

Site Analysis.

Site Photographs



06 - View looking South across of upper playing field



07 - View within site looking South east towards boundary with Christ Church PS



08 - View within site looking east across upper playing field



09 - Disused property southern boundary.



10 - View on PROW along Western boundary



11 - View within site looking towards wooded northern boundary. Trees within the site boundary.

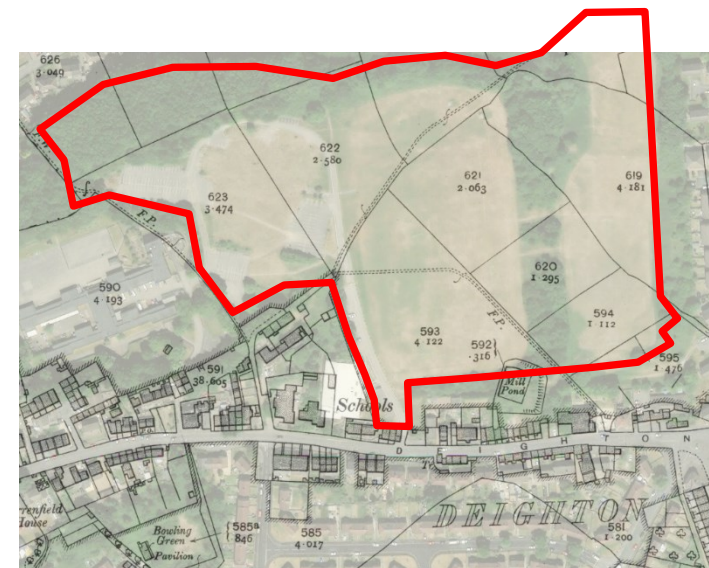
Site Analysis.

History of the site.

The site's history has not changed significantly in the past century. The residential area on the south of the site was prevalent before the late 1800s. The site was arable Outdoor Learning Arealand until the mid-twentieth century, until the Deighton High School was constructed, and several community grass sports fields.

The orientation of the high school building is worth noting, which takes advantage of the fantastic views across Kirklees.

In the 21st century, the school was used as a training centre by Kirklees Council, known as the Deighton Centre. The old school site is the top tier of the three and has led to the definition of the school site boundary.



1892/1914



1937/1961



1947/1971



2022

Site Analysis.

3.3 Opportunities and Constraints.

Informed by the conclusions of the survey information the following constraints and opportunities have emerged:

Opportunities.

- Providing a cohesive school arrangement.
- Use of the different level plateaus on the site to separate car parking / drop-off areas and the secure school site.
- Potential for providing an acoustic buffer between the site and neighbouring dwellings.
- Space to Northwest to accommodate the Outdoor Learning Area and horticultural areas
- Enhanced community use of facilities on the site
- Improved security and safeguarding.
- Fantastic views to the East over Kirklees
- Grass playing fields retained for use by the community.
- Soft boundaries and opportunities for natural forest school areas.

Constraints.

- 15m level change from the high point in the southwest to the low point in the northeast.
- Narrow existing vehicular access drive from Deighton Road
- Remaining basement structure
- Existing trees bounding the site on three sides.
- Open green space bounding the site to the east.



Site Analysis.

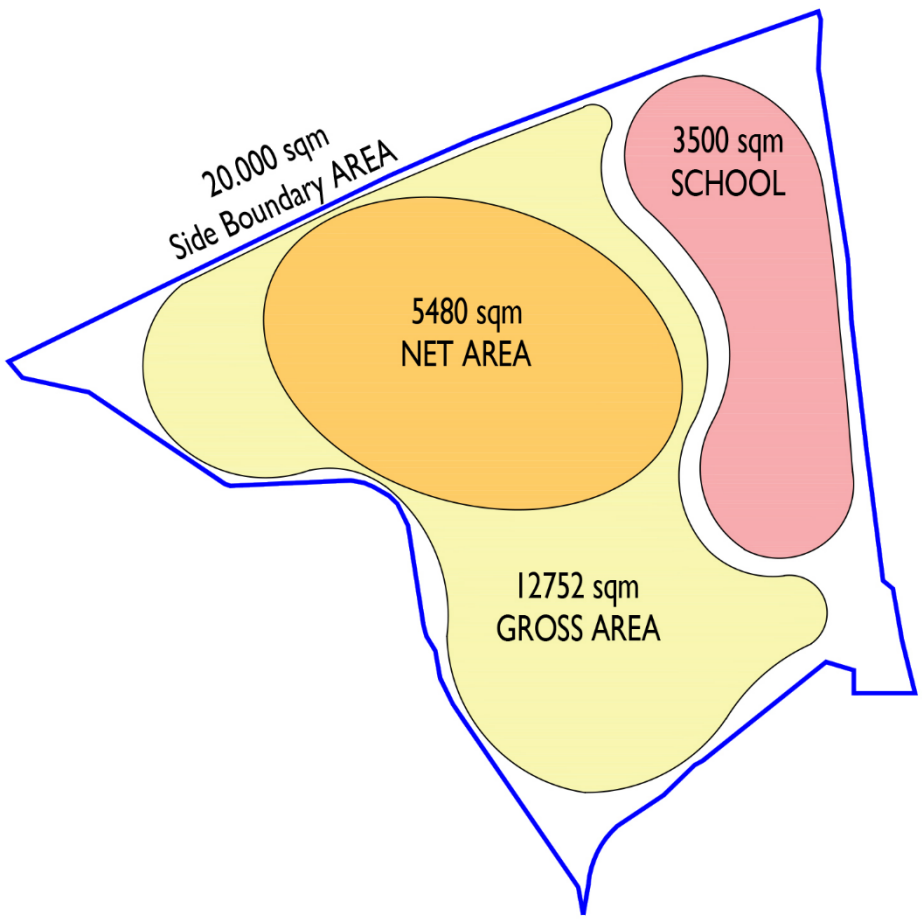
Guidance External Areas.

The design has been developed in accordance with the DfE’s BB104 guidance and draws out the unique qualities of a site - blessed with attractive mature vegetation, long views - that will work in concert with an educational philosophy that includes a Outdoor Learning Area and forest school at its heart.

Outdoor Learning Area Location.

- 1. The location would be part in sun and part in shade. There should be plenty of sun for raised beds and crops
- 2. There is a natural relationship with existing natural habitats The location is not exposed to the public or car park and therefore secure.
- 3. Access is good and shred for deliveries to construction
- 4. Linked to the main spine and other vocational spaces
- 5. Access to the Outdoor Learning Area internally through the spine of the building for all key stages.

BB104 Calculation		Drawn on Plan	
Hard Outdoor PE	332 sq.m	As per BB104 MUGA guideline	593 sq.m
Hard Informal and social area	864 sq.m	Hard Informal and Social Area	864 sq.m
Soft Informal and social area	864 sq.m	Lower Years Passive Space Upper Years Passive Space Class Gardens Outdoor Learning Area	400 sq.m 400 sq.m 815 sq.m 1,900 sq.m
Habitat	332 sq.m	Habitat/ Forest School	5,524 sq.m
Float	3,688 sq.m	Float	3,688 sq.m
		Building	2,852 sq.m



Design Process.



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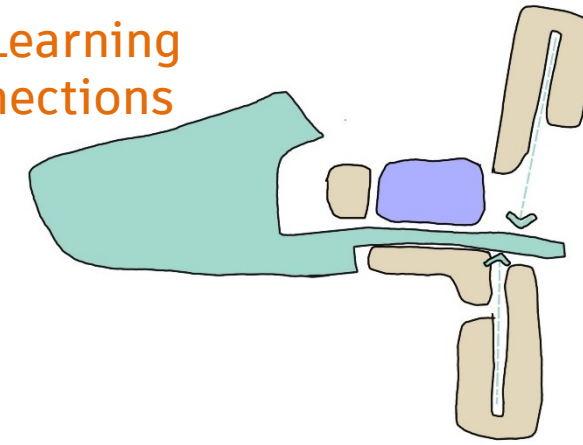
4.0 Client Engagement/ Key Dates.

The briefing and CEM (client engagement meeting) process throughout Stage 2 included specific meetings as set out below:

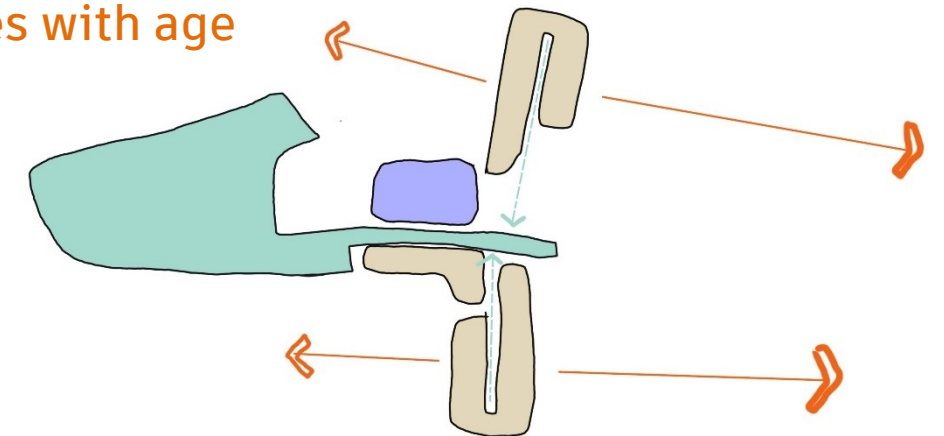
- **CEM 01** Client Vision (30.09.2022)
- **CEM 02** Adjacencies and Organisation (12.10.2022)
- **CEM 03** Site Strategy (01.11.2022)
 - MEP Breakout Meeting (07.11.22)
- **CEM 04** MEP strategy introduction (14.11.2022)
- **CEM 05** Control option development (05.01.2023)
- **CEM 06** Control Option Briefing & Review (21.02.2023)
- **CEM07** Control Option site masterplan (06.03.2023)
- **CEM 08** Pupil - Day in the Life (21.03.2023)
 - Breakout Meeting Town Planning (28.03.2023)
- **CEM 09** Therapy Learning Resource Requirements (29.03.2023)
 - Breakout Meeting - MEP Strategy (05.04.2023)
 - Breakout Meeting - Catering Strategy (12.04.2023)
- **CEM 10** Building Aesthetics (18.04.2023)
- **CEM 11** Refining the layout (25.04.2023)
- **CEM 12** MEP (11.05.2023)

Additional brief development work has been undertaken by the School for the Outdoor Learning Area brief and the design team awaits confirmation of the final requirement. The compilation of Room Data Sheets, to incorporate the requirements for furniture, fittings and equipment (FFE), together with specific information for finishes, environmental conditions, mechanical and electrical supplies and other data including acoustics, is ongoing with this task being identified as a priority in the following work stage.

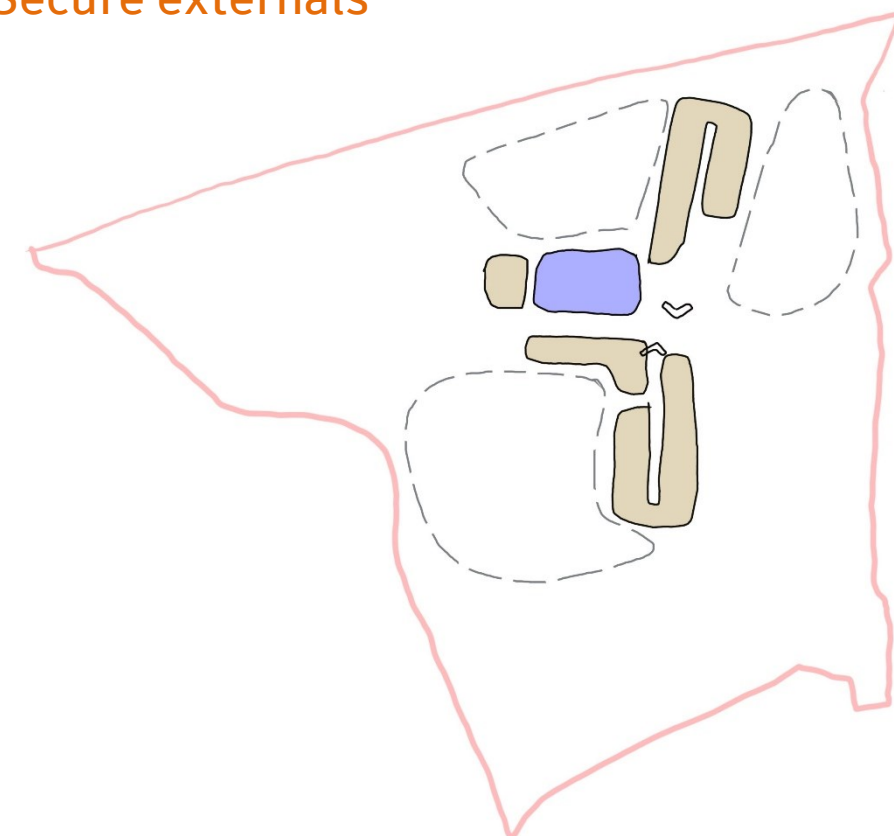
Outdoor Learning
Area connections



Views / horizon
increases with age



Secure externals



Design Process.

4.1 Client/End User engagement process.

The school and Kirklees Council have been enthusiastic and have fully engaged with the CEM process. Feedback from each meeting has been used to inform ongoing development of the proposals, and a series of "sign-off" meetings have been undertaken at key project stages to ensure full support of the scheme.

The following pages map out the CEM process and methodology for developing the proposals. key drivers were identified; these have formed a framework as to how the design has been developed.

CEM 01 – Listening

GIFA 2964sqm BB104 MINIMUM FOR 132 PUPILS

The first session was all about listening to the school/ trust about what they wanted from their new school, and the uniqueness of their SEMH students. They spoke about the aspirations of the school to change the lives of these young learners and how the building design will be integral to their development and management. The design team presented the feasibility study to discuss building typology. We also presented our findings on the site analysis showing opportunities and constraints of the site.



SEMH Students - CEM01

CEM 02 - Understanding the brief

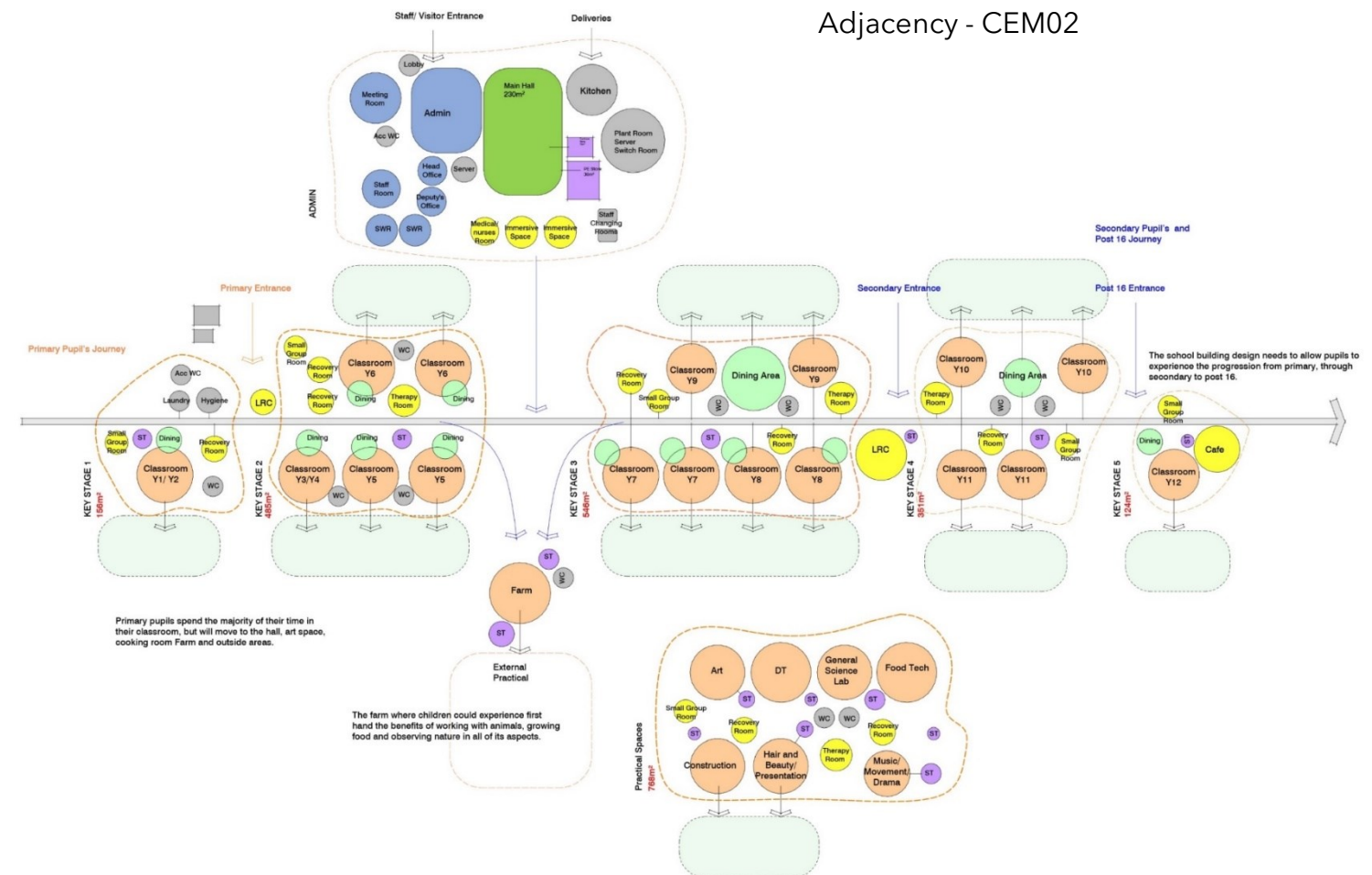
At CEM02 we introduced the developed schedule of accommodation (SoA) and adjacency drawing to satisfy the brief. The meeting discussed these documents and redefined the SoA to align with the schools educational requirements. To help define room sizes and layouts, key spaces of classrooms, WCs, entrances, halls were presented with furniture. Landscaping was introduced at CEM02, with the landscape architect building up a brief of the clients requirements. Part of this was understanding the car park and drop off/ pick up strategy - being a key part of SEMH school management and safe guarding.

CEM 03 – Outdoor Learning Area Concept

CEM03 developed the plan and schedule of accommodation to allow the design team to begin design strategies. The plan moved from sketch to CAD (Revit).

Work on site strategies was presented from the landscape Architect. The architecture developed the cluster concept and placed the Outdoor Learning Area front and centre. There was a very clear desire from the trust to make sure we made the most of the green setting with the Outdoor Learning Area, forest school and horticultural areas.

Adjacency - CEM02



CEM 04 – Two storey Option

The main objective of CEM04 was to rationalise the design to ensure that the building footprint stayed within the funded area. The option around the central Outdoor Learning Area resulted in significant additional Ground floor area and restricted useable external area given the level changes across the site. We explored accommodation that could potentially work on the first floor moving away from an entirely single storey building.

CEM 05 – Control Option Development

At CEM05 we presented a developed control option which endeavoured to make the floor plan more efficient but retain the design drivers and respond to the site constraints and opportunities. The layout also considered potential accommodation which could safely move to the first floor. While the SoA at this point remained a moving target the design was moving in the right direction.

Design Process.



CEM 06 – Control Option Briefing & Review

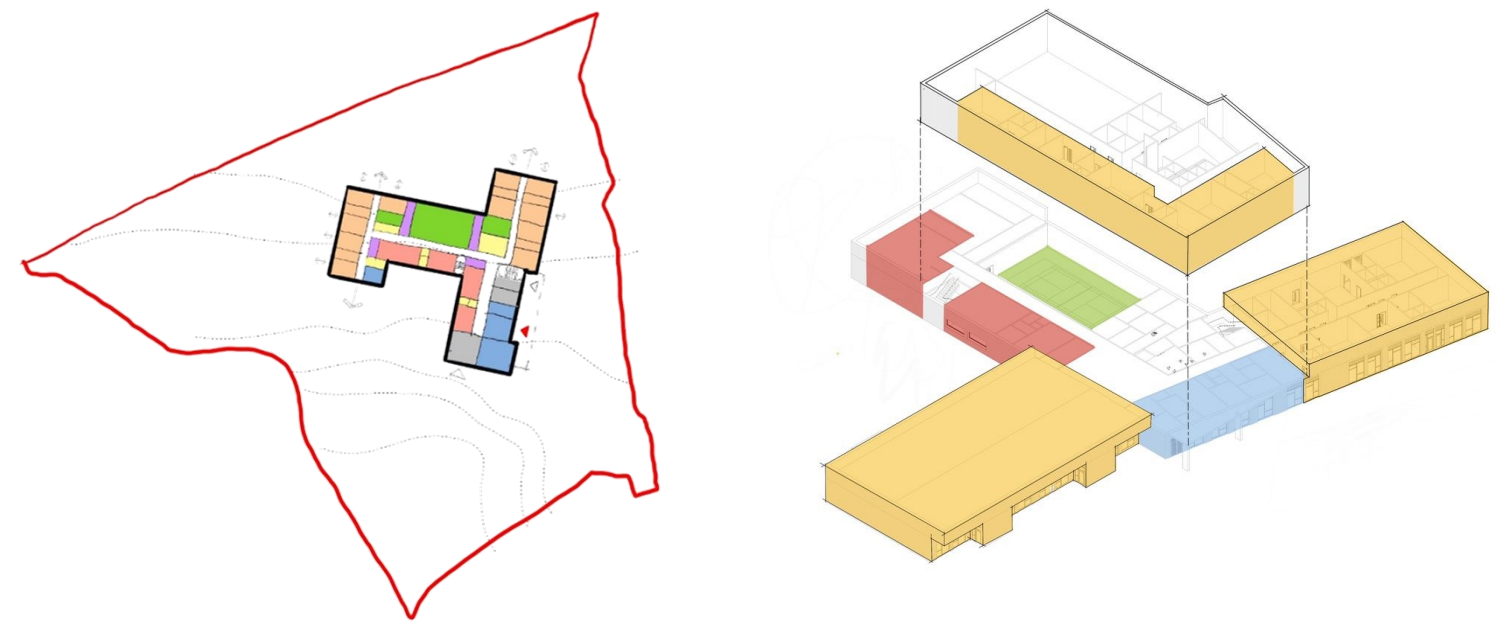
The main objective of CEM06 was to agree the control option building layout and SoA which increased from the previous meeting.

The Site masterplan was presented and site security and secure lines explored in greater detail along with frequency of deliveries and traffic on site. Solar studies and Sun path analysis was tested on the externals to ensure appropriate uses in shaded areas.

CEM 07 – Site Masterplan

At CEM 07 The access and security of the site was discussed to ensure that the school can be managed in an effective manner. The volume of vehicles during peak times at drop off and pick up is significant with deliveries to the Outdoor Learning Area, kitchen and refuse collection all being considered.

Sun path analysis was presented to ensure the Outdoor Learning Area location would benefit from plenty of sun for raised beds and crops.



CEM 08 – Movement in and out of the building

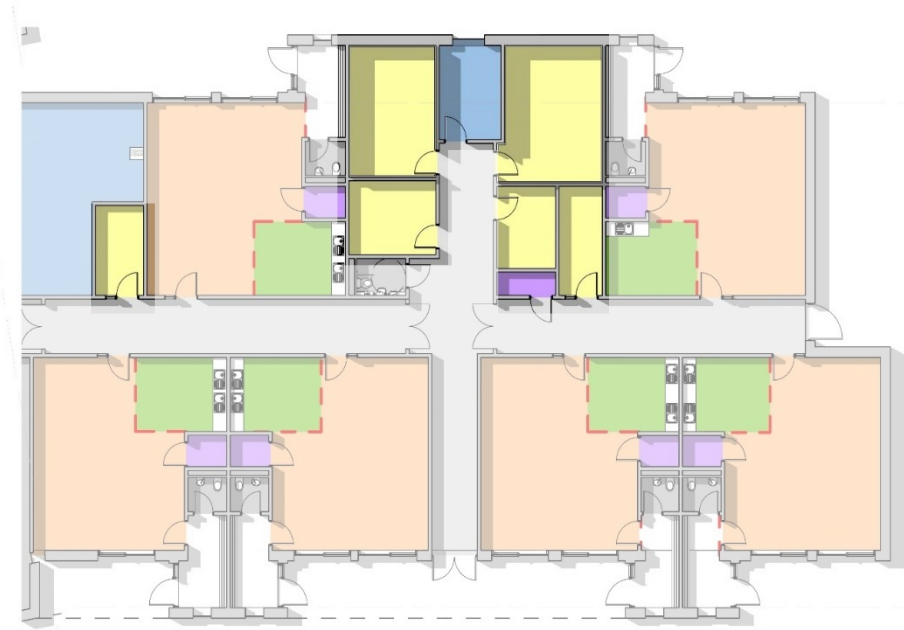
There was a significant change to the layout at this point following feedback from CEM07. KS3 Wing would swap with KS1/2 wing. Creating 3 external play zones; KS1/2, KS3 (with small MUGA) and KS4/5 (with large MUGA).

Internally KS3 and KS1/2 wings were configured to have 2 sets of 3 classrooms with a central intervention/therapy zone. Each sub-cluster would be able to access the core facilities whilst remaining secure from the other sub-cluster. 3 intervention spaces per cluster, each sub-cluster has access to toilets from within the sub-cluster.

Access and security was reviewed to eliminate the risk of pupils absconding from the classroom gardens directly into the drop off areas



Design Process.



CEM 09 - Therapy Spaces GIFA 3,560sqm

CEM 09 was used as a workshop to consult the school on all the therapy and learning resource areas. This helped the trust to better understand the internal spaces and reassure themselves that these were sized correctly, and that they worked in conjunction with the layout.

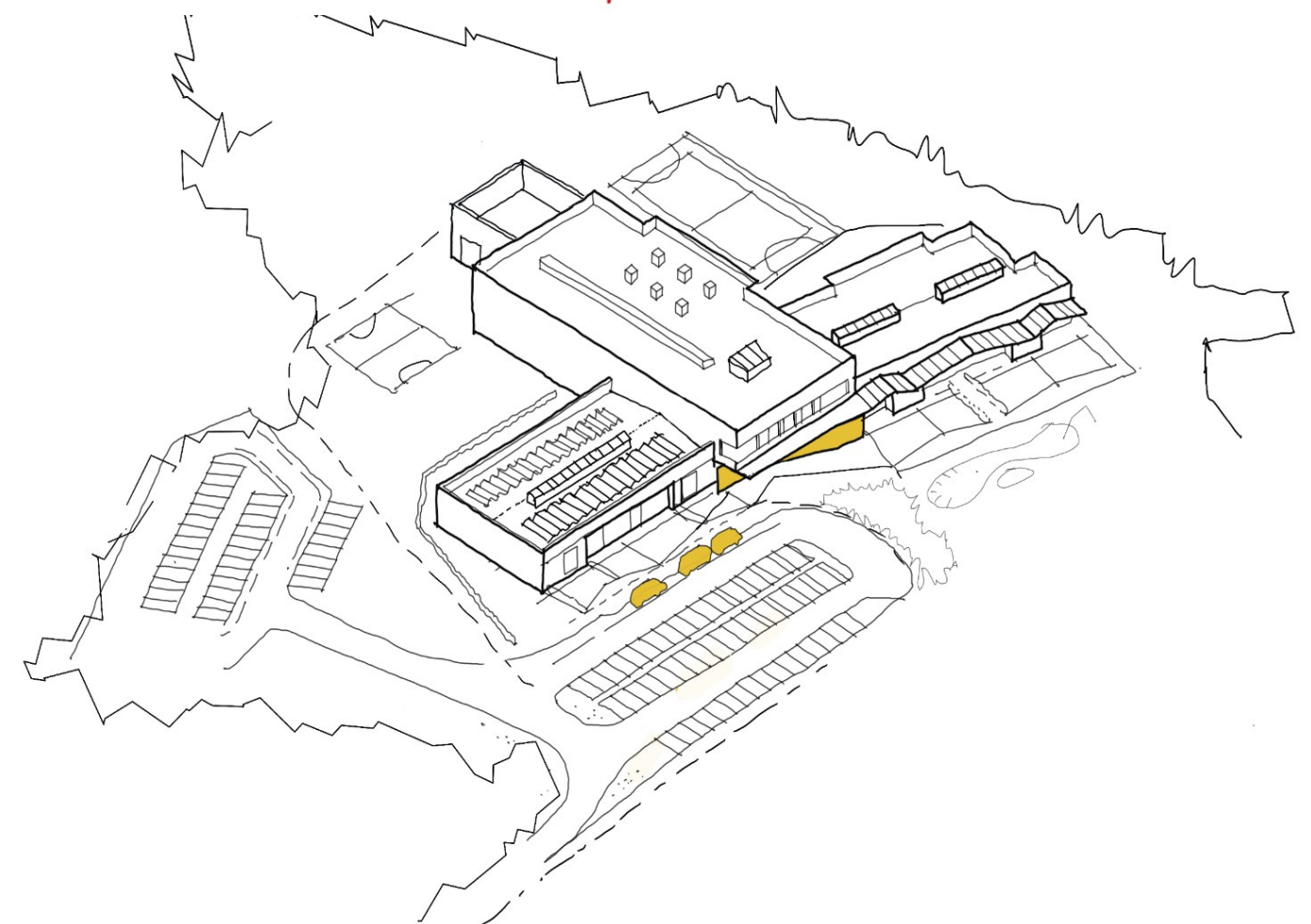
The distribution of offices and staff work areas was also discussed. In the event of a disruption in part of the school. The location of admin spaces and legibility of the circulation greatly enhances the passive supervision of the school. With this in mind staff areas were distributed throughout the school building.

CEM 10 - Building Aesthetics GIFA 3,560sqm

At CEM 10 the architecture developed from plan to massing and elevations/ materiality was introduced to the trust. There was a very clear desire for brick as the prominent material, due to its robust properties. The elevations and massing were presented with a simple and controlled palette of materials which were supported by the client as capturing their desires for the design.

We also discussed the vertical setting out and how the daylighting and environmental drivers has informed the building section and window/ vent solution.

Feedback from the previous meeting requested spatial studies of the class gardens to the east facing side of the KS3 wing. The school also had concerns with the gardens projecting beyond the main entrance line and hiding the entrance doors



Design Process.

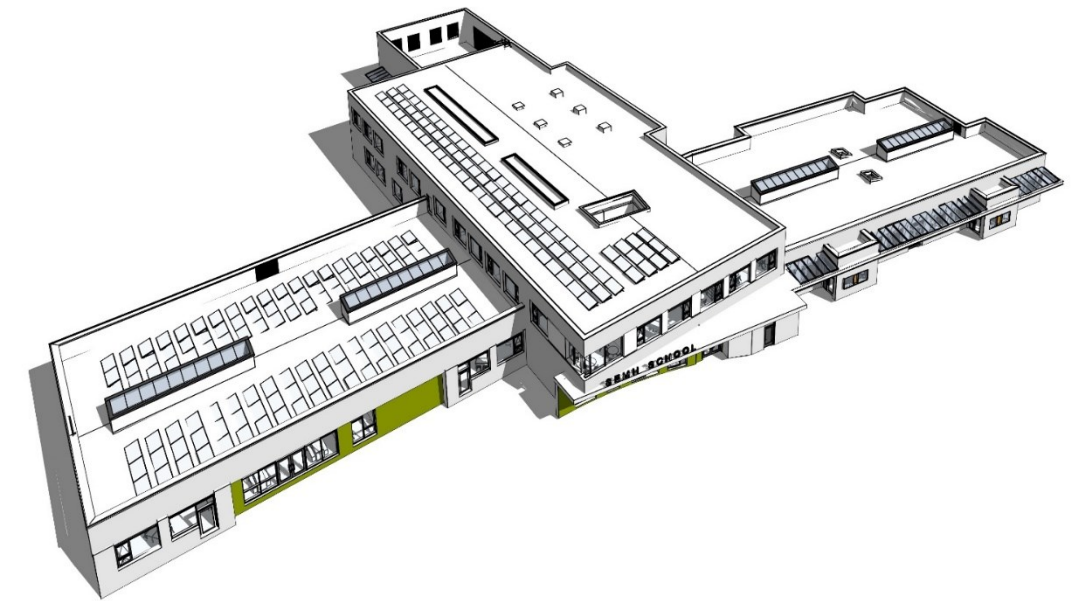


CEM 11 - Refining the layout

CEM 11 showed the client how the design has developed now that MEP, structural, Fire and acoustics have been reviewing the layouts.

From the previous meeting There was no major changes requested to the plan. The school requested several minor tweaks to the layouts including the orientation of the Recovery rooms so that the door and screen are located in a way that visibility from the corridor was improved and prevented blind spots in the room where pupils could hide.

The school was shown two alternative FF&E options on the Food tech room and Multi-skills Workshop for consideration.



CEM 12 - MEP

CEM 12 was used as a workshop meeting on MEP stage 2 design work, to allow the design to be cost tested and move forward to the next procurement gateway and allow planning submission. The meeting also included a structural presentation which was delivered the following week on Teams. The Plant room increased in size slightly to accommodate segregation of water tanks within combined plant room.

The school were shown CGI images and liked the buff/grey tones with splashes of vibrant colour. The final choice on brick colour will occur at the next stage.

The school were very happy and supportive of the process and design so far.

Design Process.

4.1.2 Public Consultation Events.

At the end of June 2023 three public consultation events were organised. The first event on 20th June was held in the Chestnut Centre on Deighton Road in Deighton. The second event was held at the Deighton Carnival on the 24th June and the final event was on the 27th June in the Brian Jackson House building in Huddersfield town centre. For those unable to attend in person there was also an online page available to provide feedback.

During these events the public could view and comment on the design proposals. Large scale presentational drawings were displayed, and the project team was on hand to discuss the proposals in detail. For further details of the consultation events and the feedback received, please refer to the Planning Statement, which has been prepared by Lichfields.

Refer to the Statement of Community Involvement prepared by Kirklees Council
Refer to Planning Statement for Pre-Application Advice prepared by Lichfields



Design Process.

4.2 Brief Concepts.

In consideration of the aforementioned factors, the architectural design of the building was conceived as a two-story structure adopting a four-cluster building typology. This design approach was chosen to align with the vision of delivering a modern and contemporary educational environment tailored to address SEMH education needs.

To initiate the project, we developed an organizational layout and adjacency diagram based on the initial Client brief. During the first Client Meeting, we presented this diagram, which provided a visual representation of our proposed design concepts. The high-level diagrams displayed on the opposite page were instrumental in effectively conveying our ideas, and they appeared to resonate well with the Client, affirming our confidence in the chosen design direction.

Clear Key Stages (Clusters)

Classrooms are clustered into groups of four wings and arranged either side of the resource spaces with access to external space in between.

Arrival

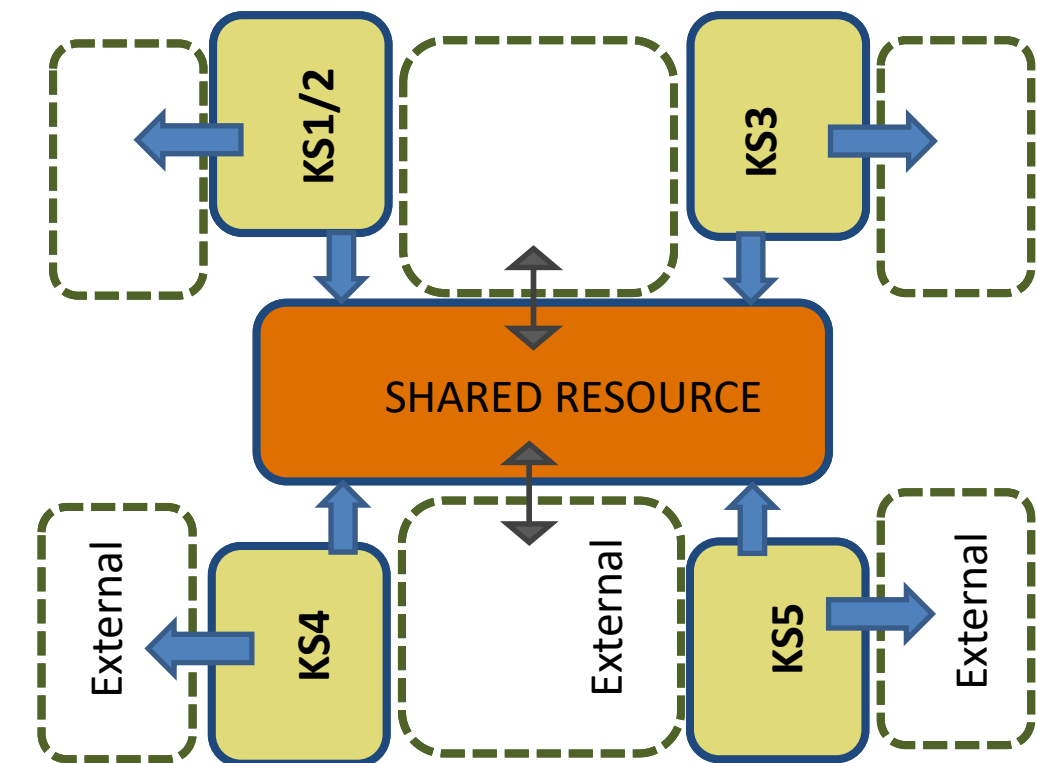
A well-managed and secure arrival (and pick up) with suitable spaces for minibuses, taxis and parents

External learning

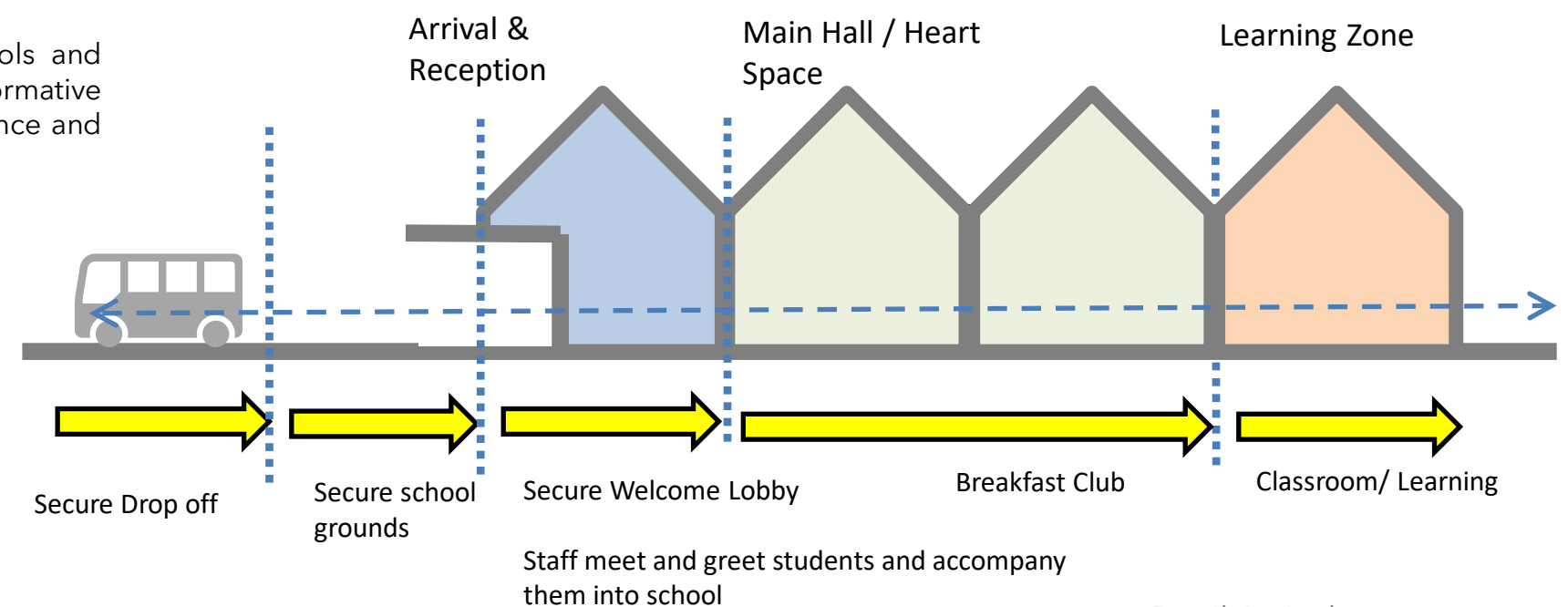
Making the most of the external setting

The project's inception was inspired by the verdant surroundings of the site and the concept of a 'School in the Park' transitioned into the innovative 'Forest School' model that emerged at the dawn of the 20th century, aimed at enhancing the educational, health, and overall well-being of children.

The Academy Trust boasts a wealth of expertise in the field of Forest Schools and enthusiastically embraced the opportunity to provide children with transformative learning experiences in woodland or natural settings, fostering their self-confidence and self-esteem through hands-on engagement with the natural environment.



Key Stage Clusters



Pupil Arrival sequence