

King James's School Expansion Design & Access statement

Document includes:

Visual impact assessment, Heritage statement
& Sustainability statement

Address: King James's School
St Helen's Gate, Almondbury, Huddersfield, HD4 6SG
Project number: 303_020
Client: Kirklees Council

Date: 23rd October 2020

Revision: P4

Ref.: 303_020-FC-ZZ-XX-RP-A-2020_10_23-0755-S2-P4



Farrell & Clark
Architects

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1.0 Project Team

CLIENT END USER

Kirklees Council
King James's School

PROJECT MANAGER CLIENT DESIGN ADVISOR CLIENT QS

Kirklees Council
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2.0 Scope of Document

2.1 Document statement

This statement has been prepared on behalf of Kirklees Council by Farrell and Clark Architects and relates to the proposed new build classroom accommodation for King James's School. This work will accommodate the expansion of the teaching space available at the school and associated external works.

2.2 Supporting information

The document should be read in conjunction with a set of drawings produced by Farrell & Clark Architects. Aspects of the design process have been included and detail design is to be further developed. The focus of the document is to outline site information and analysis, explain the current design and demonstrate some initial visual assessment. The project details are as explained in the covering letter and information as submitted by DPP.

2.3 Site Area 1 & 2

For the purposes of the document the site has been divided. Site area 1 is the proposed building area adjacent to the school. Site area 2 is the car parking area included in the application.

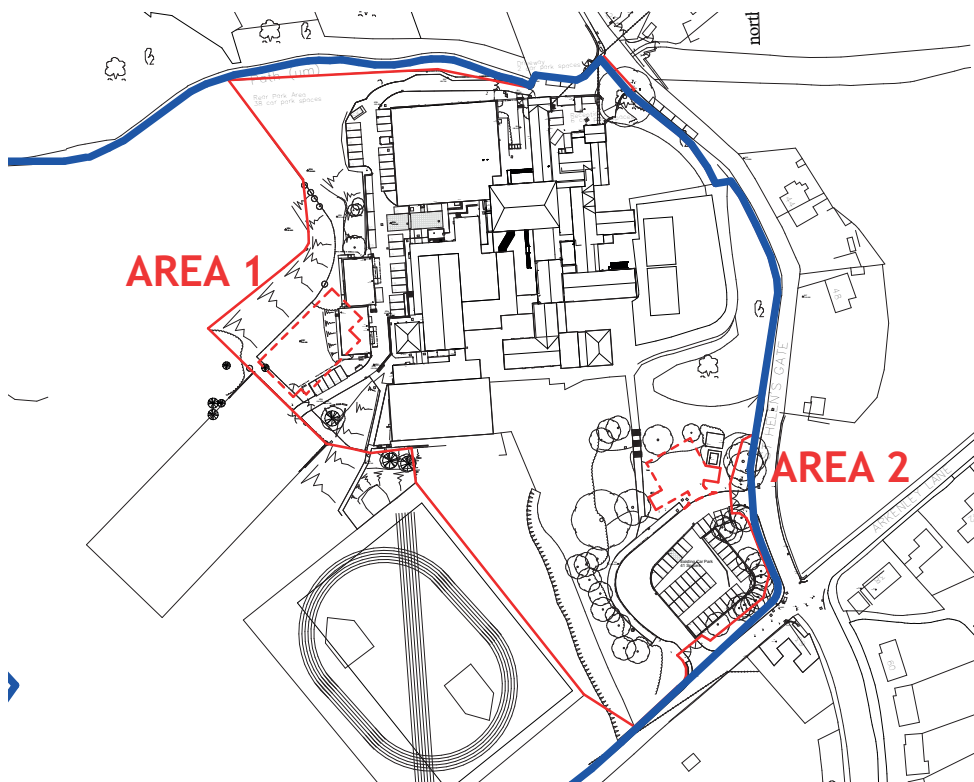


Diagram 1: Site diagram demonstrating site area 1 and area 2 (Not to scale)

A:

Site area 1 analysis



1: View approaching the site from the vehicular access.



2: View from the road access towards the temporary classrooms on the site.



3: View facing towards the tarmac playing area, existing parking spaces and fencing.



4: View from the sports hall facing the temporary units, showing the external level change.



5: View from the south facing the proposed site, indicating the level change around the site.

3.0 Site area 1

3.1 Existing site 1 photos

Photos 1-5 showing the existing condition of proposed site area 1.



6: View from the sports pitches towards the school, view over the temporary units



7: Rear view from the back of the site towards rear access of the temporary units.



8: View showing the retaining wall elements or gabions for the temporary classrooms.



9: Rear view from the back of the site over the top of the temporary units.



10: View from the rear of the site showing the back of the temporary classroom proposed for removal.

3.0 Site area 1 {continued}

3.2 Existing site photos

Photos 6-10 showing the existing condition of proposed site area 1.

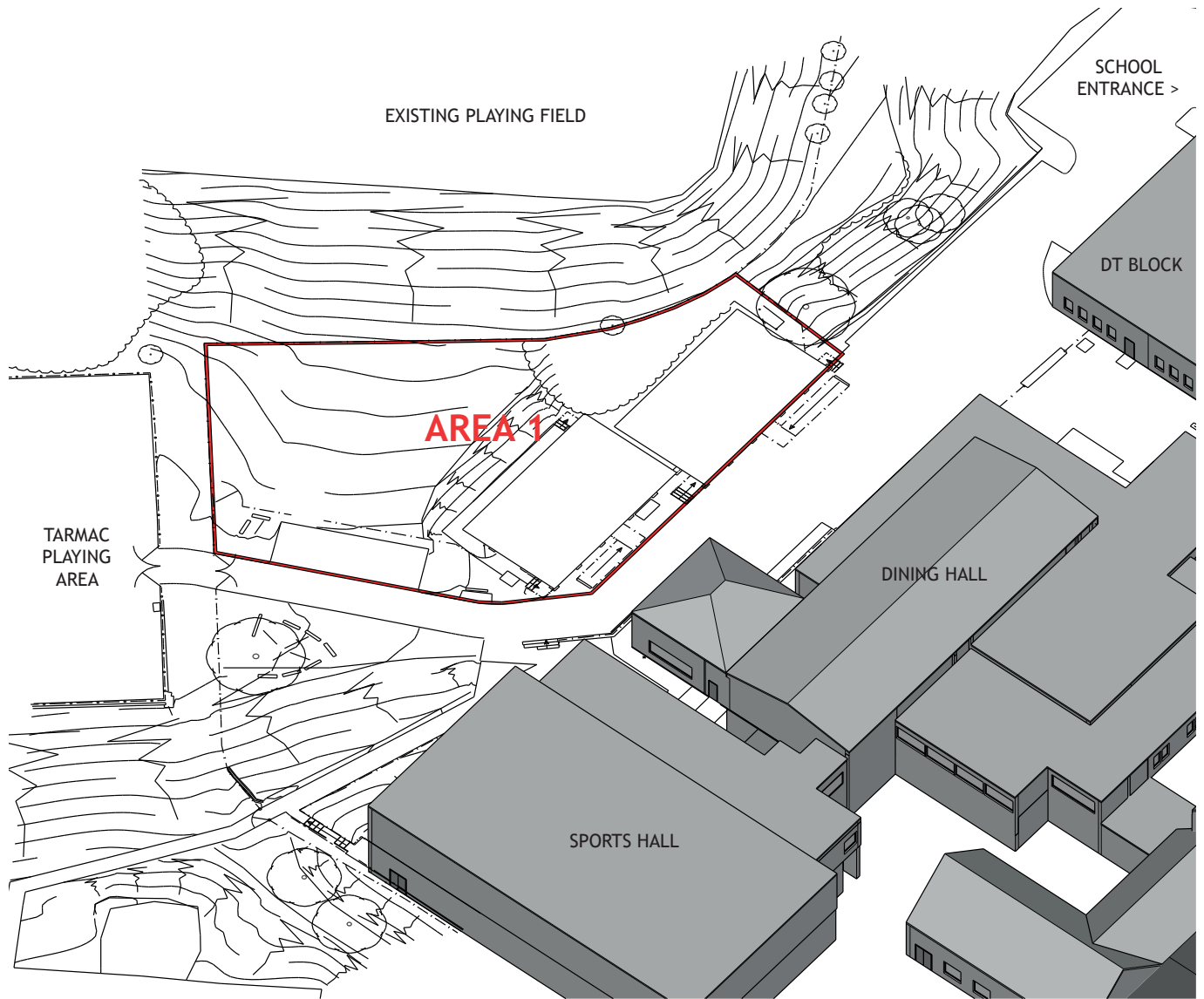


Diagram 2: Existing site diagram

3.0 Site area 1 {continued}

3.3 Site description

The area has been designated as part of the previous feasibility exercise as a preferred development site for the expansion of King James's School explained in Section 5.0. As per the Kirklees mapping website online, the site is designated as Green Belt and also in the Almondbury conservation area. The site currently has 2no temporary modular units containing 4no classrooms which are in the process of being relocated elsewhere on the school campus. The indicative area shown above is 1110 sq.m. Factors such as existing contours, landscaping, fencing and tarmac areas are to be taken into consideration.

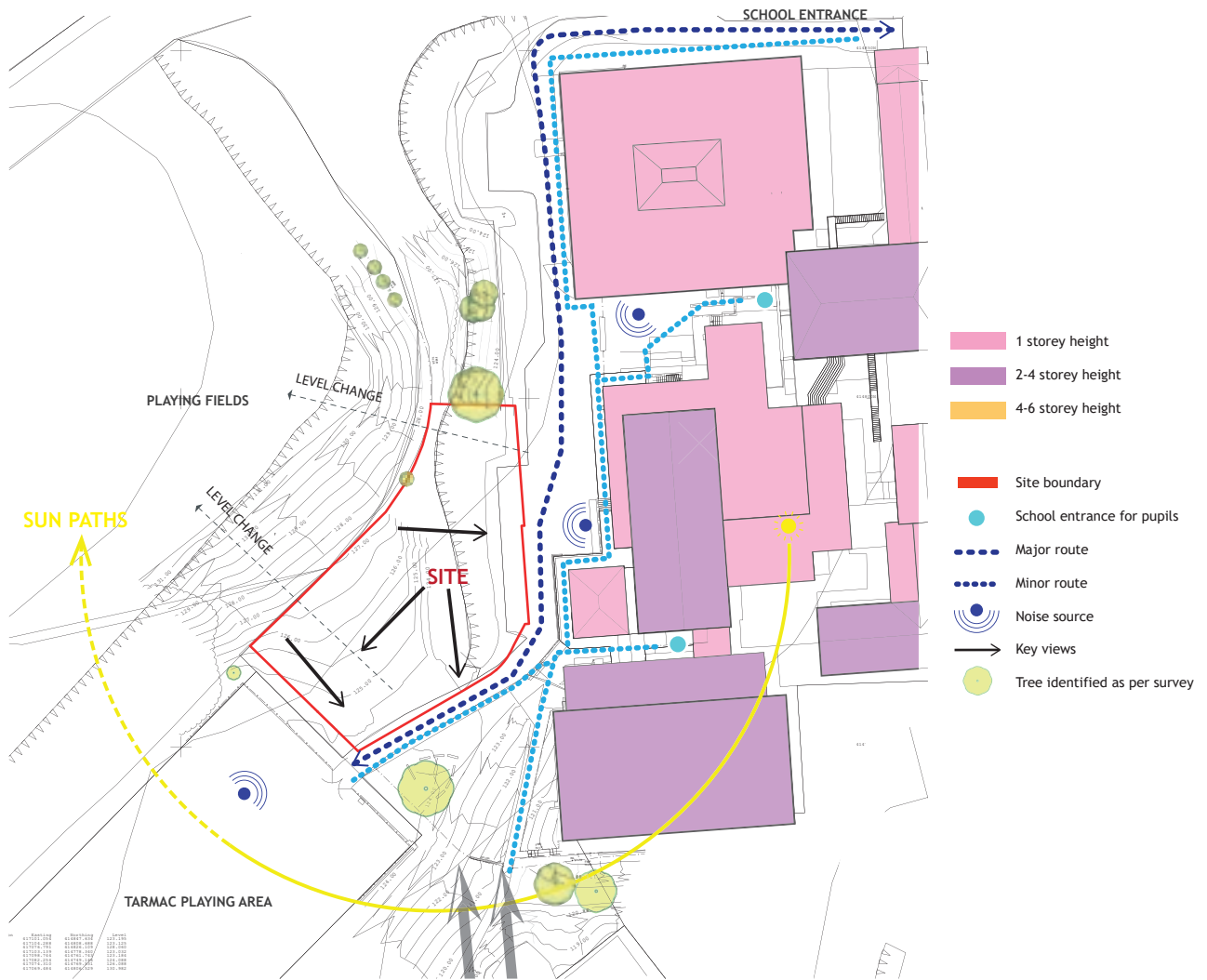


Diagram 3: Site analysis diagram

4.0 Site analysis

4.1 Environment

The site slopes from the west to east, to the west is a level playing field and to the east is a tarmac access road. To the north a semi-wooded area with deep embankment. To the south the site is less steep. The existing temporary units sit level, retaining elements border the units to the rear. The site is located in an optimal place for natural environmental gains. The site is south facing, with no interruption except in its topography for east and west gains. The site is also in a good position for natural ventilation gains.

4.2 Movement & access

The site is located to the west of the school and is detached from the school. There is a major or vehicular route from the school entrance providing sufficient access to the site and service area for the school. There are a series of potential connections to the school as shown.

4.3 Building mass

The school setting varies to the east, stepping in levels which is evident from the internal access and arrangement of the school. The diagram 3 shows the storey heights in relation to the lowest part of the site. The top of the site overlooks the building heights (see photos), the temporary units are single storey. To the south, the sports hall is a larger volume sitting deeper as the contours of the landscape changes.

B:

Design process

5.0 Feasibility Assessment

5.1 Proposed options

The School had a feasibility study produced outlining 4no options to expand the accommodation available for the school. Option 1 & 2 considered building over two alternative areas of the building, option 3 exploring a site to the east of the school, and option 4, looking at opportunities to extend and refurbish the existing school buildings. Option 1 & 2 was driven by the limited development area at ground level and what appeared to be a less intrusive structural solution. A planning application including option 1 was submitted and withdrawn (Ref: 2019/62/90685/W).

5.2 Option appraisal

An assessment of each has been undertaken by Farrell & Clark as an appraisal of each option and is described in this document. The critical factors as shown in Diagram 4 demonstrate how each option may be viable in achieving best value and ability to be delivered. The options are summarised below:

OPTION 1

Issues raised include constructing over an existing structure such as structural capacity, extent of existing fabric to retain and repair, and disruption to school calendar. Risk to pupils with overhead works. Option has restricted site access.

OPTION 2

Similar to option 1. Fewer issues based on construction and site access.

OPTION 3

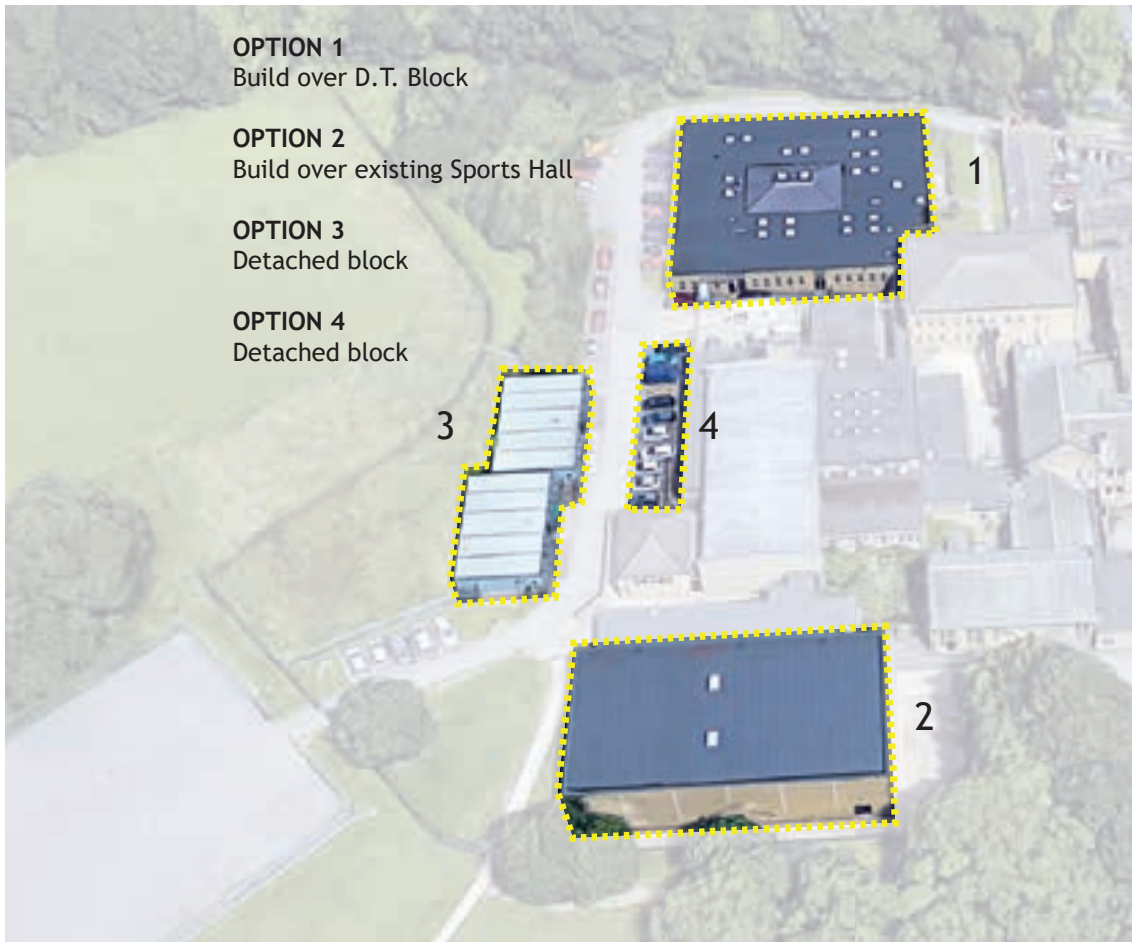
Simpler solution than option 1 & 2 in regards to the above factors, option 3 could adopt modular construction. The site is however disconnected from the main building resulting in public traffic across the vehicle route. Development could accommodate teaching space sufficient for the expansion in numbers and removal of existing temporary structures.

OPTION 4

Limited scope of site given the fixed or limiting rectangular arrangement and storey heights of adjacent buildings. Requirement to retain vehicular access. Site level changes and circulation to be addressed. Development could either accommodate only the expansion needs retaining the temporary accommodation or as option 3, include for the replacement of temporaries in the long term.

5.3 Option 3

It has been concluded on assessment of the benefits and opportunities and potential issue as highlighted, option 3 & 4 are preferred however option 3 is the most optimal. This was demonstrated in the investigations of option 1 & 2 in more detail and area calculations undertaken for option 4.



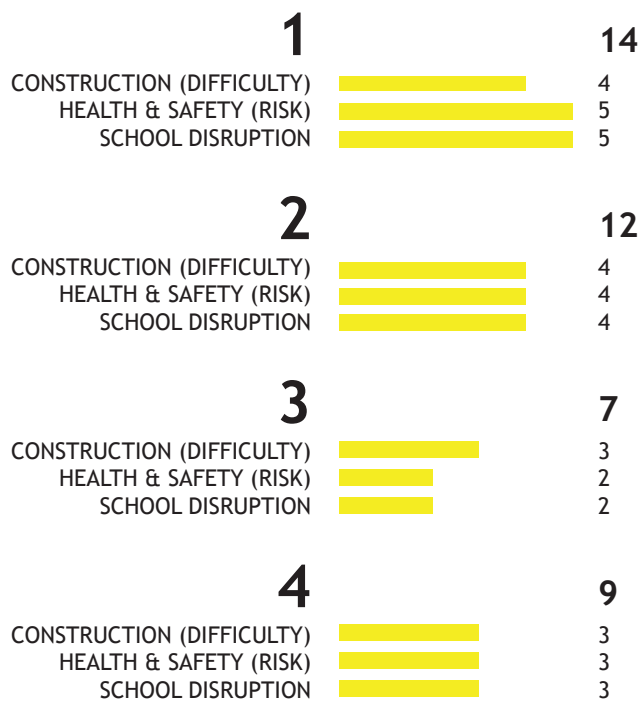
OPTION 1
Build over D.T. Block

OPTION 2
Build over existing Sports Hall

OPTION 3
Detached block

OPTION 4
Detached block

Diagram 4: Locations of option 1 to 4



*1 TO 5

5.0 Feasibility assessment {continued}



Diagram 5: Option 1 - Proposed development above the existing DT Block

5.0 Feasibility Assessment {continued}

Proposed option 1

Option 1

Benefits and opportunities:

Creates significant additional floor area over what appears to be an established cellular classroom layout.

Issues:

Build over would involve significant H&S risks.

Structural solution technically challenging.

Exploration of as built information demonstrates that over build is not feasible.

Substantial increase of massing to prominent area of existing school site, potential for greater visual impact.



Diagram 6: Option 2 - Proposed development above the existing sports hall

5.0 Feasibility Assessment {continued} Proposed option 2

Option 2

Benefits and opportunities:

Large span space with potential to accommodate Classroom volumes.
Space has less intensive usage and therefore construction would not impact day to day as much.

Issues:

Large span requiring significant structural solution.
Existing double height volume would mean build over would be excessively high.
Access and circulation more complicated at effectively third floor level.
Substantial increase of massing to prominent area of existing school site, potential for greater visual impact.
Solution would not accommodate number of classrooms required.

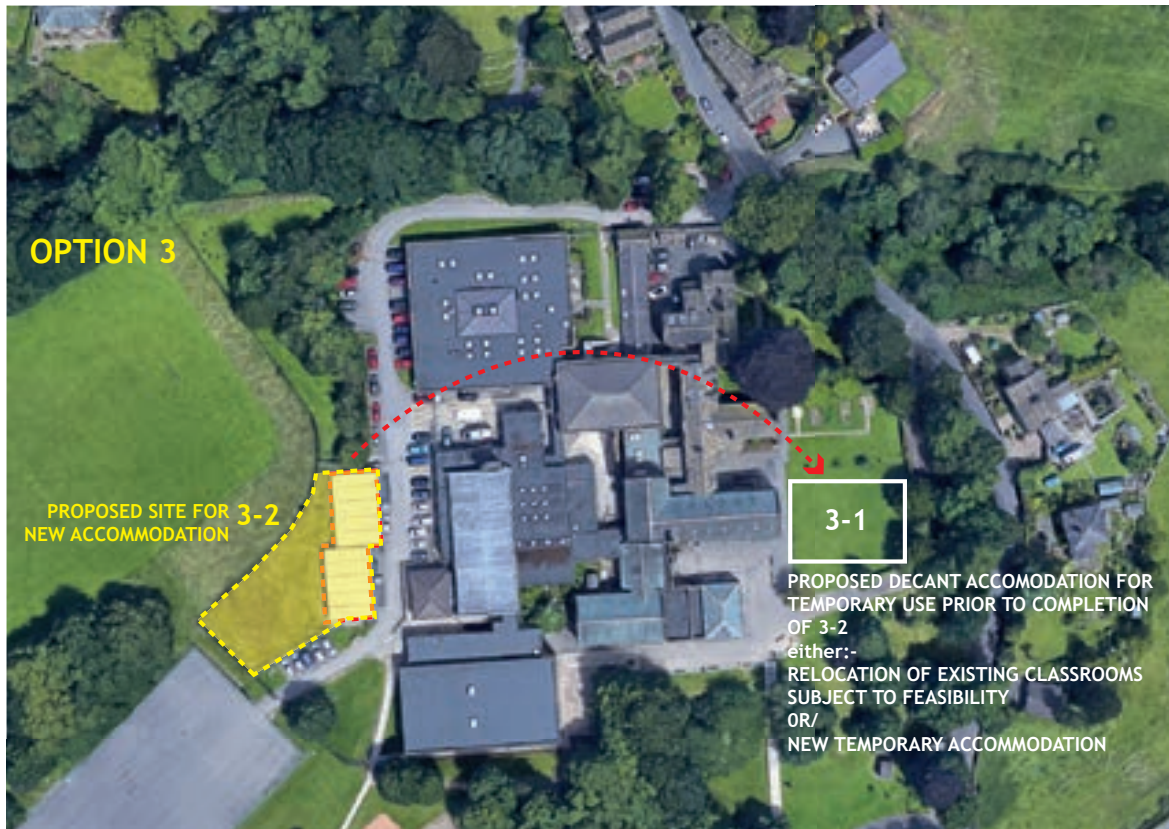


Diagram 7: Option3 - Location of proposed site area

5.0 Feasibility assessment {continued}

Proposed option 3

Option 3

Benefits and opportunities:

- Area is sufficiently sized to accommodate all required classroom accommodation removing the need for temporary accommodation.
- Non or negligible loss of current classroom space during construction
- New build construction detached from existing school

Issues:

- Proposed area is disconnect from other facilities
- Significant level change



Diagram 8: Option 4 - Location of proposed new accommodation

5.0 Feasibility assessment {continued}

Proposed option 4

Option 4

Benefits and opportunities:

- Footprint could be increased by diverting the access road. If temporary accommodation is to be incorporated then parking could be relocated.
- Links to existing school facilities and circulation
- Maintains the vehicular circulation route

Issues:

- Footprint of site could compromise layout
- Complexity to link to existing building (esp. levels)
- Loss of parking
- Work undertaken within school buildings

6.0 Design process

6.1 Design process

The proposal presented is the result of a series of iterations shown in the following pages exploring preferred entrance and flow of pupils, building orientation, location and arrangement, site constraints and parameters.

6.2 Accommodation

The proposal requires new accommodation for 10no classrooms and areas to support learning. 5 of the 10 will provide accommodation for the 150 pupil increase at the school based 1 classroom serving 30no pupils. The remaining classrooms will replace those currently situated within the temporary modular classrooms and to provide flexibility for the school. The remaining is designated to the temporary modular classrooms removed from the site. The spaces have been arranged to be accessed by a central corridor, flanking staircases, and a GF lobby including a lift central to the arrangement positioned to connect with the school.

6.3 Space standards

The building has been designed to comply with the spatial standards as set out in BB103 - Area guidelines for mainstream schools. This sets out minimum room areas for all spaces within schools. The range of accommodation allows the building to be relatively self sufficient. The quantity of floor space and projected occupancies inform the design from the point of view of fire safety and as such the need for secondary escape routes/staircases, further increasing the overall floor area. Kirklees Council also have their own guidance in terms of best practice for circulation, essential when dealing with a potential 300No students moving around the building at any one time (up to 150 pupils arriving and 150 departing). Beyond this, the only additional space is that required to accommodate plant.

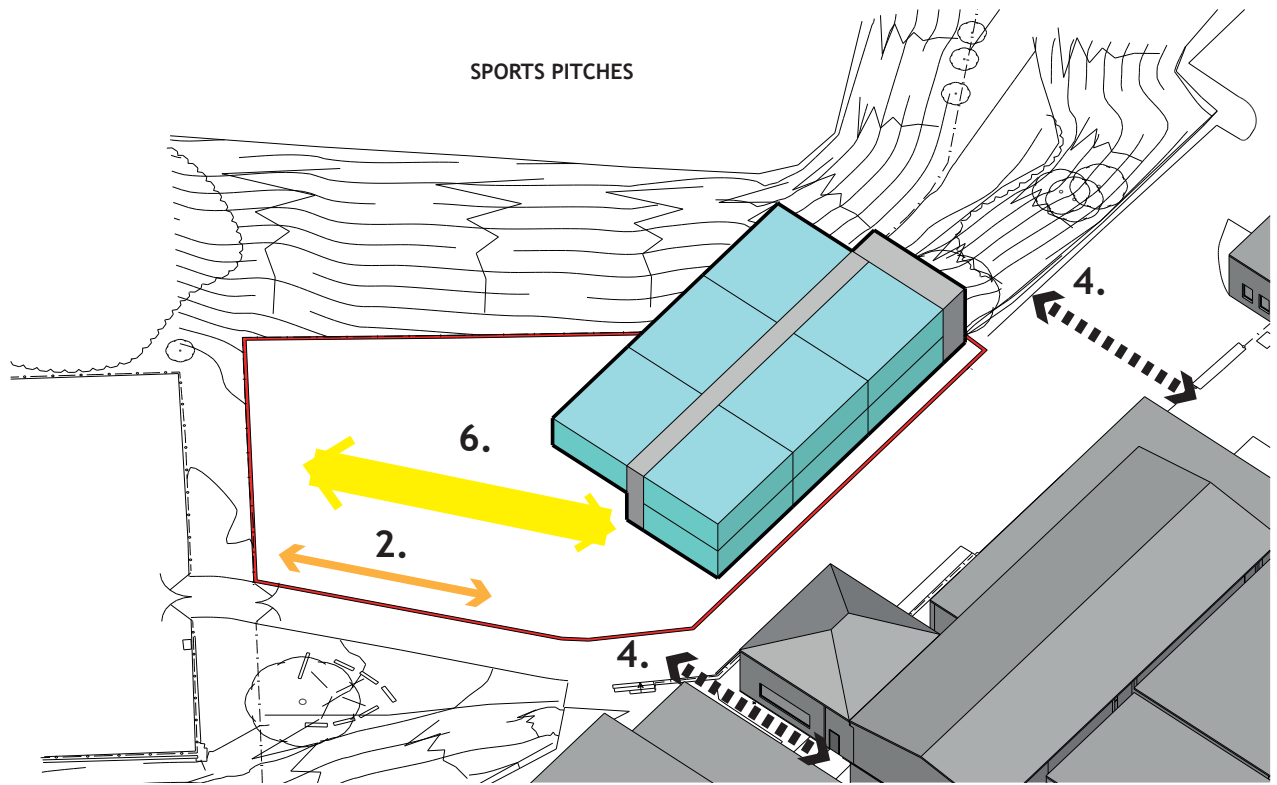


Diagram 9: Option A

1: Existing site contours

Use of an existing level area formed by a retaining wall. Level 01 could show potential for risk building over an existing retaining wall and landscape.

4: Relationship to School

Positioned towards the north of the site, similar orientation and height to the hall, preferred access and circulation from the school to be determined.

2: Car Parking opportunities

Available space for car parking would be in a similar location, accessed beyond the proposed site therefore a negative.

5: Visual impact

Moderate impact facing towards the school setting from the east (sports pitches) and south. Views out from the school to the west interrupted by new massing.

3: Site arrangement & Environmental gains

Simple layout with shared circulation, with potential for stack ventilation. East and west facing classrooms with positive scope for passive ventilation and solar gains. However possible mixed structural methodology based on the change of levels.

6: Requirement for social space

Reasonable opportunity for new social space however limited visibility and connectivity with movement of school pupil's and staff.

**6.0 Design process {continued}
Option A**

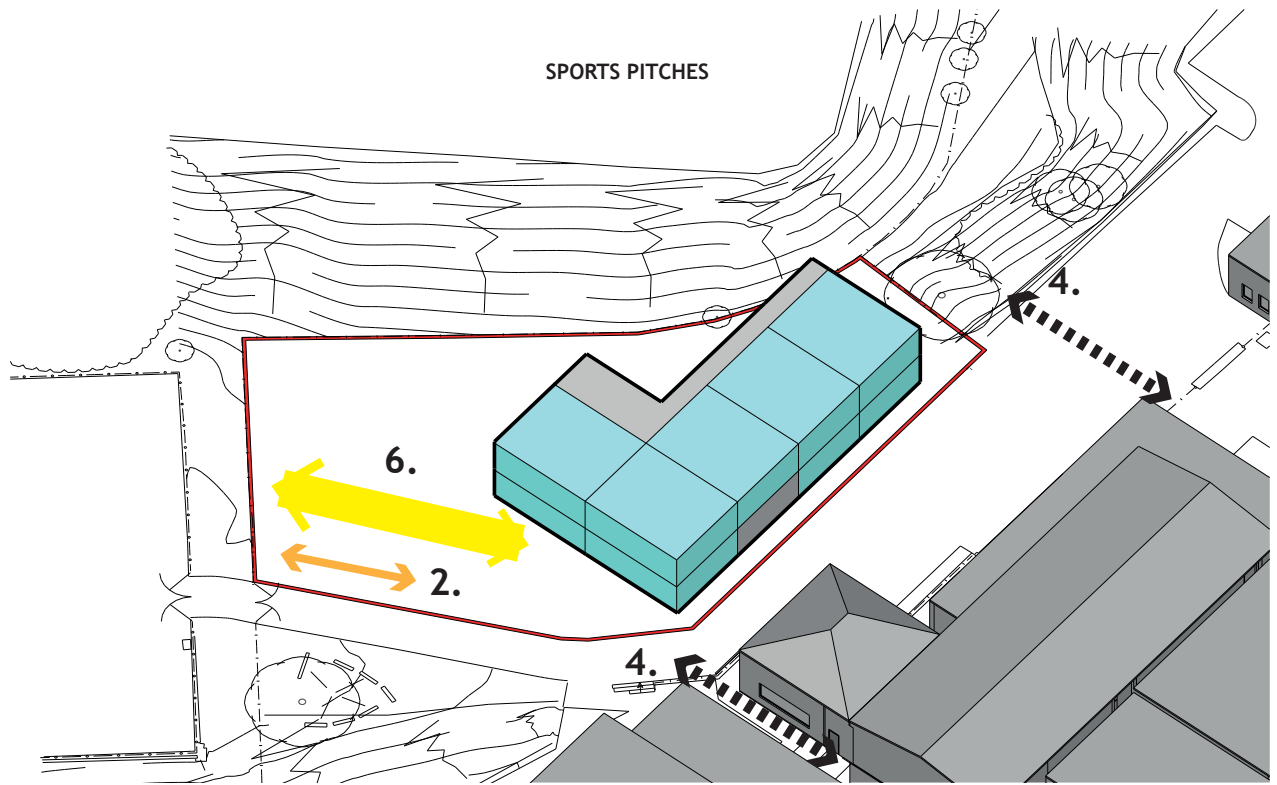


Diagram 10: Option B

1: Existing site contours

Use of an existing area flattened by a retaining wall. L-Shaped arrangement has limited impact on existing contours.

4: Relationship to School

Positioned towards the north of the site, similar orientation and height to the hall, preferred access and circulation from the school to be determined.

2: Car Parking opportunities

Available space for car parking would be in a similar location, accessed beyond the proposed site therefore a negative.

5: Visual impact

Moderate to high impact facing towards the school setting from the east (sports pitches) and south. Views out from the school to the west interrupted by new massing.

3: Site arrangement & Environmental gains

Simple order of classrooms with mix of east and south facing classrooms with positive scope for passive ventilation and solar gains. Single facing circulation however this could be natural ventilated. Opportunity for cross ventilation control based on single facing classrooms.

6: Requirement for social space

Some opportunity for new social space however limited visibility and connectivity with movement of school pupil's and staff.

**6.0 Design process {continued}
Option B**

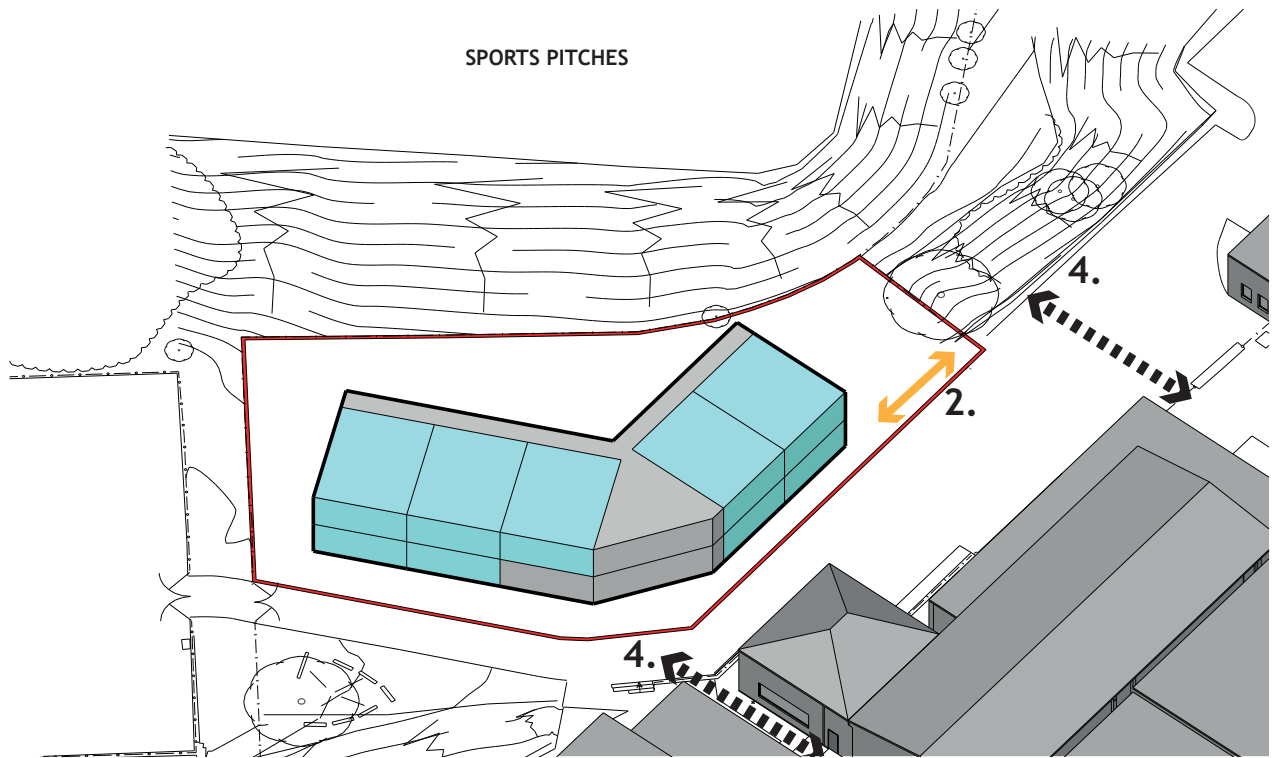


Diagram 11: Option C

1: Existing site contours

Use of an existing level area formed by a retaining wall and area of shallow contours towards the tarmac playing area.

2: Car Parking opportunities

Available space for car parking would be in a new location closer to vehicular access from the main entrance. Vehicles would not have to pass the proposed site.

3: Site arrangement & Environmental gains

Simple layout with shared circulation, with good potential for extension. East and south east facing classrooms with positive scope for passive ventilation and solar gains. Single footprint.

4: Relationship to School

Positioned towards the south of the site, similar orientation and height to the hall and sports hall, break in line of hip provides visual connection to school access between halls, preferred access and circulation from the school to be determined.

5: Visual impact

Moderate to high impact given its length facing towards the school setting from the east (sports pitches) and south. Views out from the school to the west and south west interrupted by new massing.

6: Requirement for social space

Negligible to no opportunity for social space.

**6.0 Design process {continued}
Option C**

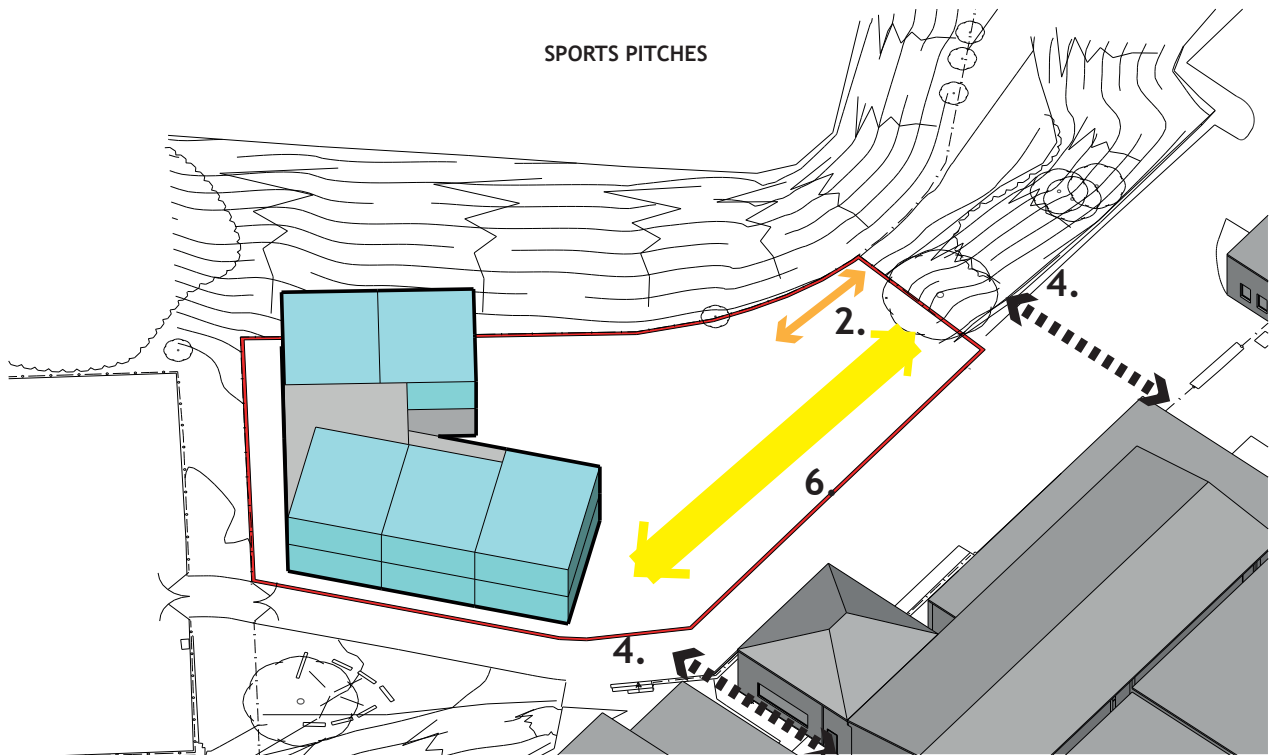


Diagram 12: Option D

1: Existing site contours

Use of an existing area of shallow contours towards the tarmac playing area.

2: Car Parking opportunities

Available space for car parking would be in a new location closer to vehicular access from the main entrance. Vehicles would not have to pass the proposed site.

3: Site arrangement & Environmental gains

Effective layout with potential for central shared circulation, opportunity for stack ventilation. South and SE/SW facing classrooms with positive scope for passive ventilation and solar gains. Single footprint.

4: Relationship to School

Positioned towards the south of the site, similar orientation and height to the hall and sports hall, however arranged differently to massing of school. Wing shape provides a visually open connection to school, preferred access and circulation from the school to be determined.

5: Visual impact

Low to moderate impact facing towards the school from the south east (sports pitches). Views out from the school to the south west interrupted by new massing.

6: Requirement for social space

Good opportunity for new social space with visibility and connectivity with movement of school pupil's and staff.

**6.0 Design process {continued}
Option D**

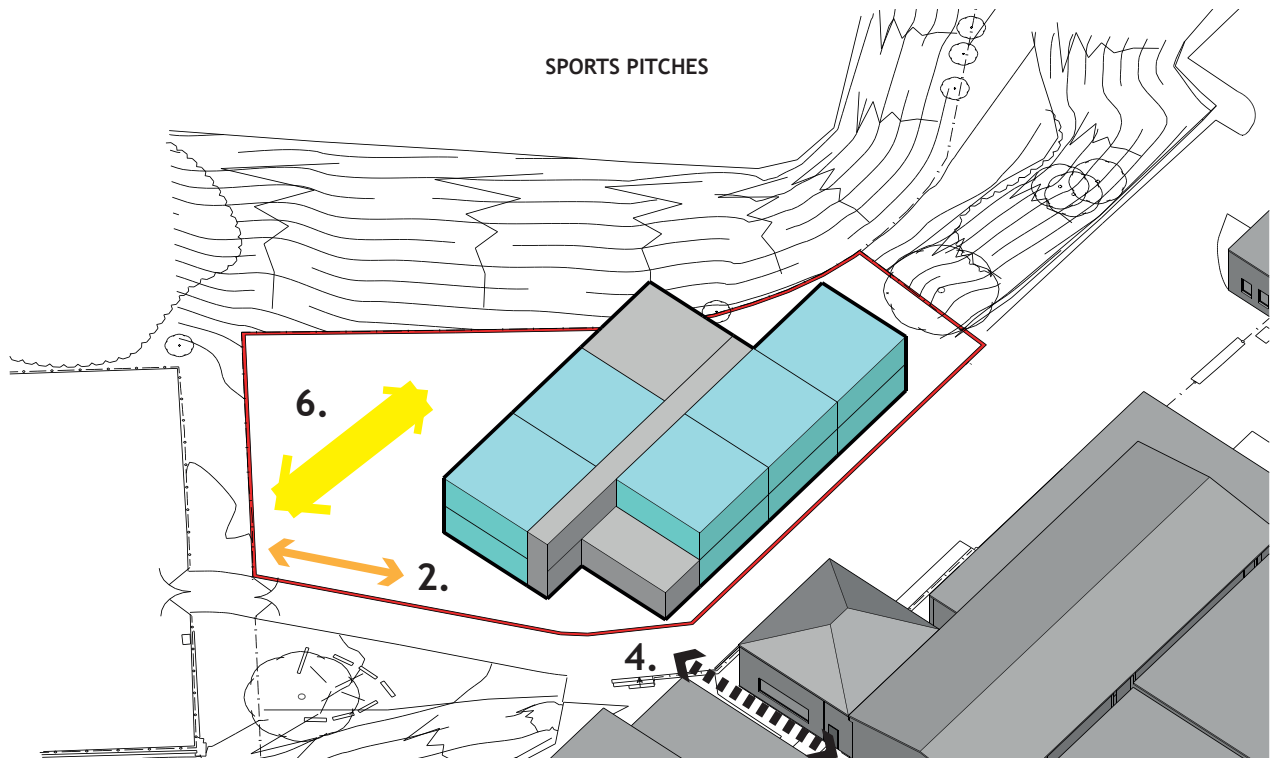


Diagram 13: Option E

1: Existing site contours

Partial use of an existing level area formed from the removal of the existing temporary units, however to the rear or west of the site the existing retaining element would require significant alteration.

2: Car Parking opportunities

Limited available space for car parking would be in a new location closer to vehicular access from the main entrance or elsewhere on the school site. Vehicles would not have to pass the proposed site.

3: Site arrangement & Environmental gains

Effective layout with potential for central shared circulation, opportunity for stack ventilation. East and west facing classrooms with positive scope for passive ventilation and solar gains. Single footprint.

4: Relationship to School

Positioned to link to existing entrance, similar orientation and height to the hall and sports hall. Rectangular shape provides a simple grid, visually facing the school, preferred access and circulation from the school to be determined.

5: Visual impact

Reasonable impact facing towards the school setting from the east (sports pitches) and south. Views out from the school to the west and south west interrupted by new massing.

6: Requirement for social space

Reasonable opportunity for new social space however limited visibility and connectivity with movement of school pupil's and staff.

**6.0 Design process {continued}
Option E**

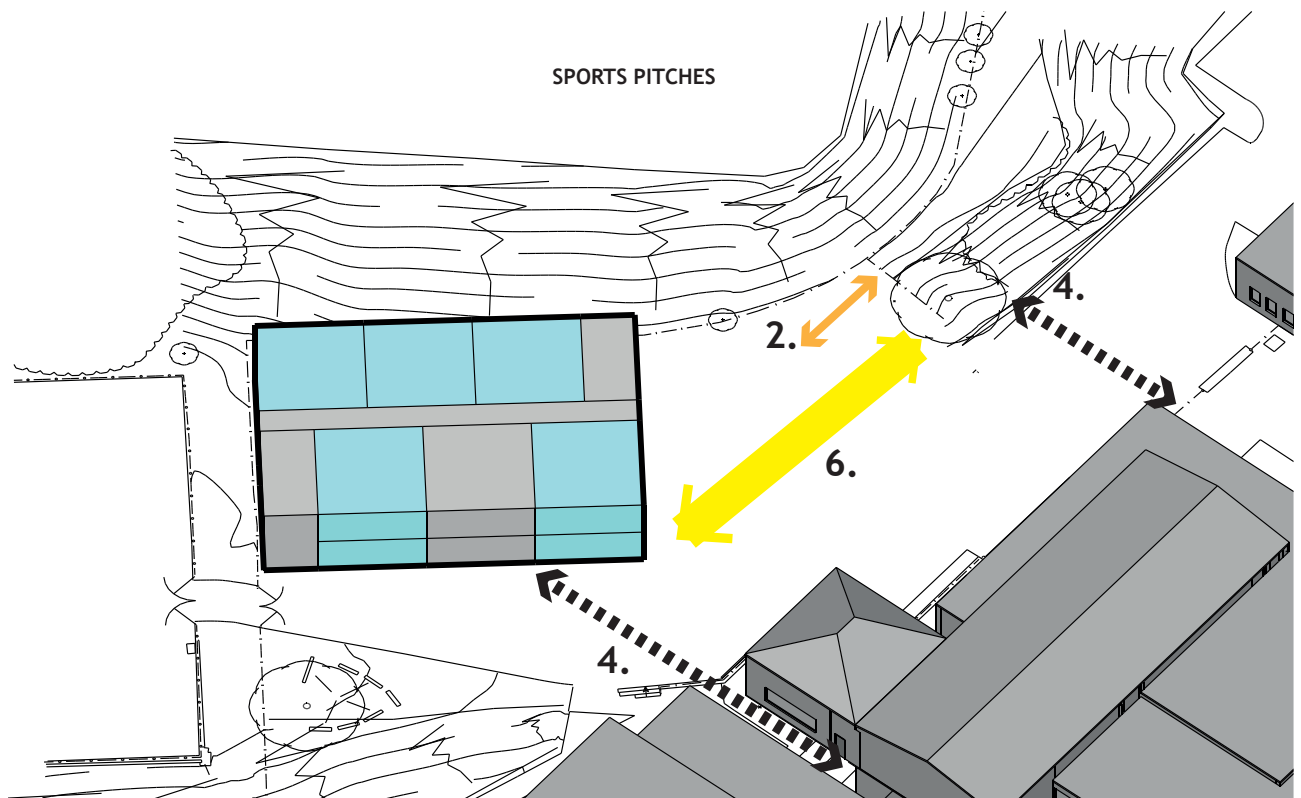


Diagram 14: Option F

1: Existing site contours

Use of an existing area of shallow contours towards the tarmac playing area.

2: Car Parking opportunities

Available space for car parking would be in a new location closer to vehicular access from the main entrance. Vehicles would not have to pass the proposed site.

3: Site arrangement & Environmental gains

Effective layout with potential for central shared circulation, opportunity for stack ventilation. South and SE/SW facing classrooms with positive scope for passive ventilation and solar gains. Single footprint.

4: Relationship to School

Positioned towards the south of the site, similar orientation and height to the hall and sports hall, however arranged differently to massing of school. Wing shape provides a visually open connection to school, preferred access and circulation from the school to be determined.

5: Visual impact

Low to moderate impact facing towards the school from the south east (sports pitches). Views out from the school to the south west interrupted by new massing.

6: Requirement for social space

Excellent opportunity for new social space with visibility and connectivity with movement of school pupil's and staff.

**6.0 Design process {continued}
Option F**

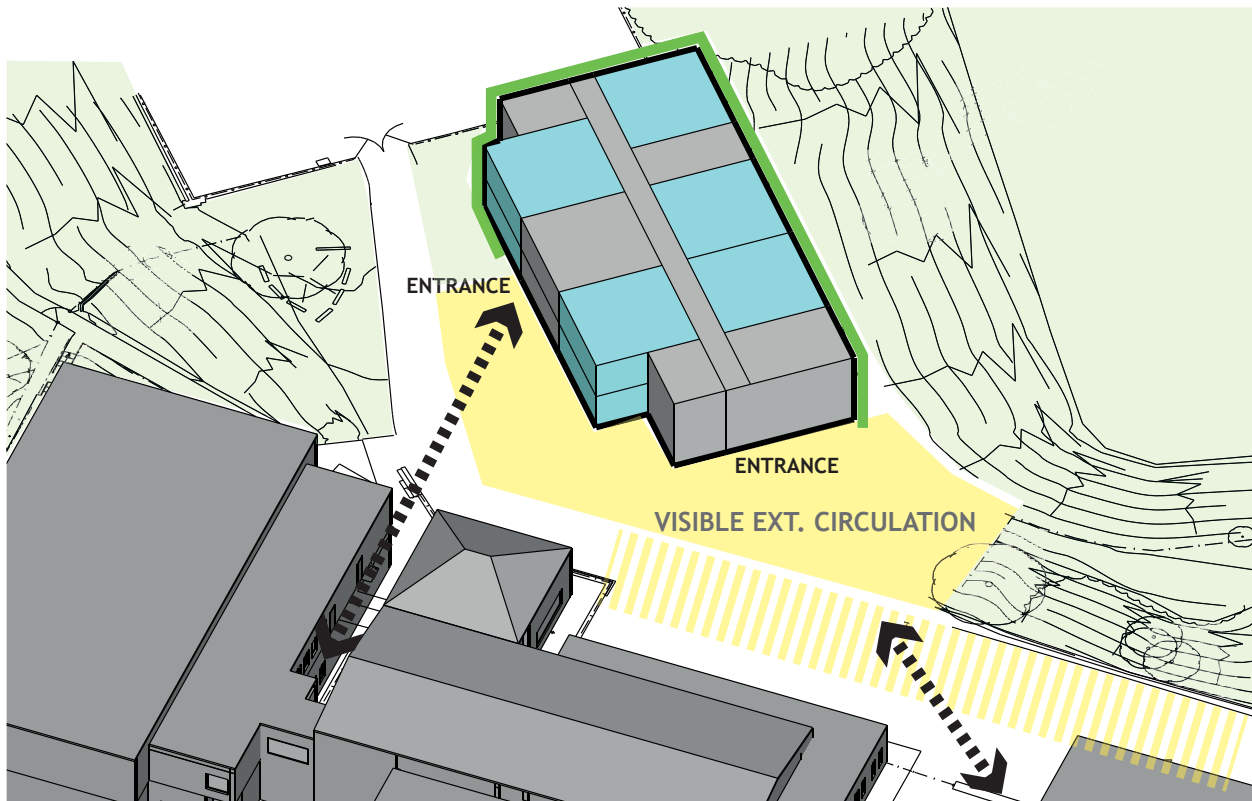


Diagram 15: Massing view showing relationship with school

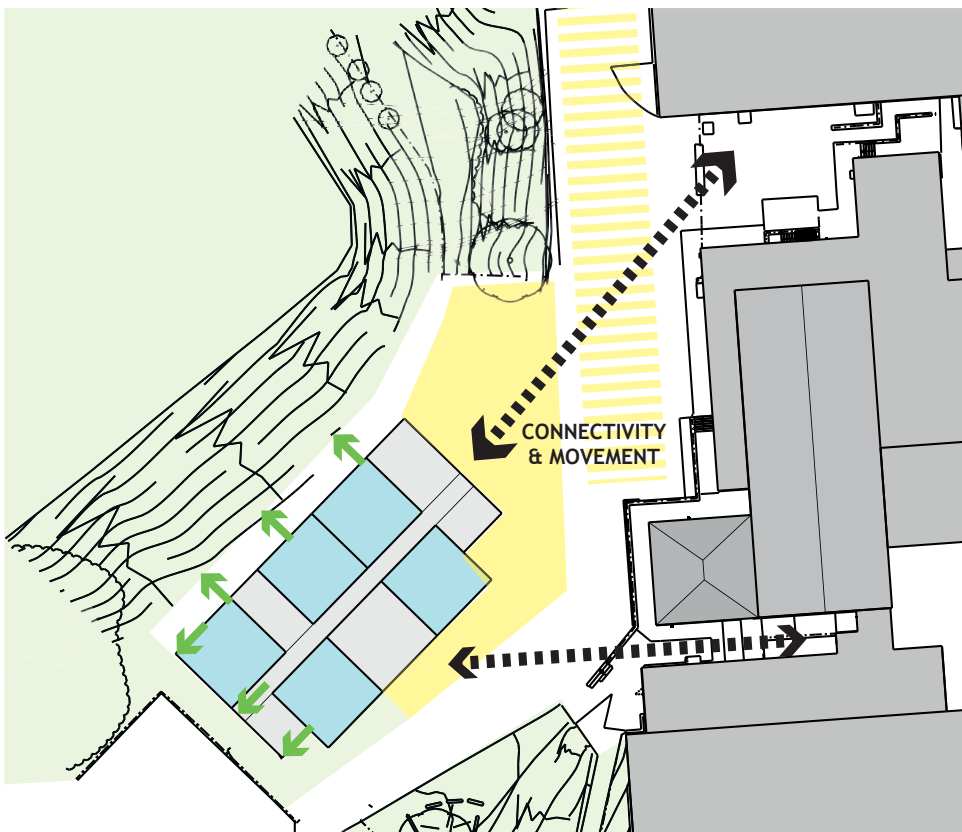


Diagram 16: Plan view showing relationship with school

6.0 Design process {continued}

6.0 Design process {continued}

6.4 Option F

In comparing Option A to F, Option F has been concluded as the optimal location based on a number of parameters. The location provides a sensible position allowing movement for the additional pupils and staff between building. An external circulation space visibly connected to the school, it provides practical lines to link the school's circulation, it sits into the contoured landscape, and its position is also optimal for natural solar and ventilation gains. Option F will also enable an efficient internal arrangement with teaching facilities organised on each floor to benefits from good orientation and views.

6.5 Mass form

The proposal takes into account the relationship with the existing conditions of the setting such as the adjacent buildings and external facilities, sloping landscape and topography. The proposal locates the mass into the landscape parallel to the existing contours, nudging towards the existing MUGA and angled to accommodate the level change. This design has an efficient circulation whilst creating a rectangular massing. The central spine and sub division of classrooms across floors is the most effective division of space and allows for 2 useful entrances to accommodate the schools need for efficient pupil movement. The proposal introduces retaining elements to allow effective use of the GF classrooms.

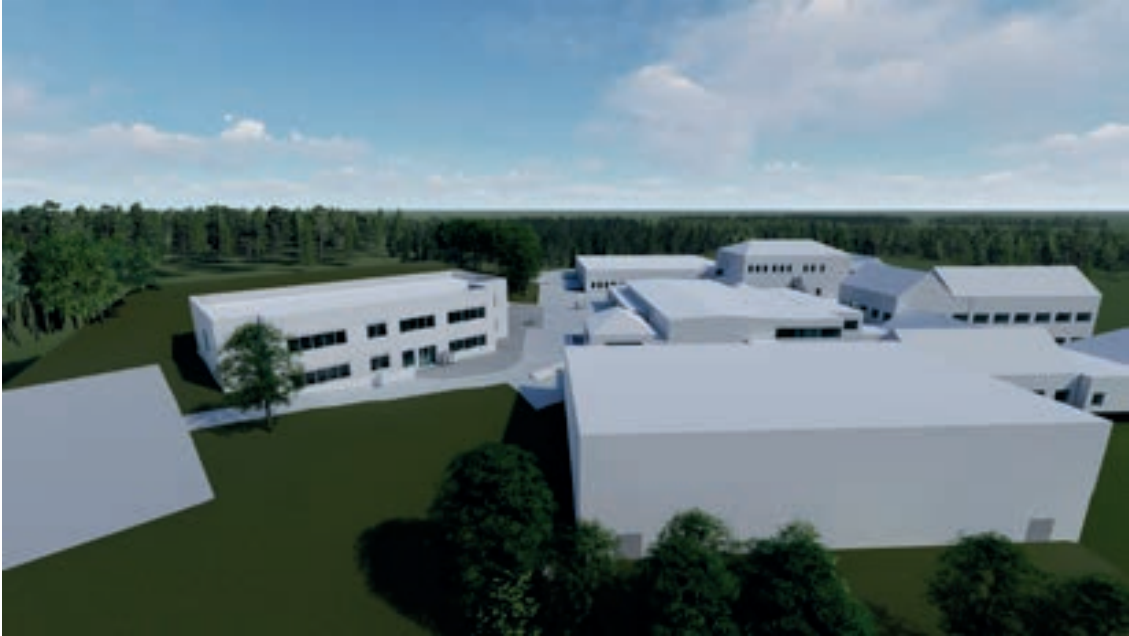
6.6 Environment

The building is orientated on site on a north east / south west spine, classrooms radiating from the circulation. Each classroom is single sided facing south east and north west which is an ideal arrangement. The arrangement may not have maximum natural ventilation at GF based on the landscaping yet optimises the solar gain available. Solar glare may occur on the south east elevation. The south gable is partly below ground so the building can slope and settle into the landscape, using the grounds latent heat and prevailing wind. External fabric is minimal and environmental control manageable given the rectangular form and simple arrangement of space.

6.7 Footprint and excavation

The building sits level when accessing the entrance and slopes with the site to the south east and west. The excavation is reasonable with an increase of excavation along the north / east elevations. Positioned on a basic grid, the design is simple with an efficient and clear footprint. The south elevation and landscaping will require to be retained, key entrances and connectivity to the school positioned to the level part of the site.

C: Design



Visual 1: South view of the existing school with the proposed building in mass form



Visual 2: South to south east view of the existing school with the proposed building in context

7.0 Design proposal

7.1 Proposal

The design has an effective spatial arrangement and orientation which positions the entrance with south east facing facade, presenting a building towards the open setting. The main entrance is recessed and expressed with a contrast material and connects in key directions. The aim of the proposal is to add to the existing building group and sympathetically sit within the landscape whilst achieving a scheme subject to other factors for the school such as security, access and connectivity.

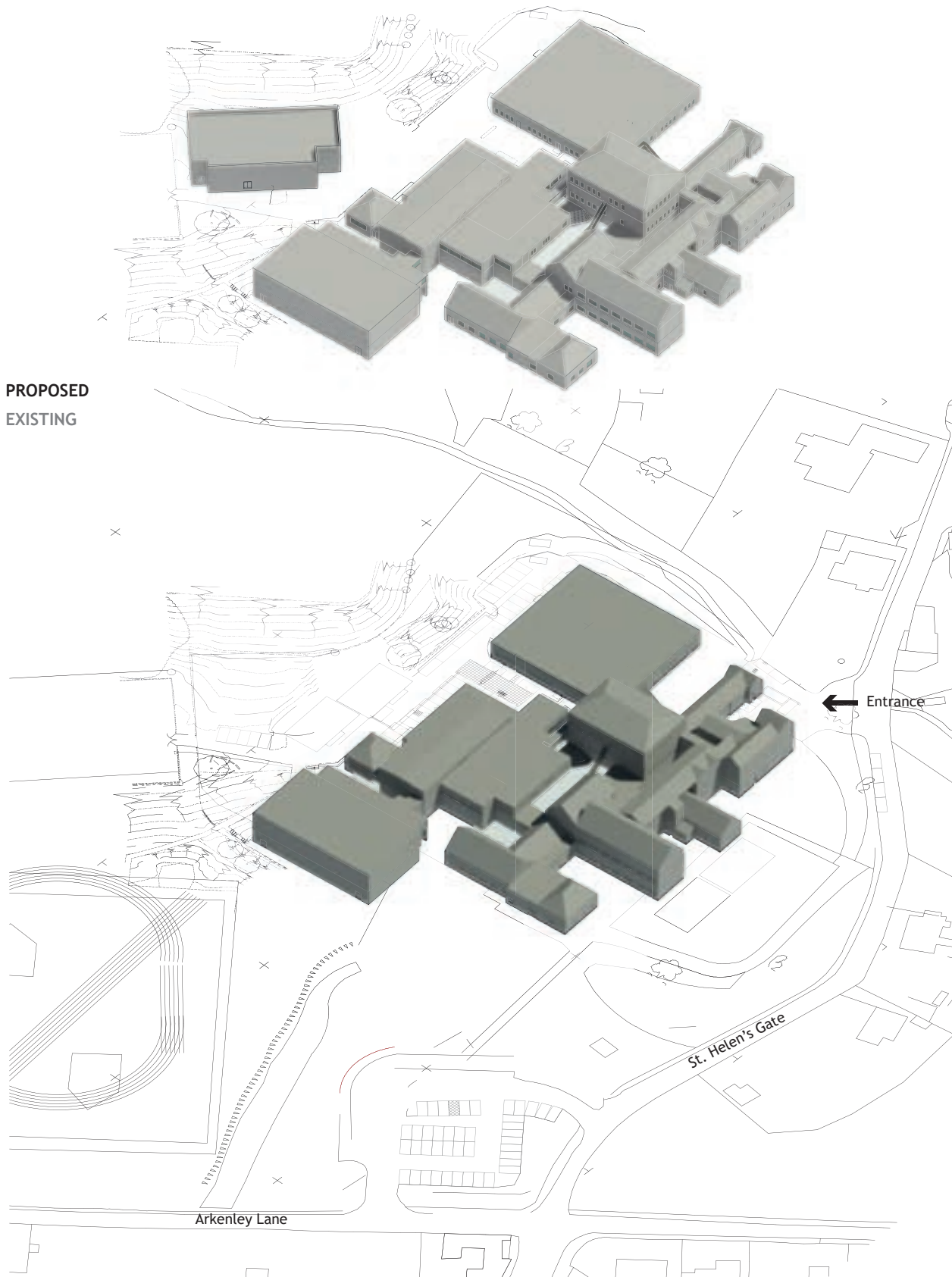


Diagram 17: South east view of the existing school with the proposed building in mass form

7.0 Design proposal {continued}

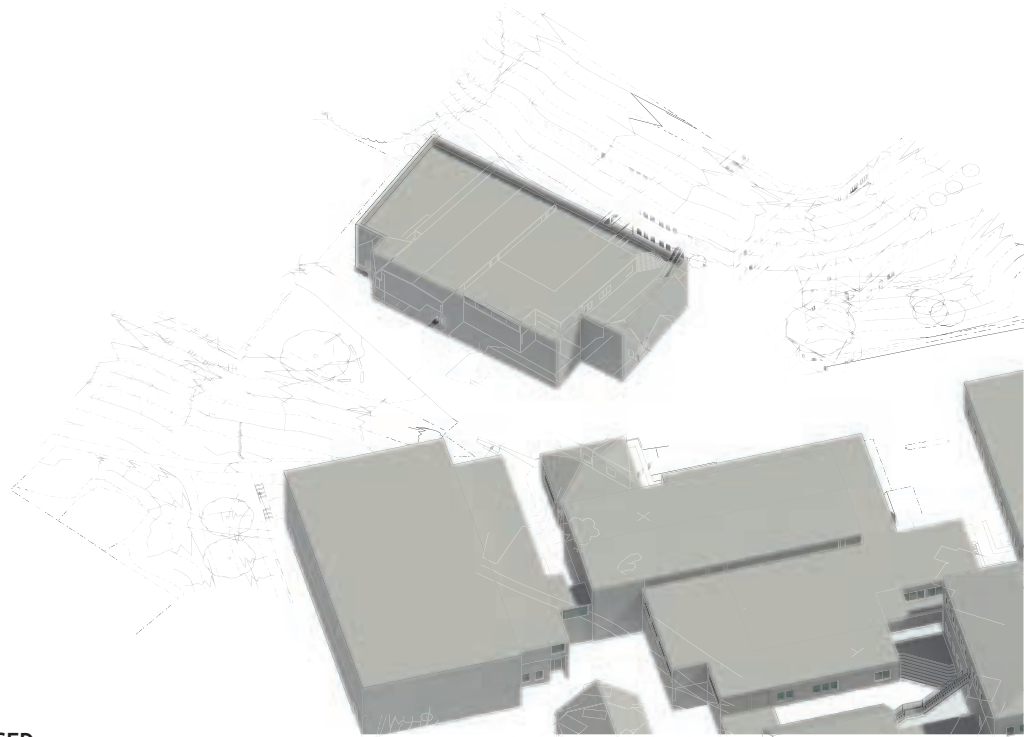


Visual 3 - Proposed south-east view from the Running Track



Visual 4 - Proposed north view from the North towards the school

7.0 Design proposal {continued}



PROPOSED
EXISTING

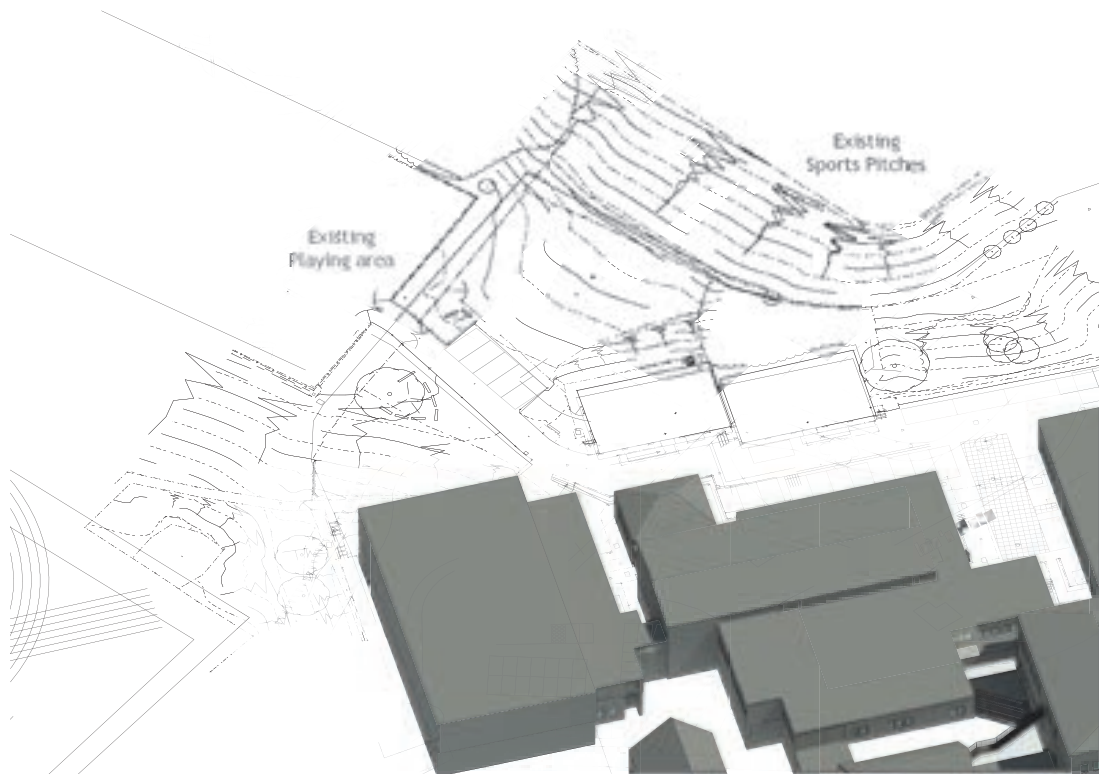


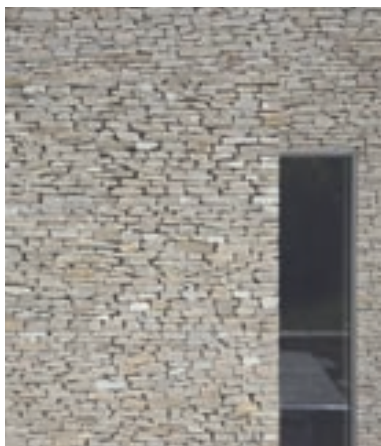
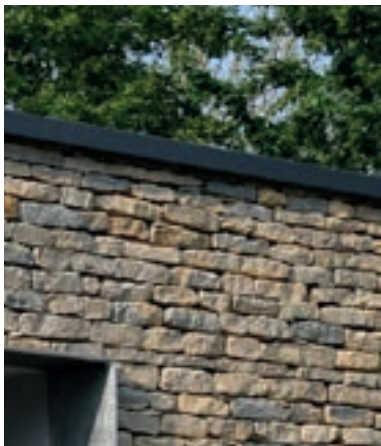
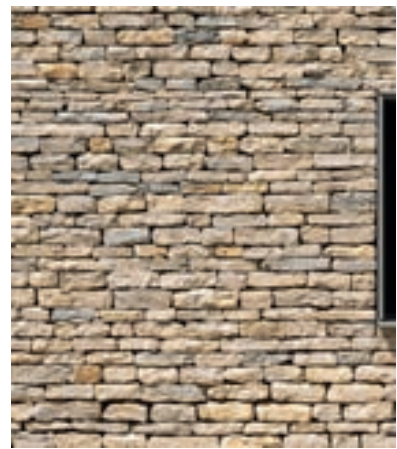
Diagram 18: South east view of the existing school with the proposed building in mass form

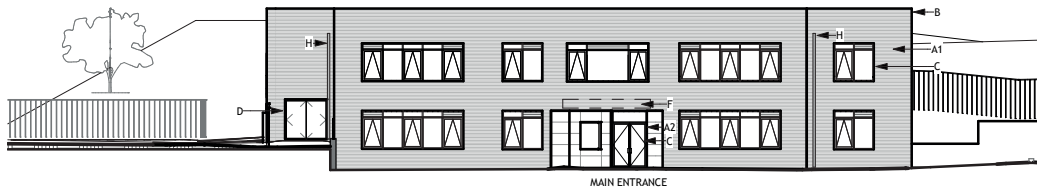
7.0 Design proposal {continued}

8.0 Materials

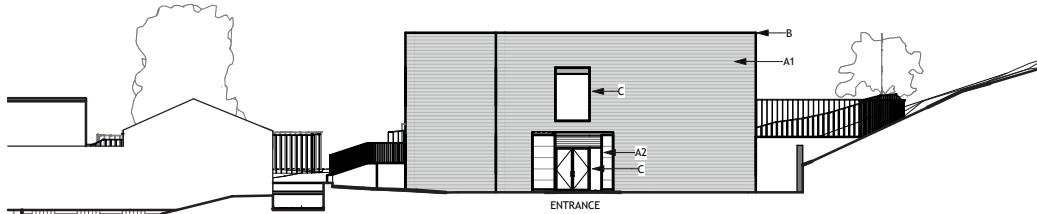
8.1 Materials

The proposal outlines a simple form that uses stone cladding with standard heights and variable lengths. Given the simple form and delicate nature of the setting, smooth ashlar stone cladding around the entrance is proposed for visual expression to encourage activity and difference to draw users to the building.

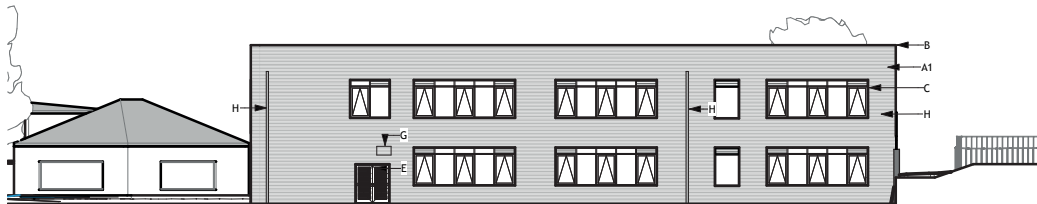




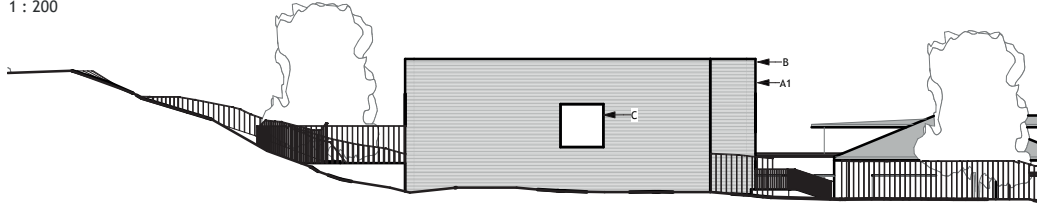
0730 01 South East Elevation
1 : 200



0730 02 North-East Elevation
1 : 200



0730 03 North-West Elevation
1 : 200



0730 04 South-West Elevation
1 : 200

ELEVATION(S) KEY:

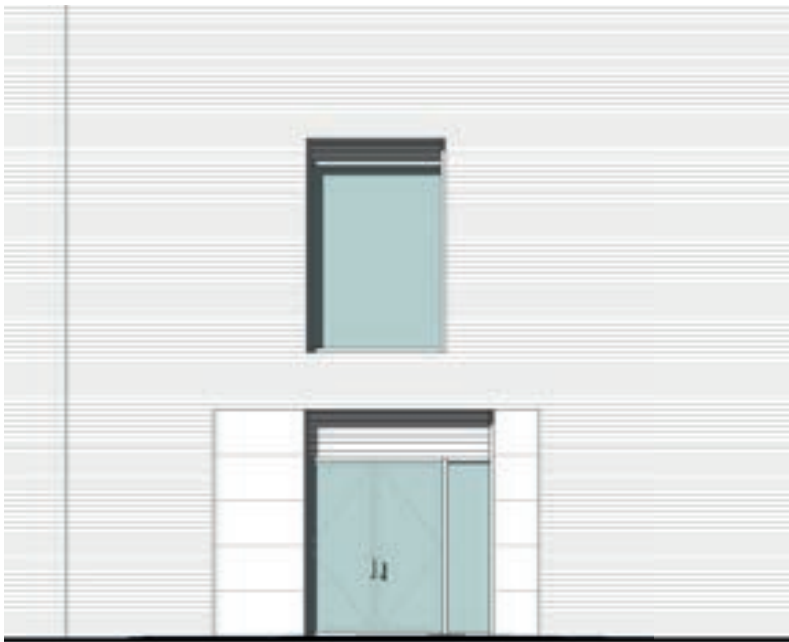
- A1: STONE EXTERNAL CLADDING**
Description: Stone product reference & Mortar colour
Stone finish: Natural, split face,
Mortar: Brown / Beige
- A2: STONE EXTERNAL CLADDING**
Description: Contrast stone cladding to main entrance and
secondary entrance.
Stone finish: Natural stone finish
Mortar: To match stonework A1
- B: PARAPET FLASHING DETAIL**
Description: Pressed aluminium PPC flashing
Colour: Black to match curtain walling & doors
- C: CURTAIN WALLING, WINDOWS & DOORS**
Description: Aluminium PPC curtain walling system
Frame colour: Black
- D:** Include louvres for ventilation purposes located between
ceiling voids and positioned above curtain walling glazing
panels. As shown by horizontal hatch pattern.
Description: Double door inserts
Frame colour: Black
Description: Roller shutter installed to reveal
Colour: Black
- D: STAIR 1 FIRE ESCAPE DOUBLE DOOR**
Description: Metal PPC door & doorset
Colour: Black
Description: Metal PPC Roller shutter
Colour: Black
- E: PLANT ROOM DOOR**
Description: Metal door & doorset including transfer grille.
Colour: Black
- F: SIGNAGE**
Area of signage as shown is Indicative.
- G: INDICATIVE LOUVRE GRILLE LOCATION**
Description: Metal PPC louvre
Colour: Black to match curtain walling
- H: RAINWATER GOODS: OUTLET & DOWNPIPE**
Description: Aluminium PPC louvre
Colour: Black to match curtain walling

Diagram 19: Proposed elevations (Not to scale)

8.0 Materials {continued}



MAIN ENTRANCE



ENTRANCE

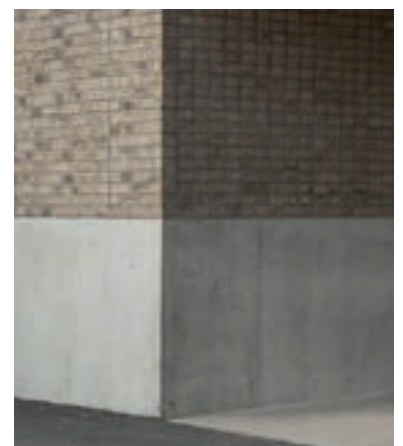


Diagram 20 & 21: South east & north east elevation view of proposed entrances

8.0 Materials {continued}

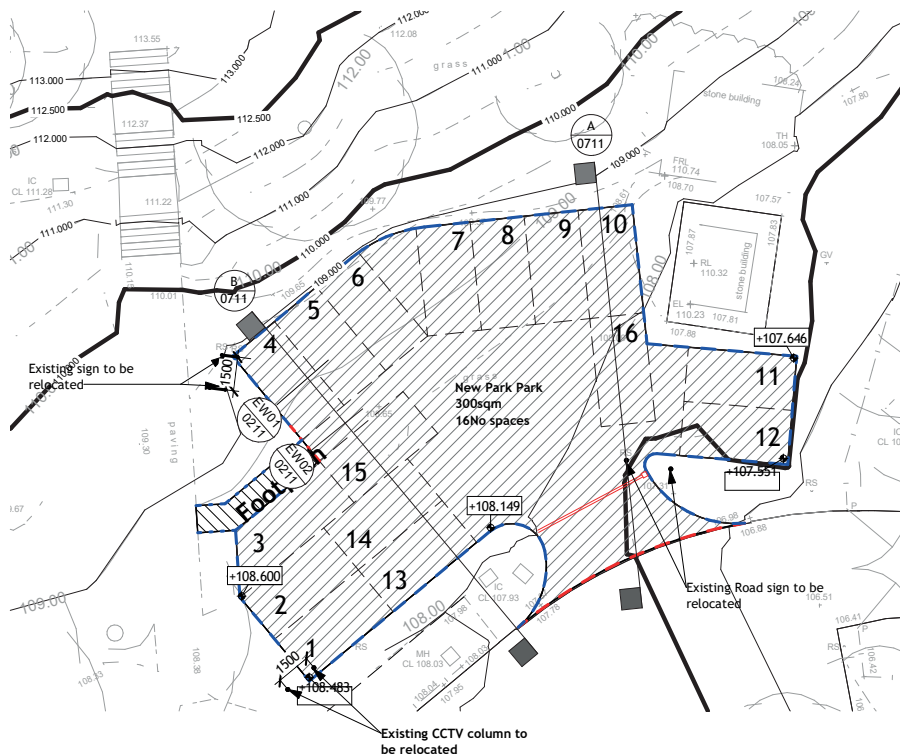
9.0 Site Area 2 Car Parking Proposal

9.1 Car Parking proposal

Site area 2 is included in the proposal to show the alteration and addition to the existing drop off car park accessed from St. Helen's Gate. The new car park will accommodate up to 16 vehicles parking.



PHOTO 11: Street view towards the car park from St. Helen's Gate



0711 Site Plan
1 : 200

Diagram 22: Site area 2 proposed GA layout

D: Access

10.0 Access

10.1 Vehicular Access

10.1.1 Site area 1 is located to the west and rear of the school. Site area 1 is accessed from St. Helen's Gate from the gated entrance at the north east corner of the school. An access road at mostly single width edges the school and leads anticlockwise around the site. Site area 1 is positioned adjacent to further access to the tennis courts.

10.1.2 Car parking access is available across the whole school from the gate entrance mostly as a provision for staff and visitors, a further car park is positioned further south along St. Helen's Gate, here and along the street acting as drop off for the school. Site area 2 car parking outlines new car parking spaces which will be located in this drop off car park.

10.2 Pedestrian Access

10.2.1 The additional footfall is included across the school estate therefore will assign any existing procedures the school currently adopt. The proposal is separate accommodation to the south west, therefore access will be predominately from the east, a key cross over position from the school to the building, north along the access road to a second point of access into the school building.

10.2.2 Pedestrian movement from the new car parking in site area 2 is as per the spaces in this drop off area.

10.3 Internal Access

10.3.1 The new building has two entrance and one further fire escape at half level at one of the two staircases. Secure access to the plant room is to the west of the building. The main entrance is a visual connection to the school, the lobby leads to a central circulation spine which radiates the accommodation including lift access. Staircase circulation is at each flanking end of the building, with refuge points on the landings, staircase 1 has the fire escape to the south, staircase 2 includes a lobby to a second entrance.

E:

Visual Assessment

11.0 Visual assessment

11.1 Existing school

Visuals 1 to 4 seek to illustrate an initial visual understanding into how the proposal is positioned into the landscape. A key consideration is the proposed level to enter the school, and the building heights within the school setting.

11.2 Topography

As the site slopes dramatically, the proposal intends to use this as an opportunity to blend the building into its setting. The levels across the school are challenging, so access to the new building and retained current facilities are parameters.

11.3 Key views - existing and proposed

The document indicates views which the design has taken into consideration. The appearance of the building has been developed using how it appears in context. The following visuals demonstrate existing and proposed views which highlight any given impact.

11.4 Conclusion

As explored in the following visuals, given the location of the proposed building and the degree of shielding from either adjacent buildings and landscape in the school setting, the proposal has limited impact.

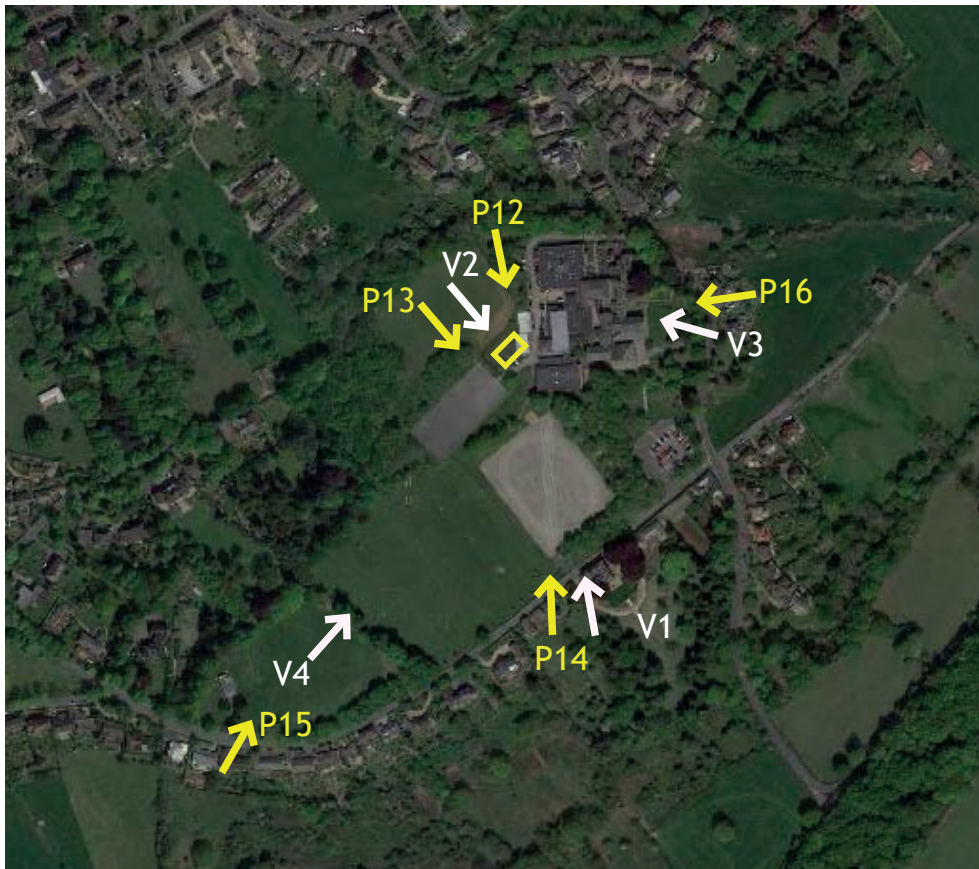


Diagram 23: Visual impact image directions map



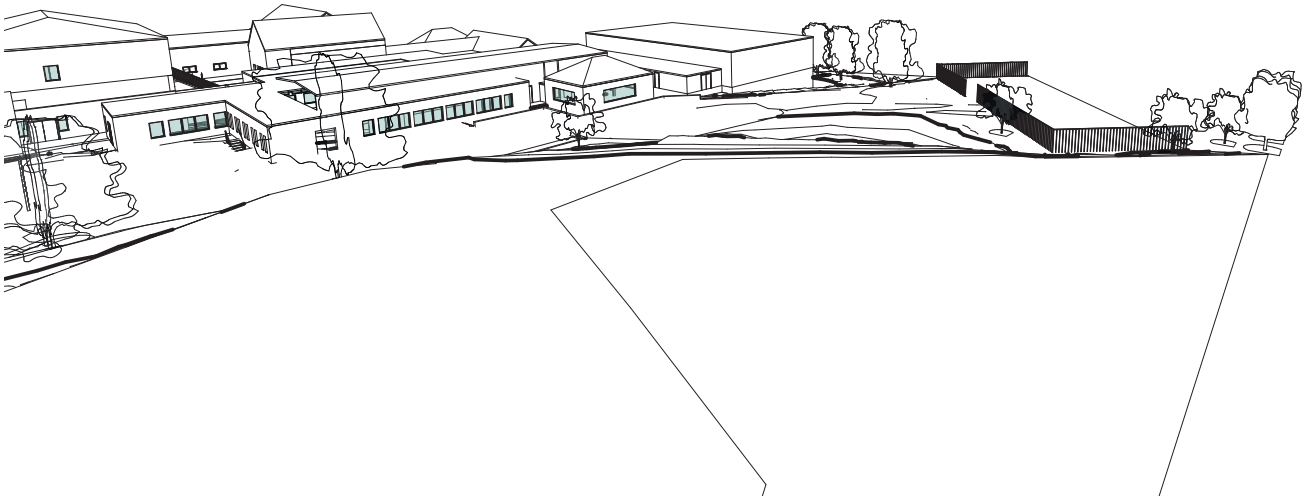
PHOTO 14: Existing view towards the site from Arkenley Lane



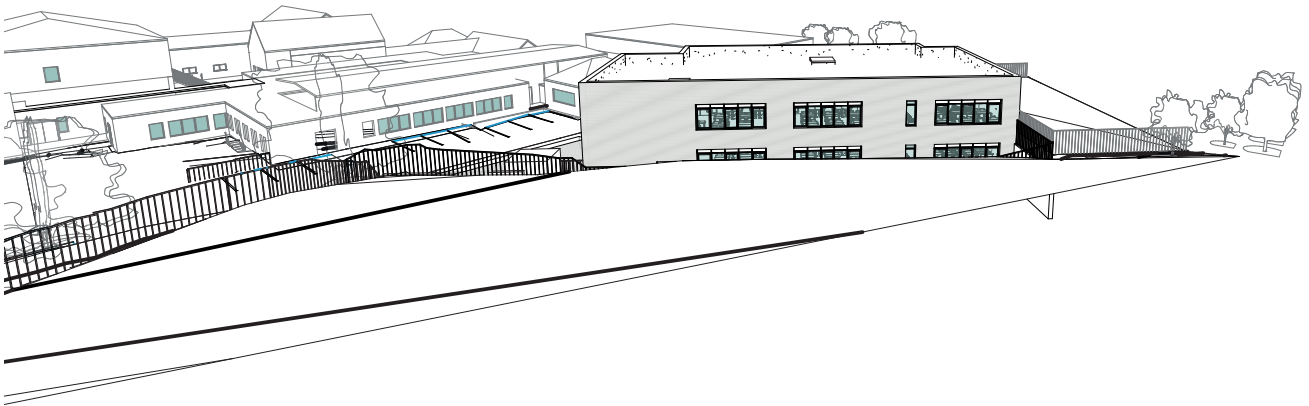
V1: Proposed view towards the proposed building from Arkenley Lane

11.0 Visual assessment {continued}

11.5 **Visual 1** The view from Arkenley Lane is considered key. The existing view has reasonable distance, tree grouping and other buildings forming part of the vista. The proposed building will be visible from this view however limited due to similar building heights, materials and shielding from the trees.



V2A: Existing view towards the site from the edge of the playing fields



V2B: Proposed view towards the building from the edge of the playing fields



PHOTO 15: View from the corner of the playing fields



PHOTO 16: View from the edge of the playing fields

11.0 Visual assessment {continued}

11.6 Visual 2 The view from the sports pitches is within the school grounds. Its elevated position has a full view of the school and its setting towards the west and south. Though a vacant site, given the dip in the topography, the proposal only shields the sports hall and minor connections to the tree line and terrain in the distance.



PHOTO 17: Existing view towards the site from the Cricket Ground



V3: Proposed view towards the site from the Cricket Ground

11.0 Visual assessment {continued}

11.7 Visual 3 The view from the cricket ground from Arkenley Lane shows negligible or limited impact as there is a tree line boundary separating the site and cricket ground.



VISUAL 4A: Existing view towards the school from St. Helen's Gate



VISUAL 4B: Proposed view towards the school from St. Helen's Gate



PHOTO 18: View from the front elevation



PHOTO 19: View from St. Helen's Gate

11.0 Visual assessment {continued}

11.8 Visual 4 The view from St. Helen's Gate faces the most historic part of the school setting. The proposed building has no impact on the public view. Any possible impact would be from an elevated view above any existing building line and unachievable from any existing vista.

F: **Heritage Statement**

12.0 HERITAGE ASSESSMENT

12.1 Document assessment

12.1.1 This statement has been prepared in accordance with the requirements under paragraph 189 of the NPPF which states:

“...local planning authorities should require an applicant to describe the significance of any heritage assets affected, including any contribution made by their setting. The level of detail should be proportionate to the assets’ importance and no more than is sufficient to understand the potential impact of the proposal on their significance.

12.1.2 The significance of the building has been assessed in accordance with “Conservation Principles, Policies and Guidance for the sustainable management for the historic environment”. This document advises that in order to understand the significance of the Asset, it is necessary to first understand the perceived “heritage value” of the asset:

- **Evidential Value:** the potential of a place to yield evidence about past human activity.
- **Historical Value:** can be either illustrative or associative and is the way in which past people, events or aspects of life can be connected through a place to the present.
- **Aesthetic Value:** is the way in which people draw sensory and intellectual stimulation from a place.
- **Communal Value:** the ability of a place or structure to have value to a community through collective experience or memory.

12.1.3 In order to assess the level of harm caused by the alterations undertaken as part of the development, elements of the building which have the potential to be affected will be assessed and defined as follows:

- **Negligible:** The building element provides little or no contribution to the heritage asset.
- **Slight:** The building element provides some contribution to the heritage asset but not to the extent that any alteration will cause harm.
- **Moderate:** The building element is important to the significance of the asset and requires assessment with the assumption that any harm will be less than substantial and can be mitigated.
- **High:** The building element is very important to the significance of the asset and careful consideration is required to assess if any alteration will cause substantial or less than substantial and whether the harm can be mitigated.
- **Considerable:** The building element is essential to our understanding of the significance of the heritage asset and any alterations would be constitute substantial harm to the heritage asset.

12.0 HERITAGE ASSESSMENT {continued}

12.1 Document assessment {continued}

12.1.4 This statement has been informed by a review of historic mapping and secondary source material in addition to undertaking non invasive site visits.

12.1.5 If the development will lead to substantial harm, paragraph 195 of the NPPF indicates that the development should be refused consent by the local planning authority, unless it can be proved that the loss or damage to the asset can be outweighed by substantial benefits to the public OR if the proposal can demonstrate all of the following:

- the nature of the heritage asset prevents all reasonable uses of the site; and
- no viable use of the heritage asset itself can be found in the medium term through appropriate marketing that will enable its conservation; and
- conservation by grant-funding or some form of charitable or public ownership is demonstrably not possible; and
- the harm or loss is outweighed by the benefit of bringing the site back into use.

12.1.6 Where a development proposal will lead to less than substantial harm to the significance of a designated heritage asset, paragraph 196 indicated this harm should be weighed against the public benefits of the proposal including, where appropriate, securing its optimum viable use.

13.0 Brief history of the site

13.1 King James's history

In 2008, the school celebrated its 400th anniversary of its Royal Charter granted by James I of England in 1608 (extract below). Founded in 1547 as a Chantry School prior to the charter, King James was a boarding school until 1922 and in 1976 Almondbury Grammar School became a comprehensive. Current day, King James accommodates 750 pupils aged between 11-16.

'...in 1608 thanks to the efforts of three men, who travelled on horseback from Farnley Tyas, the nearby village, to London to get a royal charter from the king. They were sent by wealthy inhabitants of Almondbury, who wanted a local school for their offspring.'

Source: <https://www.kingjames.org.uk/about-us/about-king-james>

13.2 Historic context

The school is located in Almondbury, a village south east of Huddersfield town centre, West Yorkshire, the area historically once included other Huddersfield villages of Linthwaite, Lockwood, Honley, Holmfirth and Meltham within its parish. The village is located near to Castle Hill, a notable historic monument within the setting.



LEFT: OS Map 1854 Source: <https://www.oldmapsonline.org/>

RIGHT TOP: IMAGE 1 'Snowballing' Source: <https://www.oas.org.uk/OAS%20home.php>

RIGHT BOTTOM: ARCHIVE PHOTO 1 1865 'Snowballing' Source: <https://www.oas.org.uk/Snowballing.php>

14.0 Heritage asset & setting significance assessment

14.1 Designation of Heritage assets

Listing ref. no.1232192 includes the 'Entrance block and extensions to north and north west at King James Grammar School, St Helen's Gate'. See Appendix A for details. The listing is Grade II and was listed 3rd March 1952. The listing describes how the earliest building no longer exists, and was rebuilt in the mid 18thC as the entrance block. The school boundary and key approach, is located from the east along St. Helen's Gate and forms a key vista within its setting. The listing further describes the extensions developed throughout the 19thC remarked with significant provenance by master builders with noteworthy design.

14.2 Conservation area

The site is located in the Almondbury Conservation area (as shown below). The area extends up towards the village and included a key corner of street scape and terrain.

14.3 Setting development

The listing outlines the entrance block, mid 18thC, and further extensions were '*made to the school by William Swinden Barber between 1880 and 1883*'. This is shown in the OS maps 1854 & 1893, which also shows the marking of the external areas established such as the tennis courts. Further expansion to the school was towards the west. The OS suggests the sports halls towards the south was built in the late 60's early 70's, and the DT Block being much later. In accordance to the planning history, the extension to the hall forming a music room was built in the early 2000's. The temporary units installed in a similar period. The growth of the school has seen the increase of buildings adding to the group to the west or rear of the school.



LEFT: OS Map 1893 Source: <https://www.oldmapsonline.org/>

RIGHT: IMAGE 2 Almondbury Conservation area, Kirklees Council <https://www.kirklees.gov.uk/>

14.0 Heritage asset & setting significance assessment {continued}

14.4 Assessment of the setting and contribution to the heritage assets

The site is located adjacent to a listing and its numerous extensions and alterations where the school has expanded to attain further facilities such as a sports hall, DT block, and classrooms. The extensions are predominately to the east or rear of the school's main elevation and vista from St. Helen's Gate. Externally, the school has retained a consistency of materials and character however the feel of scale has increased, such as openings and fenestration, and the detail has decreased due to modernisation and technical enhancements. As a setting, the school has expanded to the south and north on the east orientation which faces contoured landscape, the massing is grouped as a collection of buildings and can be distinguished by subtle nuances of the period of which they were erected.



LEFT: OS Map 1907 Source: <https://www.oldmapsonline.org/>

RIGHT: ARCHIVE PHOTO 2 1910 'Almondbury Grammar School' Source: <https://www.oas.org.uk/School%201910.php>



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LEFT: OS Map 1916 Source: <https://www.oldmapsonline.org/>

RIGHT: ARCHIVE PHOTO 3 1910 'King James' Grammar School, Almondbury' Source: <https://kirkleesimages.org.uk/>

14.0 Heritage asset & setting significance assessment {continued}

14.5 Assessment of significance

Refer to Section 12.1 Document assessment.

Evidential value: The listing and later development is still occupied as a school however the function of some of the internal space such as the 'dorm's' have transformed. In terms of yielding evidence of past activity, the school retains elements of its original spaces however teaching has progressed and altered the school, therefore the grouping has moderate level of significance.

Historic value: The school and its setting in principle demonstrate 400 year of heritage and over 200 years of building history, this and the limited development to the east of the site the grouping has a high level of significance.

Aesthetic value: As a group, the east elevation and north approach retain there historic appearance, however the exception stands with the later larger massing and rear extensions which have less aesthetic value. Therefore it can be regarded to draw limited sensory and intellectual stimulation so this would have a negligible to moderate level of significance.

Communal value: Given the period of time since the school was founded and is still in use as a school today irrespective of its later expansion, the meaning of King James in the collective experience or memory has a high level of significance.



LEFT: OS Map 1932 Source: <https://www.oldmapsonline.org/>
RIGHT: ARCHIVE PHOTO 4 1939 'Extension' <https://www.oas.org.uk/Extensions.php>



LEFT: OS Map 1968 Source: <https://www.oldmapsonline.org/>
RIGHT: ARCHIVE PHOTO 5 1950's 'Aerial view' <https://www.oas.org.uk/Aerialview.php>

15.0 Heritage asset & setting impact assessment

15.1 Assessment of the Effect of the proposed development on the Asset Refer to Section 12.1 Document assessment.

Evidential value: Given the location and nature of the building being new construction and positioned in the landscape which as a setting has limited value, the proposal doesn't indicate significant impact on the evidence of past activity. However, the nature of the grouped building set in relation to a new building has some harm on the setting. This would suggest slight harm.

Historic value: The manner of which the school has developed towards the south and east, new development as proposed is not positioned in relation to the listing, only later additions. Those additions for the school to continue being used for education must expand for this reason, adding to the history of the school and its setting. This would suggest slight to moderate harm.

Aesthetic value: The proposal as indicated has a blend of complimentary materials, similar window arrangement, building height and level change, which limits the potential harm being adjacent to later additions to the school setting. The size of massing, site arrangement and separation from the school building group does however have impact. This would suggest moderate harm.

Collective value: The proposed expansion to increase pupil numbers therefore providing wider opportunity to experience the asset and setting albeit not its original or historic form. This would suggest negligible to slight harm.

15.2 Location and siting of the development

The proposal is position towards the rear of the site adjacent to the sports hall, music and dining hall. The location of the proposal doesn't directly relate to either the north or east elevation, and minimum visibility from St. Helen's Gate and entrance, suggesting limited impact on the heritage asset and setting. The existing temporary units and the placement of those into the landscape has also further impacted the setting. The residual landscape remaining is sparse, slopes steeply with no significant trees, therefore any given impact or harm of the proposal is relative to the relationship of the new mass to the building height and lines with the existing building group.

15.3 The form and the appearance of the development

The manner of which the school has developed particularly with large massing, quality of materials and modern window arrangements, has somewhat impacted the grouping. The new building has a flat roof and rectangular form with recesses at each end of the front elevation. Later additions such as the sports hall and DT block have a large mass and flat roof. The fenestration has legible order and opening for a school which is in contribution to the setting. The materials intended for use are of similar tone and texture to the school.

15.0 Heritage asset & setting impact assessment {continued}

15.4 Permanence of the development

The development is permanent with a min. design life of approx.25 years.

15.5 Conclusions

15.5.1 The site is in a conservation area and adjacent or near to a heritage asset (however not facing or directly in relationship with), and the proposal demonstrates how it has considered this. The proposal respectfully adds to the existing school setting with a degree of sensitivity required given its relationship to the adjacent heritage assets.

15.5.2 The siting of the new building has been positioned to be read in conjunction with the existing school buildings and minimise visual impact by siting the new two storey building into the landscape and also with the existing building group.

15.6 Options for mitigation / enhancement

A number of opportunities are available to mitigate the impact of the development on the historic environment. Primarily these relate to careful siting of the built form to reduce the impact on views. This has been explored and concluded in the design process Section 5.0. The enhancement of landscaping elements to screen the building is also an option however dependent on the existing impact. This has been further developed in the visual assessment section E.

G: Sustainability Statement

16.0 Sustainability statement

16.1 Passive solar and ventilation strategy

The building is arranged with access to spaces from central circulation and has a north east and south west axis. Five of the classrooms are south west facing and the remaining are north west however benefit from large openings with clear open space for daylighting and solar gain. Secondary spaces not requiring daylight are positioned centrally. In terms of ventilation, all windows integrate overhead louvred panels connecting the ventilation system externally. Each space is calculated to maximise the natural ventilations with external cross ventilations gains.

16.2 Renewable energy

The proposal aims to achieve a BREAMM rating for the MEP for the project which includes photovoltaic installed on the roof. The attained energy will contribute to the use of the building.

16.3 Building performance

The scheme proposes to achieve through its building fabric, ground, roof, walls, windows and doors, a u-value that is meets and improves on the building regulation requirements.

17.0 Appendices

Appendix A: Listing Ref. 1232192

ENTRANCE BLOCK AND EXTENSIONS TO NORTH AND NORTH WEST AT KING
JAMES GRAMMAR SCHOOL

Source: <https://historicengland.org.uk/listing/the-list/list-entry/1232192>