

St Julie's Catholic High School Planning and Design & Access Statement



ST. JULIE'S
CATHOLIC HIGH SCHOOL



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Appendix 1 – Statement of Community Involvement

Client:	LCC/ Kier Construction Northern
PROJECT NAME:	St. Julies Catholic High School
REPORT TITLE:	Supporting Statement
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1 Introduction

Overview

This project is part of the Liverpool Schools Investment Programme. LSIP is being run by Liverpool City Council. The scope of the programme is city wide and involves both new build projects and refurbishment / extension projects.

St Julie's Catholic High School is a new build school project and the contract to design and build the project has been let to Kier Construction Northern.

The design for the new school has been developed collaboratively between Kier Construction Northern, LCC and the school.

There have been several public consultation events as the design has developed.

The existing St. Julie's School is a girls' Catholic High School which incorporates a sixth form that includes boys.

The existing accommodation was built during the late 1960's/ early 1970's and is in poor condition. The existing building fabric performs poorly both thermally and spatially.

Over time, since the school was first built, there have been several extensions and additions to the school. This development has occurred to such an extent that the school now spreads across the entire current demise of the site.

Due to the above condition and space factors the decision was made to demolish the school and re-build it.

A new build school will provide St. Julies with a modern fit for purpose building that is well equipped to provide modern teaching accommodation.

As the school is currently almost fully developed to its physical extent it has been necessary to look at options for planning the layout and construction in such a way that would allow the new build to take place whilst keeping the school fully operational.

As a result the project requires a small realignment of the boundary to the North of the current site together with the early demolition of key buildings (such as the existing Sports Hall) in order to maximise the available area for the new building on the existing site and therefore minimise the need to extend the site overall.

Content of the Statement

This Statement provides explanation and justification of an appropriate, sustainable and successful development on this site.

It has been produced to accompany an application for full planning permission and listed building consent submitted on behalf of Liverpool City Council for St Julie's Catholic High School, and should be read in conjunction with the full submission which includes the following:

- Application form and plans
- Minimum Accessibility Standard Assessment
- Transport Assessment and Travel Plan
- Heritage Statement
- Tree Survey, Tree Report and Woodland Report
- Flood Risk Assessment and Drainage Strategy
- Noise Impact Assessment
- Ecological Surveys
- Extended Phase 1 Habitat Survey
- Construction Method Statement, Logistics and Phasing Plans
- Ground Investigation Reports

This Statement outlines the proposal itself, the site context and design process, and sets out the overarching design principles for the development. It also provides a planning statement to support the proposal. The Planning Statement (chapter 8 of this document) covers all aspects of national and local planning policy relevant to this application, including policy relating to design.

The position of the development on the existing site at St. Julie's has been informed by several key constraint factors. These factors will be outlined within this submission. At the beginning of the design process, an assessment of the existing site was undertaken to provide a better understanding of its context and location from physical, social, historic and economic viewpoints. This assessment highlighted a number of opportunities and constraints which have helped to shape the proposal and are dealt with in this application.

The content is supported by images that show how the design has evolved throughout an interactive and iterative process. In addition, images and plans from the full planning submission are included and explained in detail.

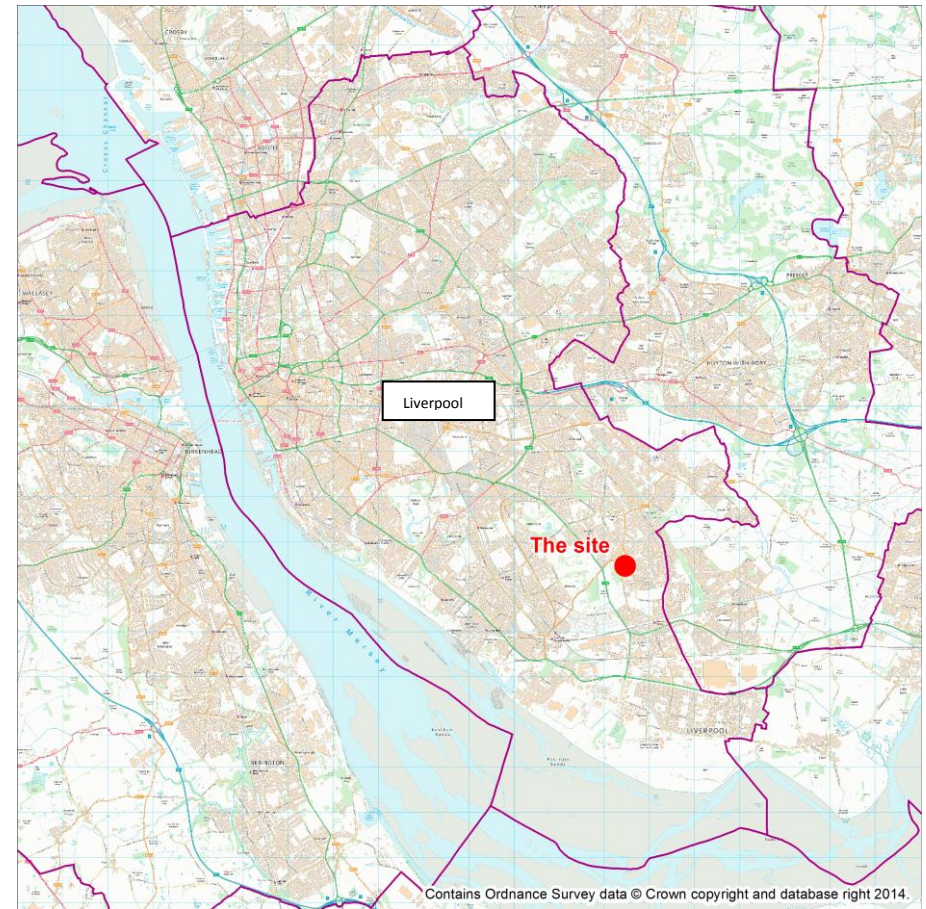
The Design Statement is further broken down into the following sections:

- Site Context and Analysis
- The Brief and Design Process
- Response to the Site - Building Layout
- Landscape Design
- Access and Movement
- Planning Statement

The document clearly explains the design process behind the submitted proposals and demonstrates our approach to masterplanning the site for School and Community use.



Location map showing the regional context of the proposed site



Location map showing the local city context of the proposed site

2 Key Aspects of the Proposal

The project comprises the construction of approximately 10,000 m² of new school accommodation split over 3-4 storeys with linked pavilions; provision of new multi-use games pitches hard/soft play areas/ external landscaping new car parking provision and secure fencing.

Existing vehicle site access will remain as it currently stands off Speke Road. Pedestrian access will remain as it currently is also.

Kier Construction Northern have worked with their consultant team and LCC, the school, staff and members of the public (via public community information events) to evolve the brief and provide an appropriate, affordable response to the need for new accommodation.

Our understanding of the vision, ethos and educational requirements of St. Julie's has evolved through a robust, interactive engagement process. We believe that the proposed design fully captures the requirements and that these are explained within this document.

One of the key drivers in the development of these proposals has been to develop new accommodation that is fit for its purpose and provides appropriate school accommodation for young learners. Such a school should also provide furniture and equipment to allow the school to operate as an efficient 21st century place for learning and teaching.

Key aspects of the proposals

The proposals provide much needed enhanced teaching facilities for pupils and staff of St. Julie's Catholic High School to the benefit of current future pupils and the local community. They involve:

- The demolition of the existing school in logistical phases to accommodate the new school and its grounds
- Construction of a new building, which
 - comprises 3 linked pavilions based on traditional teaching methods and space requirements.

- respects its position in a conservation area and close to a Grade 1 listed building
- is zoned, easily secured and simple to navigate around and access.
- is legible and simply laid out.
- has significant social spaces and space to reflect the strong Catholic Ethos of the School.
- Simple, elegant and efficient elevations that are robust, reflect tradition but that also use modern, contemporary techniques to
 - emphasise the school's presence in the townscape,
 - reflect and respect the history and heritage of the site and its surroundings.
- The positioning and orientation of the building to maximise views from the learning, social and circulation spaces into the open space and community, external learning and play spaces.
- The location of the building to minimise the visual impact on the adjacent Grade 1 listed building, Woolton Hall.
- The design of the landscape to create a variety of social, education, sports and habitat learning areas around the building and across the site.
- The redesign of the school grounds to include MUGA sports pitches, hard and soft play areas, car parking for 101 spaces (including disabled bays), servicing areas, new fencing and security measures etc.
- The partial demolition of an existing boundary wall between St. Julie's and the adjacent land to the North.
- The incorporation of a small area of the adjoining open space and the creation of appropriate new boundary to the school.
- Minor adjustments to the ends of the 'wing walls' of the existing vehicular entrance off Speke Road.



Image showing an aerial view of the new St. Julie's Catholic High School building.

This 3d image is indicative only. See proposals for further detail.

3 Site Context and Analysis

This section describes the site and outlines the site analysis work carried out ahead of the design development process. It includes:

1. **Photos**
2. **Site context description and analysis**

This identifies the key contextual issues, including location, uses and activities, movement, buildings and townscape, heritage and conservation, topography, public realm and open space.

3. **Opportunities and constraints**

This section identifies the opportunities and constraints associated with the development of the existing site. These matters have shaped the development of the design.



Photographs of the existing site and its surroundings



Location

The current school site is situated in Woolton Village adjacent to the park known as Woolton Woods, and within the Woolton Village Conservation Area. The site is easily accessible from main arterial roads such as Speke Road (A561), Hillfoot Road (A562) and Woolton Road (B5171) and is approximately 7.4 miles from the city centre. The main vehicular access is taken from Speke Road.

Description of Site and Existing Buildings

The school site is within what was originally the grounds of Woolton Hall (a grade I listed building), bounded by a high sandstone wall, and containing in parts mature vegetation which screens the existing school well from Speke Road. It is also screened fully by mature trees both within the school site and outside its boundaries in Woolton Woods to the west, but is prominently visible across the open field to the north which lies between the site and High Street, and provides an area of public open space.

The site is bounded to the south and east by residential properties, particularly those along Speke Road, Woolton Street and School Lane. Woolton Village is situated beyond High Street, to the north.

The site itself, in use as a school since 1970, consists of predominantly 3-5 storey buildings with various small scale buildings linked across the site. The on-site facilities include various teaching blocks, a dedicated sixth form block, sports hall, sports courts and a chapel. The newest aspects of the site are the sixth form block, sports hall, a playground, and art facilities built in order to improve current services and to house the increase in students.

The school site is predominantly hardsurfaced with areas of concrete and tarmac in order to accommodate the school playground and some car parking facilities. There are 8 hard multi-sport courts to the south, used by the school as sports and recreational facilities (netball, basketball, tennis) during school hours. The school also undertakes sporting activities off-site due to lack of facilities on site.

Car parking is currently provided at various locations across the site, with the majority located to the north, adjacent to the boundary wall. Other

spaces are situated along the access road from Speke Road, and further spaces to the west of the main buildings.

The existing school facilities are very dated and no longer fit for purpose. There are significant condition issues in the existing buildings. There is an estimated £3 - £4 million of backlog repairs and maintenance to bring the buildings to a reasonable condition.

This estimated cost does not include any financial allowances for 'remodelling' the buildings to adapt them for new teaching/learning environments capable of delivering a 21st century curriculum.

Most of the existing buildings are of a similar age with long term liabilities – flat roofs (leaking), poor concrete etc.

With one of the largest catchment areas in the city as well as originally being built for half of its current roll number, the current St Julies site has been extended in a piecemeal fashion over the years which has resulted in a layout which is convoluted and inefficient, meaning that further upgrading or expansion to the benefit of the pupils or adjacent community is not currently possible. It would be economically unviable to upgrade the existing structure, and as such, the proposals are for the wholesale, comprehensive redevelopment of the site.

Buildings and Townscape

The buildings within the site are organised in a campus layout and vary in height and scale and age. There are hard tennis courts and ramps and steps throughout the existing school site.

The site is bounded to the south and east by residential properties, particularly those along Speke Road and School Lane. The majority of these are predominately semi-detached properties consisting of two storeys. On the roads adjacent to the proposed site, the dwellings are 2/3 storeys and include well preserved terraced and or detached housing, some of which are listed. The latter properties depend on some on street parking, whereas the semi-detached properties are reliant upon their own parking facilities. We understand that the properties on High Street were built between 1837 and

1901, whereas the residential properties on Speke Road are believed to have been built mostly after the 1960s.

There is a grade I listed building (Woolton Hall which dates from 1704) immediately to the east of the school. A further 30 grade II listed buildings are close to the school and the proposed site, along with the layout of small residential roads which bound the site and the open space and woodland contribute to the character of Woolton Village Conservation Area.

The character of the area when viewed from High Street and Speke Road is green and wooded. There is also a strong view from High Street of the two 4/5 storey tower blocks and the sports hall across the open space. The taller school buildings are clearly visible from Woolton Village.

Topography and Trees

The site is uneven, with the land sloping down from west to east, and access through the site is currently not considered to be DDA compliant.

A TPO covers trees on the site planted prior to 1980, the date when the TPO was made. These include a large area of dense woodland to the west of the school buildings.

Heritage Assets (refer to separate Heritage Statement)

The application site is in the middle of Woolton Village Conservation Area. Designated in 1969, the Conservation Area covers Woolton Village and the residential areas to the north of the site, some residential properties to the east, and Woolton Woods and Camp Hill to the south and west.

The park of Woolton Woods is an asset used by local residents.

The grade I listed Woolton Hall is currently vacant. Built as a house in 1704, the grounds of the Hall originally extended as far as Allerton Road to the north, included Woolton Woods to the west (note that this land is now owned by the trustees of St. Julie's School). A sandstone boundary wall was erected following the construction and later widening of High Street

(between 1893 and 1928), and today this wall and the gates associated with it remain in place, and are listed. At around the same time, a second wall was constructed to formalise the boundary between the hall and the new recreational area of open space to the north, and this wall is listed as a result of forming part of the curtilage of the listed Woolton Hall.

Located within Woolton Woods, is Woolton Manor – originally built as a hospital in 1869, this red brick building is grade II listed. It operates today as a nursing home, and is in private ownership.

The impact of the proposed development on these heritage assets and the conservation area is assessed in detail within the Heritage Statement.

Green Space

The current school site is designated on the Liverpool UDP Proposals Map as Green Space, and the open space to the north, Woolton Woods, and Camp Hill fall within an area designated as Green Wedge, as well as also being allocated as Green Space.

Green Space provides breaks in the urban fabric, provides an element of openness in an otherwise built up environment, offers amenity value and provides opportunities for outdoor sport and recreation.

The Green Wedge policy was introduced to protect extensive linked areas of the open space which are considered to be of city-wide importance. These areas form the strategic open land in the city and provide a physical and visual break between built up areas. It is intended that they function as recreational spaces for local communities whilst also providing ecological benefits and amenity value. Woolton Green Wedge consists of 300 Ha of open land within Liverpool's southern suburbs.

Given that there is not sufficient space on the current site to construct new buildings whilst maintaining the current operation of the school, it is proposed that the development will incorporate a small area of land from the adjoining open space to facilitate the development.

A review of the local and national planning policy, including that associated with Conservation Areas, Green Wedges and Green Space is provided in the Planning Statement (see Section 8 of this document).

Amenity Space within the existing site

Areas of external amenity space are dotted around the school grounds, with the most widely used area being a grassy plot adjacent to the access from Speke Road. The school uses the open space to the north of the site for informal sports, and children travel to off-site sports pitches as required.

Access and Movement

The main access point for both vehicles and pedestrians is currently off Speke Road. Two informal footpaths exist adjacent to the site – one running diagonally across the area of public open space to the north of the school, and one running to the west of the area of open space.

Due to the school's established nature within the area, the current bus provision and transport infrastructure are more than adequate to support any extra visitors or pupils that may result from the development at the site. There is access to Hunts Cross train station 0.9 miles away (20 minutes walk) from the school site, and bus stops are located on Speke Road and High Street.



View looking South towards the existing St. Julie's School from the adjacent green space

Opportunities and Constraints

The following summarises the opportunities and constraints identified as part of the urban design analysis process. These have helped set the proposed development parameters which have guided the design of the project.

The provision of a new school within the existing site brings about a number of constraints and challenges

Opportunities

- There is a significant opportunity to improve the local built and green environment by replacing unsightly buildings within the heart of the community of Woolton.
- The development offers an opportunity to improve and enhance both the conservation area and the setting of Grade 1 listed Woolton Hall. In addition to the creation of modern fit for purpose school community facilities, this is an invaluable opportunity to create a contemporary and respectful community facility within Woolton.
- Given the scale and location of the existing school building, the new school will improve the visual outlook for residents who overlook the site to the north along High Street
- There is a significant opportunity to incorporate the design of the new building into its landscape setting and adjacent public realm, including elements of sustainability, adaptability, ease of maintenance and potential for bio-diversity.
- The new school offers not only the opportunity to improve the provision of education, but would also offer the following benefits to the local community:
 - The new facility will provide learning, meeting and sports facilities for the whole community.
 - The sports centre will encourage healthier living.

- Woolton Hill (open green space adjacent to the site) will benefit from enhanced natural surveillance thus maximizing safety and security for all users.

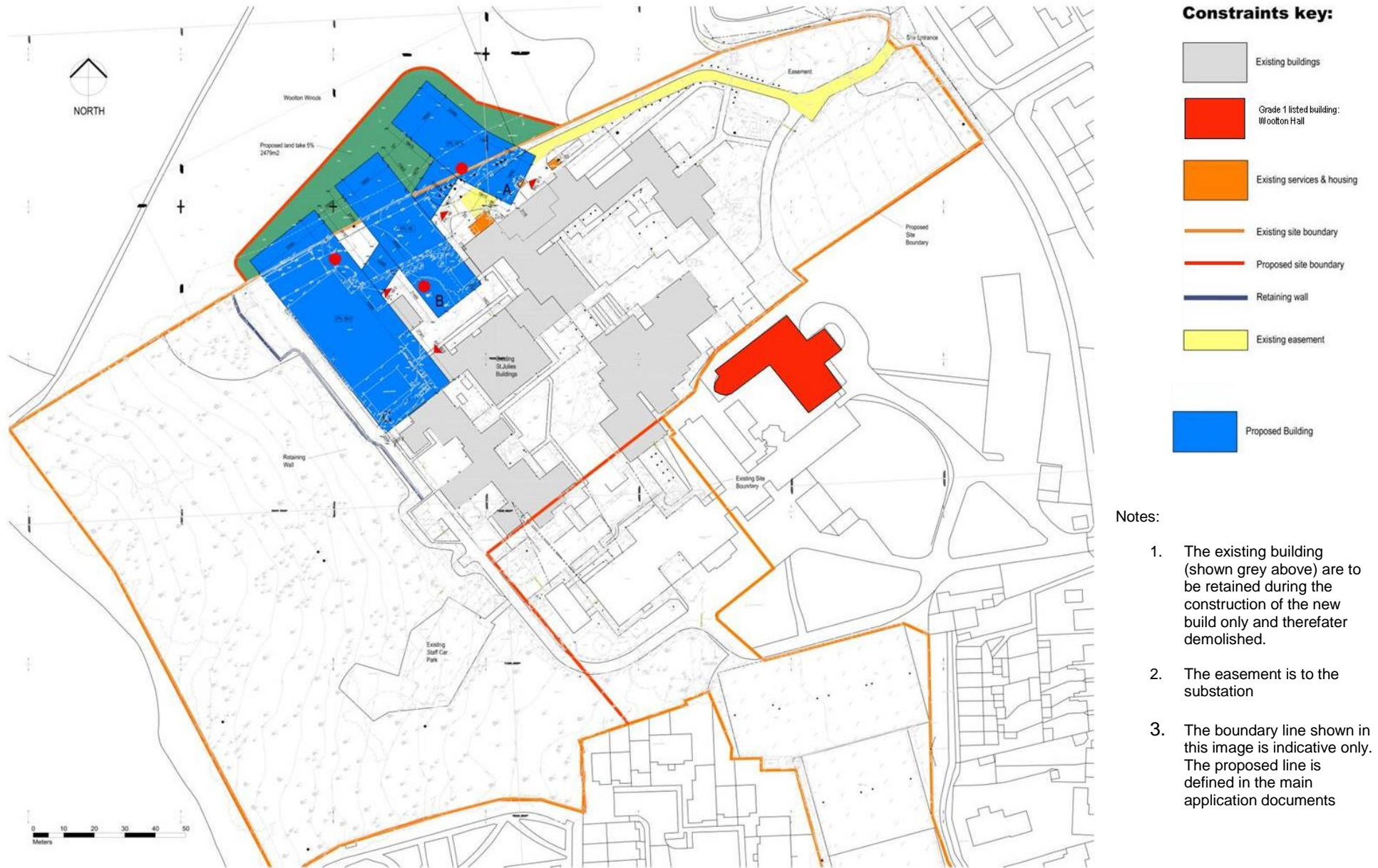
Constraints

- The existing site has many buildings contained within its boundary. This sprawl of old development has reduced the opportunity for creating new and significant development within the existing school boundary.
- The site size itself is a key constraint to development. It is overdeveloped with various buildings that combine to create an inefficient school complex.
- An extensive area of mature protected trees sits to the west of the existing buildings
- Existing services underground and above ground housings pose a significant physical constraint to development. Most notably these are an existing gas meter housing and electrical sub-station.
- The current school and its grounds need to remain operational during construction of the new build and until completion of the new school building. In negotiation with the school however, a limited amount of demolition has been agreed to in order to facilitate and accommodate the new building
- The site is in a Conservation Area and there is an existing Grade 1 listed building, Woolton Hall, located directly adjacent to the existing school site. This important heritage asset was designed by Robert Adam and both the building and its original curtilage are considered significant by English Heritage (see the Heritage Statement for further information). The visual setting of Woolton Hall must be addressed in the design.
- To the North of the existing St. Julie's site there is a stone wall (approx 2.4m – 2.5m tall). The wall forms the curtilage of a Grade 1 listed building (Woolton Hall). The wall itself is not mentioned in the listing. As the proposal would straddle this boundary, the existing

wall is therefore a constraint on the design. (see the Heritage Statement for further detail).

- The area to the north of the site is open space as part of the Woolton Woods site
- There is an existing easement for access to the substation on the site
- The topography of the land within the existing site and directly adjacent is also a constraint. The fall West to East along the listed wall is approx 9m.
- Site access is also a constraint to the design. Whilst the main site access will remain in the same location, it is the change in levels and location along Speke Road that would result in a constraint.

Refer to Constraint and Opportunities image below



4 The Brief and Design Process

This section describes aspects of the brief and process which have guided the design. It sets out:

- LCC Brief and Vision
- School Brief and Vision
- Feasibility Options
- Consultation
- Design Process
- Architectural Design
- Site Logistics
- The Proposals
- Landscape Design

Liverpool City Council Brief and Vision

Liverpool City Council (LCC) had a £350m Building Schools for the Future (BSF) government approved business case cancelled by the coalition government in July 2010.

In response to that cancellation, Cllr Anderson (then the leader of the Council and now Mayor of Liverpool) commissioned a 'BSF Task Force' in autumn 2010 to look at how the Council could deliver new schools. The Task Force considered different funding and procurement options in addition to cost effective ways to deliver new schools in light of major scale reductions in public sector funding, and no major government grants for new schools.

The Task Force suggested a new build for St Julie's based on building condition and suitability. The existing site was at that point considered unsuitable to develop a new build due to the lack of available building space and the value of the site was deemed sufficient to justify a land swap with

the Trustees that would enable the future sale of the site to fund part of the development costs.

The proposal for St Julie's was therefore put forward as one of the recommendations in the Task Force report which later became the 'Liverpool Schools Investment Programme', a programme based on the mayoral pledge to deliver 12 schools as a key economic driver for the future prosperity of the City.

Key drivers for LCC in this programme are:

- Schools are selected to play a key part in the wider commercial and social infrastructure.
- Options are available for the delivery of more cost effective, efficient designs than previous funding levels supported without major impact upon quality.
- The provision of flexibility in the design and accommodation to enable adaptation to school requirements.

Initially, the proposal was to develop the new school building on the site of former Lower Lee special school on Beaconsfield Road (Woolton). Following an initial feasibility study of that site, the Mayor concluded that an alternative proposal should be explored, as relocating St Julies next to SFX with combined pupils of 2,200 could present road safety issues along Beaconsfield Road/ Menlove Avenue.

As mentioned previously there is insufficient space at St Julie's to rebuild the school wholly within the existing site. The only way a rebuild could be achieved with that constraint would be to decant the school in its entirety from the current school site into temporary accommodation, demolish the school, then build the new school and then decant the school back into the new buildings. This would be cost prohibitive and the school could not accept this major disruption to pupils' education.

A major requirement of these proposals involves the school remaining operational during the construction phase of the new build.



Image showing an aerial view of the proposed red line boundary of the planning application for St. Julie's Catholic High School, Woolton. The blue line indicates the existing extent of St. Julie's School

School Brief and Vision

School Mission Statement

St. Julie's aims to be a Catholic learning community which respects and embraces the diversity of all God's people where opportunities allow for all individuals to discover their potential and to develop and share their unique talents.

The school should be a place:

- where friendship and enjoyment are experienced by all and a welcome is offered to those who visit
- which provides all with a safe and secure environment
- where faith, prayer and reflection are visible in word and in action
- which takes good care of God's world and all who inhabit it, especially the poor and disadvantaged
- where fairness, care and compassion are central to life

Key Design Drivers:

An educational building programme brief was provided by LCC. The school brief was developed through direct dialogue with St. Julie's Catholic High School during Design User Group sessions held with and at the existing school. From the inception of the design process in June 2014, the Kier Construction Northern design team has developed the design entirely with LCC and St. Julie's Catholic High School.

The school brief is based on a secondary school with an integral sixth form. The secondary school will have 900 pupils aged 11-16 and 200 pupils over the age of 16. The following is a summary of the school brief.

- A new school suitable for 21st Century learning

- A beautiful approach and entrance to the school that promotes its Catholic identity and Notre Dame heritage, where faith, prayer and reflection are visible in word and in action
- A chapel and hall that present the faith dimension of the school as soon as one approaches the building. Visibility through the Chapel to landscape beyond.
- A building and landscape underpinned by principles of inclusion and the welfare of all with high levels of site security and safety moving around the site, enhanced by clear visibility across site.
- Wide open play spaces, attractively landscaped, that allow long views and a feeling of space and freedom.
- Views from inside to outside, with wide and long vistas, to be as important as views from outside to within.
- Winding pathways down the site to negate any need for steps which provides all with a safe and secure environment.
- A heart space that promotes the performing arts
- High levels of transparency to show learning and creativity throughout the building
- Dynamic Science and Technology spaces that showcase outstanding practice
- A compact and efficient design that offers an open and warm welcoming feeling
- An integrated M&E solution that offers maximum economy and an excellent environment for all, both inside and outside.
- A design that reflects the department structure and pastoral needs

- A solution that integrates sports and community use in a holistic manner
- Enhanced dining space and Sixth Form learning and social spaces
- Very high quality social areas and toilet facilities
- Careful zoning and space planning to facilitate a wide range of clubs and community use

Feasibility Options

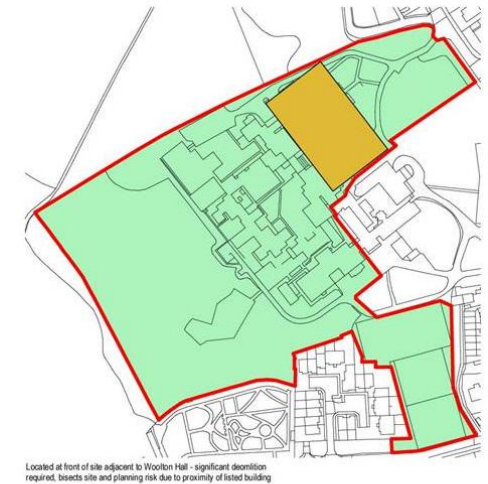
As part of the feasibility study, LCC and the design team re-explored building a new compact school on the existing St. Julie's site; whilst keeping all or most of the existing buildings in place.

This was in response to the need to avoid decanting and temporary accommodation.

Areas considered include:

- The front of the school with some limited demolition of the administration block. This would not be supported by planning or English Heritage due to the immediate proximity to the Grade 1 listed Woolton Hall. It would also involve significant mature tree loss.
- To the south of the site on the tennis courts – a new school would simply not fit and would be massively out of proportion with adjacent residential properties. Access would also be challenging.
- To the back of the site in front of Woolton Woods. This would involve significant demolition of teaching blocks but it would also not be possible to access the construction site through a live school – this part of the site is land-locked by the existing school.
- On the school site next to the Woolton Woods fields in the area of the school car park and access road to the Sports Hall. This is similar to the proposal being considered but trying to fit all the new school on the existing school site. This would involve demolition of school buildings which include the main gas boiler/plant room, the sub-station and the kitchen and kitchen delivery area.

Diagrams illustrating this were contained in the presentation documents from the 10 September 2014 presentation and shown herein on the adjacent images.



Consultation

Community Involvement

Community involvement has been a key part in the development of the design and the planning application submission.

The project design team headed by Kier Construction Northern, Liverpool City Council and St. Julie's School are passionate about creating a new school and external environment that is fit for purpose and able to directly enhance the facilities of the local community and integrate well with the historic townscape of Woolton.

The community is aware that the current school and its grounds, which lack adequate sports facilities, are less than ideal for the pupils attending St. Julie's. The community is also aware that this development offers the opportunity to provide much improved facilities for both the school and the local community.

This project will provide much needed investment in the Woolton community whilst meeting the educational requirements of the school.

A review of the consultation events, and the feedback received is provided in the Planning Statement, however below is a précis of comments received at the 10th December consultation event:

- Cars are parked illegally at school opening and closing time. The entrance to the school off Speke Road is too narrow and should be widened.
- There is a covenant on the green space, it is owned by the public and should not be built upon. Residents wish to have a guarantee that the remainder of the park will not be built upon.
- The school should be built within the current school site
- The proposed building is not in keeping with the Woolton Village Conservation area
- "Delighted with the new build proposed"
- "The building is aesthetically pleasing which will add to the landscape"
- "The proposal is excellent and should be respectful of the area"

Design Process

How the Design Evolved

The design development has been influenced by the following processes/frameworks:

- Liverpool City Council conceived the Liverpool Schools Investment Programme (LSIP) in 2010
- Kier Construction Northern were appointed in 2013 to develop several schools, under LSIP via the North West Construction Hub
- Kier Construction Northern appointed a design team comprising IBI Taylor Young, Cass Associates, Curtins, Clancy, Flinders Chase and WSP
- LCC explored various site options for St. Julie's Catholic High School before identifying the existing/ current site as being preferred due to current location, despite limiting factors presented by site constraints such as its size.
- The Council owns the adjacent land (known as Woolton Hill). Therefore it was preferable to develop the existing site and consider partially developing on a minimal area of the adjacent land.
- Relevant planning policy was examined and the site status considered in relation to LCC's UDP. The grade 1 listed status of Woolton Hall (site adjacent) and its curtilage were considered.
- Once the approach to the development of the new build was agreed (i.e. redevelopment of existing site), LCC entered into dialogue with the school, governors and the Sisters of Notre Dame. Proposals were discussed.
- The design team prepared feasibility studies for the creation of new accommodation.
- The scheme was discussed with key stakeholders.
- Feasibility options were developed.
- Design development with St. Julie's - Design User Group Sessions were held at the school between Aug – Dec 2014. These are on-going
- Consultations with Woolton community (Various sessions throughout June 2014-December 2014)
- Consultation with the LCC Conservation Officer and Urban Design and Planning Officer at an early stage to discuss the feasibility of the site and proposal development and the setting of the listed building Woolton Hall) and its curtilage.
- Further pre-application consultation with Woolton community/ residents (December 10th 2014)
- Final design proposals and application progressed - December 2014

Design Concept

Initial Design Ideas June/ July 2014

From a thorough understanding of the brief and of the site, several options were investigated to test the capacity of the site and the logistics involved with keeping the current school operational.

These initial high level ideas explored the potential options for:

- Developing the adjacent Woolton Hill site
- Fully developing the new school on the existing St. Julie's site.
- Development mostly on the existing site combined with limited development on the Woolton Hill site

These are illustrated in the following images on the following pages:



Development of Initial Ideas Public Consultation - 10th September 2014

It became clear from early discussions with LCC, the school and from consultation sessions with the local community that fully developing the adjacent Woolton Hill site was not acceptable to local residents.

The options for this are shown here (see adjacent images) and were disregarded from this point in the design process



Further Layout Options- 10th September 2014

The proposal evolved from feasibility studies to reach the stage shown in the adjacent images.

A number of options were then assessed, to achieve the vision for the provision of a building and associated facilities to take St Julie's School into the 21st Century with a sensitive development in accordance with council policy.

Three options evolved from an assessment of initial options.

In each option the southern, western and eastern site boundaries are the same,

There is an 8 court MUGA, a car parking area, service road and 2 Play Zones, with the same layout in each option and the existing sports hall is retained.

The variations in planning terms therefore relate to the footprint and massing of the proposed new school building, with corresponding differences of impact on the adjoining open space and woodland.



The Feasibility of Building on Woolton Woods

Following the public consultation event on 10th September 2014 at St Julies School three options were presented for provision of a new school on the existing school site which involved taking land from the adjacent treed area of Woolton Woods.

Option 1 Constraints:

Proposed to encroach into the adjacent Woolton Woods by approximately 10%. This would be achieved by replacing the existing school sports hall and building a new school within the existing school boundary. This boundary is shared with the area of green wedge which is occupied by Woolton Boys Club. This proposal would entail building a new school and projecting the building by 10% into the area of Woolton Woods which is currently heavily treed.

This proposal (option 1) would entail new buildings being constructed within Woolton Village Conservation Area and the treed area of Woolton Woods which is covered by a tree preservation order which has not previously been built upon.

Option 1 would be in very close proximity to a natural public footpath /desire line used by walkers which commences from High Street.

It would be a long linear school building which would create an unacceptable presence within the conservation area boundary,

Its prominence and proximity close to Woolton Manor (nursing home), grade II listed building would be unacceptable in that the treed area is part of the setting of Woolton Manor. The loss of trees in this location would be considerable from a setting and conservation area point of view. The treed shelter belt currently provides a screening to Woolton Manor from school buildings on the adjacent site.

The topography in this location is such that the prominence of a building of a linear form would be significant.



Option 1

Option 2

This option proposes a linear school building when viewed from High Street and a substantial block extending from the existing school site into the Woolton Woods treed area to the south of St Julies High School. This would give the appearance of an L shaped block. The same issues as for option 1 above would apply if the school was to be extended into this area.



Option 2

Option 3

Proposes constructing the new school within the boundary of the existing school site and taking a minimum of 25% of the Woolton Woods treed area to the south. Effectively this would involve constructing the whole school in the Woolton Woods area as identified. Furthermore, the area of trees to be removed could increase significantly once maintaining daylight into the new building has been considered



Option 3

Constraints which apply to all of the three options set out above include:

Removal of the treed shelter belt would contribute to eroding the setting of Woolton Manor, grade II listed. The attached plan illustrates the historical significance of Woolton Hall grounds and the trees (1874-1893).

The treed area is established woodland with significant conservation value. Ecology issues are associated with this area of Woolton Woods. An Aboricultural survey and report has been commissioned which confirms that the existing woodland is a significant feature and currently in good health and that removal of trees to facilitate development would be harmful to the integrity of the overall woodland.

The curtilage of the listed building, Woolton Manor would have to be defined in relation to the trees and the setting of the building/boundary.

Each of the options illustrated would require removal of more trees than identified on each of the plans, in order to provide sufficient daylight into the school building

Each of the proposals is located within the Woolton Village Conservation Area 7 (Refer to Heritage Statement). In addition by virtue of being located within the Conservation Area the trees which relate to the options are covered by a Tree Preservation Order.

In respect of each of the options illustrated the Woolton Woods treed shelter belt regardless of the condition of the trees is significant for the conservation setting of Woolton Manor.

The construction of St Julies within the existing school site with the incorporation of land from the green space to the north of the school, without the removal of trees, would enable a streamlined process with significantly fewer impacts than the options outlined above.

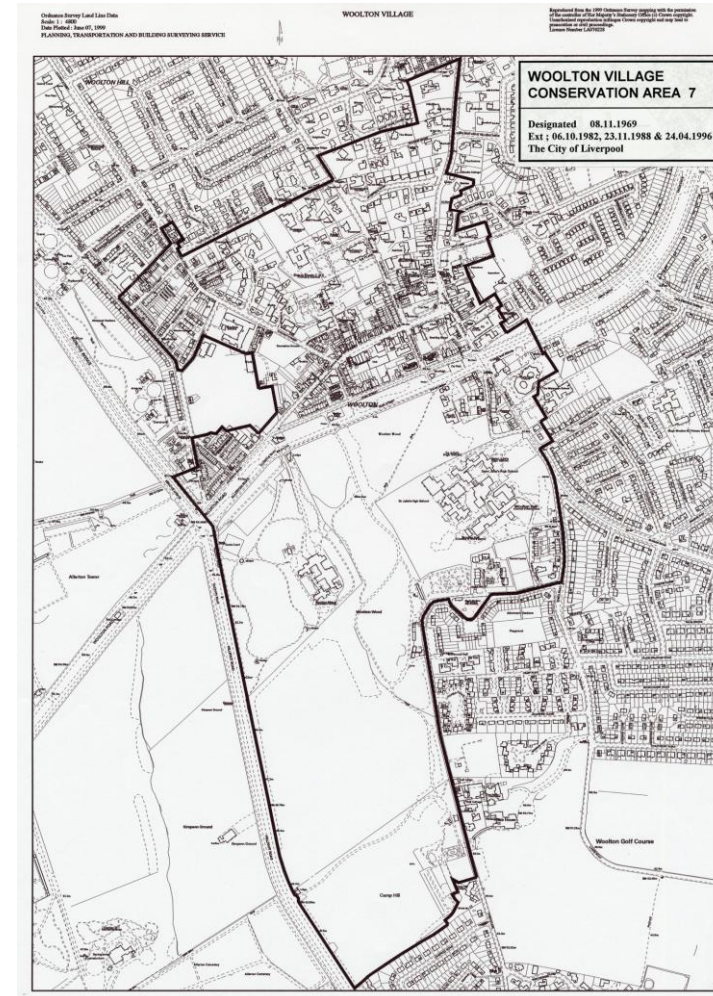


Image showing Woolton Village Conservation Area 7

Summary

Concluding the Optimum Location to Build

It became clear from early discussions with LCC, the school and from consultation sessions with the local community that fully developing the adjacent Woolton Hill site was not acceptable to local residents.

In addition, from feasibility studies with the Kier Construction Northern design team looking at the existing St. Julie's campus, it was equally clear that due to over development on the existing site over many years, fully re-building the school on the existing site whilst remaining fully operational was also not a practical option to pursue.

The review of options identified that a new build solution on the northern part of the school site was the most appropriate way of meeting the design brief whilst addressing the range of constraints on the development. This would necessitate a limited amount of additional land being incorporated to make the development possible.

Once it was agreed that the existing site would be re-developed with the incorporation of additional land the main task was to minimize the land required for the new build.

After further building studies which took on board complex phasing and logistical issues, it was agreed with LCC that a maximum area of approximately 2500m² of extra land would be required of the adjacent open space in order to construct the new school.

This minimum requirement would enable a new build to take place directly adjacent to the existing school.

This factor combined with the initial demolition of some existing St. Julie's buildings would mean that a new building could be created whilst maintaining school operation and function.

From a site strategy the approach is to minimise the overall extra land required from the adjacent site and to reduce as far as possible the massing of the new build on the street scene from High Street.

As will be demonstrated in following sections the land required is actually circa 2400m² and the massing of the building is such that the building has been designed to be three pavilions thereby reducing the overall massing of the building within the site and the perception of the building from Woolton High Street.

The decision was therefore reached that the following design proposal in terms of site position and massing was the optimum way to develop the site.

5 Response to the Site - Building in Context (Landscape and Historic)

During the initial design engagement meetings with LCC and St. Julie's, we discussed building typologies and debated the overall form of the school.

Using recent educational building precedents, both nationally and locally, comparisons were made between more traditional school typologies and alternative solutions to school design such as the Super Block or Big Box model (as used in LSIP by LCC on Notre Dame, Archbishop Beck and Archbishop Blanch.)

Pros and cons for various building typologies were discussed at length, and taking into account the constraints of the site and the logistics of the building around an existing 'live' school, it was agreed that a more traditional approach to school design would be pursued. This design decision would allow for the following:

- Massing of the building could be broken down more easily
- Clear zoning and identity of different spaces
- Breaking up of building massing, allowing for more complex construction logistics and phasing on site
- Interesting built form to compliment the sensitive social and historic context.

Building Typology: The Three Pavilion Solution

The new building is conceived as three pavilions A, B and C which are linked by a central circulation spine.

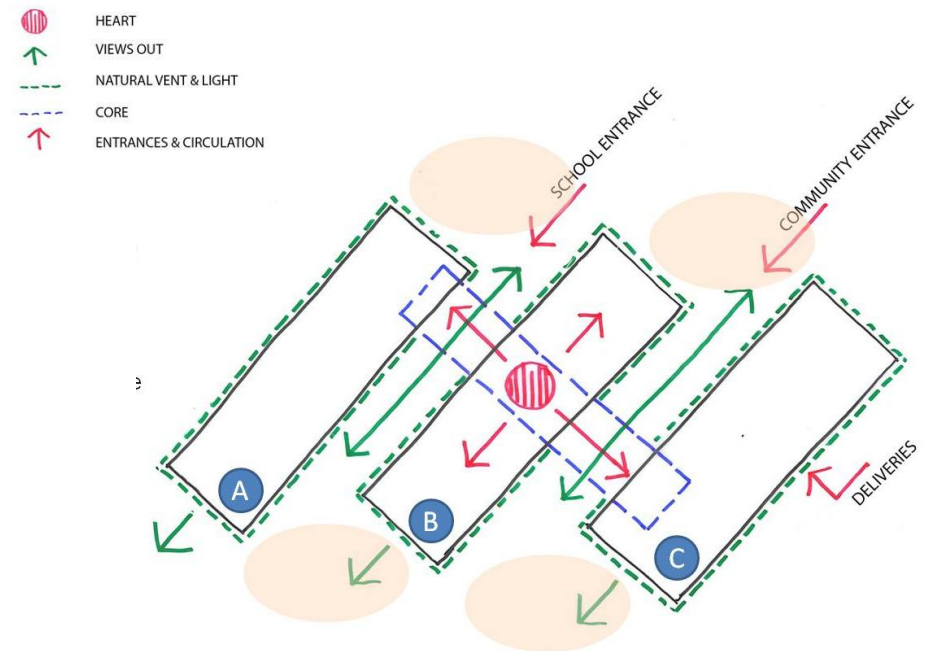
Each pavilion has its own identity according to its education use/need.

Each pavilion is a solid element placed in the landscape. The links are light-weight circulation/ ancillary spaces that draw the building together as a unified composition. The pavilion contribution provided weight and was with brick as the main material. The link elements are in glass curtain walling.

With this concept a naturally ventilated solution is possible (where practicable)

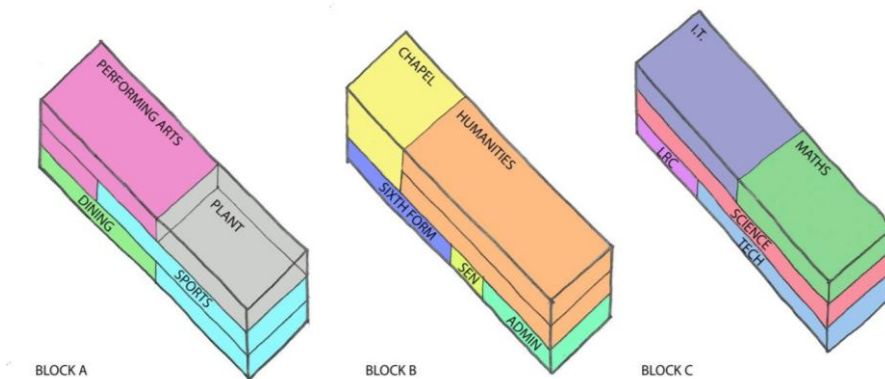
The massing of the building breaks down well and works with both the visual setting of the landscape and with the existing site topography.

The form of the conceptual design of the pavilions facilitate a variety of useful and useable external spaces directly adjacent to the school building

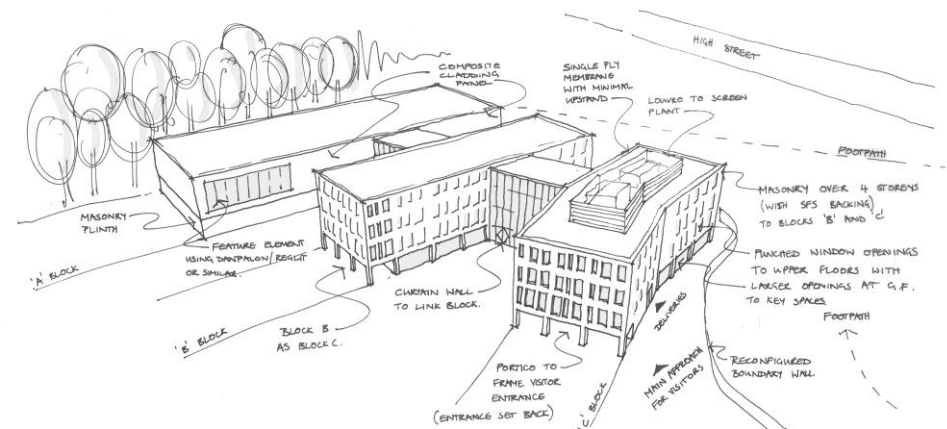
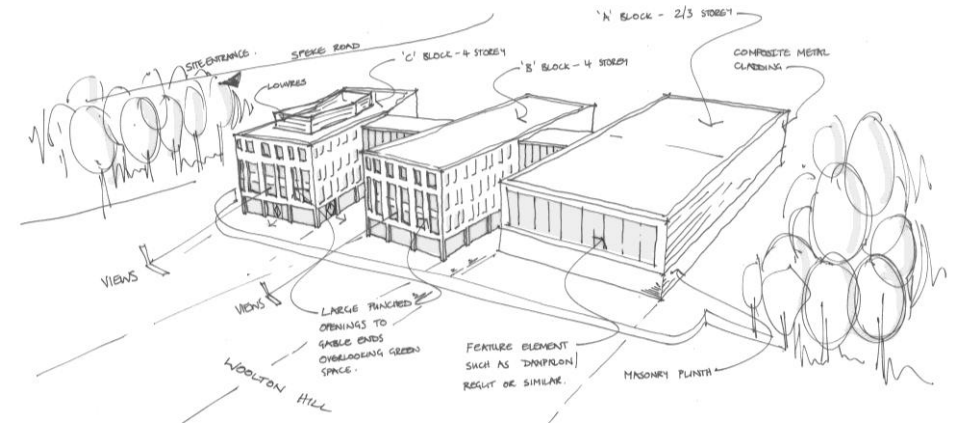


The design of the three pavilions has the following benefits:

- Key zones linked by a central useable circulation system.
- Pavilion layout supports a natural ventilation solution which means that the internal environment is more comfortable and more easily controlled by building users.
- Massing of building is broken down. This reduces the visual impact of the building to its surroundings i.e. High Street and to Woolton Hall
- The shape promotes positive external play and socializing uses.



Concept diagram for the three pavilion design



Early massing sketches



Landscape Masterplan showing the new design in its landscaped setting

Architectural Proposals

As outlined above, the design concept is three interlinked pavilions. Each pavilion is defined by its use and by the key school adjacencies required by the brief.

Pavilion A - Science, Technology, Engineering and Maths (STEM)

This houses the main visitor entrance and reception facilities, dining and kitchen at ground floor. Above this Science, Math's, ICT and Food Technology are housed, alongside essential office and storage space.

Main Entrance

The link between Pavilion A & B houses the main pupil entrance. Pupil access will be through the doors within this link up until 9am whereupon the entrance doors will be locked and all visitor and late pupil access will be via the Main Visitor entrance.

Pavilion B

At ground floor level, Pavilion B accommodates the Sixth Form Centre and the Learning Resource Centre to the Centre to the north. To the south of the main circulation route, essential senior team offices, and the Special Educational Needs (S.E.N) department are housed. Above this is the RE department and English Department at First Floor. At second floor level, there is a chapel to the north which benefits from views onto Woolton Hill, alongside the RE department. Placing the chapel and the RE department centrally is a key driver in the structure of the building. Above this is the Humanities department and Resistant Materials workshop.

Pavilion C (Sports and Community)

This pavilion houses the larger spaces such as the Sports Hall, Gym, Dance studios and Main Hall. As these are double height spaces and most likely to receive visits from the community, it makes sense to cluster these, from a

building use and efficiency viewpoint. This approach also offers security and safety benefits.

Above the hall spaces is the Art and Music Department alongside Technology teaching spaces. Once again it is logical to place acoustically sensitive uses together.

Internal Circulation

The design has been developed to minimise the amount of area given over to circulation.

Due to the Pavilion concept with the central link, this is dealt with efficiently in the design, yet the corridor arrangement is still present.

The key aspect of the circulation design is that we have sought to create a building that is legible and easy to understand/ navigate around.

The central link circulation system features two naturally lit spaces and each of these has a specific function. The link between pavilion A and B is the main entrance to the south. To the north, this space helps extend the dining area and also provides views north toward Woolton Hill. The link between B and C facilitates a community entrance and provides a covered area for pre match sports talks.

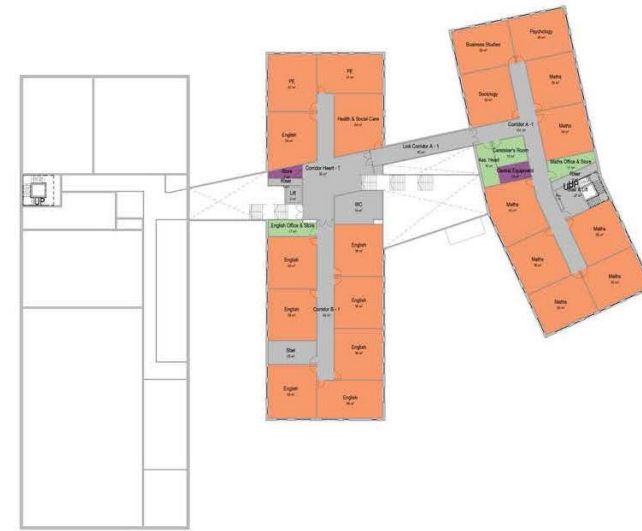
General principles of the internal circulation include:

- Level thresholds at all entrances
- Level access to the Main Entrance from the pedestrian site entrance.
- Appropriate provision and location of wheelchair accessible parking, with suitable resting points along the route to the main entrance.
- Avoidance of overly textured internal and external floor finishes.
- Provision of automated main entrance doors.
- Correct specification of internal door ironmongery to enable use by less mobile users.
- Provision of adequate contrast to internal finishes and fittings to enhance legibility for the visually impaired.
- Provision of induction loops at the reception desk and in other key spaces.
- Design of the reception desks to facilitate use by staff, pupils and visitors in wheelchairs.

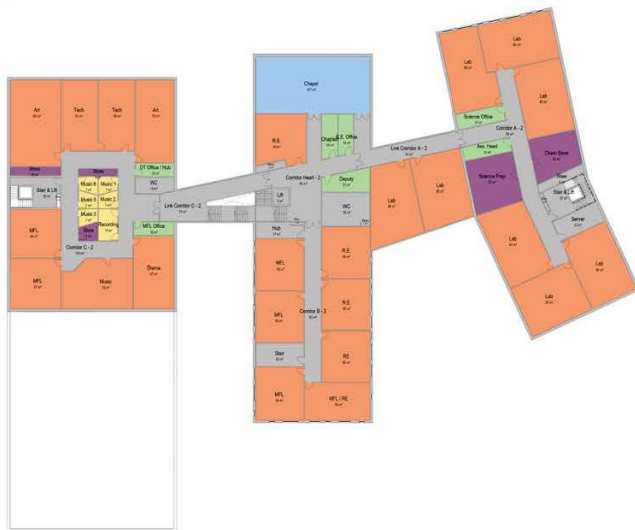
Ground Floor Plan



First Floor Plan



Second Floor Plan



Third Floor Plan



The floor plans of the proposed new building

Before and After Images.

3d visualization images showing the new building set within its landscape context.

Note the 3 pavilion and glazed links help to break down the overall massing of the composition.

A buff coloured brick has been chosen to create a good contrast with the trees and the landscaped surroundings.



Before development



After development



3d visualization image.

3d visualization image showing the new building Main entrance.

Note the splayed pavilions create a welcoming approach. Signage is minimal.

A buff coloured brick has been chosen to create a good contrast with the trees and landscape surroundings. The visitor entrance is framed with a portico and the catholic ethos is prominent.



3d visualization image.

3d visualization image showing the approach to the new building visitor entrance.

A buff coloured brick has been chosen to create a good contrast with the trees and landscape surroundings. The visitor entrance is framed with a portico and the catholic ethos is prominent.



3d visualization image. Aerial view

3d visualization image showing the new building in its landscaped setting.

The relationship between Woolton Hall is much improved and the building position allows long views toward the Hall.

The splayed pavilions at the entrance helps to further frame the listed building and improve its setting.

Site Overview



Aerial view showing adjacent land

3d visualization image showing the new building in its landscaped setting. The retained open space and adjacent development plot are highlighted. Note: The development plot does not form part of this application.

Site Logistics

Key Factors

A key factor in the development of the new school on an existing school site is the effect of the build on the current school. There are sub-factors to be taken into consideration which including safety, access and maintaining educational quality. As such, the adopted site strategy seeks to maximise on-site safety during the build process, whilst maintaining educational outcomes.

With the new building site established, the next consideration was the works required to enable the build on this site. Kier Construction Northern have developed a Site Logistics Plan which clearly explains the thinking behind the construction and planning of the project.

It must be noted, that in order to enable construction of the new building, several existing structures must be demolished or renewed:

These are as follows:

- Existing Sports Hall
- Ancillary accommodation
- Some circulation space
- Part of the existing Woolton Hall / School curtilage wall

The logistics of the demolition and new build is explained in the following diagrams:

St Julie's - Phase 1 (Temporary Car Park and Contractor Site Establishment)



St Julie's - Phase 3 (Construct New School)



St Julie's - Phase 2 (Initial Demolition of Sports Hall & Part of RE)



St Julie's - Phase 4 (Demolish Existing School)



6 Landscape Design

At the commencement of the design process a formal design brief for external areas had not been prepared, instead the proposals for the wider site have evolved through a series of client engagement meetings at which they have been presented and discussed extensively with the client team, users, public and statutory consultees.

Through this process of iterative engagement and discussion the following design concepts have emerged;

- Conserve the identity and legibility of the school and respect the setting of the Grade 1 Listed Woolton Hall and the Conservation Area by retaining the existing site entrance from Speke Road, the tree-lined drive and the valued greenspace adjacent.
- Minimise potential conflicts between pedestrians and vehicles through relocating staff car parking to the rear of the site and introducing a fully accessible pedestrian route to the Main Entrance from Woolton Street.
- A building and landscape underpinned by principles of inclusion and the welfare of all with high levels of site security and safety moving around the site, enhanced by clear visibility across site.
- Provide accessible, legible routes through the school site that avoid the need for steps or retaining structures, where possible winding pathways down the site to provide all with a safe and secure environment.
- Create distinct but interlinked spaces for external recreation and social use
- Create wide open play spaces, attractively landscaped, that allow long views and a feeling of space and freedom

- Provide spaces that allow for both passive contemplation of the natural world and active participation in outdoor activities such as horticulture.
- Provide a solution that integrates sports and community use in a holistic manner
- Views from inside to outside, with wide and long vistas, to be as important as views from outside to within.
- Mitigate any tree losses required through a replanting programme.

External Areas

The current site comprises the following breakdown in external areas within the secure boundary (as categorised within Building Bulletin 103);

- Hard Sport Area (Games Courts): 4270m²
- Soft Sport Area (Playing Field or smaller grassed space): 1648m²
- Hard Social and Recreational Play Area: 1691m²
- Soft Social and Recreational Play Area: 2141m²
- Habitat: 18,321m² (the woodland area to the west of the school)

The periphery of the site, including site access road, is fenced from the core school areas with useable external spaces focussed at the centre of the site. The existing arrangement of existing external spaces has a slightly haphazard layout, with most spaces taking the form of semi-enclosed courtyards in space left over after buildings were constructed. The result is that external recreation and play takes place in a fragmented fashion and spaces are difficult to supervise. Where changes in level occur across the site use of many spaces also requires negotiating extensive flights of steps.

Most of the hard play spaces are focussed on social activity, with large, freestanding structures and tensile canopies introduced to provide shelter from wind and inclement weather. On the periphery of the site, the smaller, soft spaces have evolved as horticultural areas or as a memorial garden. The sloping, lawn area at the front of the site is also used during summer months for athletics and other sports.

The proposed changes to the external areas as a result of development can be summarised as follows;

- Hard Sport: small increase of 40m² to 4310m²
- Soft Sport: remain at 1648m²
- Hard Play: increase to 1810m² (incorporating 625m² hard play and social space at centre of the school, 525m² pupil entrance area, 220m² external dining area, 320m² 6th form area and 120m² drama breakout space)
- Soft Play: small reduction in space by 251m² to 1890m² (incorporating 1470m² additional front lawn, 640m² horticultural area and 300m² memorial garden).
- Habitat: a potential reduction of the area within the school curtilage is proposed in order to gift an area equivalent to twice the lost greenspace area e.g. 10% c. 5000m² for use by the local community, subject to further consultation between local interest groups and the council – this would not however reduce the area of woodland habitat, merely change its 'ownership'.

The redevelopment proposals seek to rationalise and minimise the footprint of the school building in order to consolidate open spaces in a cohesive zone, mostly to the south of the new school buildings. This provides the following benefits;

- A large area of south-facing, play space for active recreation
- Defined areas to the north of the building for more passive recreation, including external dining and 6th form use

- Complementary spaces for sport and activity, linked by an accessible pedestrian route for school and community use
- Reduction of obstacles to movement, for example excessive flights of steps
- Retention of valued greenspace at the front of the school
- Replacement of existing valued spaces such as the horticultural zone and the memorial garden
- Good levels of natural surveillance due to proximity to staff rooms and office areas

Sports Provision

The existing school occupies a constrained site, a large portion of which consists of mature woodland and the remainder largely occupied with a variety of school buildings interspersed with a patchwork of hard and soft landscape. The site does not include any areas that could be described as 'Playing Field', as described within Sport England's 'A Sporting Future for the Playing Fields of England' i.e. land occupied by at least one Playing Pitch; a delineated area, which together with any runoff area, is of 0.2 hectares or more. A grassed area of 1648m² at the front of the site is used for sport, but has an average gradient of 1:22 which is inadequate for formal sports use such as football or athletics. Two long jump pits are situated on the edge of this space, however the run up to the long jumps is across an area of tarmac and an unevenly paved footpath, presenting a risk of trips or slips. The grounds to the school also include two tennis courts (2008m² and 2262m²) to the south of the site, however Sport England guidance states that, "Golf courses, tennis courts and bowling greens are not included within the definition." Due to the shortfall in external sports provision at the school they rely on the use of off-site facilities to deliver their sports curriculum. Part of this off-site provision includes informal use of the Woolton Hill greenspace e.g. for cross country running via a gate in the northern walled boundary.

The redevelopment proposals will lead to the loss of the existing area of courts to the south of the school but seek to retain the area provision within the new school boundary. The existing greenspace to the front of the site

will be preserved in recognition of its value for sports use and for its contribution to the setting to the Listed Woolton Hall. A new 3 court multi-use games area, 2190m², will be developed in close proximity to the Sports Hall. This will be constructed to Sport England standards for netball and tennis with permeable macadam surface, 3 metre high ball stop fencing and floodlighting to allow community use out of hours. Lightspill calculations and diagrams have been prepared to ensure that Woolton Hall is not detrimentally affected by light pollution with additional tree planting and soft landscaping introduced to the southern boundary to provide a subtle screening effect to soften views. A 2120m² Games Court area will be constructed closer to the school entrance to provide a further 3 netball / tennis courts and an extended hard play area for pupils. Due to its proximity to the Hall it will be constructed with 1.2 metre high ball stop fencing to its boundary and there will be no floodlighting to this facility.



Tree Removals and Retention

Refer to Cass Associates drawing 1206/109 and the following documents:

- SEP Tree Survey Plan (for School Redevelopment Site) - S10265-AR
- SEP Tree Survey Report (for School Redevelopment Site) - S10265-TR
- ACS Arboricultural Report (for part of the Woodland Area) - 313_AR-R

To the west of the school is a large area of predominantly Beech woodland that adjoins the Woolton Woods public open space. This area is not open to the public being bounded by a high stone wall. It is accessible from the school via a gate in the steel weldmesh boundary and is infrequently used by the school. The woodland is considered significant both for the contribution it makes to the setting of the Conservation Area and the Grade 1 Listed Woolton Hall, but also due to the Veteran trees it contains and its ecological value. Historic maps identify that the woods were originally part of the grounds of Woolton Hall and the Heritage Statement notes that the woods have Aesthetic Value as evidence of the attractive grounds of a country house. The Arboricultural Report estimates the age of some of the larger trees as between 240-282 years, suggesting planting during the mid-eighteenth century. The woodland is also listed in the National Inventory of Woodland and is identified as a Deciduous Woodland Biodiversity Action Plan Priority Habitat. It is also considered a habitat worthy of conservation for bats, breeding birds and badgers.

An Area Tree Preservation Order was made in 1980 for all trees in existence at that time in area 'A1' located within the grounds of Woolton Hall and Notre Dame Convent. This covers all land currently within the school ownership site, as edged in blue on the aerial plan shown on page 17 of this document. Within the core of the school site are a number of mature trees and of varying quality, with evidence of active crown reduction to many of the trees. Adjacent to the Speke Road frontage and along the Main Drive are a number of mature Beech trees that may be remnants of original planting to the Hall drive shown on historic maps. Elsewhere the mix of tree species includes a high proportion of Sycamore with some Willow, Field Maple, Ash, Horse Chestnut and Silver Birch. The locations and age of these species

suggests their planting was contemporary to the construction of the school in the 1970s and these trees are therefore considered to be less significant to the setting of the Conservation Area and Listed Hall.

The presence of significant trees (and their Root Protection Areas) adjacent to and within the site is considered to be a limiting constraint to development. During the options appraisal requests to develop the school on the Speke Road-fronting greenspace and within a portion of the woodland to the west of the site were considered. In both these locations the value of the trees (due to the contribution they make to the setting of the Listed Building and the Conservation Area and their ecological value) was considered to be high enough to preclude development within these areas.

The current site layout seeks to retain the area of woodland adjacent Woolton Woods, also the significant trees close to the Speke Road entrance by preserving their setting within an informal greenspace at the front of the school. Within the core of the school site removal of later tree plantings will be required to assist with demolition works, to create sufficient development area (and avoid additional encroachment into greenspace) and to allow key

Survey ID	Grade	Common Name	Description	Reason for Removal	Proposed Mitigation
T31	C	Sycamore	Cluster of three trees located within an existing courtyard	Trees are located within middle of development site	10No. trees planted alongside southern boundary
T32	C	Willow			
T33	C	Sycamore			
T41	B	Willow	Group of two trees located between buildings	Trees are located within middle of development site	11No. trees planted alongside the central circulation route, providing wayfinding, amenity and greenery within central areas
T42	B	Willow			
T54	C	Sycamore	Two smaller trees at the edge of a large Sycamore group to west of Woolton Street, currently outside the school boundary	Tree removals in this vicinity required to create sufficient space for development and to assist sightlines along the boundary.	8No. trees planted along to north and south of main access road
T55	C	Sycamore			
T56	C	Cherry	Two small trees located close to the northern walled boundary, possibly self-seeded.	Tree removals in this vicinity required to create sufficient space for development.	21No. woodland trees and shrubs planted adjacent north-west boundary to enhance ecological value of site boundary
T57	C	Sycamore			
Group B	B/C	Sycamore	Group located within a semi-enclosed courtyard	Trees are located within middle of development site	10No. trees planted alongside internal access road

external recreational and social spaces e.g. the MUGA to be constructed. Where possible, only trees that are assessed as Grade C or below are removed. The table above identifies the tree removals that will be required to facilitate the proposed Development;

Ecology

An Extended Phase 1 Habitat Survey was undertaken in October 2014. This notes that the broad habitats on the site include amenity grassland, broadleaf woodland plantation, mixed woodland plantation, buildings and hard standing. The most habitats considered most valuable for conservation are the woodland habitats (for bats, breeding birds and badgers) and the mature trees which have some potential as suitable as roosting and foraging sites. The report recommends the inclusion of native tree and shrubs into the landscaping and planting screens wherever possible to supply food for insects during the summer and food for birds during the autumn and early winter.

Hard and Soft Landscape Proposals

Refer to Cass Associates drawings 1206/100, 1206/101, 1206/ and 106/112.

Hard Landscape

The predominant hard landscape material within the existing school site is macadam, with minimal areas of paving at the Main Entrance and some bound gravel to perimeter parking areas. Within the new development macadam will be used to provide a unified appearance to core sports and play facilities and address changes in level without the need for cuts to paving units which may work loose and create latent trip hazards. Within the entrance area at the front of the school, block paving will be used to provide uplift to areas of public realm, creating an improved arrival experience for visitors and reinforcing pedestrian and cyclist priority over vehicles.

Seating opportunities will be provided along key routes and at the edge of key social spaces, either through provision of individual benches or through incorporation of low seating edged that will provide a retaining element to areas of planting.

Where possible, changes in level between buildings have been designed to avoid the need for complicated arrangements of steps and ramps. Where a change in level occurs between the pupil entrance, the central social space and the Sports Hall entrance, two simple set of steps will be introduced to allow a flow of movement through the space. A graded route at 1:21 or less will also be provided around the perimeter of the space allowing step-free access for visitors and pupils to the Sports hall and intermediate facilities such as the Games Court and the MUGA.

The design of all external hard landscape routes and spaces will follow the guidance set out in Building Regulation Part M, BS8300: Design of buildings and their Approaches to Meet the Needs of Disabled People and Liverpool Council's Design for Access for All SPD.

Soft Landscape

Extensive tree planting is proposed primarily to mitigate the loss of predominately 'C' rated trees within the core of the site and minor losses near the northern boundary. Soft landscaping will also be used to provide the following contributions;

- Provide amenity to the semi-enclosed courtyard spaces to the south and north of the building
- Provide definition and seasonal interest along the main pedestrian / cycle route to the school entrance from Speke Road
- Reinforce the local character and setting to the Conservation Area and Listed Hall along the new single track road
- Provide intermittent screening and amenity to the boundary between the school and the future residential development site
- Enhance the setting of the new school within views experienced within the Conservation Area, for example reinforcing views along the main drive and framing and filtering views from High Street

7 Access and Movement

Legibility and Wayfinding

The redevelopment proposals for the St Julies site have carefully considered how best to improve accessibility and way finding for pupils, staff and visitors to the school.

The site is currently accessed from a single entry point on Speke Road, through a stone boundary wall constructed in the early 20th century framed by mature tree planting which screens the school from the road. A steeply sloping access road leads around the entrance to the main car parking areas to the north and west of the school. Visitor and disabled parking at the school is minimal, leading to congestion outside the school entrance which hampers the pedestrian approach from Woolton Street or along the main drive.

As the stone wall and mature trees contribute to the character of the streetscape, major works to alter access routes from Speke Road have been avoided. As a minimal intervention, the sections of entrance wall beyond the gate opening will be taken down and reconstructed at 90 degrees to allow

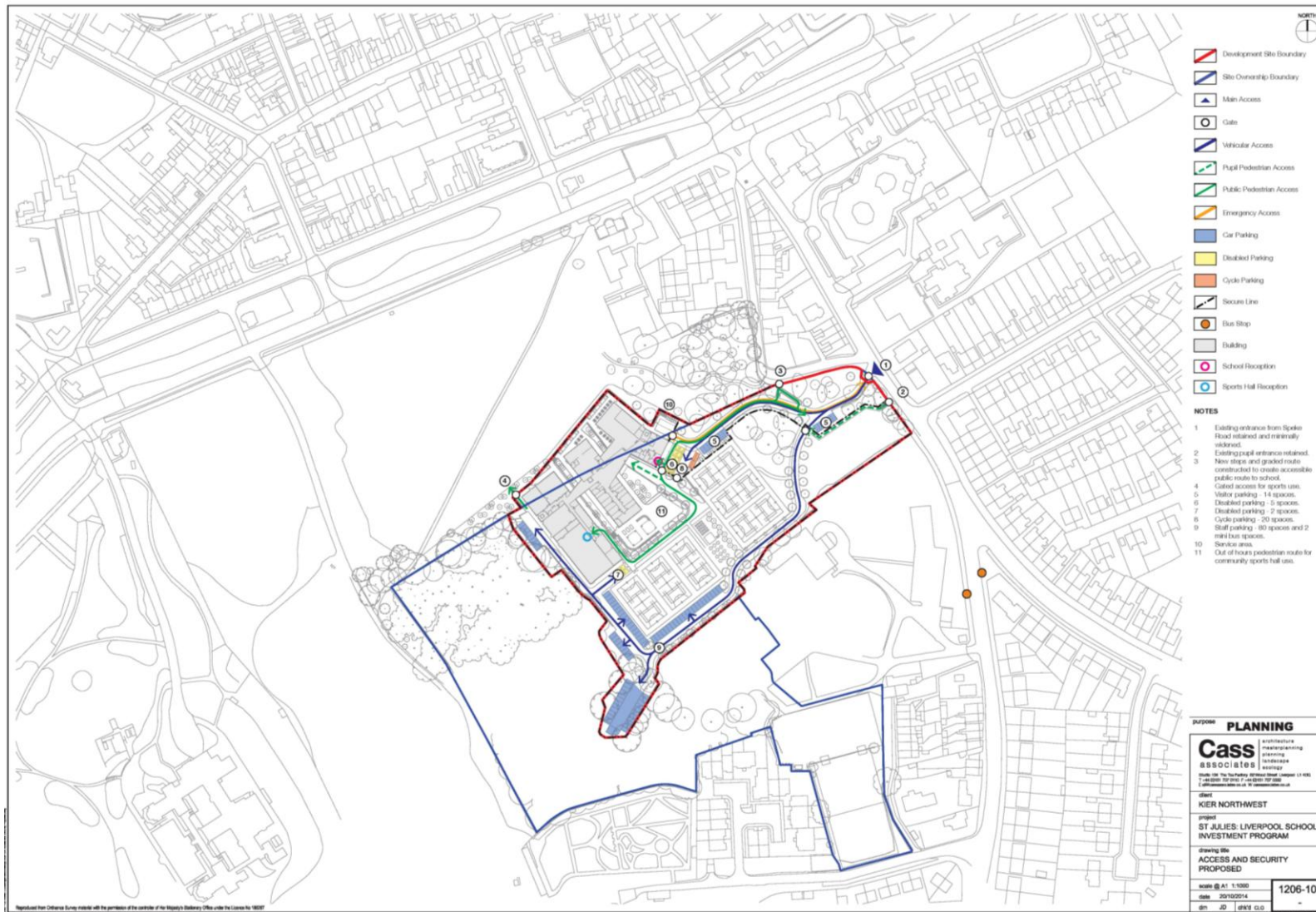
clearer passage for larger vehicles. The existing main drive will be retained, providing a clear, legible route to the main entrance for visitors. Upon entering the school grounds by vehicle, the access road will separate into two directions – towards the main school entrance or to the main staff car parking areas. Signage erected at this location will direct drivers accordingly. Provision of visitor parking spaces along the route will avoid unnecessary congestion outside the main entrance.

Both pedestrian accesses (from Woolton Street and Speke Road) will be retained and are provided with footpaths (separate to carriageways) leading directly to the main school entrance. A new pedestrian footway constructed alongside the Main Drive will provide direct, accessible and safe connection from pedestrians to the new entrance plaza.

The building design and access routes help to define and direct pedestrians and motorists towards the entrance. Signage, integral to the elevation treatment and building design identify the use of the building and accentuate its identity.



The existing access and security arrangements at St. Julie's



The proposed access and security arrangements at St. Julie's

Vehicle Access

Approximately 65% of students travel to school by sustainable transport modes at present, and it is hoped to improve upon this figure through the Travel Planning exercise.

The existing vehicle entrance from Speke Road will be maintained as the sole vehicular access to the school and will be minimally widened; two sections of wall beyond the existing school gates, approximately 0.5m in length will be realigned and the adjacent embankments minimally regraded to ease the passage of larger goods and delivery vehicles into the school site. The existing route of the Main Drive will be retained up to the new school entrance to provide access to 5 disabled bays adjacent the school entrance, also 14 visitor parking spaces adjacent to the pedestrian footpath. Disabled spaces will be provided within 50m of the building entrance, the location of visitor spaces are more remote as these have been influenced by the need to minimise construction within the Root Protection Areas of retained mature trees. Disabled car parking spaces will be clearly sign posted from the site entrance with signage at each bay to reinforce that bays are reserved for blue-badge holder disabled motorists only.

Refuse, scheduled deliveries and emergency vehicles will also use the single access road from Speke Road. A refuse collection area and external plant room have been located close to the school kitchen, with a vehicular turning area provided between the two. This allows for the safe and efficient delivery of goods, and collection of refuse, away from the main student areas.

The short section of drive that formerly led to Woolton Hall will be retained and extended along the southern boundary of the school to provide a link to existing staff car parking areas behind the school. These will be extended to create a total of 80 spaces so that all staff parking will take place to the rear, removing parking from the vicinity of the Grade 1 Listed Woolton Hall. These rear parking areas will also be used out of hours for community use of the Sports facilities, therefore 2 additional disabled places have also been located within 50 metres of the Sports Hall. The road link will be designed as a modest single track carriageway (yet suitable for emergency vehicle access if required) with two discrete passing places.

Pedestrian Access

The existing school drive has a steep slope up from Speke Road with a gradient of around 1:8 in places and no formal footpath provision alongside the carriageway. At the beginning and end of school bay a path is provided through the grounds of the school for pupils, fenced from the public areas. This is reached via a flight of approximately 12 steps from Speke Road, which are gated and locked during school hours. Members of the public currently use a gated route through the boundary wall on Woolton Street which has approximately 6 steps. There is no level access to the school.

As part of the design process the access arrangements have been reviewed to understand how an accessible approach to the school could best be achieved. The existing pedestrian access points at Speke Road and Woolton Street link very conveniently to nearby bus stops, serving destinations from the south of Liverpool, through to the city centre, therefore retaining access points in these general locations was considered to be the most appropriate solution.

At Speke Road the greatest change in level occurs along the Main Drive which has a gradient of 1:8 in parts. To overcome the change in level (61.53 AOD to 64.50 AOD) without a stepped approach would require a graded route in excess of 60 metres. The design team considered that the length of this route would be unnecessarily onerous and were also concerned at the extent of regarding and associated tree removals that would impact adversely on the mature streetscape along Speke Road. Similar issues were faced when considering the removal of the stepped pupil route from Speke Road.

Redeveloping the existing public approach to the school from Woolton Street was considered to be the most beneficial option for a number of reasons. The existing level change at the steps is much shallower (64.03 AOD to 65.19 AOD) and can be overcome by introducing a short length of graded route alongside a reconfigured stepped approach which would be rebuilt to achieve current standards of accessibility.

This access will be linked to the building entrance by a new length of footpath constructed alongside the entrance roads, linking to the new entrance plaza space. This route will provide greater degree of segregation than the current shared access drive and alleviate potential conflicts between pedestrians and vehicles.

Cycling

The school is located on roads which are not particularly encouraging to the young cyclist. However, a safe cycle route has been identified between the school, and Halewood Village, (crossing the Trans Pennine Trail). It is proposed to erect signage along this route, and to promote the route to relevant students and staff wishing to cycle to school.

The school currently has 5 cycle stands located at the edge of one of the main external play areas, however these are not covered and are infrequently used, only by staff. As part of the redevelopment 20 covered cycle parking spaces will be provided adjacent the main entrance for ease of use by both the school and the community. They will be in view of the main office allowing close supervision by administration staff. Should future additional cycle parking demand reach 80% of supply the number of cycle parking spaces will be increased.

Signage

The St Julie's School logo will be clearly displayed on the front of the new building, above the pedestrian entrance. The design of the building is such that the new main pedestrian approach has good context with the immediate surroundings; with the public realm to the front of the site drawing students and visitors towards the main entrance, and the doorway into the building being very obvious and legible.

Visitor car parking and disabled car parking will be clearly signed immediately upon accessing the school grounds, with car park spaces for visitors identified with signage/road marking. The route for service vehicles to take to the delivery/refuse collection area will also be clearly signed immediately upon accessing the school grounds.

Security

The existing school site is enclosed within a secure boundary and access to the internal school areas is controlled via Reception at the Main Entrance. Gates to the Speke Road vehicle entrance and the Woolton Street pedestrian entrance are currently left open throughout the school day but closed at weekends and holidays. The gates to the pupil entrance from

Speke Road are open only at the beginning and end of school day, to allow pupils behind the secure line (a steel weldmesh boundary) to the school Dining Room where they gather prior to Reception. Access to car parking areas to the rear of the kitchens is open, with a controlled gate securing the rear areas to the west of the sports hall and within the woodland.

St Julie's School is separated from the open ground immediately to the north and from Woolton Woods to the west by a red sandstone wall which varies in height from 2-4 metres. The wall is mostly of rubble construction in random coursing, although small areas have been built in coursed rubble stone and it mostly has a ridged stone coping. The Heritage Statement notes that map evidence shows that the wall was built between 1893 and 1904 and is not contemporary with any of the building phases of the hall, therefore has limited landscape significance. To the south of the school the site boundary is more convoluted, consisting of steel weldmesh fencing connecting the rear of the Chapel to the tennis courts. The ownership boundary then strikes through between the Chapel and the former accommodation block. Between Woolton Hall and the school the boundary is a mix of chain link fence (school side) and steel railings and close boarded fence on the Hall side. Closer to Speke Road a line of tall coniferous trees forms a dense screen between the Main Drive and the Hall.

Following the redevelopment the school's secure line will remain in a similar location along the eastern boundary to that occupied currently. The weldmesh fence panels to the back of the pupil footpath will be slightly adjusted to reflect the additional visitor parking spaces and the increased splay in the entrance arrangement as a result of re-orientating two lengths of wall approximately 1.2 metres long behind the school gates. These sections of wall will be reconstructed to match the existing wall. Vehicle and pedestrian gates will be installed at the entry to the rear access road and the line of fencing continued to enclose the two grassed lawn areas and the games courts to the front of the school. The fence will then wrap the edge of the entrance plaza and connect to the corner of the Block A, to the west of the new visitor entrance. Pedestrian gates within the boundary will allow access to the separate pupil entrance at the beginning and end of the school day. These gates will also allow pedestrian access to members of the community outside school hours to access the Sports Hall and other community facilities within Block C. Outside these times the gates will be locked to prevent unauthorised access. Although there is no requirement for a fire tender to access the perimeter of the building in case of fire, a set of

vehicle gates are to be installed within the boundary to allow access by occasional maintenance vehicles or equipment. To the east of Block A a new set of pedestrian and vehicle gates will secure the entrance to the service yard, allowing access for deliveries, refuse collections and utilities at agreed times. A short length of new stone wall will complete the secure line at the front of the site, extending to the retained stone wall where it runs to the rear of the woodland block near Woolton Street.

Along the southern perimeter, a steel, open mesh, panel fence 2.4 metres high will be used to provide a secure boundary between the Grade 1 Listed Woolton Hall, the future development site and the school grounds. This will allow clear sightlines to the northern elevations of the Hall from the school and minimise visual impact. New hedging will be planted along the boundary to provide a formal landscape treatment and this will be supplemented with specimen tree and shrub planting to provide seasonal interest for school users and adjoining properties. The western perimeter will remain for most of its length, supplemented by a short length of additional fencing to enclose the new southern-western boundary.

To the north of the school the encroachment of the school buildings will require the removal of approximately 113 metres of the existing stone boundary wall, which has been discussed with both the Local Planning Department and English Heritage. It is acknowledged that the wall is a much later addition to the Hall and as such, it has been suggested that rather than rebuild the wall to the current design on the new boundary alignment, the boundary should be reinterpreted through re-use of the stone walling materials in a manner which suits the function of the wall as a secure school boundary. The proposed boundary treatment will incorporate sections of 2.4m high solid, freestanding wall constructed from steel gabion baskets faced with the existing walling stone, to a detail agreed with the LPA and English Heritage. The sections of wall will be used to frame views between the Blocks and the park and to provide screening of external pupil recreation and social spaces. Sections of fencing will be introduced within the boundary to break up the massing of the wall and allow glimpses into the park and back into the school landscape. These will be installed flush to the outer surface of the wall, to minimise hiding spaces along the perimeter, with hedge planting on the school side of the boundary providing additional seasonal screening and amenity.

8 Planning Statement

The Planning Statement has been prepared to accompany an application for planning permission and listed building consent submitted by Kier Construction Northern in relation to proposed extensions, alterations and reconfiguration at St Julies Catholic High School, Woolton, Liverpool

Submitted Documents

In addition to this statement and the plans and drawings submitted, the application is supported by the following documents:

1. Planning & Listed Building Consent application forms and plans,
2. Planning, Design and Access Statement
3. Heritage and Conservation Area Statement
4. Transport Assessment
5. Travel Plan and MASA
6. Tree Report and Woodland Report
7. Extended Phase 1 Habitat Survey
8. Flood Risk and Drainage Strategy
9. Lighting Assessment
10. Landscape proposals
11. Geo Environmental Reports Phase 1 and 2
12. Statement of Community Engagement (Appendix)
13. Construction Method Statement with Logistics and Phasing Plans
14. Noise Impact Assessment

Structure of Statement

This Planning Statement contains the following:

- Background to proposal,
- Principle of development,

- Description of the application site and adjacent surrounding area including:
- Description of the development proposal
- Planning history
- Identification of key relevant national and local planning policies and guidance
- Consideration of the relevant planning issues that arise and
- Conclusion and summary of the overall development

This Statement should be read in conjunction with the application plans, drawings and other supporting documentation.

Background to Proposal

Proposals to rebuild St Julies on the former Lower Lee and Palmerston school sites located off Beaconsfield Road were explored and extensive public consultation was undertaken.

That proposal has been abandoned and it is now proposed to redevelop the school predominantly on its existing site. The current site is however very constrained by existing buildings, and given the size of the school and the redevelopment area required, the existing site would not be large enough in itself to enable a replacement school to be built whilst the current school is operational.

Principle of this development in this location

Following his election in 2012, Mayor of Liverpool Joe Anderson pledged to develop a Liverpool Schools Investment Program (LSIP) in order to provide high quality school environments across the city; this will include the refurbishment and building of 12 hi-tech, secondary, primary and special schools.

The City Council has considered this and has set out proposals to improve Liverpool's educational, regeneration and economic objectives in order to stimulate stronger communities focused on delivering local economic regeneration and address the needs of schools and its pupils.

The proposal will transform the existing educational offer to St Julie's students. St Julies Catholic High School, although performing well academically is currently operating in very dated premises and many of the buildings are in a poor state of repair. The site, itself in use as school since 1970, consists of 3-5 story buildings including the Convent of Notre Dame. The school has been much extended over the years resulting in a convoluted and inefficient layout.

The architectural response to the requirements for the school has been developed through significant dialogue with key members of staff from the school, the design team, the sisters, schools governors, ward councillors, local residents and local amenity groups, including The Woolton Society and representatives from the local authority. The vision, ethos and educational requirements for St Julies have evolved through the engagement process and the proposal reflects the overall requirements to deliver the curriculum for St Julies Catholic High School.

Description of the application site and adjacent surrounding area

The application site relates to the existing St Julies Catholic High School site and the provision of a new school adjacent to the existing (followed by demolition of the existing school) with access to the site in the existing location off Speke Road. The application site is located off Speke Road and includes the incorporation of a small area of the adjacent open space and the creation of a new boundary to the northern part of the site. The current school is situated in Woolton Village adjacent to the park known as Woolton Woods and within the Woolton Village Conservation Area. Immediately to the south west of the school is the ornamental garden situated within Woolton Woods.

The school is well served by public transport with bus stops located on Speke Road and High Street. The school site is within what was the original grounds of Woolton Hall, bounded by a high sandstone wall and in parts mature vegetation which screens the existing school well from Speke Road. It is also screened fully by mature trees in Woolton Woods to the west, but is prominently visible from High Street across the open field part of adjacent Woolton Woods to the north.

It is bounded to the south and east by residential properties, particularly

those along Speke Road and School Lane. The majority of these properties are predominantly semi detached properties consisting of two storeys. On the roads adjacent to the proposed site the dwellings are 2/3 storeys and include well preserved terraced and or detached housing, some of which are listed dwellings to the north south and west of the site.

There is a grade I listed building (Woolton Hall which dates from 1704) immediately to the east of the school.

There are various small buildings which have been built across the school site. The most recent buildings are the sixth form block, sports hall, a playground, and art facilities built in order to improve current services. The school site is predominantly hard surfaced with areas of concrete and tarmac in order to accommodate the school playground and some car parking facilities. There are 8 hard court multi sport courts to the south of the original site. The school also undertakes sporting facilities off site given the inadequate facilities on site.

Description of the development proposal

The proposal comprises the construction of approximately 10,000 m² to provide a new school accommodation split over 3 linked pavilions, up to a maximum of 4 stores; provision of new multi-use games pitches hard/soft play areas/ external landscaping new car parking provision and secure fencing.

Existing vehicular site access will remain as it currently stands i.e. off Speke Road. This access will be moderately reconfigured and forms part of an application for listed building consent.

Planning History

88P/2536 Part of the grounds of Woolton Hall Speke Road,
Proposal : To sever the cartilage of Woolton Hall Speke Road L25 and to erect a detached dwelling house with attached garage, approved with conditions 06-09-1991

O4F/2603 Woolton Hall, Speke Road, Liverpool,

Proposal: To convert Woolton Hall to a day centre on ground floor, with sheltered apartments on upper floors; to erect 4 storey block containing 61 no. sheltered apartments and layout associated car parking; lay out new driveway; erect disabled ramp to front of existing hall; carry out minor alterations to exterior of Hall in connection with its refurbishment and to lay out landscaping all in connection with use of former convent building (permitted to be used as residential care home for 28 persons- granted 7 August 2003) approved with conditions 19-12-2005

O2L/0686 St Julies RC High School, Speke Road, Woolton, Liverpool 25
Proposal: To erect replacement railings adjacent to Woolton Hall, and to widen pedestrian access to Speke Road approved with conditions 3.09.2002

03F/0667 St. Julies High School, Speke Road, Liverpool, L25
Proposal: To erect 2 Storey dining/class room extension, single storey dining room, single storey 6th form room extension, new entrance canopy and re-clad sports hall. conditions 15-04.2003

O6F/0559 St Julies R C High School, Speke Road, Liverpool, L25 Proposal: To erect a four storey extension at side for a new lift.
Approved with Conditions April 2006

Application No: 06F/1769
Proposal: St Julies R C High School, Speke Road, Liverpool, L25 To erect single storey extension within school complex approved with conditions 1-08-2006

There have been a number of applications approved within the school grounds for extensions in association with the school and applications have also been made for consent to carry out tree works.

Identification of Key Relevant Planning Issues

This section sets out planning policy guidance which has informed and must be considered in context of the development proposal. The National Planning Policy Framework (NPPF), the Liverpool Unitary Development Plan (2002) and Supplementary Planning Guidance Notes and Documents, together with the emerging Local Plan are documents which should be considered.

National Planning Policy Framework (NPPF)

This Framework came into effect on 27th March 2012 and sets out the Government's planning policies for England and how these are expected to be applied. The Framework re-iterates that planning law requires that applications for planning permission must be determined in accordance with the development plan unless material considerations indicate otherwise. The NPPF sets out the government's overarching objectives for the planning system. These include prosperity, people and places with a: *"Presumption in favour of sustainable development which should be seen as a golden thread running through both plan-making and decision taking"* paras (13-14).

The NPPF encourages the effective reuse of previously developed land. The St Julies school site complies with this principle in the NPPF and (UDP Policy EP1) as proposing the redevelopment of an existing site which is no longer fit for purpose.

The overarching purpose of the planning system is to contribute to the achievement of sustainable development. The NPPF identifies the need for the planning system to perform an economic, social and environmental role, supporting strong, vibrant and healthy communities by creating a high quality built environment with accessible local services that reflect the community need.

The 12 Core Planning Principles should be considered at each stage of the design development and be at the forefront of every design move.

Promoting Sustainable Transport

- promote more sustainable transport modes for the movement of goods and people
- Developments should be supported by a Transport Assessment / Travel Plan
- reduce the need to travel, especially by car
- Schools should be located within walking distance of most properties
- Safe and suitable access to the site can be achieved by all people

Requiring Good Design

- High quality and inclusive design for all development including buildings and public/private spaces
- Optimise the potential of the site to accommodate the development
- Create safe and accessible environments
- Are visually attractive as a result of good architecture and appropriate landscaping
- Planning policies / decisions should address the connection between people and places and the integration of new development into the natural, built and historic environment
- Working closely with those affected by the proposals, taking account the views of the community

Promoting Healthy Communities

- Safe and accessible developments containing clear and legible pedestrian routes and external space that encourage the active and continual use of public space
- Guard against the unnecessary loss of valued facilities
- Ensure an integrated approach to considering the location of housing, economic uses and community facilities
- Ensure that sufficient choice of school places is available to meet the needs of communities
- Use of green space designation not appropriate for all green areas, designation should only be used when it holds particular significance, recreational value or richness of wildlife

Meeting the Challenge of Climate Change

- When determining planning applications authorities should ensure flood risk is not increased elsewhere and only consider development appropriate

in areas at risk of flooding where informed by a site specific flood risk assessment and it can be demonstrated that:

- Within the site, the most vulnerable development is located in areas of lowest risk
- Development is appropriately flood resistant including safe access and escape routes where required.

Policy and Design

The NPPF paragraph 8 is clear in its intentions to achieve high quality design. It identifies the contribution that well designed buildings and places can make to improve the lives of people and communities.

Paragraph 9 identifies that pursuing sustainable development can involve seeking positive improvements through the replacement of poor design with good design.

Paragraph 17 sets out that securing high quality design is one of the 12 key principles of planning.

Paragraphs 56-68 add more detail to this principle, seeking to ensure that 'developments... establish a strong sense of place, using streetscapes and buildings to create attractive and comfortable places to live, work and visit;.... are visually attractive as a result of good architecture and appropriate landscaping.'

The NPPF encourages the effective re-use of previously developed land.

The NPPF promotes the delivery of social, recreational and cultural facilities and services that the community needs and states that the LPA should *"plan positively for the provision and use of shared spaces, community facilities (such as local shops, meeting places, sports venues, cultural buildings, public houses and places of worship) and other local services to enhance the sustainability of communities and residential environments..."* (para 70)

With particular regard to the current proposal the NPPF has a specific section on transport, which sets out the principles for promoting sustainable transport. This should be achieved by requiring developments to submit a Transport Statement or Transport Assessment.

Decisions and plans should take account of whether the opportunities for sustainable transport modes have been taken up and whether safe and suitable access to the site can be achieved for all. Development should only be prevented or refused on transport grounds where the residual cumulative impacts of the development are severe.

In addition to the Transport Assessment a Minimum Accessibility Standard Assessment (MASA) has been prepared by Finders Chase. The detailed Transport Assessment should be read in conjunction with the MASA.

Chapter 12 of the NPPF requires planning applications to be determined taking into consideration the direct and indirect effects of an application on the significance of designated and non designated heritage assets.

Local Planning Policy and Guidance

Liverpool City Unitary Development Plan (UDP) was adopted in 2002. It remains the adopted statutory document for making planning decisions in Liverpool until it is replaced by the new Local Plan. The new Local Plan is at an early stage in its development.

The Emerging Local Plan - The following policies of the emerging Local Plan are the main ones relevant to the determination of this application and are considered to align with the principles, aims and objectives of the NPPF and therefore they are considered to carry due weight:

Strategic Policy 1: (Sustainable Development Principles)

Strategic Policy 23: (Key Place-Making and Design Principles)

UDP Policies - The following saved UDP policies are relevant to the determination of this application and are considered to align with the principles, aims and objectives of the NPPF and therefore they are considered to carry significant weight:

GEN 2 Open Environment

GEN 3 Heritage Design in the Built Environment

GEN 6 Transportation

GEN 7 Community Facilities

H4: Primarily Residential Areas

C5: Schools

HD1 Listed Buildings

HD2 Statutory List

HD5 Development Affecting the setting of a listed building

HD7 conservation areas

HD8 Preservation and Enhancement of Conservation areas

HD9 Demolition of buildings in conservation areas

HD10 Alterations of Non-Listed buildings in conservation areas

HD11 New development in conservation areas

HD18: General Design Requirements

HD19: Access for All

HD20 Crime Prevention

HD21 Energy Conservation

HD22: Existing Trees and Landscaping

HD23: New Trees and Landscaping

T9: Road Safety

T8: Traffic Management

T12: Car Parking Provision in New Developments.

OE11 Protection of Green Spaces

OE12 Enhancement of Green Space

OE3 Protection of Green Wedges

T6 Cycling

T15 Traffic Impact Assessment

T7 Walking and Pedestrians

EP9 Waste Storage

EP12 Protection of Water Resources

EP13 Flood Prevention

CABE Guidance - The new build proposals have been developed in line with CABE guidelines which are summarised below:

- A high quality design that inspires users to learn.
- A sustainable approach to design, construction and environmental servicing.
- Good use of the site, balancing the needs of pedestrians, cyclists and cars and enhancing the school's presence in the community.
- Buildings and grounds that are welcoming to both the school and the community while providing adequate security.

- Good organisation of spaces in plan and section, easily legible and fully accessible.
- Internal spaces that are well proportioned fit for purpose and meet the needs of the curriculum.
- Good environmental conditions throughout including optimum levels of natural light and ventilation for different activities.
- Well designed external spaces offering a variety of different settings for leisure, learning and sport.
- A simple palette of attractive materials, detailed carefully to be durable and easily maintained and to age gracefully

Community Involvement

Engagement with the local community has played a major part in the design development of the evolving scheme. The design team have engaged at every stage in the process from initial inception until submission of the planning application, to create a successful scheme which will directly enhance the lives of the local community and users of the site once complete.

The submitted scheme is fully inclusive and will reach out to the wider community. Parts of the building and facilities will be available out-of- hours, allowing the building to become a key community asset.

Please refer to Appendix 1. Consultation and Statement of Community Engagement document.

Other Consultations affecting Design Development

Through the design development process consultation was also held with other groups as listed below, all of whom had an influence on the design including accessibility aspects:

- Head teacher and school staff, school governors,
- Sisters of Notre Dame
- Archdiocese of Liverpool
- Local Authority, planning, highways team, urban design, accessibility and design, tree officer, local authority environmental protection unit.

- Police area liaison officer
- English Heritage
- Local ward councilors

The design team has carried out the pre-application process under Liverpool City Council procedures.

Details of these meetings are included within the Consultation and Statement of Community Involvement Document.

Consideration of the Relevant Planning Issues

The current St Julies school, despite achieving a high Ofsted report and recently investing in the improvement of its facilities is in dated premises, many of the buildings are in a poor state of repair, the layout is convoluted and not accessible for all users. The current school layout is such that facilities are inappropriate to deliver the curriculum to all, at the standard required.

The existing school site is constrained by the dated buildings and the site is not of sufficient size to enable a replacement school to be built whilst the existing school remains operational. Having explored a number of options it is proposed to incorporate a small area of land from the adjoining open space to facilitate the development.

The key development constraint within the proposal is the need to retain the existing school building whilst the new school is built. In addition the existing school site is located adjacent to the common boundary with Woolton Hall, a Grade I Listed Building. The school site is within Woolton Conservation Area and the other common boundary abuts a greenspace designated within Liverpool City Councils UDP as Green Space (within the Green Wedge).

Green Wedge/Green Space Designation

The site is designated within the UDP under policies OE11, OE12 and OE3 relating to the protection and enhancement of open space.

These policies state:

“OE11 – Protection of Green Space

Planning permission will not be granted for built development on part or all of any green space unless the proposed development can be accommodated without material harm to:

i. the recreational function of the green space, unless:

- *The development is ancillary to the use of the site for active or passive outdoor recreation and enhances its value for these activities;*
 - *The site does not lie in an area of open space deficiency or its development would not create an area of open space deficiency;*
 - *A replacement facility of at least equal quality and suitable size is provided at an appropriate location to ensure that an area of open space deficiency would not otherwise be created;*
 - *In the case of green space in educational use, the development is specifically required for educational purposes and that suitable and convenient alternative recreational facilities are available.*
- ii. The visual amenity value of the green space in terms of:*
- *Important vistas into and across the site;*
 - *Key frontages which are visible from a main road;*
 - *Important trees and landscape features, and the character of the site within the surrounding area; or*
 - *Its importance as open land in an otherwise closely developed area;*
- iii. its relationship to adjoining green spaces, particularly whether the development might destroy a valuable link between areas of green spaces; and*
- iv. Any known nature conservation value as identified in policy OE5.*

OE12 – Enhancement of Green Space

The City Council will seek to enhance the overall stock of publicly accessible green space by:

- i. improving the quality and management of existing parks, playing fields, golf courses and cemeteries;*
- ii. Pursuing opportunities for new recreational provision in areas of local open space deficiency as identified in this Plan, particularly on green spaces surplus to the City Council requirements for other purposes; and*
- iii. Providing new parks as identified on the Proposals Map”.*

It is submitted that these are not areas that are entirely excluded from development. The text of the policy is most helpful in this regard in that *“Indeed there may well be instances when upon detailed examination of a proposal it is concluded that the identified area has non inherent value worthy of conserving, and consequently there will be no conflict with the aims of the policy. Therefore in order to find the right balance between preserving urban green space and releasing land for development, a policy framework is required which allows development... In this sense, policy OE11 is not intended as a restrictive block on the development of green space in all cases, but allows the merits of a proposal to be considered against the intrinsic value of the particular green space in question, bearing in mind that the presumption will always be in favour of retaining the amenity value of the overall stock of green space”.*

In this instance the proposal relates to an existing school site and up to 5% of the adjacent green space fronting High Street. The function and outdoor facilities would not be changing in relation to the use of the remainder 95% of land. The total loss would be 5%, immediately adjacent to the boundary wall shared with the existing school.

Policy OE3 of the UDP (Green Wedge) seeks to protect and improve the open character, landscape, recreational and ecological quality of the area but does not specifically preclude development. The policy highlights a number of criteria which any proposal must be assessed against:

- The effect on the predominantly open character of the green wedge, or reduction in the physical separation between the existing built up areas;
- Requiring that where built development is permitted, such development has regard to the openness of the green wedge and the purposes of including land within it,
- that it accords with policy HD18 in terms of using materials and massing that are sympathetic to the character of the area, retains existing vegetation where possible and maintains a high level of landscaping; and
- (the Council will)- retain its own land in predominantly open uses and support proposals which enhance tree cover, enhance the recreational role of the green wedge, or offer uses and activities which accord with the open character of the green wedge.

Where new development is to be permitted in the green wedge it must have regard to the openness of the green wedge and the purposes of including land within it. The functions of the green wedge include:

- affording a valuable amenity for a large number of people;
- providing diverse recreational facilities;
- providing a mature ecological environment;
- containing buildings of historical, architectural and educational interest; and
- giving the appearance of a 'parkway' approach to the city along particular transport routes

Retaining the school here would have regeneration benefits city –wide, and local community and economic for benefits for the wider community and Woolton Village centre.

The proposed school will be located mostly on the current school site which is brownfield land but will require some land from the open field which is part of the green wedge. The character of the area when viewed from High Street and Speke Road is green and wooded.

There is also a strong view from High Street of the existing 4/5 storey school building across the open space.

The proposal will be designed to retain openness and would not materially alter the nature/character of the green space as the proposed land take would only be a limited area of the open space immediately adjacent to the boundary with the school, thereby minimizing any harmful impacts on the open character of the green wedge.

The recreational role of this area of the open space will remain. The proposed school building would replace the existing unsightly school buildings that are located to the rear of the sandstone wall bounding the school site and the green space. The taller school buildings are clearly visible from Woolton Village and are poorly designed in relation to the open space and this conservation area location. Various flat roofed, ad hoc extensions to the school are also visible.

Impact on Green Space

Policy OE11 generally resists built development on part or all of any green space unless the proposed development can be accommodated without material harm to the recreational function of the green space, the visual amenity value of the green space, its relationship to adjoining green spaces and any known nature conservation value.

The application site lies within part of an area designated as green space. However, the area of land upon which it is proposed to erect the new school facilities is the existing school site and essentially involves improvement and reconfiguration of the current facilities. An additional area of land, some 5% would be incorporated from the immediately adjacent green space. The overall development proposed (as detailed in the Design and Access Statement) is predominantly within the current school building envelope areas and within a boundary where a number of piecemeal extensions have taken place over previous years.

Furthermore the land upon which it is proposed to erect the three pavilion school, up to four storeys high, including the sports facilities are predominantly within the built area of the existing school. The projection of the pavilions into the green space is sensitively designed to respect the heritage influences as detailed in the accompanying Heritage and Conservation Area Statement.

Recreational Function

Due to the fact that the existing school site is currently private land and is used for recreational purposes, accessibility for local community use is limited.

It is proposed that the new facilities will provide integration with the local community with access at appropriate and designated times.

Visual Amenity

The visual amenity value of the green space must be considered as part of this submission. The existing school buildings are significantly screened from the public view from the west, south and east but are visible from the north. The existing buildings are an unsightly mix of materials, building form and height which have been constructed over the years in an ad hoc

manner. There has been no consideration to consistency within the site or the impact on the surrounding area visually.

The proposal for the new school will involve the loss of a small area of the open green space to the north of the boundary will but only approximately 5% of that space. The area of land where the loss will be made has no significant landscape features (other than the wall itself). The remainder of the green land will remain in the use which it currently has and the impact of the loss on this basis will be minimal.

It is considered that the current views from the north are towards the unsightly buildings of St Julies School and their replacement with a co-ordinated design for the new school buildings will enhance the view.

Links to other Green Spaces

The proposed development would not have a material impact on the visual links and open character to other green spaces.

Nature Conservation Value

The application site does not have a formal nature conservation value however the application has been accompanied by an appropriate Extended Phase 1 Habitat Survey.

Access and Parking

There will be no additional traffic generated as a result of the new school, as staff and student numbers will remain the same. In fact, through a school travel planning exercise it is hoped to increase the numbers of staff and students that walk, catch the bus, or cycle to school.

All the existing pedestrian and vehicle access points into the school grounds will be retained off Speke Road. The pedestrian access into the school from Woolton Street will be made fully accessible, (ramped access). Minor changes are proposed to the wing walls adjacent to the existing vehicular access from Speke Road to help improve visibility for exiting traffic. No new (additional) accesses are being implemented.

The numbers of car parking spaces at the school will stay approximately as at present, (103 at present, 101 spaces after completion). This is enough to ensure staff don't have to park on the streets around the school. Some spaces will be made available for blue badge holders, and some will be identified for visitors to use (close to the front of the school).

The provision of a new school in the location proposed will enhance pedestrian movement and safety throughout the area.

There are a number of findings following the Minimum Accessibility Standard Assessment which include:

- Minor adjustments to the existing wing walls at the vehicle entrance on Speke Road to improve forward visibility.
- Improving the bus stop closest to the school on Speke Road to make it accessible to all, (install bus access kerbs).
- Implement a signed cycle (safe) cycle route between the school and Halewood Village, (also linking to the Trans Pennine Trail).
- Minor safety improvements on Speke Road to give advance warning of the zebra crossing to drivers northbound on Speke Road.

The application is supported by a Transport Statement, a Minimum Accessibility Standard Assessment and an evolving travel plan. No additional traffic will be generated as a result of this development. Traffic

volumes, and capacities are maintained on the adjacent roads and junctions.

The Historic Environment

A Heritage Statement has been prepared to inform the proposal for the redevelopment of the St Julies School Site and adjacent land. It is included as a separate document and should be read in conjunction with the Design and Access Statement.

Residential Amenity

The principle of the proposal should be assessed against saved UDP Policy C5 (Schools); This policy states that planning permission will be granted for new schools or adaptation to existing schools and encourages the design of new facilities for children and the local community they are intended to serve.

This is subject to the development satisfying the other relevant planning policies and provided there is no adverse impact on residential amenity or highways safety.

The key development constraint with the proposal is the need to retain the existing school building in operation while the new school building is being constructed. The position of the new building is therefore restricted to the northern part of the site, which has informed the design approach of the proposal. The main building itself has gone through several design iterations as a result of detailed pre-application discussions prior to the submission of the planning application being considered and following community consultation events.

The proposal has been designed and developed through consultation to ensure that the residential amenity enjoyed by occupiers of the surrounding residential properties will not be unacceptably affected by the proposals. This is demonstrated by the supporting documentation submitted with the application.

In addition this scheme will ensure that construction takes place in accordance with best practice in order to minimise disturbance during this phase.

Noise

Noise is limited to traffic using the adjacent roads. It is suggested that no noise prevention measures would be required as a condition to the approval. A Noise Impact Assessment has been undertaken and is included within the planning submission documents.

Services

With reference to public utilities, along adjacent footpaths and roads there exists the usual services e.g. underground services, drainage systems, electric, gas and water.

Flood Risk

The Flood Risk Assessment (FRA) confirms that if the principles set out within report are followed and developed at detailed design stage the site can be considered to have a low probability of suffering from any form of flooding and to be proved as not increasing the probability of flood risk to other properties within the local catchment area.

Mitigation measures include providing a restriction of flows to the downstream public sewer network to ensure that there is no increase in flood risk to the downstream drainage network and providing attenuation facilities on site.

Air Quality Assessment

The proposals to construct a new school adjacent to the existing St Julies High School will not generate any additional traffic over and above the existing situation. The school is not being extended to take on additional students, and staffing levels will remain as at present. The overall proposal is to demolish the existing school on completion of the proposed new school.

Furthermore, the school is committed to an ongoing programme of measures to promote the use of sustainable transport modes by both staff and students, through their new School Travel Plan.

The development will not result in any change in traffic composition on the surrounding local highway network, (there will be no increase in HGVs, coaches etc) in the permanent situation.

Measures to improve the access and egress arrangements to the school will also help to ease any existing congestion that occurs on Speke Road.

Traffic flows are not anticipated to increase as a result of the proposed new school and therefore are not considered to have an effect on air quality. On the basis of the above it is not considered that the proposal requires a specific Air Quality Assessment.

Ground Conditions

A ground condition survey has been undertaken on the site and a Geotechnical and Geo-Environmental report confirms that there are no issues that cannot be mitigated, thereby complying with UDP policy EP2.

Other Issues

In association with the current proposal an application for listed building consent is incorporated.

Minor adjustments are proposed to the very ends of the existing "wing walls" at the existing vehicular gate on Speke Road, to set them back by approximately 0.5m. This will improve forward visibility for exiting traffic, and improve access for servicing vehicles, without compromising the context of the walls in their current setting. Plans and an appropriate method statement will be developed to support this aspect of the proposal to demonstrate the sensitivity which will be involved in demolishing and reconstructing a small portion of the sandstone wall.

The listed building consent also incorporates the works proposed in removing part of the boundary wall between the school and the green space to the north facing High Street.

Summary and Conclusion

School staff, pupils and local community would outweigh any potential objection. In this regard planning permission and listed building consent should be granted.

The proposal has been designed to give consideration to the functioning of the existing school and having regard to Woolton Hall so as not to impact on any heritage assets. In this regard it is considered to be compliant with saved Policies HD5, HD11 and HD18.

Reports prepared demonstrate impact on trees as a result of the proposal. A comprehensive landscaping scheme is part of the scheme to demonstrate careful consideration has been given to the wider setting.

It is submitted that the principle of, and design of a four storey school building, sports facilities, games areas with the laying out of hard and soft landscaping around the site would be acceptable. It is further considered that the development of the existing school site and the no more than 5% of the adjacent green space would not have a detrimental impact on the character or appearance or setting of any of the nearby heritage assets and would add to the visual quality of the street scene when viewed from High Street.

The proposal would not as demonstrated through the supporting documents impact on residential amenity or highway safety and will provide an appropriate level of replacement planting.

The application is considered to be in accordance with the relevant saved plan policies of the adopted Liverpool Unitary Development Plan 2002 (listed above) which is considered to align with the principles, aims and objectives of the NPPF. As such, the saved policies of the adopted UDP used in the assessment of this application are considered to carry significant weight. Our vision and objective is to leave a legacy to the local community through training, local employment and use of the local supply chain.

On balance it is submitted that the educational benefit and regeneration benefits a new school in the existing location would bring to St Julies High

Planning Statement Appendix 1

St Julie's Statement of Community Engagement

Introduction

This Statement of Community Engagement (SCE) has been prepared to accompany the St Julie's School planning application for:

"The construction of approximately 10,000 m² to provide a new school accommodation split over 3 linked pavilions, up to a maximum of 4 storey; provision of new multi-use games pitches hard/soft play areas/ external landscaping new car parking provision and secure fencing."

Existing vehicular site access will remain as it currently stands i.e. off Speke Road. This access will be moderately reconfigured and forms part of an application for listed building consent.

This SCE outlines the pre-application discussions undertaken with Liverpool City Council officers, parents, local amenity groups, ward councillors and the community, and how they have influenced the design of the development.

Planning Policy Framework

Paragraph 188 of the National Planning Policy Framework says:

"Good quality pre-application discussion enables better coordination between public and private resources and improved outcomes for the community."

Liverpool City Council (LCC) adopted their Statement of Community Involvement (SCI) document in 2013.

In accordance with the Localism Act 2011, LCC SCI, encourages pre-application consultation with the local community and Members at an early stage in the development process.

The design team understands the importance of engaging with the public at an early stage of the planning process and before submitting a planning application. In accordance with this, the applicant has consulted with Planning Officers, Councillors and the local community, local amenity groups (Woolton Village Residents Association), Secure by Design and English Heritage to seek their views in respect of the proposal before submitting a formal planning application to the City Council.

The section below explains how the pre-application discussions and the public consultation events followed the advice in the Liverpool City Council SCI.

Summary of Consultation Events

Pre-Application Discussions with LCC Officers

The applicants' team met with LCC on several occasions, on 5th November 2014 and 19th November 2014 when pre-application consultation took place with Liverpool City Council Officers to discuss the St Julies scheme. The LCC Officers confirmed that the principle of the proposed uses for the site was encouraged, thereby retaining the school in the Woolton area and that the overall design of the building as evolving appeared to be in accordance with current Council Policy.

Additional meetings have been held as the design has evolved, between the Highways Consultant on behalf of the Design Team and LCC Highway Engineers.

The key issue raised at the pre-application meeting regarded the overall impact of built environment on the open space/ green wedge designation of the site and also the impact any proposal may have on Woolton Hall, a grade I listed building.

Following the advice of LCC a meeting was held at the St Julies High School site on 28th November 2014 attended by the design team, Liverpool City Council Officers (Planning Officers, Urban Design and the Accessibility Officer) and English Heritage. LCC and English Heritage through pre-application meetings expressed that breathing space around Woolton Hall

would be welcomed whilst also addressing the architectural design to a high standard of the proposed new build.

The scheme has evolved and been revised with a number of options and reiterations in the light of officer comments, comments from English Heritage, local amenity groups and the local community .

Additional Meetings

Consultation has taken place between the Head Teacher of St Julie's (Tim Alderman) and Parents on a number of occasions throughout the Pre-application period.

On 3rd December a meeting was held on site at St Julies High School attended by Merseyside Police Architectural Liaison Officer (ALO) Kier Construction Northern, Architects (IBI), Landscape Architect (CASS) and the Head Teacher (Tim Alderman).

Meetings with Ward Councillors

The City Council has also met with Woolton Village Residents Association and the local MP for Liverpool, Maria Eagle.

Public Consultation

An event was held at St Julie's High School to introduce the proposed intentions to erect a new school on 18th July 2014 attended by Kier Construction Northern, Architects (IBI) and local residents.

An initial public consultation evening was considered to be the most appropriate forum in which the public could obtain further information about the proposals, ask questions and comment on the emerging plans for the site. The forum was a meeting at St Julie's School on 10th September 2014, led by the Mayor for the City Council, Joe Anderson with a formal presentation to the attendees.

Approximately 2 weeks before the meeting, invitations to attend the public consultation event were distributed to households and local businesses in the vicinity of the site and to Woolton Village Residents Association.

A public exhibition was held on the 10 December 2014 at St Julie's High School off Speke Road. This was an informal drop-in event. Exhibition boards displaying the proposed scheme were erected so that members of the local community could view the scheme and understand the development proposal. The boards explained the nature of the proposal, the limitations of the existing school facilities and the proposals for the new school and associated facilities. Attendees had the opportunity to discuss the proposals and leave written comments at the event.

The exhibition was attended by key members of the development team including representatives from the design team including Kier Construction Northern, Architects for the scheme, Planning Consultant, Highway Consultant, Landscape Architect and representatives of the School Team Liverpool City Council.

A summary of the key concerns raised and positive comments received is provided below:

- Cars are parked illegally at the school during opening and closing times. The entrance to the school off Speke Road is too narrow and should be widened.
- There is a covenant on the green space - it is owned by the public and should not be built upon.
- Residents wish to have a guarantee that the remainder of the park will not be built upon.
- The school should be built within the current school site
- The proposed building is not in keeping with the Woolton Village Conservation Area

The following positive comments were received:

- "delighted with the new build proposed"
- The proposal is excellent and should be respectful of the area
- The building is aesthetically pleasing which will add to the landscape

Conclusion

Pre-application discussions with officers, presentations to interested parties, and engagement with the parents and community are encouraged by national and local policy.

The design team sought to engage with appropriate Council Officers as soon as their proposals were first considered and an initial scheme devised.

The design submitted has evolved throughout the engagement process and further opportunities to comment on the formal planning submission will be available to all interested parties through the formal planning process.