DESIGN AND ACCESS STATEMENT

Gomersal St Mary's Primary School

Gomersal, Cleckheaton

Development of New Primary School including Demolition of Existing School at Gomersal St Mary's Primary School, Shirley Ave, Gomersal, Cleckheaton BD19

BOWMER + KIRKLAND

Department for Education

PICK EVERARD

ONE-ENVIRONMENTS

SPACE ZERO

rps

Stonyrock

Issue Number P01

January 2026

0.0 Contents

Figure #1. Conceptual axonometric visualisation

Document History

Issue	Date	Comment	Author	Chk'd
P01	March 2026	Planning Issue	JHD	ALJ

1.0 Introduction

1.1 Introduction

This Design and Access Statement has been prepared by Pick Everard on behalf of The Department for Education (DfE) under their new school replacement programme (SRP), to supplement a Planning Application for the replacement of an existing primary school in Gomersal. The project proposes the construction followed by the removal and demolition of the current school at the below address.

Gomersal St Mary's Primary School,
Shirley Ave,
Gomersal,
Cleckheaton,
BD19 4NA

The statement covers all of the key criteria involved in the design process and design principles on which the scheme is based.

1.2 Relevant National/Local Planning Policies & Guidance

The Following Local & National Planning Policy guidance documents have been utilised throughout the design process and the accompanying submission refers to relevant sections where appropriate;

National Planning Policy Framework 2024:

- *Section 2 –Achieving sustainable development*
- *Section 8 –Promoting healthy and safe communities*
- *Section 9 –Promoting sustainable transport*
- *Section 12 –Achieving welldesigned places*
- *Section 14 –Meeting the challenge of climate change, flooding and coastal change*
- *Section 15 –Conserving and enhancing the natural environment*

Local Policy:

The adopted development Plan for Kirklees Metropolitan Borough Council constitutes the following documents:

- *Kirklees Local Plan strategy and policies - Adopted 27 February 2019*
- *Kirklees Local Plan allocations and designations - Adopted 27 February 2019*

Figure #2. Landscape Plan of Proposed Site Layout

1.0 Introduction

On the adopted Polices Map, the site sits entirely within Urban Green Space Designation (UG355 – Gomersal St Mary's Primary School) under Policy LP 61 - Urban Green Space.

The below lists the most relevant polices targeted for the proposed development

- *LP1 - Achieving sustainable development*
- *LP 2 – Place Shaping*
- *LP 3 – Location of New Development*
- *LP 7 – Efficient and Effective Use of Land and Buildings*
- *LP 20 - Sustainable Travel*
- *LP 22 – Parking Provision*
- *LP 24 – Design*
- *LP 28 – Drainage*
- *LP 30 – Biodiversity and Geodiversity*
- *LP 33 – Trees*
- *LP 49 – Educational and health care needs*
- *LP 51 – Protection and Improvement of Local Air Quality*
- *LP 52 – Protection and Improvement of Environmental Quality*
- *LP 53 – Contaminated and Unstable Land*
- *LP 61 – Urban Green Space*

Supplementary Planning Documents

- *Kirklees Highways Design Guide*
- *Open Space SPD (2021)*

Other Guidance Documents

- *Biodiversity Net Gain Technical Advice Note (2021)*
- *Planning Applications Climate Change Guidance (2021)*
- *West Yorkshire Low Emissions Strategy and Air Quality and Emissions Technical Planning Guidance (2016)*
- *Waste Management Design Guide for New Developments (2020)*

Figure #3. Conceptual CGI artist impression of the intended proposals - Above Shirly Av (enterance)

1.0 Introduction

1.3 Design Guidance –Building Bulleting (BB) Documents

The scheme is compiled with reference primarily to the following design guidance documents:

- *BB 93:Acoustic Design of Schools*
- *BB 100: Design for fire safety in schools*
- *BB 101: Ventilation, thermal comfort and indoor air quality*
- *BB 102: Designing for disabled children and children with special educational needs*
- *BB 104: Area guidelines for SEND and alternative provisions*
- *DFE Output Specification: Generic Design Brief*

1.4 Project Team Members

Appointed through the DfE SRP CF21 Net Zero Carbon in operation (NZCIO) Schools Framework, Bowmer and Kirkland have been selected as the preferred Contractor for the design and delivery of the proposed works. Within the B&K team are a full range of specialist design consultants who have been working with the DfE and school Trust to progress the design of the proposed scheme. These professionals bring considerable knowledge in their specialist fields but in particular to the design and delivery of educational facilities.

The key design team members are as follows:

Bowmer & Kirkland	–	Main Contractor
Pick Everard	–	Architectural Consultant
One Environments	–	Landscaping Consultant
WSP Planning	–	Planning Consultant
HEXA	–	Structural & Civil Consultant
Arup	–	Daylighting Consultant
Ramboll	–	Acoustic Consultant
RPS	–	Building Services Consultant
SpaceZero	–	FF&E Consultant
2P Solutions	–	ICT Consultant
OFR Consultants	–	Fire Safety Consultant
StonyRock	–	Public Consultant

1.5 Consultation

As part of the proposals for the new school , the scheme has been discussed and developed with the following interested parties:

- The Department for Education (DfE)
- Kirklees Metropolitan Borough Council
- Local Community groups, neighbours and parents

Figure #4. Proposed Building South West —Overview of the site

2.0 Background

2.1 Site Area

The site area is highlighted in red on the aerial image adjacent, and is approximately **9008m$^{2.}$**

The site itself is located in Gomersal, a town in the Kirklees district, West Yorkshire, England. It lies South of Bradford and South West of Leeds, close to the River Spen and has a population of around 15,000 people. The village has a rich history dating back to the 11th century and is home to several notable buildings, including the Red House Museum and the Gomersal Mills.

Currently used as a primary school for with associated playing fields, the site is expectedly situated within a medium density residential context.

Figure #5. Satilite image with boundary line

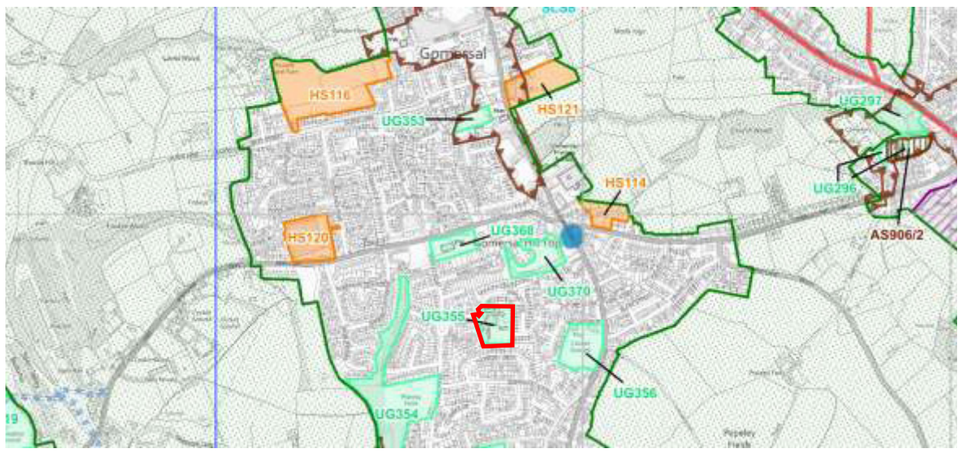


Figure #6. Extract from the Kirklees Local Plan Policies Map –Holme Valley Neighbourhood Development Plan (December 2021) (site indicated in red)

2.0 Background

2.2 Site Context Photos

Figure #8. View West From Existing Shirley Road

Figure #9. View from Shirley Avenue conveying topography

Figure #7 View Key Map

Figure #10. North West View Looking at School Entrance

Figure #11. North West View Looking at School Entrance conveying height difference to neighbouring houses

3.0 Consultation Process

3.1 DfE & School Consultation Process

In line with theDfE'srequirements; the brief anddesign oftheproposed new school building is founded on publicised DfE design guidance documentation, technical performance requirements along with informed, established & an approved approach to School design.

The design has been refined through a series of Client Engagement Meetings (CEM's)with there presentatives listed above.This has been an iterative process allowing the School to feedback at each stage of the design process, from the site access to the internal layouts.

Particular focus has been placed on developing and testing the site and building layouts, to ensure that the design and location of both internal and external spaces provide for the specific requirements of the school, as set out by the DfE's School Specific Brief. This ensures that the proposals are high quality, functional, and safe environments conducive to facilitating an optimal teaching environment for the students. Particular consideration has been given to the adaptation of the design in order to meet the special education needs of the specific student cohort. An overview of the CEM below:

Figure #12 - School/Client Engagement meeting overview inc. Dates.

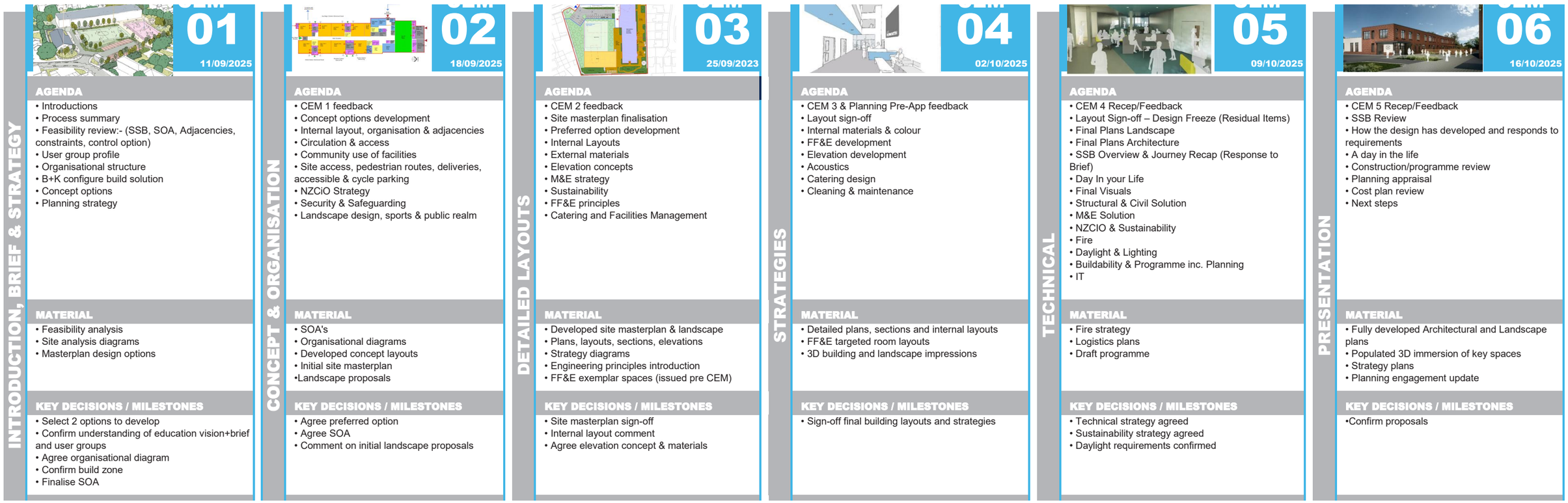


Figure #13Gomersal St Mary's Primary School CEM Programme

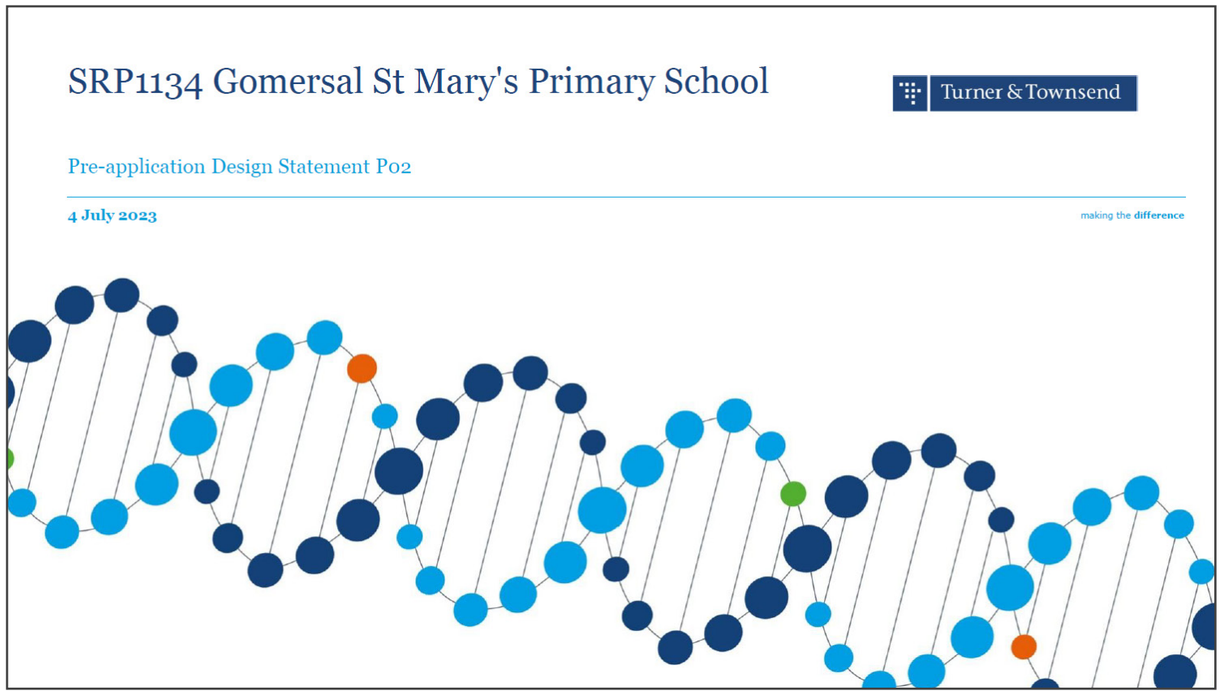
3.0 Consultation Process

3.2 Pre-application advice

The proposals have previously been subject to formal pre-application engagement with the LPA, with a request made on behalf of the DfE in 2023 (ref: 2023/20975). The advice given was that the LPA considers the principle of replacing the existing school to be acceptable, noting that the existing building has limited architectural merit and that providing enhanced education facilities can weigh in favour of the scheme. However, because the site is designated Urban Green Space, the LPA requires the loss of green space to be justified by demonstrating equivalent or improved replacement provision. The LPA also requested a high-quality design that responds to the surrounding residential context, with full plans, elevations and sections required at application stage. Further informal engagement with the Council in 2025 confirmed the full list of documents required to support the application, including technical documents addressing construction management, amenity, highways, and ecology matters.

Separate direct engagement has also been undertaken with the West Yorkshire Police Designing Out Crime Officer and Kirklees Council Highways and Estates Teams.

Formal engagement with Sport England has not been necessary due to the size of the existing playing field falling below its 0.2ha threshold.



SRP1134 Gomersal St Mary's Primary School

Turner & Townsend

Pre-application Design Statement P02

4 July 2023

making the difference

Kirklees COUNCIL

Development Management

Pre – Application Enquiry Form

Please submit one copy of the enquiry form, plans and supporting information. Please read the guidance notes to help you complete the form.	OFFICE USE ONLY Enquiry reference No: Date Received: Fee Paid: Date Valid:

1. **Your Details**

Applicants Name:	Deb Hughes	Agents Name:	Kate Bellerby
Address:	Department for Education	Address:	Turner & Townsend Low Hall, Calverley Lane, Horsforth, Leeds, LS18 4GH
Email Address:	deb.hughes@education.gov.uk	Email Address:	Kate.bellerby@turntown.co.uk
Telephone Number:	07557166840	Telephone Number:	07789 0035986

2. Location of Proposed Development | **3. Description of Development**

Gomersal St Mary's Church of England Primary School, Shirley Avenue, Gomersal, Cleckheaton, Bradford BD19 4NA	New build one-storey 1FE school to replace the main school building and three temporary accommodation blocks

4. Your interest in this application | **5. Category of Advice**

Owner/Occupier☐ Developer ☐ Prospective Purchaser ☐ Other ☒	Householder Advisory Service ☐ Level 1 ☒ Level 2 ☐ Level 3 ☐ Level 4 ☐

Figure #14. Pre App Presentation Extracts

3.0 Consultation Process

3.3 Community Engagement & Public Consultation

The project team has engaged with the local community on proposals for Gomersal St Mary's CE(C) Primary School, Gomersal. The scope of the consultation exercise was to inform the community and stakeholders and seek their feedback. The exercise complemented the consultations undertaken by other members of the project team who continue to liaise with statutory consultees through the planning application process.

The Statement of Community Involvement (SCI) submitted in support of the planning application provides details of the engagement undertaken, analysis of community feedback and responses from the project team.

Our public consultation activity included:
- Letter invitations posted to 100 neighbours of site.
- 1000 flyers distributed to the community.
- Email invitations issued to stakeholders including MP, councillors, community representatives, community groups and other local schools.
- Gomersal St Mary's CE(C) Primary School issued invitations to parents/ carers, governors and community users.
- Preview of the public exhibition for school staff and parents/carers.
- Public exhibition on 11th March 2026 at Gomersal St Mary's CE(C) Primary School.
- Project website gomersalstymarysplans.co.uk
- 95 people attended the public exhibition.
- Feedback form to share views.
- 18 people completed the feedback form.
- Press advertisement.

All identified political stakeholders were invited to the public exhibition including the constituency MP and ward councillors.

A preview of the public exhibition was held for staff from 2.30pm-4.00pm on 11th March 2026. The project team were able to explain details of the plans and the construction programme.

The public exhibition ran from 4.00pm – 7.00pm. Overall there was a positive atmosphere, with the majority of comments supporting the proposals for Gomersal St Mary's CE(C) Primary School.

The public exhibition display boards were made available to the community through the project website for those unable to attend the exhibition.

Of those who completed the feedback form, 14 people gave more detail to their comments. These comments are categorised and responded to by the project team in the SCI. The key elements of the proposals for respondents are: comprehensive Construction Environmental Management Plan (CEMP) to help minimise disruption to neighbours; modern, inspiring, sustainable school and multiple and varied areas for outdoor play, learning and sport.

Consultation will continue throughout the planning process, including sharing further information with neighbours of the school site, therefore providing communications continuity and reassurance into construction.

Figure #15 Public Consultation display boards

Figure #18. Pre App Presentation Extracts

4.0 The Proposal

4.1 Brief

The proposal seeks to provide a brand new full school replacement facility for the existing Gomersal St Mary's Primary School.
The current primary school is designed for 210 pupil places for ages 3 - 11, 32 of which have SEND needs.

The project includes the provision of educational external spaces and associated grounds to support the range of pupils' educational and extra curricula needs. The proposal seeks to retain the existing building while the new school is being built on site. Then the existing build is to be demolished and replaced with the new hard and soft playing fields, forestry school and hard P.E area.
The scheme provides a comprehensive landscaping with usable integrated soft and hard informal areas within the secure line.

The site will include parking provision for 16 vehicles plus 2 additional accessible bay, 4 of which are electric vehicle charger spaces.

The school vision is to deliver an environment which is not only welcoming and caring but provides a calm and disciplined ethos to encourage a purposeful education. At Gomersal St Mary's Primary they seek to nurture the students academically, promoting learning for its own sake and provide varied opportunity for personal growth and development. The environment must reflect the attitude, ambition and current high standards of the school, a nurturing, supportive and challenging environment where students excel.

Areas of the school & grounds have been designed to be used/ operated outside of typical school hours and potentially at weekends at the schools discretion.

The proposed new building is delivered under the DfE'sSchool Replacement programme which sits within its Net Zero Carbon in Operation (NZCIO) National Construction framework 2021. It is required to meet standards including the Building Bulletins for occupation, acoustics fire etc, the DFE Output Specification, building regulation and more.

The DfE has approved what it considers to be an appropriate level of funding to address the delivery of a new building to compliant national standards, in a way which delivers value for money & sustainability to the public sector.

Through the CF21 NZCIO framework the DfE has developed a standardised approach to delivering new schools, adopting widely used industry best practices in design and construction.

The DFE guidance and template standards have appropriately determined the optimum level of space standardisation to meet the educational brief, Output Specification and schedule of accommodation for this secondary school facility.

Some of the core principles set out by the DfE are:

- Designing efficient wall to floor ratios.
- Using a linear form with no curves or 'faceted' curves, having minimal indents and notches in the plan shape.
- Maximising stacking where possible, for example, of toilet cores where possible, uniformity of block height, adherence to a regular structural grid.
- Creating efficient circulation layouts.
- Design repetition (for example, limiting the range of window sizes/ types used on the building elevation).
- A clustered approach to the design of spaces and suites of spaces including teaching spaces, staff and learning recourse.

Figure #16. Aerial view looking North

Figure #17. Aerial view looking South

4.0 The Proposal

4.2 Understanding the Site & Context

The site features existing trees to the south and eastern boundaries with a wellness and prayer garden maintained at the south. Memorial trees are being relocated at the end of the enterance plaza on a green island infront of the plant room access. The western boundary comprises a hedgerow and new tree planting, providing a buffer to the main road. The site has a topography sloping to the south.

4.3 Planning History

A review of planning history pertaining to the site, sourced from Kirklees Borough Council's online planningrecords, found the following :

- 2014/91765 | Erection of canopy | Approved June 2014
- 2012/92441 | Erection of canopy | Approved August 2012
- 2012/90849 | Installtion of double Modular Classroom | Approved March 2012.
- 2011/91371 | Erection of double modular classroom and associated works | Approved May 2011
- 201090156 | Erection of extensions, re-modeling the existing school. formation of canopues, extending car parking and landscaping | Approved January 2010
- 2007/91733 | Erection of single storey extension for use as childrens centre | Approved April 2007

Figure #18 Site constraints (T&T feasability study)

4.0 The Proposal

4.4 Building Location and scale

Following the above site appraisal, and with an understanding of the aforementioned development opportunities and site constraints, options were then explored to understand the best orientation, mass and the layout for the proposal.

Several building locations have been considered during the early design stages. Pros and cons for each option were carefully assessed based on the main points below:

- Improved parking facilities
- Better orientation for solar gain
- Building location to maximise sports pitch
- External play area location to provide improved safeguarding
- Moving of memorial trees
- Improved sports facilities
- Phased construction to reduce temporary accommodation
- Minimizing impact on residential amenity.

The selected option has the building located and sized proportionately within the given site constraints which maximises on the above considerations.
The proposed position relocates the school to the east of the site to enable continued use of the existing buildings (other than the existing nursery building) whilst the new school is constructed.

4.5 Building Massing

The building design has been developed through a client engagement process to ensure that the massing of the proposed new building considerately addresses the context into which it is to be inserted. A number of additional options were considered and analysed to ensure the ideal proposal for the school was taken forward.

The form of the new school building has been developed to provide a compact energy efficient building, to ensure an optimum space arrangement as promoted throughthe DfE's"Baseline Designs", with good supervision across all areas with efficient circulation routes.

The building is a single storey liner block with a taller block positioned to the north east to provide assembley hall space. A single storey mass was determined to be the most efficent option when considering the DfE requirements for spaces like acces stairs and primary aged children ideally not having to negotiate stairs during the school day. Due to the land levels sloping to the south and neighbouring houses the taller hall element of the building has been located to the north of the site to reduce the impact of its height on it's surroundings.

The adopted structural solution is a off-site insulated timber frame system specifically developed by the contractor in order to deliver an extremely well insulated and efficient modern day building that delivers NZCIO. The philosophy comprises of insulated timber frame walls with timber cassette roof panels with minimal steelwork reducing embodied carbon of the construction.

The overall building design philosophy utilises a number a green design principals such as a fabric first approach with modern & sustainable services..

Figure #19. Feasability Site Layout for Pre Application Advice (T&T)

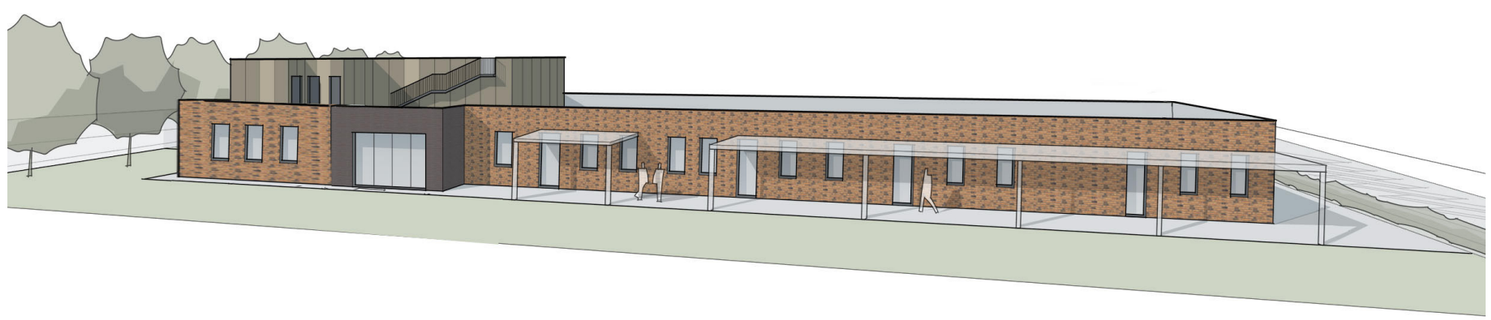


Figure #20 Early Massing Study Development

4.0 The Proposal

4.6 Building Layout & Spatial Planning

Developed through the Client Engagement Meeting (CEM) process:

The Proposals grew organically; responding to known contains, specific school briefing requirements, both from the statutory documentation and from the continual feedback from the school. The configuration is based on know solutions and accepted design rational such as standardised grids & floor to floor proportions. This approach is ratified and has proven to be logical, efficient and affordable in delivering successful internal arrangements.

Our designs are honed through this dialogue with the school during the CEM process to ensure that we have provided the adjacencies required by the school, whilst incorporating a number of design enhancements.

Key features in our design proposals: These relate directly to issues discussed during the CEMs and include:

- **Clearly defined teacing clusters:** Our organisation of the building directly reflects the school's teaching requirements. Typical classroom clusters grouped into their key stage have been customised and adapted to support the School's teching preferances. With consideration given to the space adjacencies, we have grouped teaching spaces by key stages with a dedicated toilet provision shared by classrooms or by dedicated gae requirements as well as creating specific clusters for learning resources and admin areas.

- **Interiors: creating quality spaces for teaching and learning:** The interior spaces of the new school will be bright, robust and above all promote a sense of calm and aid productivity. Working with the school we have suggested a colour scheme that mirrors their brand identity and reinforces their key drivers: Compassion, Dignity, Resilience, Social Responsibility, Curiosity and Ambition. The choice of materials will help create a fresh, bright, warm, and creative environment for the students and staff. Through mixture of finishes to add interest to certain areas, connecting natural elements in the internal spaces and using colour for wayfinding.

- **Optimising the teaching environments:** Classrooms are set out in a consistent and logical format, with a teaching wall typically adjacent to the corridor entrance door and perpendicular to the windows inline with "best practise". Space planning adheres to the DfE's Design Guide and considers preferred maximum/Min room depths with all net area requirements targeted to achieve excellent orthogonal room proportions. Window areas are large, with high level head heights to optimise daylighting. The ceiling at 2.7 high, provides an airy and spacious feel to the rooms, with light fittings neatly coordinating the building services and acoustic requirements to give good speech intelligibility. The engineering aspects of the teaching spaces have been carefully researched and designed, with thorough testing both during development and through postoccupation evaluations. This ensures that the optimal learning environment is provided, which is DfE OS (Output Specification) compliant, has good daylighting, glare control and sustainable natural ventilation with heat recovery providing a low energy cost solution.

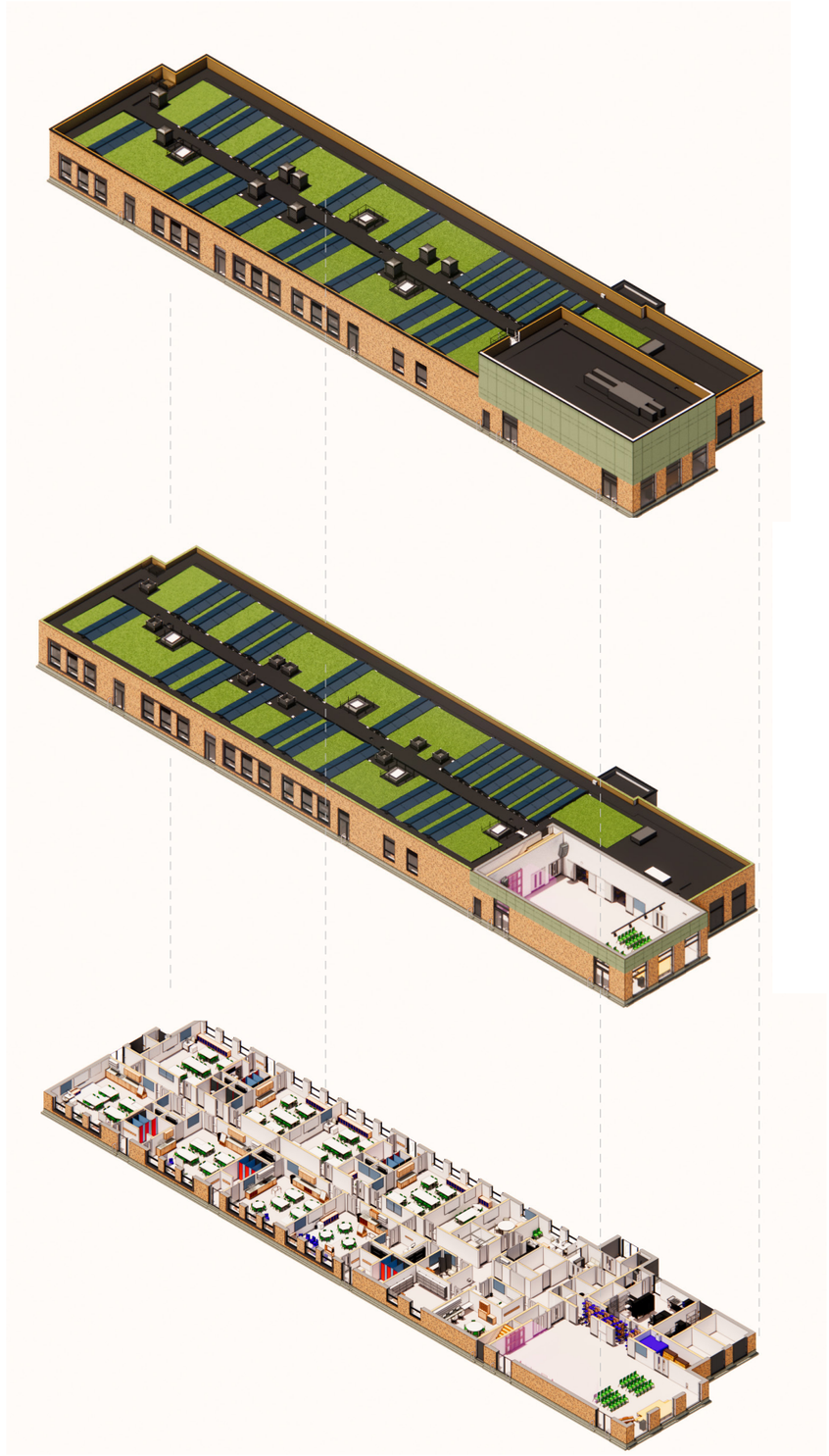


Figure #21 Proposed 3D floor Plans

Figure #28. Proposed 3D floor plans

4.0 The Proposal

- **Delivering rational and clear circulation:** 2m wide internal circulation is provided along the central spine of the building. Nooks and crannies have been minimised where possible so that pupils cannot easily hide. Cross corridor doors provide the school with the ability to restrict circulation between spaces if required for pupil management. The centralised corridor links all teaching spaces prviding direct access to the assembly hall providing efficent movement at lunch ties and breaks. Internal glazing has been introduced at strategic points to increase the scope for passive supervision and encourage borrowed light to spill from the teaching spaces, with staff accommodation distributed around the building for further passive supervision potential.

- **Toilets and Storage strategy** We have ensured toilet cores and circulation spaces work simply and effectively with good supervision. An accessible WC has been located at the entrance to the school along with a small hygiene room located close to the assembly hall and nursery rooms. Whilst staff will be able to us the accessible WC and Hygiene room two independent staff WCs have been located on the south side of the building for convince during teaching hours.

Figure #22. Artist Impression of Classroom

Figure #23. Artist Impression of Junior Classroom

Figure #24. Artist Impression Practical Room

Figure #25. Artist Impression of Reception

Figure #26. Artist Impression of Main Hall (Assembly) interior

Figure #27. Artist Impression of Assembly Hall

4.0 The Proposal

4.7 Elevations and External Materials

Design Grid:
The design philosophy adopts an architectural grid at an interval of 3.6m wide by 7.8m deep which also provides a rhythm and regularity to the design of the external elevations . Windows are arranged in groups which reflect the modular cluster approach in the spaces behind. This guide informs first principals and feasibility of space adjacencies and has then been honed and adapted as required to meet the bespoke requirements of the school and building design.

Welcoming and secure:
The distinct glazed doors with a small surrounding protrusion in volume located on the east defines the principal entrance point which leads to the administration cluster where upon an open reception space and adjoining staff areas are provided. These spaces act as a natural back stop and internal secure line whilst offering passive supervision advantages as previously mentioned for internal circulation areas. The large glazed doors and windows provided to the reception provide good visual connectivity with the entrance to the site and surrounding play spaces to enhance security.

External Materials:
The modest and simplistic building form is expressed in a linear format established through the functionality and efficiency of the design & space principals from which it is defined. The form employs a contrasting aesthetic derived through the appearance of traditionally robust materiality with more contemporary material sets to incite interest and variance. The design intends to not be too conscious of current trends yet be inspiring and attractive to both its daily users and surrounding context. Vertically orientated and consistently repeating window arrangements reflect the internal room layouts which allow optimised light levels into the classrooms and create an attractive rhythm to the horizontal form.

Figure #28. View from West

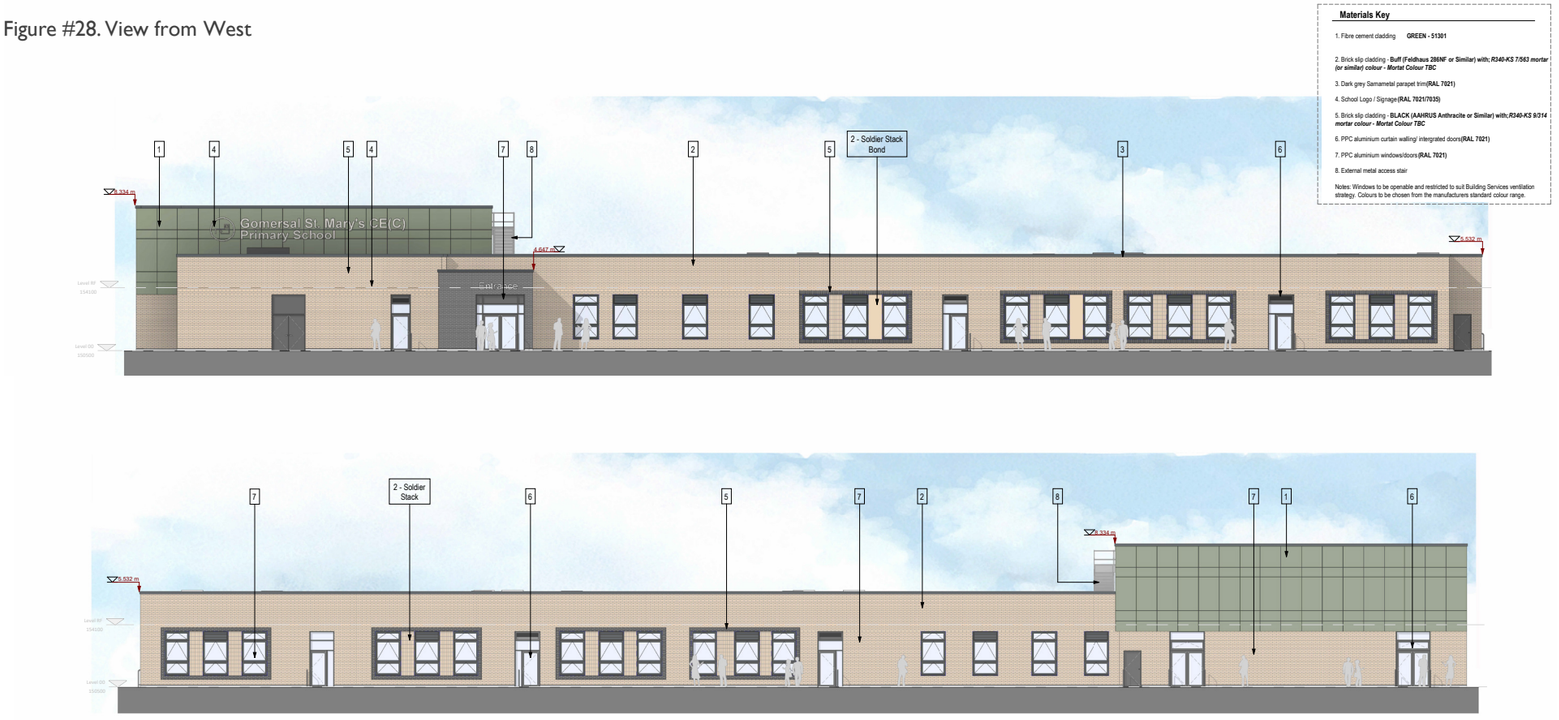


Figure #29 Architectural Front and Back Elevations

Figure #30. View from above from North East

Figure #31 View from soft play area to the South

Figure #32. View from above from North East - Evening

Figure #33. View from West Cop Lane

Figure #34. View from soft play area to the South

4.0 The Proposal

4.8 Landscape Strategy

The landscape proposals for Gomersal St. Mary's Primary School create a safe, functional and welcoming external environment that supports pupil wellbeing, outdoor learning and the day-to-day operation of the school. The design prioritises pupils across the site, ensuring movement routes, play areas and learning spaces are clearly organised and easily accessible.

The layout has been carefully optimised to maximise usable hard and soft landscape areas while minimising non-net external space. Existing landscape assets have been carefully considered throughout the design process, with tree loss minimised wherever possible and valued landscape features incorporated within the new site framework.

The proposals aim to retain and enhance the established green character of the school grounds. Existing trees and hedgerows are retained where feasible to provide enclosure, habitat value and visual continuity across the site. Two memorial trees will also be retained or sensitively relocated as part of the final landscape proposals.

A holistic and sustainable design approach has been adopted, ensuring the external environment provides high-quality spaces for play, recreation and outdoor learning while maintaining the green and pleasant character experienced when arriving at the school.

Figure #35. Proposed Landscaping Masterplan

4.0 The Proposal

4.9 Security and Access

The proposals introduce clearly segregated pedestrian and vehicular routes to ensure safe daily journeys for pupils, staff and visitors. Pedestrian movement is prioritised across the site, with clear and legible routes connecting the main entrance, play areas and external learning spaces.

A new pedestrian arrival plaza is proposed at the main entrance, creating a safe and welcoming space for pupil drop-off and parent waiting. This arrival space provides an open and green setting when approaching the school from Shirley Avenue and supports safe daily school access.

Vehicle circulation and parking arrangements have been rationalised to improve efficiency and safety. A linear car park layout provides an efficient use of space within the masterplan and accommodates 18 parking spaces, including two accessible bays located within the recommended 50m walking distance of the main entrance. Electric vehicle charging provision is also incorporated.

Cycle storage is located along the main arrival route between the children's centre, school and nursery to encourage sustainable travel and provide convenient cycle drop-off.

A dedicated route to the Early Years area ensures Nursery and Reception pupils can access their external spaces without disrupting movement through Key Stage 1 and Key Stage 2 areas.

Refuse storage, servicing and delivery access are positioned close to the main entrance and car park to allow efficient operation while minimising disruption to pupil areas. The layout also allows appropriate access for emergency vehicles where required.

A clear and robust security strategy has been integrated within the landscape design to provide a safe and controlled environment for pupils while maintaining a welcoming school setting.

Access-controlled gates are provided at the main pedestrian and vehicle entrances, incorporating intercom systems to manage entry to the school grounds. The design also allows for separate controlled entry points where required, including a dedicated Nursery entrance route.

Secure boundary treatments are proposed throughout the site, including 2.4m high security fencing at the entrance and 1.2m high bow-top railings around Early Years, Infant and Junior play areas. These measures establish clear secure lines while maintaining visual openness across the site.

Emergency vehicle access has also been considered within the layout to ensure that pupil areas remain accessible to fire and ambulance services where required.

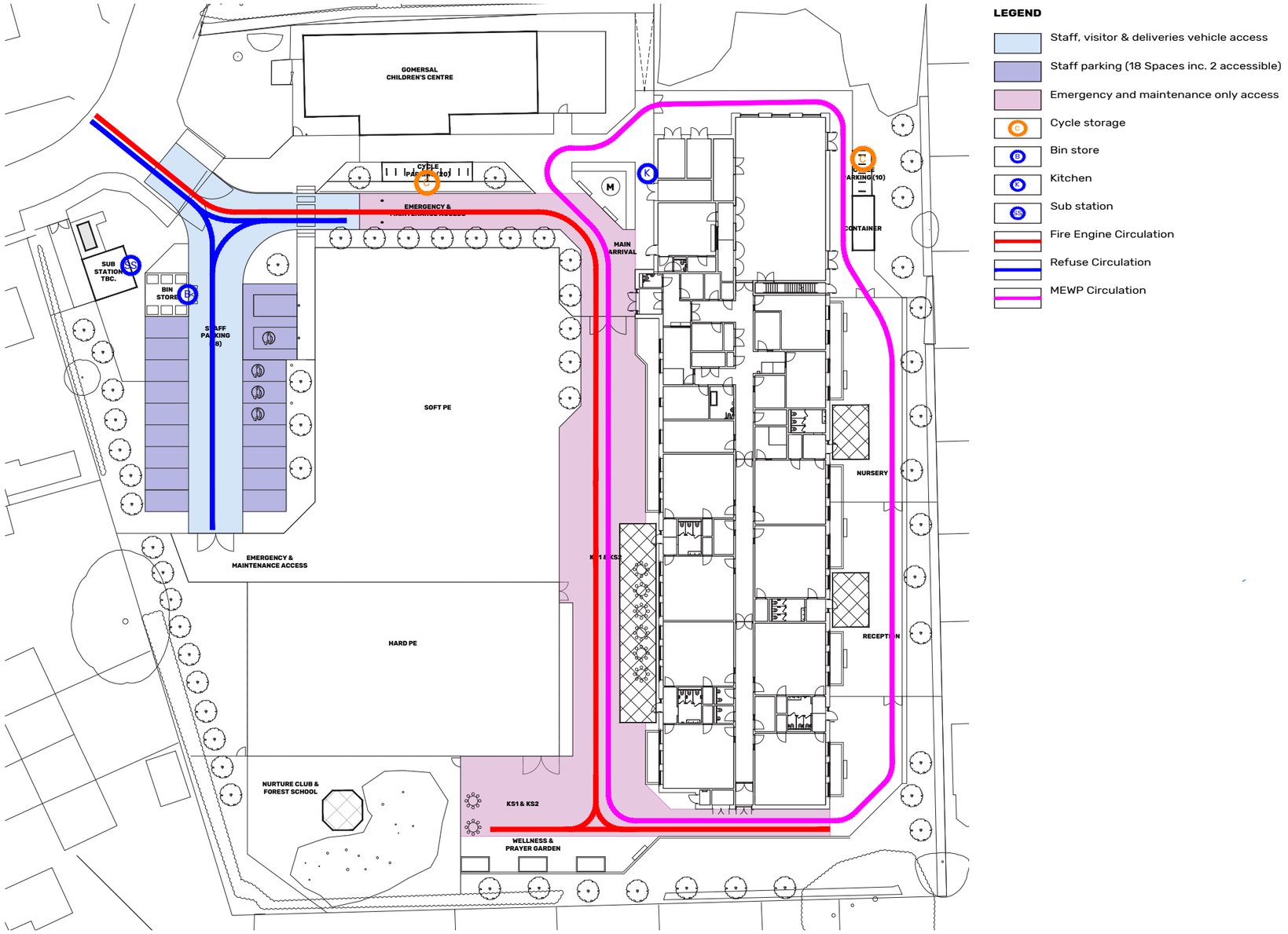


Figure #36. Access Strategy

4.0 The Proposal

4.10 Play and Recreation

The landscape proposals enhance outdoor play and recreational provision across the school site. Play areas are organised to ensure clear separation between different age groups while maintaining convenient access from the school building.

Early Years and Nursery external play spaces are located adjacent to their classrooms to support free-flow learning and play. These areas will include playground markings and external play equipment, the detailed arrangement of which will be confirmed during the next stage of design development.

A cycling proficiency track is proposed within the Nursery play area to encourage active play and support the development of cycling skills.

Sports provision will be improved through the introduction of a Sport England compliant Multi-Use Games Area (MUGA) with markings for tennis, basketball and football. The MUGA will be enclosed by 2.0m high rebound sport fencing.

A mini soccer pitch suitable for U7 and U8 (5v5) play will also be provided, with improved surfacing and drainage to enhance usability. These facilities are located close to the school building and remain accessible for maintenance via the staff car park.

4.11 Outdoor Learning and Wellbeing

The landscape design places a strong emphasis on outdoor learning and pupil wellbeing, providing a variety of spaces that support both formal teaching and informal learning activities.

A Wellness Garden is located to the north of the site, providing a quieter outdoor space that supports reflection, wellbeing and small group learning.

The school's valued Nurture Club area is retained within the landscape proposals and located within an enclosed setting between existing hedgerows, trees and the MUGA boundary. This space will continue to support pastoral care and supported learning activities, with the detailed design to be confirmed during later design stages.

Additional gazebo structures are proposed throughout the site to support year-round outdoor teaching and sheltered play opportunities.

Supporting facilities are integrated within the wider landscape design to ensure efficient operation. Prayer shed facilities will be retained or relocated as required, and PE storage will be repositioned and screened within the landscape to minimise visual impact while remaining conveniently located for sports provision..

Figure #37. External Play Space

4.0 The Proposal

4.12 Acoustic Strategy

Noise levels were measured by Ramboll at the existing school site in October 2025 during school hours and overnight. The results of the noise survey are summarised in Figure #49.

Road Traffic is the main source of noise affecting the site, primarily from spen lane, Oxford road and the distant M62. Noise levels at the building facades are calculated to be up to 52dB(A) on the most exposed facades and generally less tan this. Noise levels across the site are shown in figure #49

Based on noise levels measured accross the site during the school day, there are no onerous requirements for the sound insulation performance of the building envelope. Standard constructions and typical double glazed windows will provide sufficent sound insulation. Cross vent single sided natural ventilation solutions are possible to most spaces.

BB93 Internal noise limits can be achieved using cross ventilated or single/ double sided natural ventilation system with facade openings totalling no more than approximately 3% of the room floor area.

Kirlees Council published guidance Noise Design Advice (May 2007) advises that noise from plant associated with the school should be 5dB below the background noise level (LA90) at surrounding noise sensative properties. Assessed in accordance with British Standard 4142:2014, including any penalties for noise sources that have an acoustic feature such as tonality and intermittent operation.

Low noise plant and acoustic attenuation on fans and air handeling units will be required to achieve these limits. Some screening around condensers and air soruce heat pumps may be required. Modeling of outline plant proposals indicates that the daytime and evening limits can be achieved a practical scheme of attenuation including screening. Reduced operation of plant at night is assumed. On this basis it is unlkely that plant noise will have an adverse impact upon nearby sensative recievers.

Figure #38. External Ambient Noise Levels, Ramboll, October 2025.

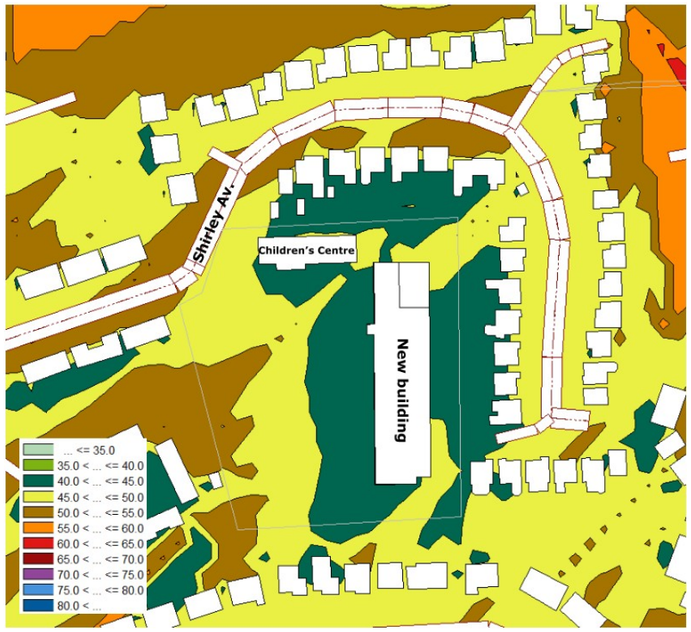


Figure #39. Map of noise levels accross the site, dB LAeq30mins at 1.5m height

4.0 The Proposal

4.13 Sustainability & Low Energy Strategy

The building design contains many features that help contribute to the exemplar performance level, a brief summary of these are provided below:

- Design of buildings on a fabric-first principle to ensure that in the first instance an optimized energy efficient building envelope is provided before more complex technologies that may not stand the test of time are introduced.
- Design to optimize the benefits of natural light, making use of climate-based daylight modelling to ensure that buildings maximize the use of natural daylight, reducing energy costs and improving internal conditions.
- Use of LED lighting throughout, which generates a 40% energy saving.
- Design to eradicate mechanical cooling by mandating the use of adaptive thermal comfort modelling, whilst setting clear standards for natural ventilation, use of thermal mass within the building and CO2 monitoring to ensure good internal environmental conditions. TM52 modelling is used to demonstrate compliant environments in terms of overheating.
- Roof mounted PV array to target Net Zero Carbon in Operation.

The buildings energy consumption has been estimated using the TM54 methodology to ensure that the estimate is accurate and avoids 'the performance gap'. The top image to the right shows the estimated energy consumption and bottom image shows the roof mounted PV array that helps the building target Net Zero Carbon in Operation (NZCiO) in accordance with the DfE requirements.

Low Temperature Hot Water Heating: A new low temperature hot water heating (LTHW) installation shall be provided comprising an Air Source Heat Pump (ASHP) installed on the roof. The heating system shall be designed to a maximum mean LTHW flow temperature of 43°C. This is to a allow for connections to a low carbon heat source in the future.

The heating plant shall be sized to have a minimum of 66% of the peak building load as redundancy to provide standby coverage in the event of a minor failure. The quantity and rating of ASHPs shall be reviewed as the design progresses.

Cold Water: Potable cold water storage shall be provided in the form of a combined storage tank with submersible pump located within the water tank room. A Cat5 system shall also provided if necessary to meet local water regulations.

Hot Water: Domestic hot water shall generally be generated by local 'point of use' electrical water heaters. This ensures that hot water is generated independently of the space heating system and avoids the heat loss from circulation systems which can cause overheating.

The domestic hot water to serve the Main Kitchen shall be generated by a standalone packaged Air Source Heat Pump (ASHP) unit with hot water calorifier. Hot water serving the Kitchen will be generated at 60°C and re-circulated to ensure a minimum return temperature of 55°C.

Building Management System: The proposed new building shall contain a central Building Management System (BMS) to control the majority of the building services as described herewith. We have kept the controls as simple as possible whilst delivering functionality.

The central BMS system shall have a front-end computer or a touch

screen tablet device most likely located in the facilities manager's office. The system shall include the required interlock to the Fire Alarm system. We have developed the BMS system to be user-friendly whilst delivering the functionality required.

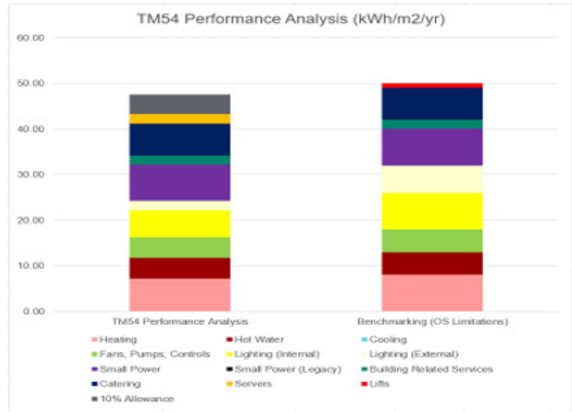


Figure #40 - TM54 calculations

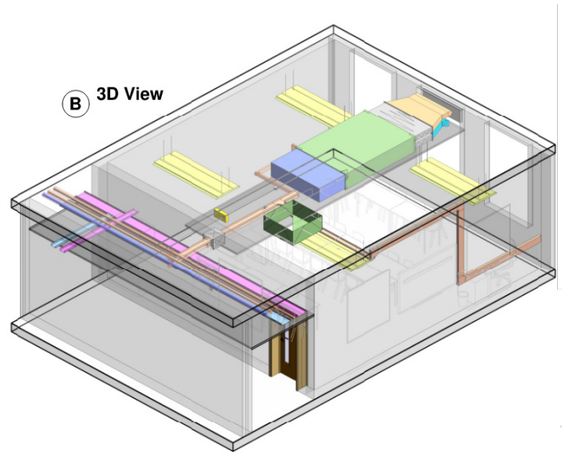


Figure #41 - Typical classroom MEP arrangement

4.0 The Proposal

4.14 Building Services Strategy - Ventilation

The majority of spaces shall be served by a mixed-mode ventilation strategy with local heat recovery units capable of providing 8 l/s/p. The ventilation systems shall incorporate heat recovery ventilation which is essential to reduce the energy demand of the building and to provide a means of maintaining the indoor air quality without causing discomfort from draughts associated with natural ventilation in cold temperature.

A secure night purge ventilation strategy will be operated utilizing the local heat recovery ventilation units based upon the local air temperature stat located within each classroom. Cross ventilation is provided by using individual roof turrets to drive natural ventilation air flow. Generous amounts of openings windows are provided to ensure air can enter the occupied zone within the perimeter rooms. As the air warms from occupants, it will rise and flow through high level openings.

Mixed-mode ventilation – Winter

The adjacent diagram ('Less than 10°C') shows the operation of the ventilation strategy during the winter months. The windows remain closed and a local heat recovery unit can provide the full fresh air requirement in a very energy efficient way making use of the heat recovery element and satisfying the requirement to prevent cold draughts.

Mixed-mode ventilation – Mid Season

The adjacent diagram ('10 to 25 °C') shows the mid-season scenario when outside conditions are mild, the occupants can utilise the natural ventilation at their own discretion where the wall mounted CO2 indicator shall inform occupants of when additional ventilation is required. The heat recovery unit will detect the increased air supply from natural ventilation by detecting the reduction in CO2 levels in the space. This strategy ensures that the heat recovery unit only runs when necessary to target energy efficiency.

Mixed-mode ventilation – Summer

The adjacent diagram ('Greater than 25 °C') natural ventilation provision comprises of high and low level openings to promote good air flow. The summer strategy is similar to the mid-season strategy. The main difference is the mechanical ventilation will provide more assistance to the passive natural ventilation strategy during peak conditions to maintain the required comfort conditions

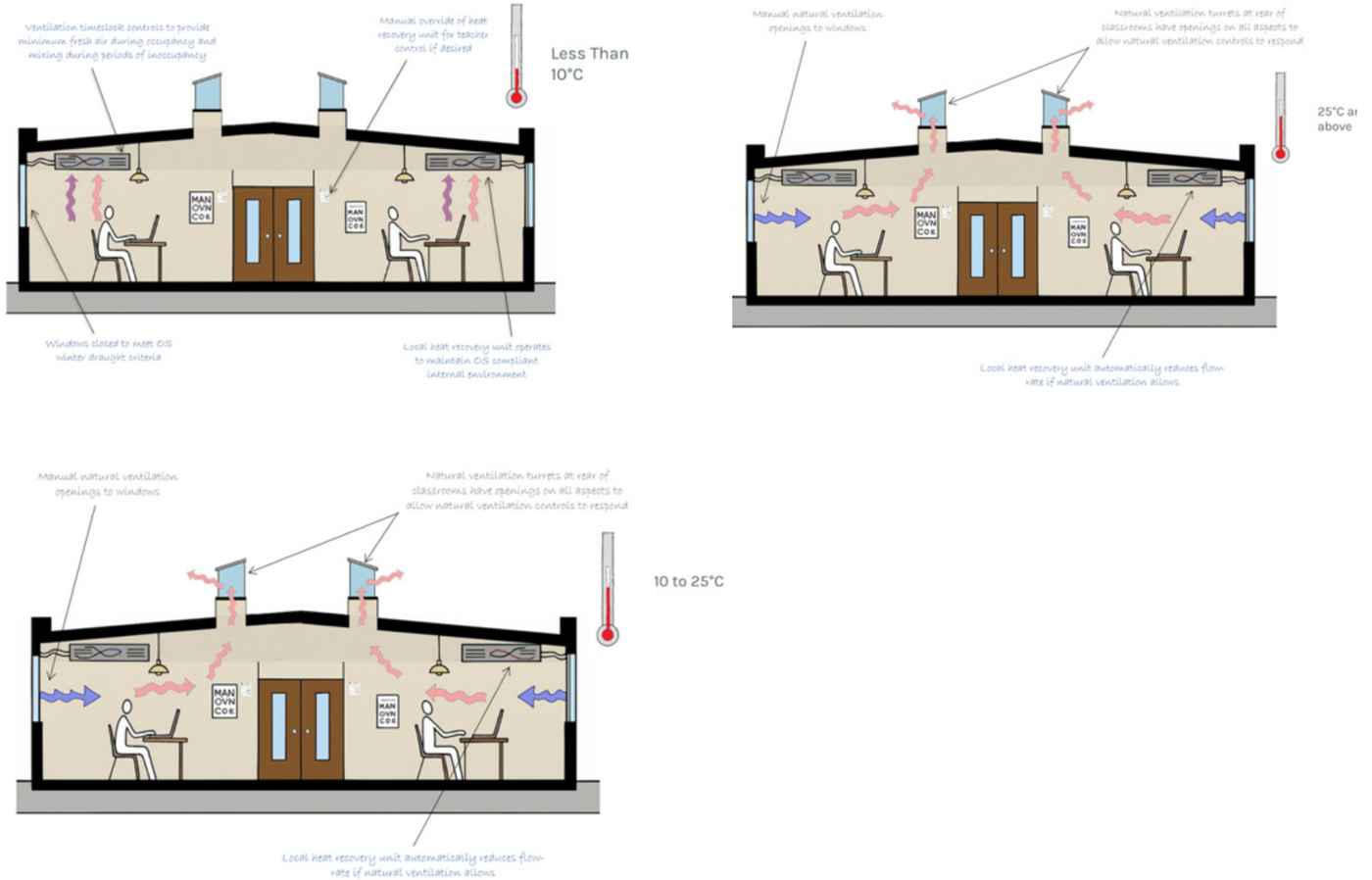


Figure #42 - Ventilation modes

5.0 Access

5.1 Usage Strategy Overview

The layout of the building has been organised to allow specific areas to be used for afterschool clubs is the school wishes.

By closing specific doorways within corridors, only designated areas are able to be accessed and will provide all facilities needed for independent use such as Main Hall, Dining area, kitchen,WC's, Accessible WC's, as well as the hard P.E area in the school grounds.

The diagrams illustrate how the pick up and drop off of student is envisioned and managed. It depicts the access routes and typical arrangements for out of hours school club use.

5.2 Waste Management

The bin store is positioned to the west of the car park.The location allows a refuse vehicle to turn and reverse close to the store from within the car park. The number of bins/ waste collections will not change from the current provision.

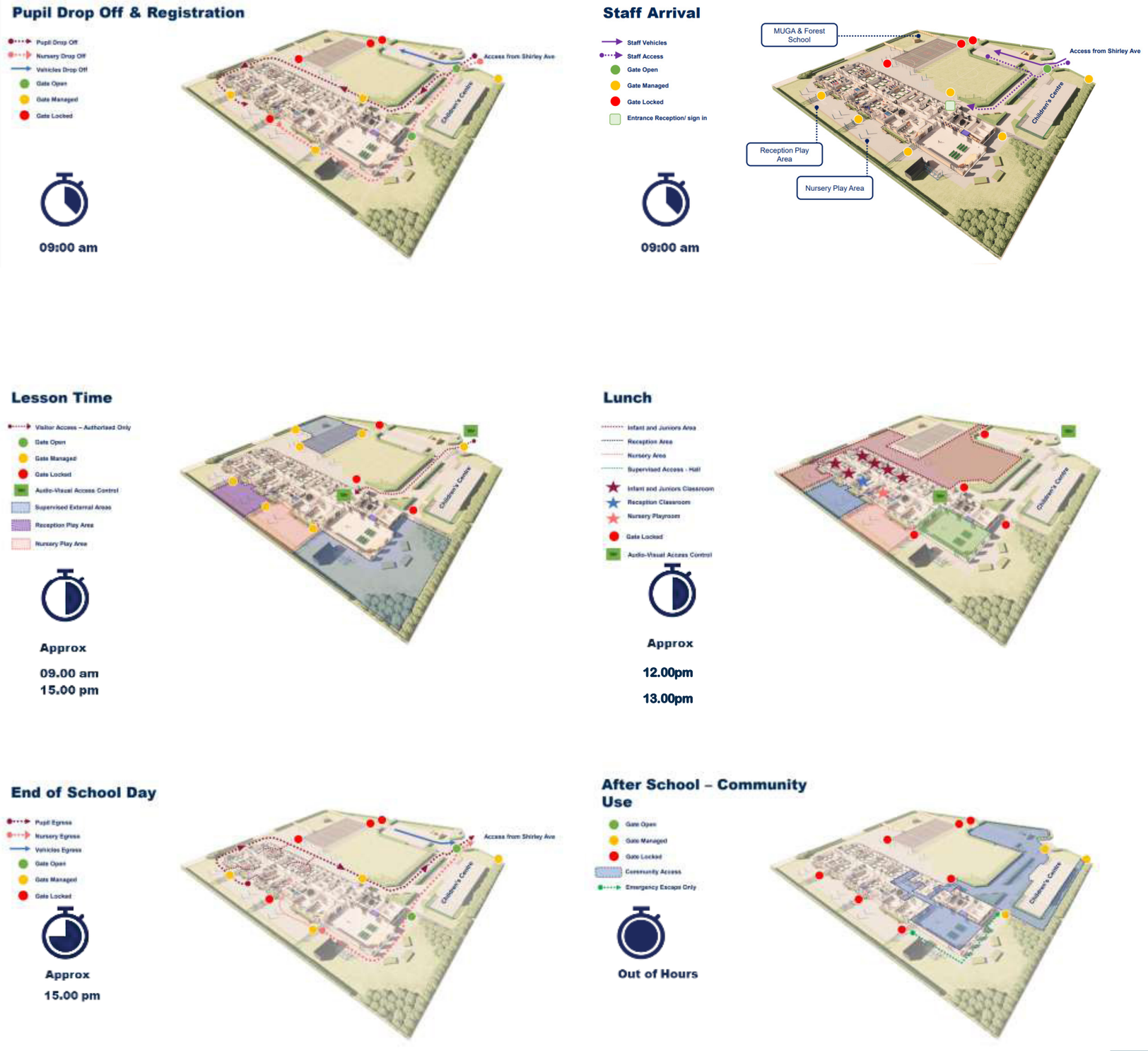


Figure #43. Community use flow diagram; school hours, outside of school hours

6.0 Interior Strategy

6.1 Interior Concept

As part of the overall design approach, it is proposed that the design and specification for the following internal elements be integrated within the design process. This ensures that the overarching goals of the design strategy - including providing safe and suitable learning spaces, controlling levels of visual stimulation and reducing clutter, are achieved:

- **Classroom teaching wall:** Design aim - to maintain a visually clear and uncluttered surface –coordinated with IT, cable trunking and storage to provide the right teaching solution.
- **Classroom entrances:** Design aim - to provide recognisable and familiar doorways and entrances, using localised signage to help with learner recognition and wayfinding.
- **Notice panels:** Design aim - to include noticeboards within the overall design concept to reduce visual clutter, and by inclusion adding acoustic qualities.
- **Lighting:** Design aim - to provide a nonglare lighting solution, with use of natural lighting where possible, to provide good even lighting levels throughout the building.
- **Door colour strategy:** Design aim - through considered use of timber or laminate finishes to the doors, an instinctive wayfinding system can be applied to the building.
- **Dedicated areas for bins:** Design aim - to provide distinct areas for bin storage, to reduce visual clutter to the classrooms.
- **Acoustics:** Design aim - to provide suitable acoustic attenuation to ensure sound levels are suitable for the full variety of learning activities.
- **Floor finishes:** Design aim - to provide a coordinated design approach which provides combinations of wall and floor finishes which align with the activities of each room type.
- **Protective wall finishes:** Design aim - primarily within circulation areas, to provide durable and robust wall protection, in the form of corner guards, wall sheeting and bump/handrails.
- **External areas:** Design aim - to provide a design that ensures coordination with internal finishes, layout and look/feel.

The interior design approach is the result of extensive consultation with the school; it incorporates the requirement for a calm and productive environment. The finishes have been chosen to avoid highly visually overstimulating and distracting environments and possible sensory issues considered to reducetheirimpactonachild'sfunction.
Furniture layouts have considered the specific need on pupils personal space and movement around the school, especially in social spaces. It has also been selected of robust nature to withstand potential behav-ioural issues with of some pupils, due to the school specific cohort.

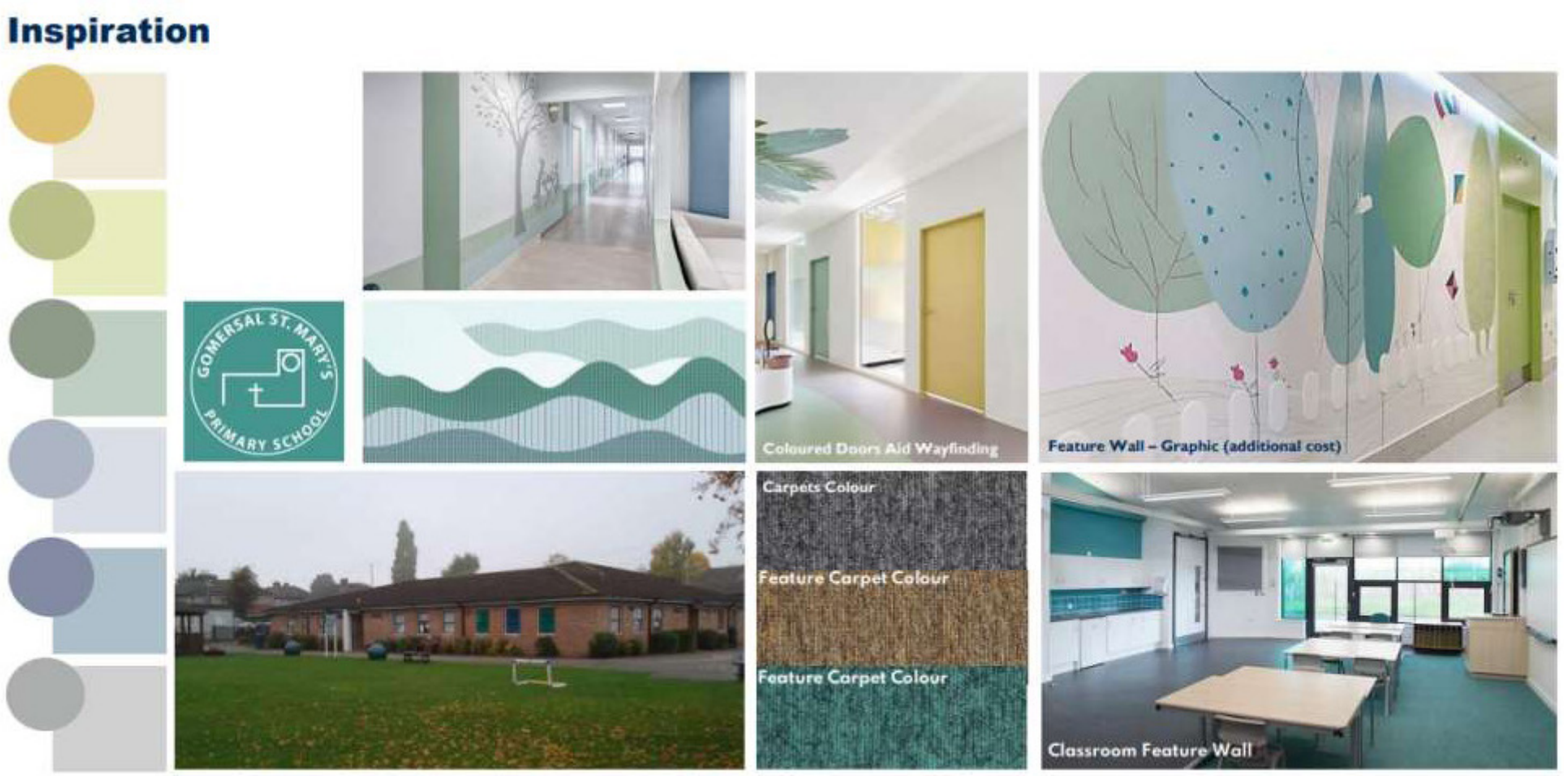
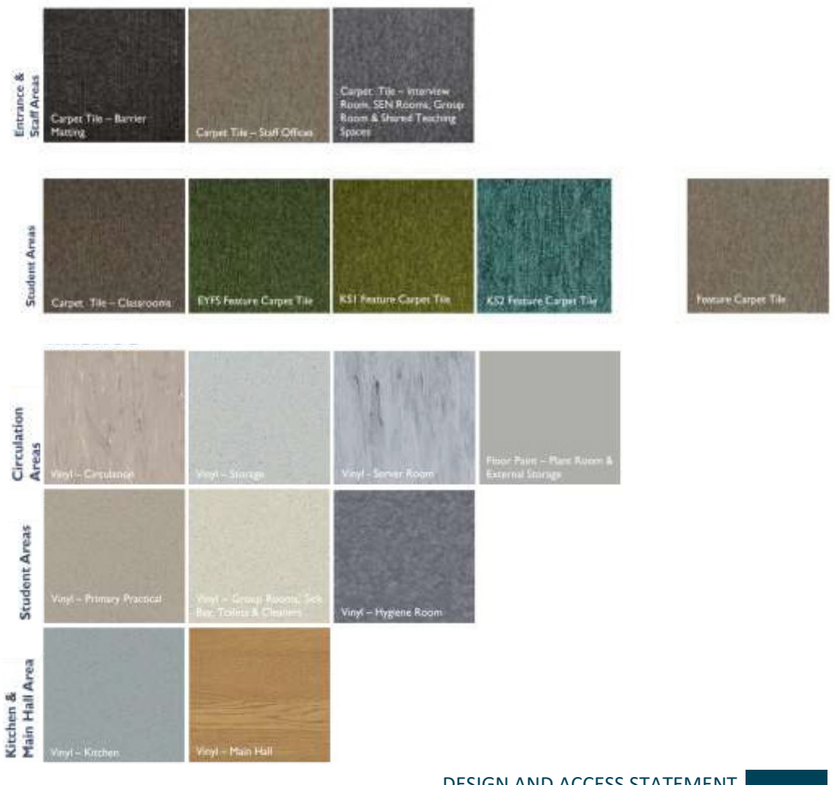


Figure #44. Interior finishes inspiration

6.2 Inclusive Access

All internal and external areas will be designed to meet the latest Building Regulations - Part'M', the EqualityAct2010&BS 8300.Specifically the new building will provide the following:

- Main entrances to provide a minimum of 1000mm clear opening at the doorway via a level threshold and graded approach shallower than 1 in 20 to avoid the need for handrails.
- All appropriate doors to be wheelchair accessible.
- Dimensions of all spaces to include minimum manoeuvrability requirements for wheelchair users.
- Doors fitted with a door closer of a type that requires a maximum opening force of 30N at the leading edge.
- Doors containing vision panels that provide visibility from 500mm to 1500mm above the floor levels and include operating furniture that is easily reached and which provide a secure grip.
- Signage planned and designed to current best practice with reference to theSign Design Guide(2000)and DRC(2004)'GoodSigns'.
- Lighting and colour and finishes schemes that follow'bestpractice'with particular reference to the needs to those with visual impairment.
- Colour contrast in all spaces to be 30 LRV point difference between the key elements where appropriate, i.e. floors, doors, walls and handrail



7.0 Security

7.1 Security Statement

A Crime Impact Statement (CIS) has been prepared by Toren Consulting to accompany this planning application, and should be read alongside this Design and Access Statement for a full account of the security strategy for the proposed development.

The CIS was prepared in consultation with the West Yorkshire Police Designing Out Crime Officer (DOCO), who was supportive of the proposals and the security measures incorporated within the scheme. The DOCO's feedback has been taken into account in shaping the final proposals.

The proposed redevelopment of Gomersal St Mary's Primary School has been designed with crime prevention as an integral consideration from the outset, with due regard to the relevant requirements of the National Planning Policy Framework (NPPF) 2024 and the Kirklees Local Plan. The proposals respond positively to the principles of Crime Prevention Through Environmental Design (CPTED) and UK Police Secured by Design (SBD) guidance, addressing security through a combination of environmental design, physical security measures, and electronic security systems. Together, these create a safe, welcoming, and well-managed environment for pupils, staff, and visitors.

The security strategy addresses the site's context and assessed risk profile, incorporating measures such as a clearly defined and consistent perimeter boundary, managed access control at all entrance points, natural surveillance from the school building and surrounding properties, and a comprehensive lighting scheme. These measures are considered appropriate and proportionate to the proposed use.

Full details of the crime risk assessment, security concepts, and proposed security controls are set out in the Crime Impact Statement (Document Reference: SRP1134-TRN-XX-XX-T-O-6801).

Figure #45. Toren CIS cover - submitted as part of the planning application