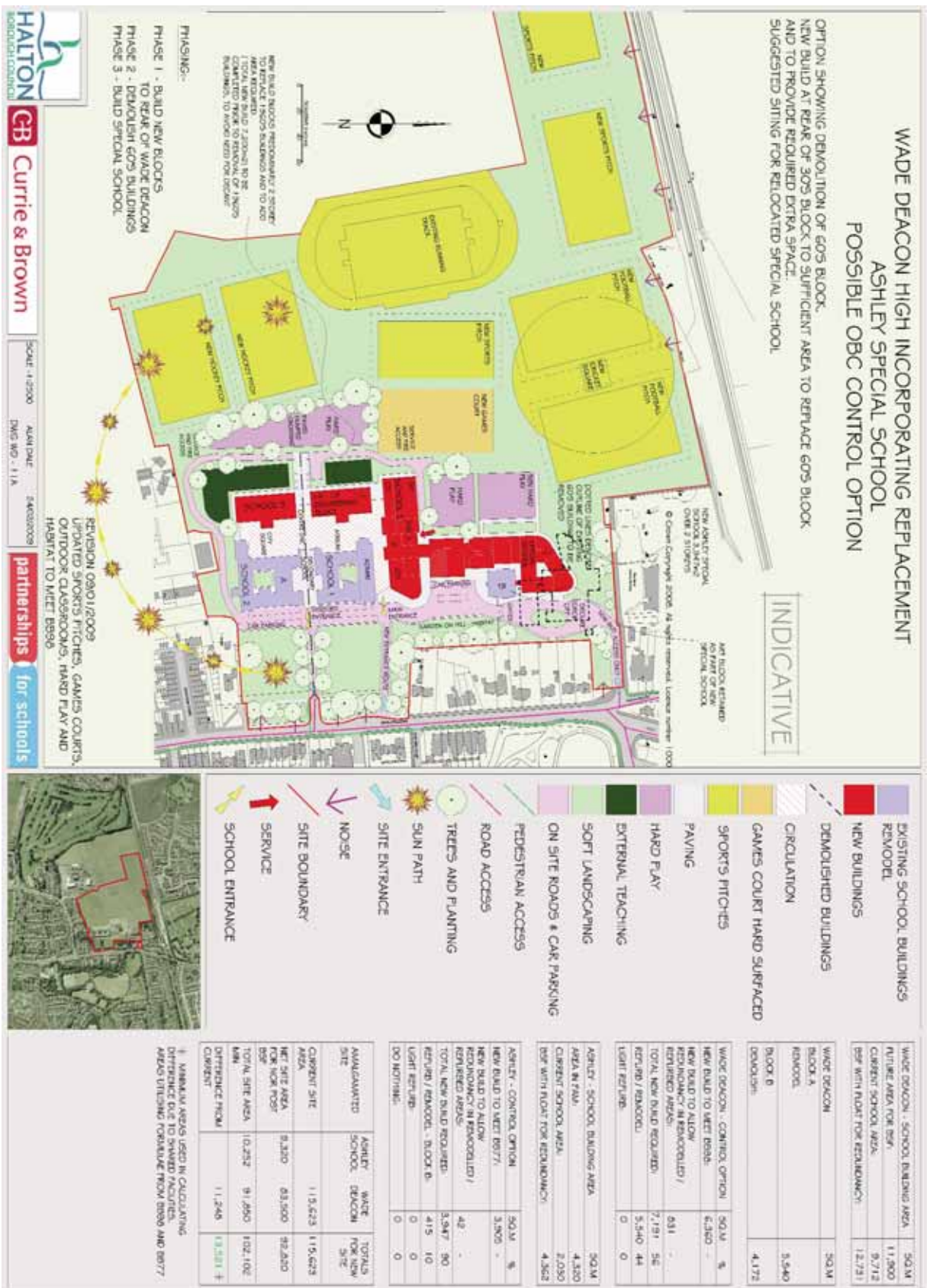
# Halton Building Schools for the Future Appendix 3 – Wade Deacon High School





# Halton Building Schools for the Future

## Appendix 3 – Wade Deacon High School



# Halton Building Schools for the Future

## Appendix 4 – Halton High School

### Appendix 4 Halton High School Introduction

The purpose of this Planning Guidance for Development Control Purposes is to provide guidance specific to the redevelopment of Halton High School as part of Halton's 'Building Schools for the Future' (BSF) Initiative (where it differs to that presented in the main body of the document).

Halton High School is currently an 11-16 age range comprehensive school with a population of approximately 530 pupils. The proposal under BSF is for the school to become an Academy and to cater for the 11-18 age range, increasing in number to accommodate a population of 1250 pupils.

The vision for Halton High is that through becoming an Academy, it takes the opportunity to entirely transform its curriculum and pedagogical approach to the delivery of learning for the local community, overcoming perceptual barriers of 'failure' and providing a safe secure and inspirational learning environment. The

influence of the sponsor on the school will support this. The current proposal is that the new Academy either develops a new and inspirational approach to a Business and Enterprise specialism through small business units and a light manufacturing environment or develops a more academic approach through an academic sponsor.

The school is keen to exemplify the Academy remit to deliver services to local people and to bring communities together with positive engagement through a wide range of extended school activities and services including the introduction of polyclinics on site.

Personalisation of learning and flexibility of delivery will be key to the Academy's future direction and in particular through ICT.

#### The Proposal

At this site, the indicative Control Option proposal is to redevelop and refurbish the current school site. This would involve the construction of a new building and increased areas of hardstanding in the form of roads, car parking and paving, as shown in the Possible OBC Control Option schematic, attached to the back of this Appendix.



# Halton Building Schools for the Future

## Appendix 4 – Halton High School

### Site Description

#### Location

Halton High School is located in the Norton South Ward of Runcorn within the New Town area. Barnfield Avenue provides the main vehicular access to the site and the school is also located adjacent to a branch of the Runcorn Busway. Stockham Lane and a housing estate bound the site to the west. To the north lies part of the Town Park public open space. On the eastern extent are other housing areas situated off Cleethorpes Road and Barnfield Avenue. Brookvale Community Centre is to the north of the school grounds.

#### Physical Description

Halton High School covers approximately 14 hectares, of which approximately 6,840 m<sup>2</sup> is covered by existing school buildings, and a large proportion is playing fields.

This site is relatively level ranging between 68.7 mAOD and 69.5 mAOD.

The existing buildings are arranged in two large and separate elements on the site, approached via an access road halfway along the eastern boundary. There is a very pleasant arrangement of landscaped car parking spaces to either side of this access road. To the north there is a large leisure centre with its own car parking at the front and to the south the main reception to remainder of the School complex. The front area of the site is well landscaped with mature trees and provides a pleasant approach to Reception for the School which is on the east elevation of the southernmost complex of buildings.

To the north of the Leisure Centre there is an existing multi-use games area and at the other side of a footpath following the north western boundary of the play area there is a large expanse of green playing fields, approximately

bisected by a railway tunnel running beneath with a ventilation shaft at ground level.

To the rear of the southern building there are formal play areas.

### Recent Relevant Planning History

A search on the planning history for this site has been undertaken. There are various applications made by and on behalf of Halton High School for the extension and re-modelling of the school site. The most recent of which include:

- ▶ 04/00883/HBCEDU: Proposed single storey design technology extension
- ▶ 02/00231/HBC: Proposed Provision of 3 no. temporary mobile classrooms
- ▶ 02/00091/HBCEDU: Proposed two storey extension forming replacement kitchen and dining room and 6 No. new classrooms.

The planning history shows the site has been used as a school since its construction in the late 1970's. Fire damage in 1996 means parts of the school is of different ages. Brookvale Community Centre has now been incorporated into the school grounds.

### Site Specific Development Objectives

#### Key Planning Objectives

Any development should consider the following planning objectives at the Halton High School Site:

- ▶ the provision of playing pitches should be considered in accordance with The Halton Playing Pitch Strategy which envisages the Area Forum 4 (of which Halton High School is located in) having an overall shortfall of 1.1 playing pitches including playing pitches of all types by 2012;
- ▶ any redevelopment should respect the value of the landscape and natural environment of the site. This includes



# Halton Building Schools for the Future

## Appendix 4 – Halton High School

consideration of the provision and nature of the open space within this site. Landscaping measures incorporating trees and areas of planting should also be considered;

- ▶ development should respect the setting of the site including its relationship with surrounding residential areas; and
- ▶ the design of any development should also respect the area of designated Ancient Woodland at Murdishaw Wood and the function and amenity of Town Park in its roles as an Area of Special Landscape Value.

### Key Planning Issues

Any development will be assessed against the policies outlined within section 3 of the Planning Brief.

Some of the key planning policies for this site are:

- ▶ Saved Policies GE6, GE8 and GE9 of Halton's Unitary Development Plan;
- ▶ UDP Policy GE12
- ▶ UDP Policy GE23 (consideration of the sites allocation as an Area of Special Landscape Value, therefore development must be in character with the area, constructed of appropriate materials and landscaped to a high standard).
- ▶ UDP Policy TP9 (development should not prejudice access onto the greenway network)
- ▶ UDP Policy GE10 seeks to protect Halton's greenspace system, as such development should maintain and enhance greenspaces with visual, physical, functional and structural linkages.
- ▶ UDP Policy PR16 Development and Risk

### Scheme Design

#### Site Layout

A principal problem with the current

arrangement of buildings is that the separation of the main educational functions from the Sports and Leisure functions inhibits the effective management of a cohesive complex.

Furthermore, the main School Reception is in one of the distinct halves of the complex. Effective inter-action between the two major buildings is seriously inhibited by the location of the principal service areas in the space between the buildings. The intention of the new layout will be to construct a new building on the southern end of the multi use Games area and to link this to both of the existing buildings via a new entrance foyer positioned at the end of the existing service route. This new foyer will be at the physical centre of the complex and will directly adjoin the existing dining area which will also unify the complex. The need for service vehicles to enter this central space will be avoided by moving the mini-bus garage and the oil delivery point to the back of the Leisure complex.

Constraints to site layout include:

- ▶ an Ethylene pipeline operated by Sabic, running between Runcorn and Wilton, crosses to the north of the site. Advice on the likely response from the Health and Safety Executive to a proposed scheme can be obtained from the HSE's PADHI system (Planning Advice for Developments near Hazardous Installations); and
- ▶ the Vyrnwy aqueduct carries the water from Lake Vyrnwy along a 70 mile route to Liverpool. The aqueduct passes beneath the public open space beyond the sites northwestern boundary. This feature cannot be built over with buildings (though roads can cross it).

#### Design Approach

Any redevelopment of the site will accord with the Saved Policies of the UDP relating to development in designated greenspace, with

# Halton Building Schools for the Future

## Appendix 4 – Halton High School

particular reference to the criteria within policies GE6 and GE8.

Any new development should respect the setting of the site, including its relation to residential areas, particularly on Brookvale Avenue, Cleethorpes Road, Tynemouth Road, Waterford Way and Stockham Road.

The design of any redevelopment should also respect the area of designated Ancient Woodland at Murdishaw Wood, adjacent to the Halton High site. Also, it would be beneficial for any redevelopment of the site to respect the function and amenity of Town Park, and in particular its role as an area of Special Landscape Value.

The position of the new teaching block, as described above and set out in the indicative Control Option proposals, is linked via the new foyer to the existing two buildings, this measure will unify the whole School in placing the foyer and dining functions at its heart. These will have easy access to the existing Leisure Centre and to the existing main School Hall and Drama spaces remaining at the centre of the southernmost block.

The current buildings suffer from some inappropriate teaching spaces and a lack of logical siting of the various faculties. This will be solved by retaining some of the best general teaching classrooms which have only been constructed in recent years, along with the good quality Hall and Drama spaces mentioned above.

The new block will provide an entirely new Technology faculty on the ground floor and a new Science faculty on the first floor. These two faculties will benefit mostly from a new building which can provide for new and flexible ways of teaching these two specialist subjects. Technology and Science areas which will be vacated in the existing buildings will be

converted to improved and enlarged general teaching areas, enabling the remaining departments to be efficiently suited together and inadequacies in accommodation to be corrected.

### Building Heights

The new building will be at 2-storey height, matching the remainder of the building stock.

### Air Quality

The Local Authority Air Quality officer is likely require the impact of increased school traffic on local air quality to be assessed at this site, in accordance with Planning Policy Statement 23: Planning and Pollution Control (PPS 23). This is because the additional number of students proposed at this school has the potential to increase the number of vehicles on the roundabout of Southern (A533) and Chester Road (A56).

The additional number of vehicles associated by the proposed redevelopment would increase the pollutant concentrations above baseline level and therefore the significance of this may require assessment.

### Noise

In accordance with BB 93, the noise levels across the site were influenced by the M56 and local roads to the south and east of the site. At the measurement location closed to the south east of the site boundary the noise levels are slightly above those considered suitable for natural ventilation. The noise levels on the shielded façade of a new building would be suitable for natural ventilation.

The noise levels are above those considered suitable for playgrounds and playing fields in the exposed areas. The recommended noise levels for playground and playing fields may be possible for the shielded locations.

As the change in student numbers is considered significant for this site, further noise assessment is required regarding the affect of the noise from



# Halton Building Schools for the Future

## Appendix 4 – Halton High School

school playing fields on neighbouring properties.

### Materials and Boundary Treatments

The materials of the new building are likely to be red brick to match the existing southern structure. The new foyer area will be constructed in a high tech style, using a Planar glazing system. It is intended that a new boundary fence will be erected along the line of the existing railway tunnel and then down the north east and south west boundaries of the lower grass area of the site.

### Built Heritage

Mouse Trap Hall is located close to Halton High School. Although not listed, the building is of local historic and/or architectural interest.

### Accommodation during Construction

The new block can be constructed without impinging on the occupation of the existing buildings – no temporary accommodation required.

### Access and Circulation

The transport assessment should consider the following:

- ▶ travel plan measures/outcomes to ensure that the present low level of single occupancy car use continues (and is improved);
- ▶ impact of additional trip generation on nearby constrained junctions such as Northwich Road/Murdishaw Avenue, and Murdishaw Roundabout;
- ▶ potential for dedicated school bus services and Park and Ride, and the revenue support implications; and
- ▶ the impact of school expansion upon parking supply and demand

Any site-specific transport issues identified during the Transport Assessment or Statement must be addressed within the planning application.

### Playing Fields

In the Halton Playing Pitch Strategy, Halton High

School is located in Area Forum 4, which is shown to have a total excess of 3 playing pitches, including playing pitches of all types.

### Trees

A Tree Survey (Scott Wilson, 2008f) has been carried out, in accordance with Halton UDP Saved Policy GE27, and has highlighted that through the design of the new building it is desirable to retain category B trees. Where this is inappropriate then the loss of these trees will be mitigated in a well designed landscape scheme.

The development will be located so that it does not breach the tree protection zones noted in the Tree Survey. Consultation with the Halton Arboricultural Officer is also recommended.

### Ecology

An Ecological Walkover and External Bat Roost Potential Survey (Scott Wilson, 2008b) have been carried out and the following protected species were identified as having the potential to be present.

### Bats

The air shaft on the Halton High School site in Runcorn and associated railway tunnel should be subject to further bat surveys and closer inspection, if the air shaft is to be demolished or obstructed by development works. The air shaft and connected underground railway tunnel are considered to have Moderate potential to be used by bats for roosting.

It is recommended that if the air-shaft's integrity is compromised or access to/ from the entrance is significantly altered such that bats either cannot, or will find it difficult to relocate then bat emergence and swarming surveys are recommended. These surveys are normally undertaken between mid-May and early September, although it can be extended in to October if weather conditions permit. Further

# Halton Building Schools for the Future

## Appendix 4 – Halton High School

information regarding usage of the air shaft and railway tunnel has been requested. The need for any further surveys should be established based on this information.

Sufficient information will be provided to the contractors regarding the handling of potential bat roosts under the Conservation (Natural Habitats Etc) Regulations 1994.

### *Water Vole*

Within Halton High School, if the watercourse is to be impacted by the works, then a water vole survey is recommended.

Great Crested Newts

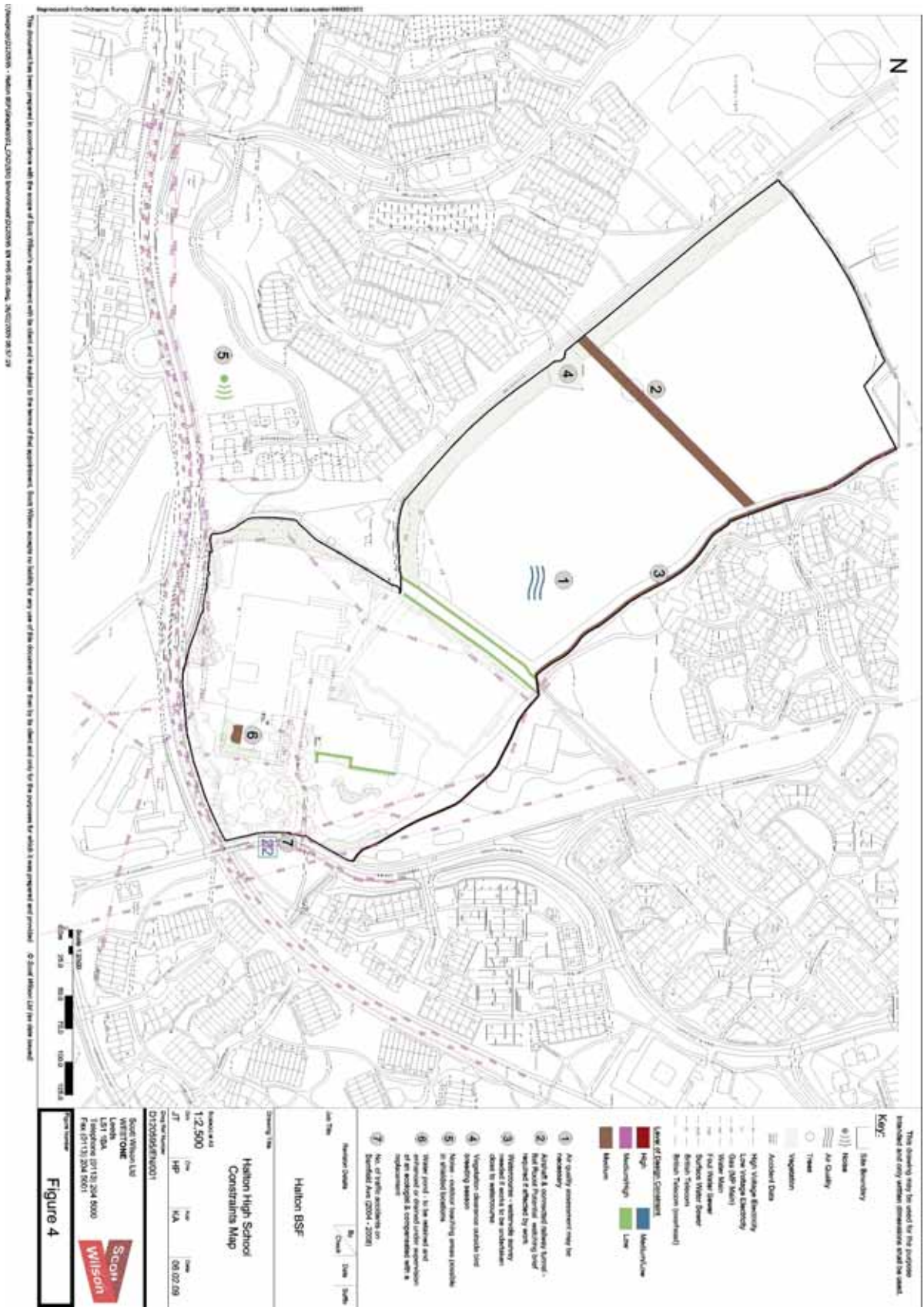
The pond present within the grounds of Halton High School, despite being considered sub-optimal for great crested newts, should be retained and enhanced if possible to comply with Halton Borough Council's UDP, policy GE 25. Furthermore, detailed design of the new sites should retain these ponds to avoid risk of requiring further surveys. The enhancement of the existing ponds should look to increase the pond's biodiversity and nature conservation value by, for example, planting with native marginal floral species.

If retention of the pond is not possible, then the pond should be drained under supervision from a suitably qualified ecologist. If great crested newts were to be found in the pond during the draining, then the works would be terminated and relevant European Protected Species (EPS) development licence procedures followed. A replacement pond should be created to compensate for the loss of the water body.



# Halton Building Schools for the Future

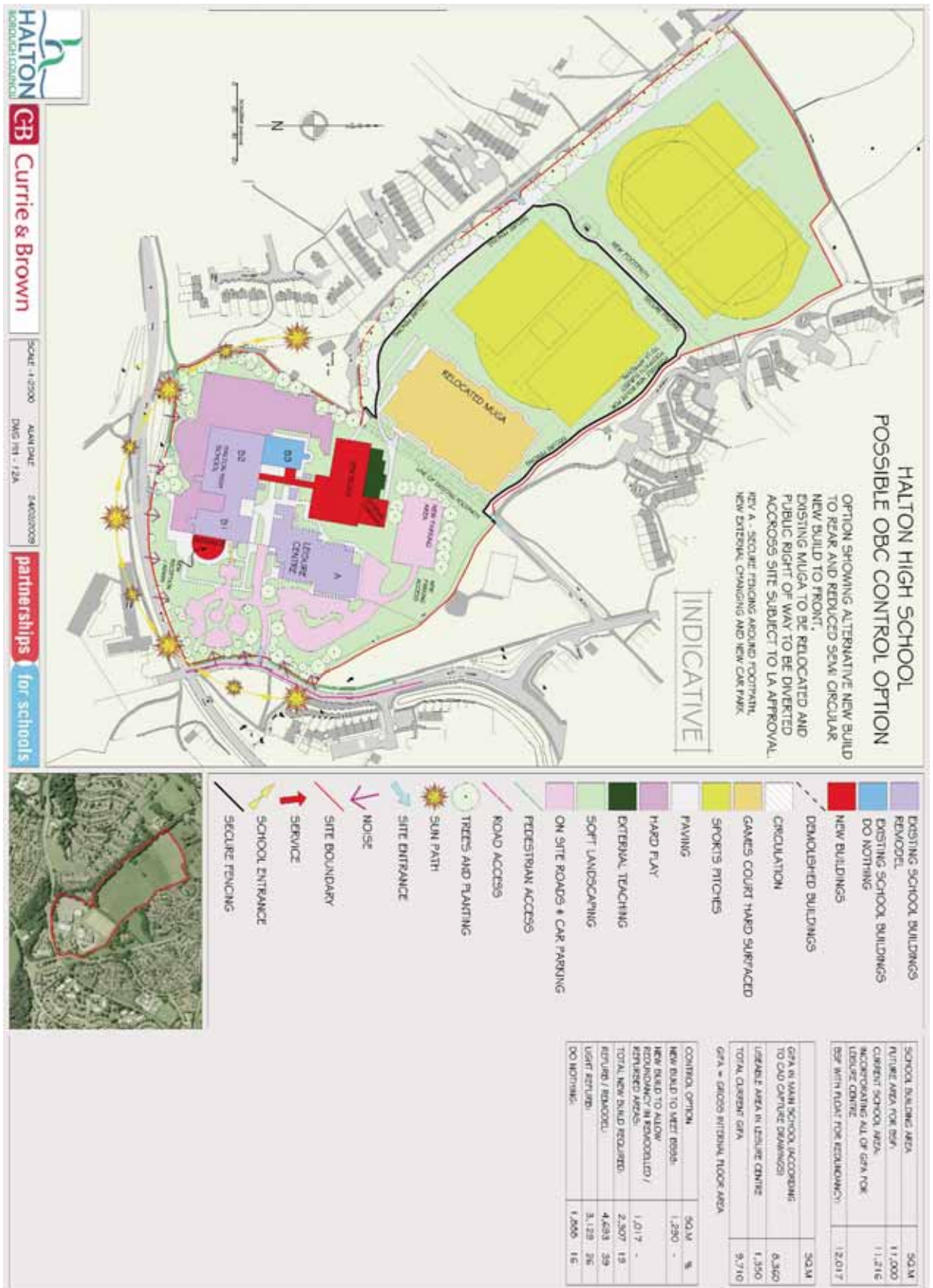
## Appendix 4 – Halton High School





# Halton Building Schools for the Future

## Appendix 4 – Halton High School



# Halton Building Schools for the Future

## Appendix 5 – St Chad’s Catholic High School

### Appendix 5

## St Chad’s Catholic High School

### Introduction

The purpose of this Planning Guidance for Development Control Purposes is to provide guidance specific to the redevelopment of St. Chad’s Catholic High School as part of Halton’s ‘Building Schools for the Future’ (BSF) Initiative (where it differs from that provided in the main body of the document).

St. Chad’s Catholic High School is currently an 11-18 age range comprehensive school with a population of approximately 930 pupils. The proposal under BSF is for the school to continue to cater for the 11-18 age range, increasing in number to accommodate a population of 1300 pupils. The proposal is also to change the governance of the school and for it to become a multi-faith school.

The school is currently a Language College that wishes to develop Performing Arts within the curriculum. It has a strong and clear vision that the delivery of its Language specialism will be

dramatically enhanced through BSF by the creation of a Language Centre which will build social capital, develop learning opportunities and harness resources for the entire local community. The Language Centre will focus on global languages and in particular those spoken by the diverse population of local families. A media-rich ICT provision will enable the sense of community to be widened by opening communication links with communities overseas. The school wish to instil a culture of performance and it is their vision that Performing Arts will be promoted through a wide range of performance spaces, including an external amphitheatre in ‘the Green’.

The vision for school organisation includes at its heart a need to develop both a sense of belonging and solid core skills with a separate zone for year 7 in which pastoral and learning support can be delivered. As young people progress throughout their school career, the school wants them to develop self management skills.

The school aspires for parents and local community members to become an active part of school life by contributing to the facilitation of learning and benefiting from the wide range of extended school provision which includes outreach services.





# Halton Building Schools for the Future

## Appendix 5 – St Chad's Catholic High School

### The Proposal

The indicative Control Option proposals at this site consist of the demolition of four existing buildings which will be replaced by two new buildings, in addition to the three buildings already proposed under the TACP programme. A new atrium and areas of hard standing are also proposed, as shown in the Possible OBC Control Option schematic, attached to the back of this Appendix.

### Site Description

#### Location

St Chad's Catholic High School is located on Grangeway, in the New Town area of Runcorn, close to the town centre of Halton Lea and the Central Expressway. The school is surrounded on all sides by residential development and has playing fields located on its south and western edges. The school's playing fields are bounded on the eastern edge by the Runcorn busway.

#### Physical Description

St Chad's Catholic High School covers an area of approximately 10.7 hectares, of which approximately 6,710 m<sup>2</sup> is covered by existing school buildings, and the remainder being playing fields and car parking.

The largest slope at this site is sloping upwards from west to east, with the eastern side of the site at approximately 71.8 mAOD and the western side at approximately 58 mAOD.

The existing site has a pronounced slope from west to east and there are four major level changes across the current building complex. There has been a considerable amount of building activity in the last few years during which time new teaching accommodation has been constructed and, more recently, a new Science block and a new Sports Hall are under construction.

The current building complex is approached from the main road via a large car parking area which forms the frontage to the School buildings. The current building arrangement provides something of a mixture of styles and materials but the quality of the teaching environment is quite good, although the building complex suffers from a lack of cohesion – probably due to its spasmodic development. Consequently, the School suffers from a lack of legibility as to how the different faculties and elements are disposed. The intention of the BSF project will be to improve the feeling of cohesion and legibility so far as possible.

Current informal social areas for pupils tend to be areas which are left over between buildings and, therefore, are unattractive in shape and material. There is a need to improve the social environment for pupils.

### Recent Relevant Planning History

A search of the planning history for this site shows a series of planning applications made by and on behalf of St. Chad's Catholic High School for the extension and remodelling of the school. The most recent of which include:

- ▶ 08/00039/FUL: Proposed erection of two storey sports hall, new science block and partial refurbishment of existing buildings (including minor demolition) and provision of a substation.
- ▶ 07/00413/ADV: Proposed display of externally illuminated school signage and logo including indication signs for building entrances.
- ▶ 06/00548/FUL: Proposed temporary car park to the rear.

From the planning history available, it is evident that St Chad's Catholic High School has recently undergone extensive refurbishment to improve facilities. The site has been used as a school since its construction in the 1970s.

# Halton Building Schools for the Future

## Appendix 5 – St Chad’s Catholic High School

### Site Specific Development Objectives

#### Key Planning Objectives

Any development at St Chad’s Catholic High School should consider the following planning objectives:

- ▶ further enhancements to local pedestrian and cycling links to a high standard are required to accommodate increased local demand;
- ▶ improvements to current drop-off and pick up points to alleviate traffic congestion on Grangeway. There is potential to investigate new off road drop-off and pick-up facilities and/or Park and Ride facilities;
- ▶ any redevelopment should respect the value of the landscape and natural environment of the site. This includes consideration of the provision and nature of the open space within this site. Landscaping measures incorporating trees and areas of planting should also be considered; and
- ▶ development should respect the setting of the site including its relationship with surrounding residential areas.

#### Key Planning Issues

Any development will be assessed against the policies outlined within section 3 of the Planning Brief.

Some of the key policies for this site are:

- ▶ Saved UDP Policies GE6, GE8 and GE9
- ▶ UDP Policy GE10 provides a list of circumstances in which development affecting the greenspace system would not be permitted.
- ▶ UDP Policies GE12, GE13 and GE15.

St. Chad’s Catholic High School site is in the “outer” consultation zone from PADHI (Planning Advice for Developments near Hazardous Installations), as a result of operations at the

Ineos Chlor and Ineos Fluor sites. Because of this, any proposed development for the site would have to undergo consultation with the Health and Safety Executive (HSE). St. Chad’s Catholic High School is also in the consultation zone for the Transco gas pipe at Weston Point.

### Scheme Design

#### Site Layout

Arising from the need for improved cohesion on the site and the requirement for better social areas, the existing/unattractive Technology block will be removed, a “village green” will be created on its footprint and additional new buildings proposed to form an encirclement to this green area.

#### Design Approach

Any redevelopment of the site will accord with the Saved Policies of the UDP policies relating to development in designated greenspace, with particular reference to the criteria within policies GE6 and GE8.

Any new development should respect the setting of the site, including its relation to residential areas, particularly on Grangeway, Camrose Close, Bamford Close, Poplar Close, Larch Close and Thorn Road.

#### Building Heights

Initially, the current Science block under construction will be completed to 2-storey heights. However, under the BSF programme the intention will be to build an extra storey onto this block – i.e. a 3-storey building. The remaining buildings surrounding the new green area will be a mixture of 2-storey and 3-storey heights.

#### Air Quality

The Local Authority Air Quality Officer may require the impact of increased school traffic on local air quality to be assessed at this site, in

# Halton Building Schools for the Future

## Appendix 5 – St Chad’s Catholic High School

accordance with Planning Policy Statement 23: Planning and Pollution Control (PPS 23). This is because the additional number of students proposed at this school has the potential to increase the number of vehicles on Central Expressway (A533), Runcorn Spur Road (B5155) and Weston Point Expressway (A557), and subsequently lead to an increase in pollutant concentrations of the existing local air quality.

### Noise

In accordance with BB93, the noise levels are slightly above the levels considered suitable for natural ventilation. On the facades of building exposed to the nearby roads attenuated vents are likely for standard and practical classrooms. Shielded facades, facing to the north-west may have noise levels may be suitable for cross flow ventilation to practical classrooms. The noise levels are above those considered suitable for playgrounds and playing fields. The recommended noise levels for outdoor playground, playing fields and teaching areas may be possible for shielded locations.

### Materials and Boundary Treatments

Current materials used in the School complex are disparate. For the new BSF buildings the intention will be to pick a range of materials from the more attractive range which have already been used in recent buildings.

### Accommodation during Construction

Any new buildings constructed under BSF can be built on vacant land. On completion redundant buildings, such as Technology block, can be removed when the new buildings are occupied. No temporary accommodation will be required.

### Access and Circulation

The Transport Statement or Assessment for the site of St Chad’s Catholic High School must consider:

- ▶ the potential to introduce and develop

existing dedicated school bus service network to the site, investigation of park and ride facilities, and the revenue support implications of both of these;

- ▶ examine potential to relocate all bus pickup provision to rear of school;
- ▶ enhancements to local walking and cycling links, to a high standard, to accommodate increased local demand, e.g. links along the Busway to Clifton Road, and onsite improvements/incentives for cyclists;
- ▶ the traffic congestion on Grangeway due to inadequate existing facilities for parent drop off and pick up;
- ▶ the need for new/improved off road drop-off and pick-up facilities, and additional on site parking; and
- ▶ travel planning to address present high car usage by both staff and pupil drop off.

Any site-specific transport issues identified during the Transport Assessment or Statement must be addressed within the planning application.

### Playing Fields

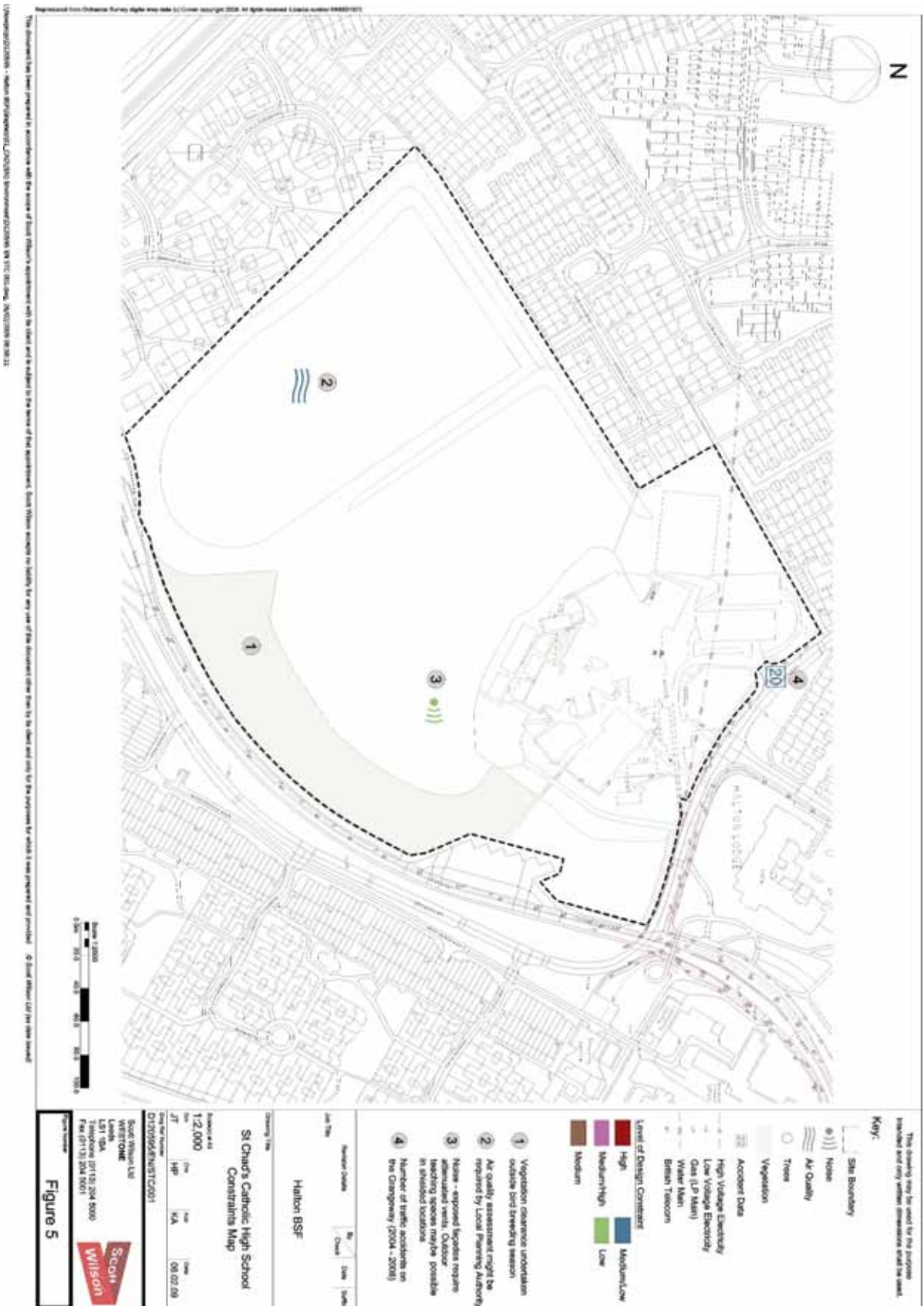
In the Halton Playing Pitch Strategy, St. Chad’s Catholic High School is located in Area Forum 5, which is shown to have a total excess of 6.2 playing pitches, including playing pitches of all types.

### Flood Risk

Ground levels indicate excess surface water would most likely flow toward the school buildings from the east. Finished floor levels should therefore allow for the potential ponding of water during extreme storm events, to avoid flooding of buildings, in accordance with in accordance with Planning Policy Statement 25: Development and Flood Risk (PPS 25).

# Halton Building Schools for the Future

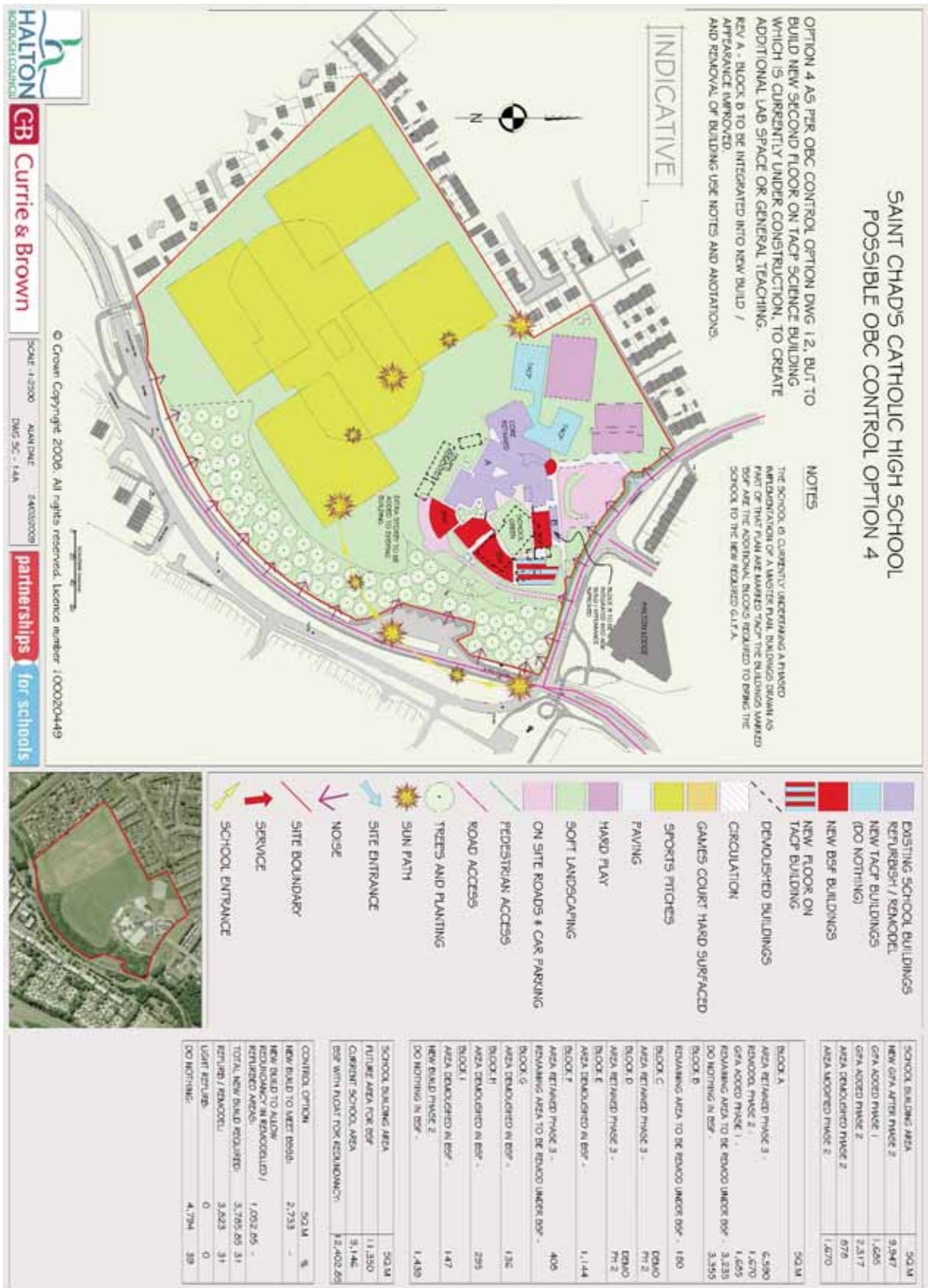
## Appendix 5 – St Chad's Catholic High School





# Halton Building Schools for the Future

## Appendix 5 – St Chad's Catholic High School





# Building Schools for the Future

## Appendix 6 – The Bridge/KS4 Gateway

### Appendix 6 The Bridge/KS4 Gateway

#### Introduction

The purpose of this Planning Guidance for Development Control Purposes is to provide guidance specific to the redevelopment of The Bridge / KS4 Gateway as part of Halton's 'Building Schools for the Future' (BSF) Initiative (where it differs from that provided in the main body of the document).

The Bridge / KS4 Gateway is an 11-16 age range pupils referral unit. The proposal under BSF is to maintain the current age range and population of approximately 42 pupils.

Depending on the scale of the refurbishment at this site, in particular the degree to which the external appearance and layout of the building/site is to be amended, this site may not require planning permission (due to the limited

scope of external works). This Appendix sets out the aspects that should be considered in the event of a planning application being required, but it is recommended that the scope of works is discussed with the Local Planning Authority to determine the need for an application.

#### The Proposal

The indicative Control Option proposal at this site include a new secure play and social area along with limited internal refurbishment, as shown in the Possible OBC Control Option schematic. No new buildings are proposed at this site, attached to the back of this Appendix.

#### Site Description

##### Location

The Bridge School is located on Chadwick Road in the Astmoor Industrial Estate, in north Runcorn. The school is located in an employment area, is surrounded by industrial units and is adjacent to a branch of the Runcorn Busway. The school is also close to Runcorn's waterfront, including the Manchester Ship Canal.

##### Physical Description

The Bridge covers an area of approximately 0.3



# Halton Building Schools for the Future

## Appendix 6 – The Bridge/ KS4 Gateway

hectares, of which approximately 1,360 m<sup>2</sup> is covered by existing school buildings. The building is relatively small in comparison to Halton's other schools, and only has minimal open space consisting of long narrow grassed areas on the north and south boundaries.

The location of The Bridge School is within an area of business parks. The northern elevation adjoins a dual carriageway, the main distributor for the light industrial buildings which comprise the local environment. The principal objective for the School to improve its function on the site will be to form an enclosed and fenced external play area directly adjoining the dual carriageway on its northern elevation.

The site is generally level; the northern side of the site ranges in level around 12.5 m AOD, the southern end of the site is approximately 13 m AOD and the centre of the site around 14 m AOD. The average topography of the site is at a higher level than the surrounding areas. The car park which forms the frontage to the School buildings has been levelled to form a plateau and there is a bank which falls down towards the dual carriageway at the northern edge of the car park.

### Recent Relevant Planning History

The Bridge School has only recently moved to its current site which was formally an Adult Day Centre. Therefore, there is not an extensive planning history available for The Bridge School.

### Site Specific Development Objectives

#### Key Planning Objectives

Any development should consider the following planning objectives on The Bridge School site:

- ▶ improvements to pedestrian and cycle access to the site; and
- ▶ any development should have regards to the sites immediate environment, including

nearby industrial units at Astmoor industrial estate.

#### Key Planning Issues

Any development will be assessed against the policies outlined within section 3 of the Planning Brief.

Some of the key policies for this site are:

- ▶ Saved Policy E3 of Halton's Unitary Development Plan (only development falling within use classes B1 (Business), B2 (General Industry), B8 (Storage and Distribution) and Sui Generis industrial uses will be permitted in Primary Employment Areas. Any redevelopment of The Bridge site would need to take account of the limitations imposed by UDP Policy E3).
- ▶ UDP Policy E4, which refers to Complementary Services and Facilities within Primary Employment Areas, would also be a relevant consideration in any proposed redevelopment of The Bridge site.

### Scheme Design

#### Design Approach

As well as the formation of the new secure play area referred to above, internal alterations will consist of the formation of a new specialist Science area and to sub-divide the over-generous Dining room to provide a new Dance space as well as retaining part for Dining.

#### Noise

The noise levels across the site are dominated by traffic noise and therefore, natural ventilation could only be adopted with an attenuated vent system, in accordance with BB93.

The Bridge has the potential to be affected by increases in aircraft noise as a result of growth in air traffic at the Liverpool John Lennon Airport in Speke. Therefore, aircraft noise should be

# Halton Building Schools for the Future

## Appendix 6 – The Bridge/ KS4 Gateway

considered in the planning the design of the school and in the planning application, should it be required. Recommended mitigation is that opening windows should be top hung and outward opening to prevent noise from being directed into teaching spaces.

### Accommodation during Construction

There will only be a minimal amount of internal alterations so no requirement for temporary accommodation.

### Transport

A Traffic and Transport Baseline Report (Scott Wilson, 2008d) has been carried out. The Transport Statement/Assessment for the site should consider pedestrian and cycle access to the site and facilities within the site to encourage use of these modes of travel.

Any site-specific transport issues identified during the Transport Assessment or Statement must be addressed within the planning application.

### Trees

A Tree Survey (Scott Wilson, 2008f) has been carried out in accordance with Halton UDP Saved Policy GE27 and has shown that category B trees may be directly or indirectly affected by

the design indicated on the Control Option. It is recommended that the impact to these trees may be minimised or eliminated through the design of no-dig construction methods and good practice as per the guidance contained within BS5837:2005.







# Halton Building Schools for the Future

## Appendix 6 – The Bridge/ KS4 Gateway





**Halton Building Schools for the Future**  
Appendix 6 – The Bridge/ KS4 Gateway

# Halton Building Schools for the Future

## Appendix 7 – The Grange Comprehensive

### Appendix 7

## The Grange Comprehensive

### Introduction

The purpose of this Planning Guidance for Development Control Purposes is to provide guidance specific to the redevelopment of The Grange Comprehensive, Nursery, Infant and Junior School sites (herein referred to as “The Granges”) as part of Halton’s ‘Building Schools for the Future’ (BSF) Initiative (where it differs from that provided in the main body of the document).

The Granges is located in the New Town area of Runcom, north-west of the town centre at Halton Lea, and currently caters for 1003 pupils, aged 11 – 16. As part of the BSF initiative The Grange Comprehensive School will decrease the number of pupils on roll to 750 and become an all through Trust school to also include the current Grange Nursery, Infant and Junior which are currently located in sites adjacent to the secondary school. The site is currently under the ownership of Halton Borough Council.

The aspiration of The Granges is to create a “hub and spoke” school with a central core and discrete secondary and primary elements in the spokes. Inherent in the vision is the ability to implement a truly personalised learning environment in which easy ‘stage-not-age’ transition between stages is facilitated for every student as they are ready. The school also envision an holistic environment that is well supported by a wide range of multi disciplinary professionals including GP, Behaviour Improvement Programme (BIP), Connexions, Child and Adolescent Mental Health Services (CAMHS) and Family Support Services. The school wants to continue to provide support and challenge opportunities for its cohorts of Autistic Spectrum Disorder (ASD) and Speech and Language provision students with the right blend of stretch and nurture.

The school want to build social capital and open learning opportunities for the whole local community, by actively engaging with families and community members and extending services and opportunities for all ages. These include sports and cultural opportunities, adult learning, outreach and the LRC.

### The Proposal

The indicative Control Option proposal for the



# Halton Building Schools for the Future

## Appendix 7 – The Grange Comprehensive

site is the possible demolition of The Granges and its replacement on the existing school fields. It is proposed that a new building amalgamates existing nursery, infants, junior and comprehensive schools in a single building solution to encourage integration of the schools, as shown on the Possible OBC Control Option schematic, attached to the back of this Appendix.

Any redevelopment of the site would need to accord with the UDP policies relating to development in designated greenspace. In addition, any new development should respect the setting of the site, including its relation to residential areas, particularly in the surrounding area of the school (e.g. Latham Avenue, Boston Avenue, Stenhills Crescent).

It would also be beneficial for the design of any redevelopment of the site to have regard to the adjacent employment land use off Halton Road, and also to respect the area directly to the North of the school site designated as a Special Landscape Feature and a Site of Importance for Nature Conservation (Stenhills Open Space). Any redevelopment of the site should strive to incorporate and protect the existing proposed Greenway route designated across the school site.

The City Learning Centre (CLC) would remain on the site in its existing site and location. As well as being used by the school in question, CLCs are also used by the wider community including pupils from other schools.

### Site Description

#### Location

The Grange Comprehensive School is located in the New Town area of Runcorn, south of the Astmoor Industrial Estate and north-west of the town centre at Halton Lea. Immediately to the

north of the school site is Stenhills Open Space. The school is surrounded on three sides by residential development and by an employment area to the far north. The school has playing fields to the north west of the main school building, which it shares with nearby primary schools (due to be incorporated onto the site as part of the proposed redevelopment).

#### Physical Description

The Grange Comprehensive is approximately 9.55 hectares in size, of which approximately 6750m<sup>2</sup> is covered by school buildings. The site is located in a residential area with frontage access onto Latham Avenue.

In front of the school buildings is a large tarmac car park and behind it are grassed playing fields. The playing fields are accessed from the school buildings by going down a short, steep slope. The School was constructed circa 1960. The school consists of combination of 3 storey, 2 storey and single storey buildings. The school also has 3 courtyards (2 open and 1 concealed). Generally the buildings are steel framed (encased in concrete) with brick / block inner leaves and brick external facings. Roof constructions vary throughout the blocks, predominantly concrete flat slabs, metal decking with built up membranes over. Extension works have been carried out in the 1980s and again in 2001. There is also a newer detached Gymnasium of brick and steel frame construction.

The buildings which have been added provide necessary accommodation, but do not meet any overall masterplan, and result in a dis-jointed footprint. Access for disabled pupils is poor and restricted in some buildings.

#### Recent Relevant Planning History

A search has been undertaken regarding the planning history for this site. There are various applications made by and on behalf of The Grange Comprehensive School for the extension

# Halton Building Schools for the Future

## Appendix 7 – The Grange Comprehensive

and re-modelling of the school site. The most recent of which include:

- ▶ REF: 06/00609/FUL: Proposed erection of a sprinkler pump house and water storage tank enclosure for new drama classrooms
- ▶ REF: 05/00662/HBCEDU: Proposed demolition of existing mobile classroom and existing PE store and erection of 2 no. Art and Drama classrooms, associated facilities, new sports hall storage and access road linking car park to front of school
- ▶ REF: 04/00666/FUL: Proposed 1 No. mobile classroom to replace existing

The planning history demonstrates the site has been in educational use since the 1960s and has undergone extensive expansion since its original construction.

### Site Specific Development Objectives

#### Key Planning Objectives

Any proposals for The Granges site should have regard to the following planning objectives:

- ▶ the provision of playing pitches should be considered in accordance with The Halton Playing Pitch Strategy which envisages the Area Forum 6 (of which The Grange Comprehensive School is located in) having an overall shortfall of 6.1 playing pitches including playing pitches of all types by 2012;
- ▶ any redevelopment should respect the value of the landscape and natural environment of the site. This includes consideration of the provision and nature of the open space within this site. Landscaping measures incorporating trees and areas of planting should also be considered, and should reflect the local landscape of the surrounding area;
- ▶ development should respect the setting of the site including its relationship with

surrounding residential areas. This should include having regard for adjacent employment land use off Halton Road and nearby areas which are designated as Special Landscape Features and a Site of Importance for Nature Conservation; and

- ▶ improvements to public transport and additional pedestrian and cycle route provision.

#### Key Planning Issues

Any development will be assessed against the policies outlined within section 3 of the Planning Brief.

Some of the key policies relevant to this site are:

- ▶ Saved Policies GE6, GE8 and GE9 of Halton's Unitary Development Plan
- ▶ UDP Policy GE10 (seeks to protect Halton's greenspace system)
- ▶ UDP Policy TP9
- ▶ UDP Policy GE12, GE13 and GE15
- ▶ UDP Policy GE19 (the site of The Grange Comprehensive School is adjacent Stenhills Open Space, which is a designated Site of Importance for Nature Conservation (SINC). Development will not be permitted if it is likely to have a significant effect on a SINC)
- ▶ UDP Policy GE24 (states that development will not be permitted if it would have an unacceptable effect on the visual or physical characteristics for which the site was designated as having important landscape features).

The Grange Comprehensive School is in the consultation zone for the Transco gas pipes at Weston Point/Latham Avenue.

### Scheme Design

#### Site Layout

The current outline development proposals at The Granges involve the erection of a large hub which will bring together the various educational



# Halton Building Schools for the Future

## Appendix 7 – The Grange Comprehensive

and community functions of the secondary school. Behind the Hub will be a curved covered “street” giving access to Sports, Art & Drama, General Teaching and Science & Technology blocks and also, at its end, access to the Primary School and Nursery. The Primary School and Nursery have their own entrance via Latham Avenue. The proposals also include the demolition of six existing buildings, which will be replaced by three new sports pitches.

As an all through school with trust status we will inspire and challenge children and young people to ‘Aim High in All Things’. The school will be an inclusive learning community committed to promoting excellence through valuing each individual in an exciting learning environment.

The disposition of the different elements of the secondary school directly express how the school is organised and the connection to the distinct but adjoining Nursery & Primary elements allow the functions to come together or be separate when required. The existing CLC building will be retained and will link directly with “the Hub” enabling use by those outside the School, or by the School itself in a controlled manner. It is felt that a hub and spoke type design will bring about this aim.

### Design Approach

Any redevelopment of the site will accord with the Saved Policies of the UDP relating to development in designated greenspace, with particular reference to the criteria within policies GE6 and GE8.

Any new development should respect the setting of the site, including its relation to residential areas, particularly on Latham Avenue, Boston Avenue, Quarry Close, Duncan Avenue, Stenhills Crescent and Saxon Road. It would also be beneficial for the design of any redevelopment of the site to have regard to the adjacent employment land use off Halton Road,

and also to respect the nearby area designated as a Special Landscape Feature and a Site of Importance for Nature Conservation. Any redevelopment of the site should strive to incorporate and protect the existing Greenway across the school site, and also respect the existing primary schools

### Building Heights

While the size of the site would allow for a reasonable scale of development, any new buildings would need to respond to the existing scale of buildings adjoining and on the opposite sides of the streets. Given the respectful distance between existing residential buildings on the opposite side of Latham Avenue and Boston Avenue, a development of up to two storeys would be appropriate. This includes all tanks, lift over-runs and plant. The height of any new buildings close to the residential properties on Boston Avenue would need to be lower to avoid adverse impacts in terms of over-dominance, overshadowing, and loss of light, and would need to be designed to avoid a loss of privacy to these dwellings.

### Massing

The Hub building with the adjoining “street” will be double height spaces with a low pitch conical roof. The existing Sports Hall will be retained and refurbished. The two teaching blocks, forming the “spokes”, will be two-storey and the Nursery and primary element single storey.

### Noise

Following the guidance of BB93 a natural ventilation strategy will be adopted with attenuated vents on the exposed facades. On the shielded facades cross flow ventilation for the standard classrooms and single sided, twin openings for the practical classrooms may be suitable depending on the location and geometry of the classroom.

The noise levels are above those considered

# Halton Building Schools for the Future

## Appendix 7 – The Grange Comprehensive

suitable for playgrounds and playing fields. The recommended noise levels for outdoor playground, playing fields and teaching areas may be possible for shielded locations.

The Granges will be affected most by the predicted increase in aircraft noise, and with the future growth of the airport it would be prudent for the design of the building envelope to be based on a minimum external noise level of 55 dB. To provide mitigation against aircraft noise levels opening windows will be top hung and outward opening to prevent noise from being directed into teaching spaces.

### Accommodation during Construction

If the school site is redeveloped on land adjacent to the existing buildings, the existing school buildings would be largely retained on the site whilst works are carried out without the need for any decant accommodation.

If decant accommodation should be used, this should minimise impact to local residents and have sufficient access and enable the school to continue to function and not risk educational attainment.

### Access and Circulation

The existing vehicle entrance points from Latham Avenue will be repositioned to ease traffic flow within the site and to provide a more impressive aspect of the new building at the points of entry. Circulation within the new complex will be facilitated by a visible and legible plan arrangement, easy to control and supervise and civilised in its operation.

A Traffic and Transport Baseline Report (Scott Wilson, 2008d) has been carried out and no significant adverse transportation effects have been identified.

A Transport Assessment is currently being completed for the site and should consider issues such as:

- ▶ cycle provision, including improvement and linkage to Greenway through the site, as well as storage and other facilities;
- ▶ current problems with overspill on to Latham Avenue and impacts on bus services and capacity issues at Boston and Latham Avenue junctions and possible Festival Way;
- ▶ more provision for parking, and dedicated pick-up/drop off points;
- ▶ methods to reduce current high single-occupancy car usage; and
- ▶ wider impacts on bus access (including any revenue implications).

Any site-specific transport issues identified during the Transport Assessment or Statement must be addressed within the planning application.

### Playing Fields

In the Halton Playing Pitch Strategy, The Grange High School is located in Area Forum 6, which is shown to have a total overall shortfall of 4.1 playing pitches, including playing pitches of all types.

### Trees

Additional trees and shrubs will be planted within the new quadrangle and courtyard spaces to be created around the new building.

A Tree Survey (Scott Wilson, 2008f) has been carried out in accordance with Halton UDP Saved Policy GE27 and has identified ten category B trees which will be lost through the development of the Control Option. A review of the scheme layout to prevent the loss of all or some of these trees should be undertaken.

Where the removal of these trees cannot be prevented, then a high quality landscape scheme will be implemented to mitigate their loss. Category B trees should be considered in the design layout of development.

# Halton Building Schools for the Future

## Appendix 7 – The Grange Comprehensive

Any development and construction operations should be so located that it does not breach the tree protection zones noted on the plan for trees to be retained.

### Ground Conditions

Consultation with the Council's Environmental Health Division will be required in regards to the schools close proximity to the landfill site at Stenhills Quarry, Runcorn.

### Ecology

An Ecological Walkover and External Bat Roost Potential Survey (Scott Wilson, 2008b) have been carried out and no protected species or Bat Roost Potential were identified.

The Japanese knotweed stands at The Granges should be treated or removed, if works are to be undertaken within 7 m of the stands, under Schedule 9, Section 14 (2) of the Wildlife and Countryside Act 1981 (as amended) and the Environmental Protection Act 1990.

The planning application should include sufficient information regarding the potential treatment or removal of Japanese knotweed, and measures (such as fenced exclusion zone) to prevent accidental disturbance by contractors). The

applicant must comply with the Environment Agency published guidance on the management of Japanese knotweed 'The Knotweed Code of Practice' (Environment Agency, 2006).

### Nature Conservation Sites

The development will comply with Halton Borough Council UDP, policy GE19, in regards to the nearby Stenhills Open Space, a Site of Importance for Nature Conservation.



# Halton Building Schools for the Future

## Appendix 7 – The Grange Comprehensive

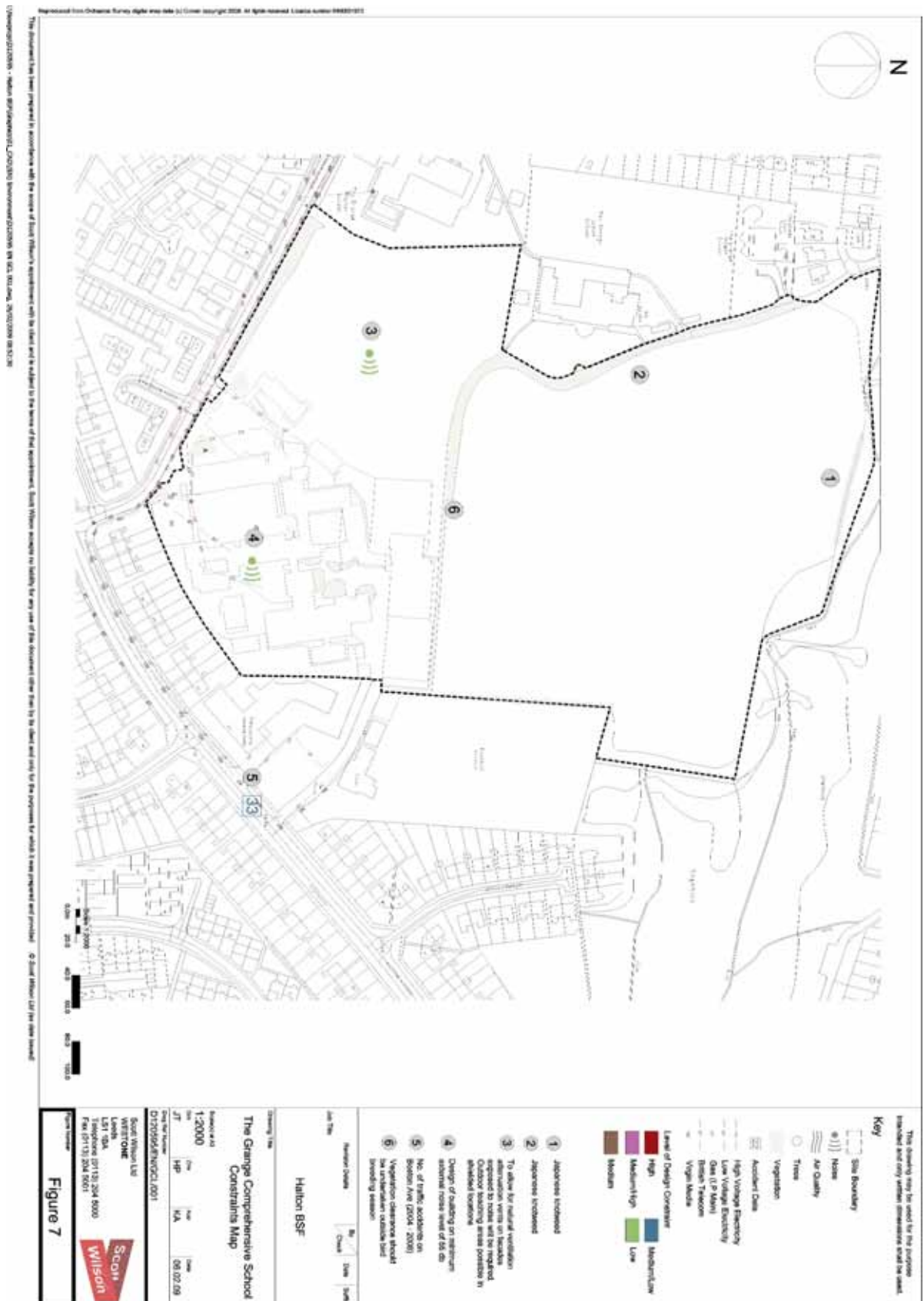
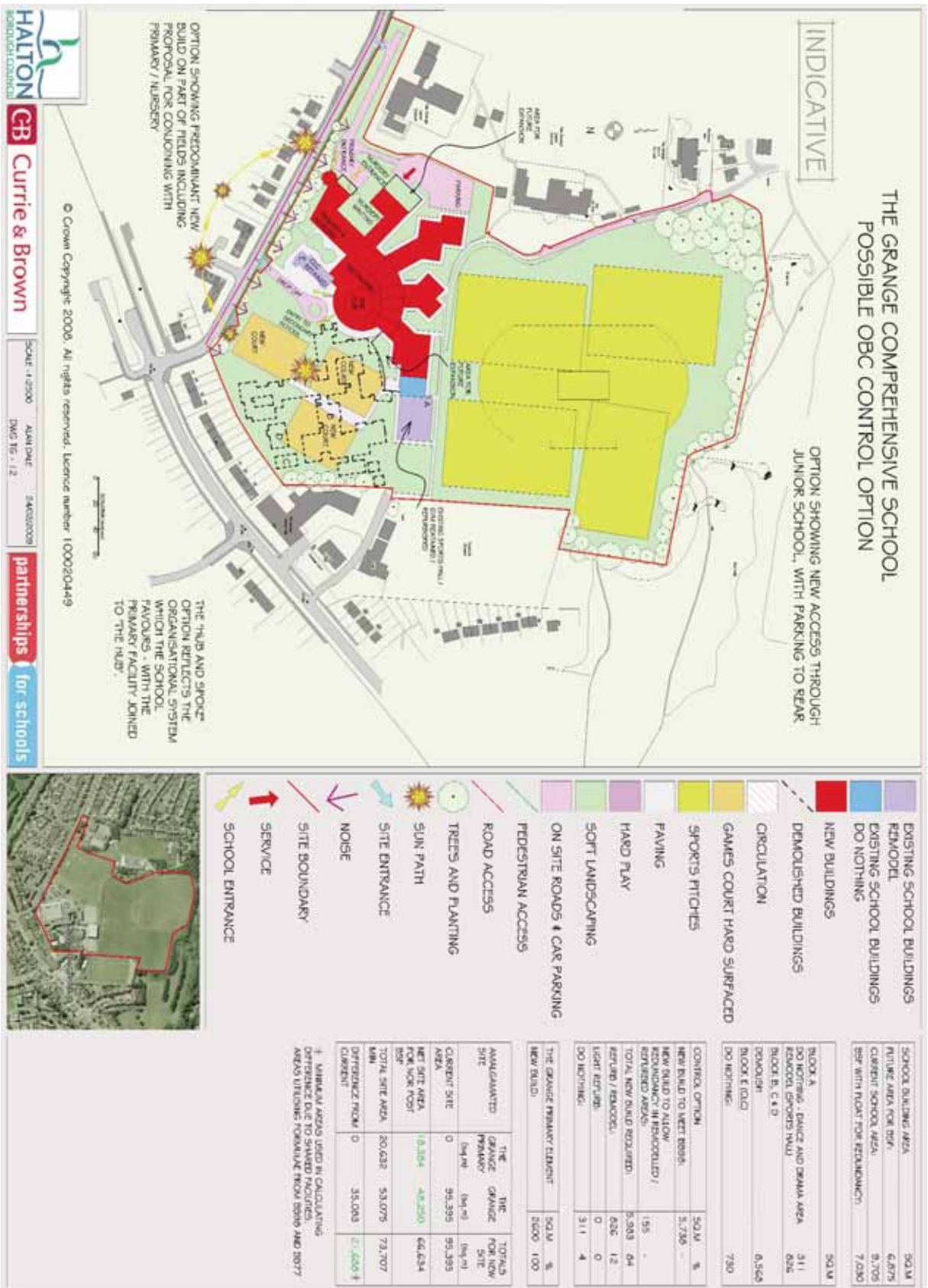


Figure 7



# Halton Building Schools for the Future

## Appendix 7 – The Grange Comprehensive



# Halton Building Schools for the Future

## Appendix 8 – The Heath School

### Appendix 8 The Heath School

#### Introduction

The purpose of this Planning Guidance for Development Control Purposes is to provide guidance specific to the redevelopment of The Heath Specialist technology College as part of Halton's 'Building Schools for the Future' (BSF) Initiative (where this differs from that provided in the main body of the document).

The Heath School is currently an 11-16 age range comprehensive with a population of approximately 1050 pupils. The proposal under BSF is for the school to continue to cater for the 11-16 age range, but to increase in number to accommodate a population of 1200 pupils.

The Vision for the school is to further enhance the high performance in all aspects of students' personal and academic development by engaging learners in an exciting curriculum which balances innovation and discovery with reflection, self evaluation and pastoral support. The school wants to address increasing inequalities for

Halton learners from different communities and has an aspiration to widen participation opportunities both through the development of the curriculum and through the extended schools agenda and to offer a personalised pathway to every young person.

The school plans to engage the wider community through multi-generational access to opportunities through a cultural and sports centre, a gallery, and e-learning hub and a learning resource centre for local people. As a Specialist Technology College with High Performing Special School Status (HPSS) and a second specialism as a leadership partnership school (which is with National College for School Leadership (NCSL) and Youth Sports Trust), the provision of a rich variety of media and ICT is essential and this underpins the personalised approach to learning.

The school wants to continue to work in partnership with other children's services agencies such as Connexions and healthcare providers.

#### The Proposal

The indicative Control Option proposals at this



# Halton Building Schools for the Future

## Appendix 8 – The Heath School

site include the demolition of three existing buildings which will be replaced by two new hard standing games courts, car parks and soft landscaping. A new school building will also be built, encompassing the entire school into one building. New areas of hardstanding are also proposed in the form of paving, roads and car parking, as shown in the Possible OBC Control Option schematic, attached to the back of this Appendix.

### Site Description

#### Location

The Heath Specialist Technology College is located in western Runcorn, close to The Heath Business Park. The site is accessed via Clifton Road and is surrounded by residential development on three sides. The school has playing fields attached, located north-west of the main school building. Beyond these playing fields is the Liverpool branch of the West Coast Railway Line.

#### Physical Description

The Heath Specialist Technology College covers a total area of approximately 11 hectares, of which approximately 6,190 m<sup>2</sup> is covered by school buildings.

The site is located on the northern slope of a hill overlooking Runcorn town centre. The south-western part of site is approximately 51.3 mAOD and the north-east side is approximately 46.5 mAOD. The current site is split into two distinct parts. The upper part accommodating all of the School buildings follows the natural contours and slopes at an approximately one in ten gradient from the south west to the north east. The lower, longer part of the site has been re-graded to form a plateau and accommodates grass playing pitches and an artificial Sports pitch.

The long north east boundary adjoins a railway line. The north western boundary adjoins a

primary school's playing fields and the remaining boundaries adjoin residential gardens.

The main access to the site is via Clifton Road and consists of a relatively narrow roadway with footpaths alongside.

Due to the slope of the site, the current buildings are terraced and the spaces between are haphazard and not particularly attractive. Vehicles are not well separated from pupil areas. Because part of the existing terracing, the main Reception entrance to the School complex is not conspicuous and is difficult to identify.

### Recent Relevant Planning History

The available planning history for this site shows a series of planning applications made by and on behalf of The Heath for the incremental extension and remodelling of the school site. The three most recent of these include:

- ▶ 06/00398/HBCFUL: Proposed street lighting to access road and internal road.
- ▶ 05/00552/FUL: Proposed erection of a single storey, open sided, covered shelter in centre of existing school playground.
- ▶ 02/00313/HBC: Proposed provision of bus turnaround within site for four school buses and creation of a temporary car parking area.

The planning history shows The Heath School site has been used as an educational facility since its construction in the early 1970s, with additional extensions and alterations since that time.

### Site Specific Development Objectives

#### Key Planning Objectives

Any development at The Heath School should consider the following planning objectives as part of the proposals:



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- ▶ there is potential to introduce a new dedicated school bus service network which could incorporate the provision of Park and Ride facilities;
- ▶ further enhancements to east/west pedestrian and cycling links;
- ▶ modifications to drop—off and pick up facility where required. Capacity issues at Heath Road / Clifton Road / Moughland may need to be reviewed;
- ▶ the provision of playing pitches should be considered in accordance with The Halton Playing Pitch Strategy which envisages the Area Forum 6 (of which The Heath College is located in) having an overall shortfall of 6.1 playing pitches including playing pitches of all types;
- ▶ any redevelopment should respect the value of the landscape and natural environment of the site. This includes consideration of the provision and nature of the open space within this site. Landscaping measures incorporating trees and areas of planting should also be considered; and
- ▶ any new development should respect the setting of the site, particularly in relation to surrounding residential areas at Malpas Road, Clifton Road, Beaufort Close, Penrhyn Crescent, Kenilworth Avenue and Ludlow Crescent. Development should also have regard for the nearby primary school.

### Key Planning Issues

Any development will be assessed against the policies outlined within section 3 of the Planning Brief.

Some of the key policies relating to this site are:

- ▶ Saved Policies GE6, GE8 and GE9 of Halton's Unitary Development Plan
- ▶ UDP Policies GE12, GE13 and GE15

The majority of the Heath site is in the "middle" consultation zone from PADHI (Planning Advice

for Developments near Hazardous Installations), as a result of operations at the Ineos Chlor and Ineos Fluor sites. This means that any proposed development for the site would have to undergo consultation with the Heath and Safety Executive (HSE).

## Scheme Design

### Site Layout

The proposal is to construct a wholly new School on a vacant portion of land adjoining the long north western boundary. This solution has two inherent advantages – it avoids the requirement for temporary accommodation as the new School can be constructed while existing buildings are occupied. Also, an impressive new and imaginatively landscaped "forecourt" can be provided for the new building on the footprint of the current School. This will provide a clear and legible arrangement of buildings which will be appreciated as soon as the main site opens up at the end of the access road. As well as informal landscaping to form improved social areas for pupils and properly designed car parking, additional formal social areas and play courts will be positioned here.

### Design Approach

Any redevelopment of the site will accord with the Saved Policies of the UDP relating to development in designated greenspace, with particular reference to the criteria within policies GE6 and GE8.

Any new development should respect the setting of the site, including its relation to residential areas, particularly on Malpas Road, Clifton Road, Beaufort Close, Penrhyn Crescent, Kenilworth Avenue and Ludlow Crescent. It would also be beneficial for the design of any redevelopment of the Heath site to have respect for the nearby primary school. With this in mind, it is proposed to form pedestrian links between



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the two sites and to take a small portion of the primary school site to form an amphitheatre with a covered seating area which can be shared between The Heath and the adjoining primary school.

The indicative Control Option proposals for the new School closely reflects the philosophy for the delivery of the curriculum. The north eastern end of the new complex will house Sports, Drama, Music, Science, School Hall, Main Foyer, Café, Reception, Technology and Art. It is intended that all of these functions will be available to both the pupils and also the community and other interested parties. The design has been arranged to make all of these dynamic processes immediately evident on entering the Foyer area.

The south western end of the building will house the general teaching areas and the quieter, more academic processes – such as Languages, Maths, History, Geography. This accommodation is arranged around the central quadrangle and will also accommodate the main Dining provision for the School.

### Building Heights

The new building will be to a maximum of 2 storeys, respecting the adjoining residences.

### Air Quality

The local authority air quality officer may require the impact of increased school traffic on local air quality to be assessed, in accordance with Planning Policy Statement 23: Planning and Pollution Control (PPS 23). This is because the additional number of students proposed at this school has the potential to increase the number of vehicles on Bridgewater (A533), Runcorn Spur Road (B5155) and Central (A533) if travelling from the north, and West Point (A557) if travelling from the south.

The additional number of vehicles would increase the pollutant concentrations to the existing local air quality, which has the potential to affect both short and long term air quality. Therefore the significance of this may require assessment.

### Noise

In accordance with BB93, the noise levels across the site are suitable for natural ventilation. Single sided, twin opening ventilation will provide suitable attenuation for the standard and practical classrooms.

The noise levels are suitable for playgrounds and playing fields. The recommended noise levels for outdoor teaching areas may be possible for shielded locations.

### Accommodation during Construction

Because the new buildings will be constructed on a vacant area of the site and occupied before the demolition of the existing building stock, there will be no need for temporary accommodation.

### Access and Circulation

The Transport Statement or Assessment for the site of The Heath must consider:

- ▶ the potential for an increased demand for school bus services from the Halton Lodge, Halton Brook, Castlefields and Palacefields areas;
- ▶ the potential to introduce a new dedicated school bus service network to the site and support the extended schools initiative. There is also potential to investigate the provision of Park and Ride facilities. The revenue implications of both of these should be considered;
- ▶ further enhancements to east /west walking (and others as appropriate,

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considering pupil distribution) and cycling links to cater for demand, provision of access directly from the site (e.g. at the rear) onto these routes, and improvements within the site to encourage cycling and walking (e.g. cycle parking and showers);

- ▶ onsite carparking and reducing overspill into surrounding residential areas;
- ▶ travel plan measures to further build on high bus use and carshare to the site;
- ▶ the recently introduced drop-off and pick-up facility and relocation and/or improvement (including shelters) as appropriate; and
- ▶ capacity issues at Heath Road / Clifton Road / Moughland Lane junction.

Any site-specific transport issues identified during the Transport Assessment or Statement must be addressed within the planning application.

### Playing Fields

In the Halton Playing Pitch Strategy, The Heath Specialist Technology College is located in Area Forum 6, which is shown to have a total overall shortfall of 4.1 playing pitches, including playing pitches of all types.

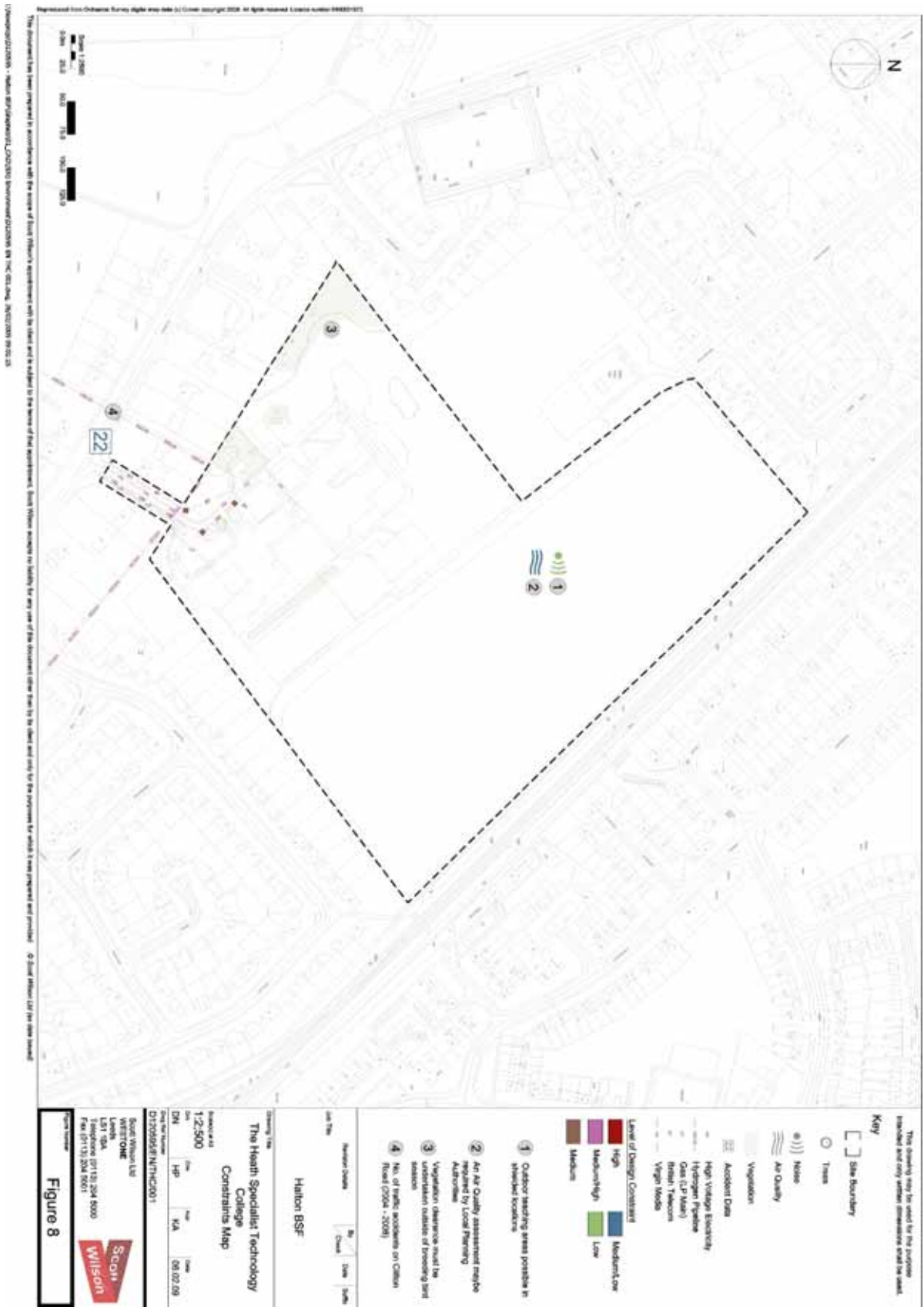
### Trees

A Tree Survey (Scott Wilson, 2008) has been carried out in accordance with Halton UDP Saved Policy GE27 and identified two category B trees that may be lost through the implementation of the Control Option, although these trees may be able to be incorporated into proposed landscape areas.

Where trees are removed, their loss will be mitigated through the implementation of a well designed landscape scheme.

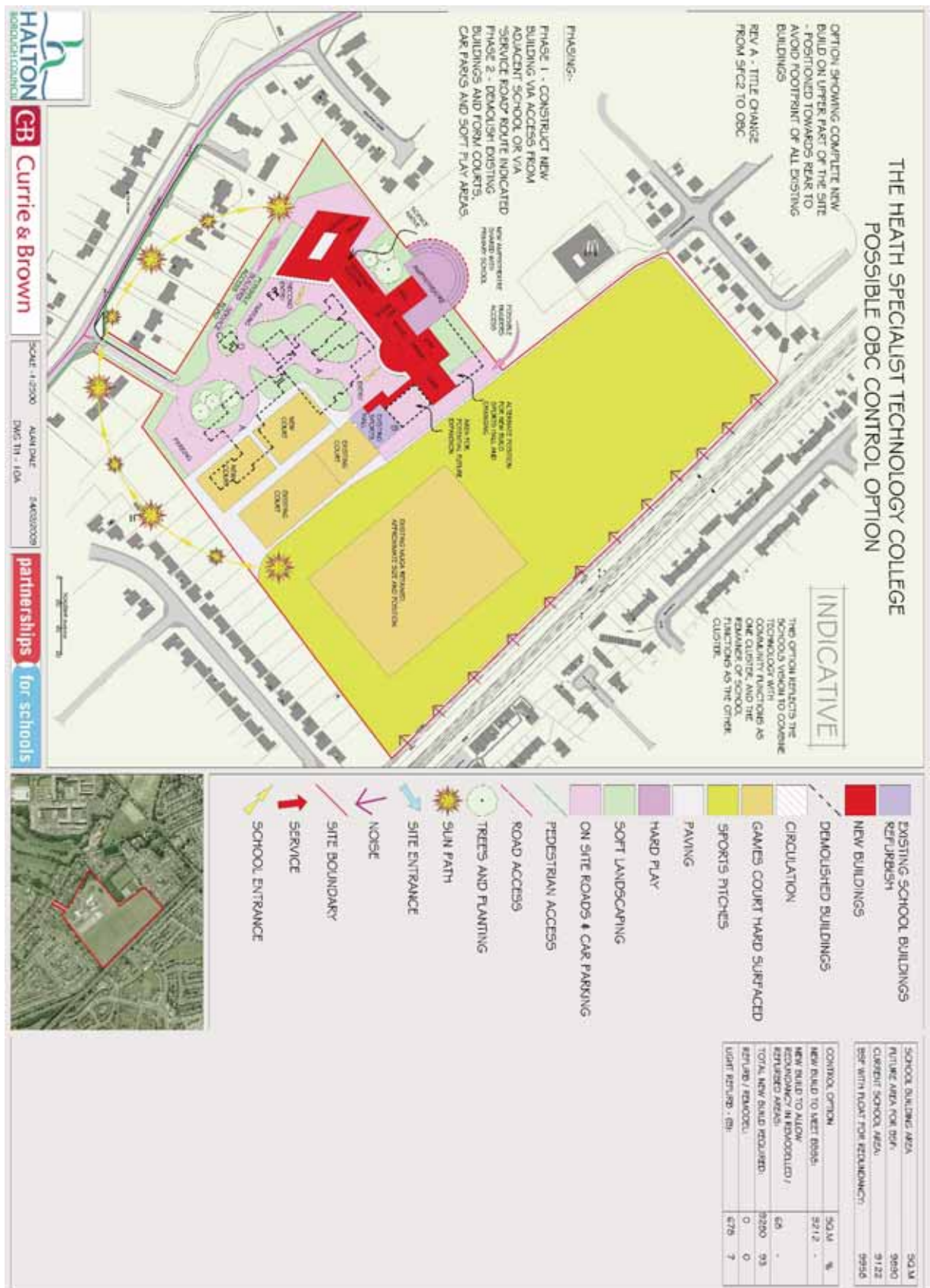
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### Appendix 9 Cavendish School

#### Introduction

The purpose of this Planning Guidance for Development Control Purposes is to provide guidance specific to the redevelopment of Cavendish School as part of Halton's 'Building Schools for the Future' (BSF) Initiative (where it differs from that provided in the main body of the document).

Cavendish school responds to the needs of a wide and diverse community of young people with Special Educational Needs. The school's vision is to respond with a dedicated service designed to meet the needs of three main groups of learners; young people with Autistic Spectrum Disorder (ASD), Profound and Multiple Learning Difficulties (PMLD) and Low Cognition Behaviour. It currently has an age range of 2-19 and caters for a population of approximately 50 pupils. The proposal under BSF is to maintain the population, but to change the age range to 14-19.

It is an implicit aspect of the school's vision that

it recognises that each young person learns differently so within these three distinct areas of provision, a high degree of accessibility is required so that basic access rights and entitlements are fully met, and that sufficient flexibility is provided to embed inspiring and appropriate personalised learning plans for every student.

The school sees 'everything as learning' and that inclusion in life and learning opportunities relies on the student community participating in activities off-site as much as other learners and members of the community coming on to site to work alongside Cavendish learners. The emphasis on participation is exemplified by the school's vision for increasing opportunities in creative arts.

The school community also includes an Assessment Centre for learners and a Training Centre for borough and other professionals to develop good practice in both the mainstream and special school environment.

[The Proposal](#)  
[The indicative Control Option proposals at](#)



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Cavendish School include extensions to the existing buildings and new areas of paving along with a more gradual ramp linking the two levels of the site, incorporating a new amphi-theatre, as shown in the Possible OBC Control Option schematic. Extensions to the existing school buildings are already underway, attached to the back of this Appendix.

### Site Description

#### Location

Cavendish School is located near Rocksavage, in south west Runcorn. The school is located near to the Runcorn Busway and the Weston Point Expressway and is surrounded by residential development on the northern and eastern sides. On its western boundary is a golf course.

#### Physical Description

Cavendish School covers an area of approximately 1.3 hectares, and approximately 1310 m<sup>2</sup> of this is covered by existing school buildings.

The existing site is characterised by having two distinctly different levels. The natural contours slope from west to east, with the existing main building and play areas cut into the ground to create a level area. The grass areas are on sloping ground. The southern end of the site lies at approximately 68.7 m AOD and gently falls to approximately 64.3 m AOD towards the centre.

The existing School building is situated on the lower part of the site with vehicle access from Lincoln Close. As well as the main buildings, this lower part of the site accommodates a small parking area, some play areas and service access to the rear of the buildings.

There is grass banking running along the western elevation of the buildings which rises to the upper level of the site – housing a bungalow used by pupils studying life skills. There is also a

play area situated on this upper part of the site. The two levels are currently linked by a gradual ramp, rising along the southern boundary of the site, although the gradient is too steep for unassisted wheelchair access.

### Recent Relevant Planning History

A search has been undertaken regarding the planning history for this site. There are various applications made by and on behalf of Cavendish School for the extension and re-modelling of the school site. The most recent of which include:

- ▶ 07/00663/HBCEDU: Proposed extension and adaptation of existing school.
- ▶ 01/00556/EDU: Proposed single storey garage and extension to raise the height of existing garage.
- ▶ 99/00166/EDU: Proposed extension to car park.

The planning history on site demonstrates Cavendish School has been used as a school since its construction in the 1960s. The buildings have undergone some modern extensions such as ongoing works to create new class rooms, hall and staff room.

### Development Objectives

#### Key Planning Objectives

Any development at Cavendish School should have regard to the following planning objectives:

- ▶ further work will be required to assess transport provision, accessibility and any congestion issues;
- ▶ the provision of playing pitches should be considered in accordance with The Halton Playing Pitch Strategy which envisages the Area Forum 6 (of which Cavendish School is located in) having an overall shortfall of 6.1 playing pitches including playing pitches of all types by 2012;
- ▶ any development should have regard to the setting of the site and particularly on

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surrounding residential areas. It would also be beneficial for proposals to have regard to adjacent employment land off Halton Road. The development should have respect to the nearby area designated as a Special Landscape Feature and a Site of Importance for Nature Conservation; and

- ▶ the existing Greenway across the school site should be incorporated into the design. The existing Primary schools should also be respected.

### Key Planning Issues

Any development will be assessed against the policies outlined within section 3 of the Planning Brief.

Some of the key policies relevant to this site are:

- ▶ Saved Policies GE6, GE8 and GE9 of Halton's Unitary Development Plan
- ▶ UDP Policy GE10 (development should also consider the sites location within a greenspace system and provide networks of interconnecting greenspaces with visual, physical, functional and structural linkages).
- ▶ UDP Policy TP9
- ▶ UDP Policies GE12, GE13 and GE15.
- ▶ UDP Policy H8 (building to the north west of the school site is within the Primary Residential Area, therefore development must not detract from the character of the area or the amenity of residents).

The Cavendish School site is in the "middle" consultation zone from PADHI (Planning Advice for Developments near Hazardous Installations), as a result of operations at the Ineos Chlor and Ineos Fluor sites. Because of this, any proposed development for the site would have to undergo consultation with the Health and Safety Executive (HSE). The Cavendish School is also in the consultation zone for two pipelines: a Transco pipe at Weston Point / Lathom Avenue, and also the Sabic Trans Pennine Ethylene Pipeline.

### Scheme Design

#### Site Layout

The Proposal will include the installation of a more gradual ramp linking the two levels of the site with the curve of the ramp incorporating a new amphi-theatre. Additionally, easier rising steps will be positioned northwards running diagonally along the bank. The line of the new ramp will enclose improved social areas for pupils.

#### Design Approach

Any redevelopment of the site will accord with the Saved Policies of the UDP relating to development in designated greenspace, with particular reference to the criteria within policies GE6 and GE8.

Any new development should respect the setting of the site, including its relation to residential areas, particularly on Lincoln Close and Sandown Close.

It would also be advantageous to ensure that any redevelopment of the site did not have detrimental impacts on the function and amenity of the Greenway that runs along the southern boundary of the school site.

#### Noise

In accordance with BB93, the noise levels across the site at Cavendish school are suitable for natural ventilation, if attenuated vents are used for standard and SEN classrooms. Practical classrooms may be vented with a crossflow system depending on the classroom geometry, location and class size. The external noise levels are above those considered suitable for playgrounds and playing fields.

As the change in student numbers is considered significant for this site, further noise assessment is required regarding the affect of the noise from school playing fields on neighbouring properties.



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### Accommodation during Construction

The only major work proposed within the existing buildings consists of the formation of a new vocational workshop complex within existing teaching and garage areas. The relatively minor intervention required should enable the work to be carried out during the summer holiday period, thus avoiding the need for temporary accommodation. The largest portion of work will be centred around external works which will not precipitate any additional accommodation requirements.

### Access and Circulation

The Transport Statement or Assessment for the site of Cavendish School must consider:

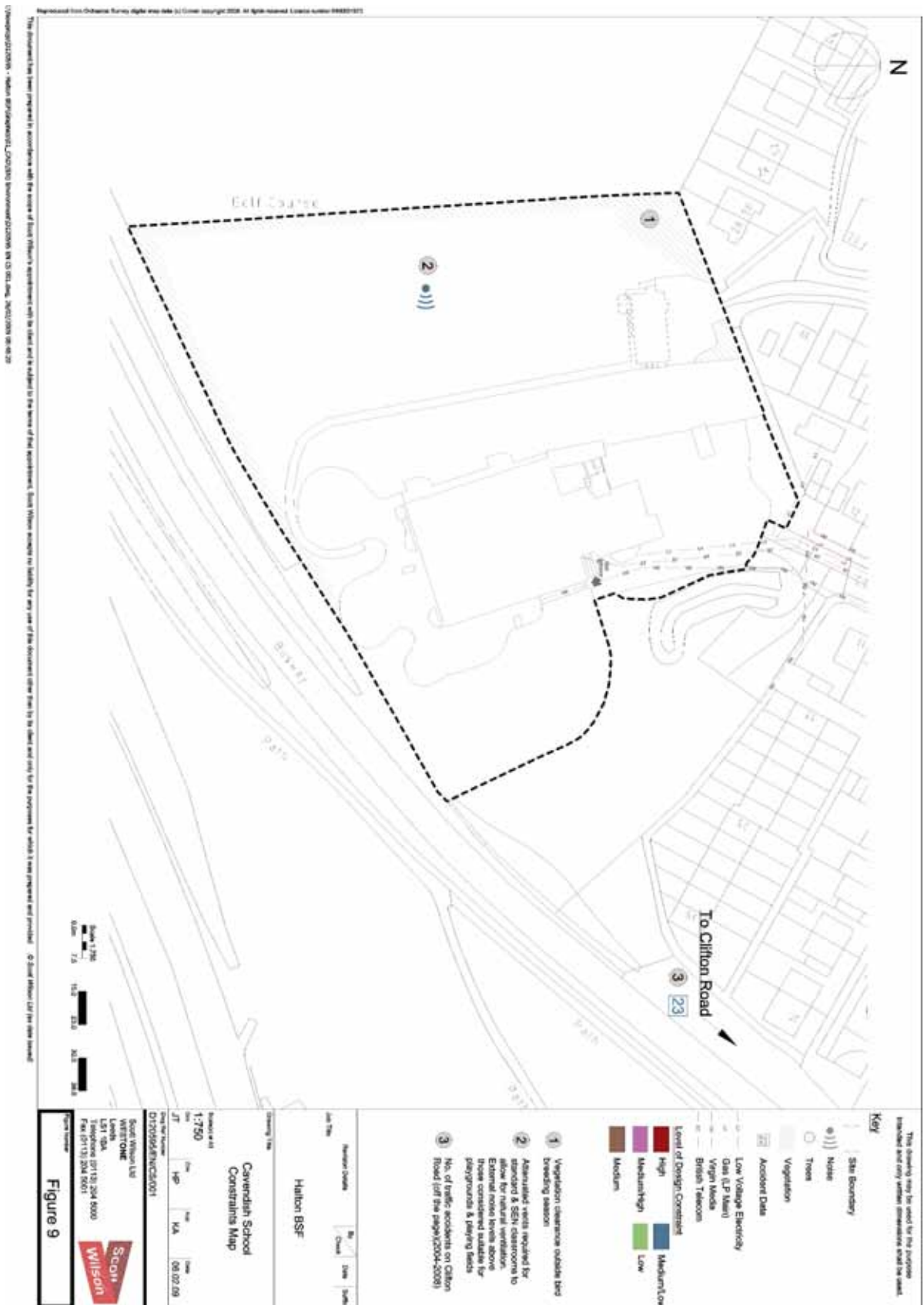
- ▶ on street parking by the residents, as this means there is little room for turning of construction vehicles;
- ▶ heavy reliance on dedicated organised shared transport to the site for learners, and the potential need for more conventional bus service links to cope with increased numbers at the site, along with improved pedestrian links to the nearest bus stops and wider;
- ▶ existing transport issues – there were some issues with last expansion application with local residents and use of Rocksavage Way, which is not suitable as an exit route;
- ▶ pick up and drop off operation;
- ▶ parking demand/capacity; and
- ▶ servicing.

Any site-specific transport issues identified during the Transport Assessment or Statement must be addressed within the planning application.

### Playing Fields

In the Halton Playing Pitch Strategy, Cavendish School is located in Area Forum 6, which is shown to have a total shortfall of 4.1 playing pitches, including playing pitches of all types.

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Halton Borough Council

## **Halton Building Schools** for the Future

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