





BCA

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FS0935-FBA-RP-XX-XX-00001 - Design and Access Statement

Rev P1 - Issued 22.03.2021

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Prepared by AT

Checked by PR



1.0 - INTRODUCTION

1.0 INTRODUCTION

This Design and Access Statement has been prepared in support of a full planning application for construction of a new secondary-level academy school including multi-use game areas (MUGA), sports pitches, hard and soft landscaping, car/cycle parking, alterations to site access; and boundary treatments.

The capital cost of the school is being financed by the Department for Education (DFE), Willmott Dixon are the main contractor delivering the school building on site. Once completed, Blue Coat II (to be known as the Brian Clarke Church of England Academy) will form part of the Cranmer Educational Trust.

The scheme is named for prominent and world renowned painter and architectural artist Brian Clarke. Clarke was born in Oldham and is one of the worlds most celebrated stained glass artists; he has generously offered to donate a site specific commission to be housed within the school building.

1.1 PURPOSE AND SCOPE

This detailed application is for one school building and an energy centre which includes facilities for 1,200 secondary school aged learners with associated landscaping and car parking. The development will form a new institution on a brownfield site in central Oldham.

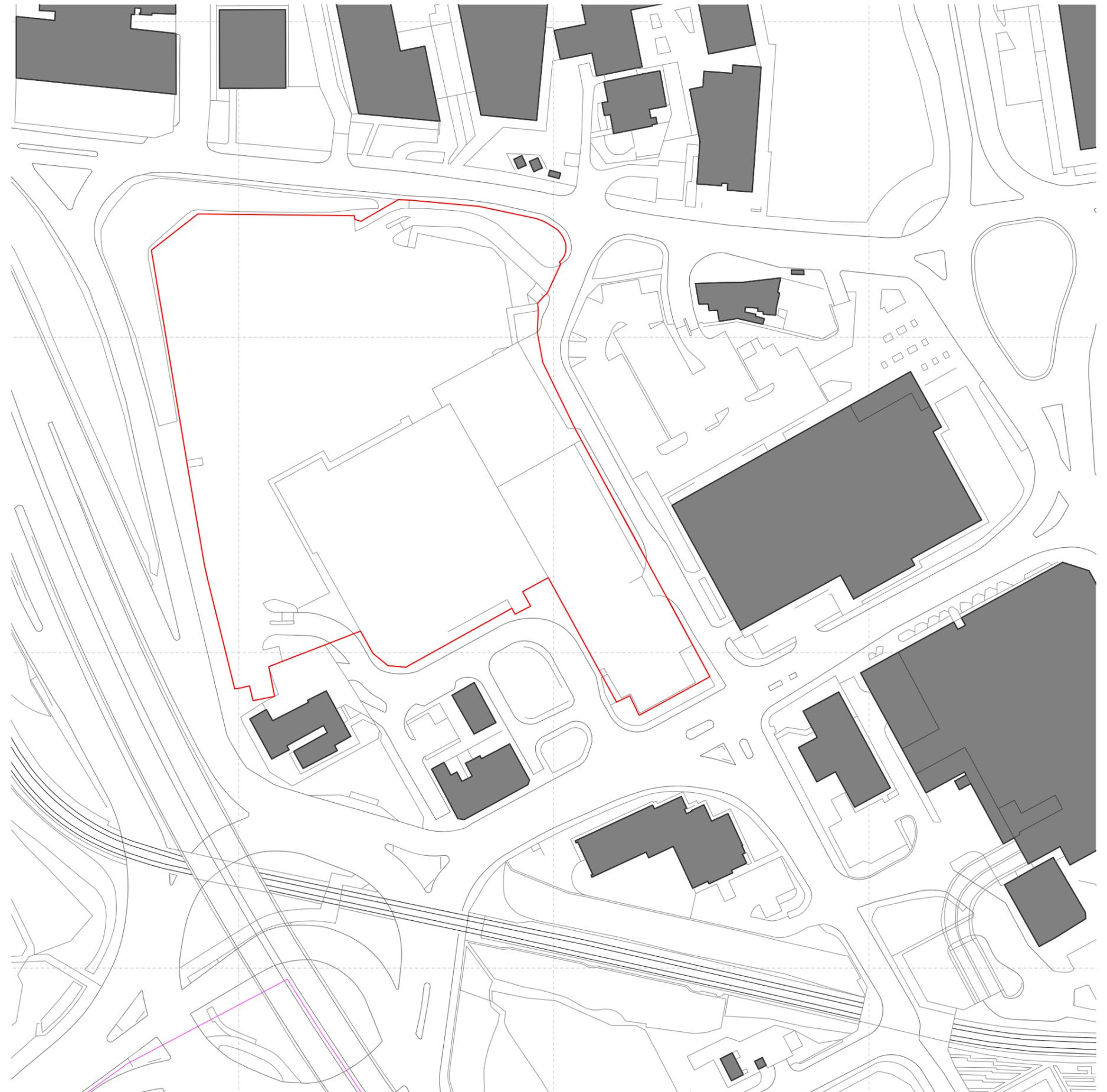
The site includes facilities that may be used by the community including but not limited to; multiuse games areas, all-weather pitches, drop off and parking facilities.

This Design and Access Statement has been prepared in accordance with the guidance set out in the Department for Communities and Local Government (DCLG) Circular 01/06: 'Guidance on Changes to the Development Control System', and the best practice guidance 'Design and Access Statements: How to write, read and use them' (CABE, 2006), and seeks to communicate the process of assessment, involvement, evaluation and design that has led to the development of the proposals contained within the planning application.

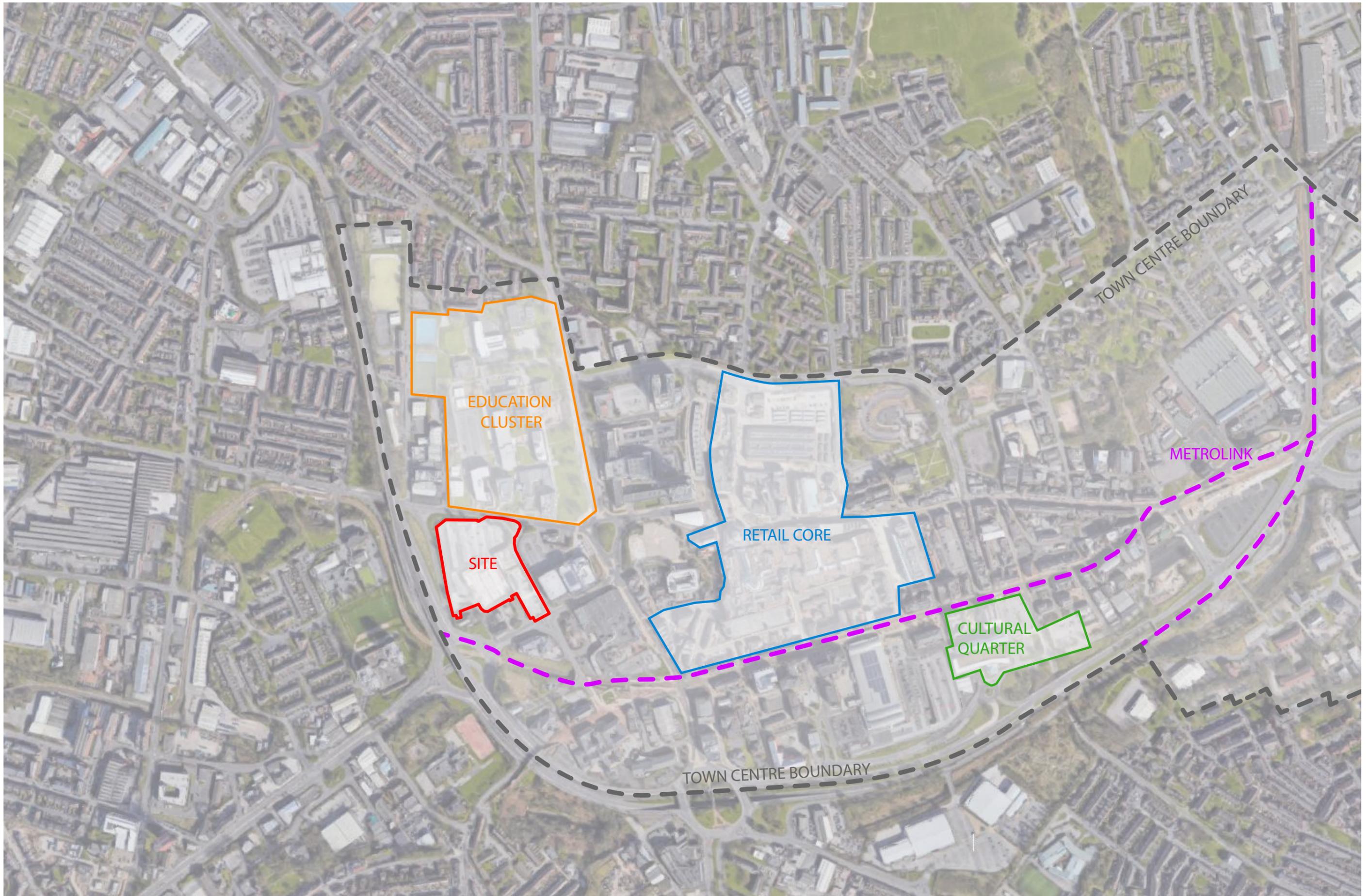
1.2 BACKGROUND

The full application of which this Design and Access is a part will utilise a brownfield site within Oldham town centre. The site, formally a supermarket and associated car-parking, sits within Oldham's town centre boundary and outwith of Oldham's central shopping core as designated in the local plan, these boundaries are shown on the aerial plan on the following page.

The proposals address several issues, from a restrictive site to an ambitious pedagogy vision, in a bespoke and innovative way utilising the site and building as a resource for learners and the local community alike.



Existing site plan



Site location within Oldham Town Centre

2.0 - PROCESS

2.0 PROCESS

Designs for the school have been developed over an intensive, iterative period of consultation with key stakeholders and the local authority.

Following a 6 week competitive ITT bid process the team lead by Willmott Dixon were selected as the preferred bidder by the Department for Education.

2.1 ASSESSMENT

The need for development on the existing site, and the planning policy context, are assessed within the separate Planning Statement. The physical and historical context of the proposed development has been assessed through site visits, investigations and reports including:

- Geotechnical
- Topographical
- Ecological
- Transport
- Environmental Noise
- Flood Risk

The findings of these investigations are described within the individual reports submitted alongside the planning application. Key factors influencing the design are summarised in Section '3.0 - Context' later in this statement.

2.2 CONSULTATION

An extensive briefing and design development process has been undertaken to develop the planning proposals. This process involved developing a schedule of accommodation, adjacency diagrams, building layouts and form and massing options.

Due to the Corona-Virus COVID-19 Pandemic all consultation has been undertaken via video conferencing software.

These elements were iteratively tested through a series of engagement sessions with a range of stakeholder groups as follows:

- Sessions with Core Stakeholder Group, including representatives of the DFE, their technical team, and representatives from the steering group for the school.
- Initial pre-application consultation with the local planning authority planning officer.
- Initial pre-application consultation with the local planning authority highways officer.



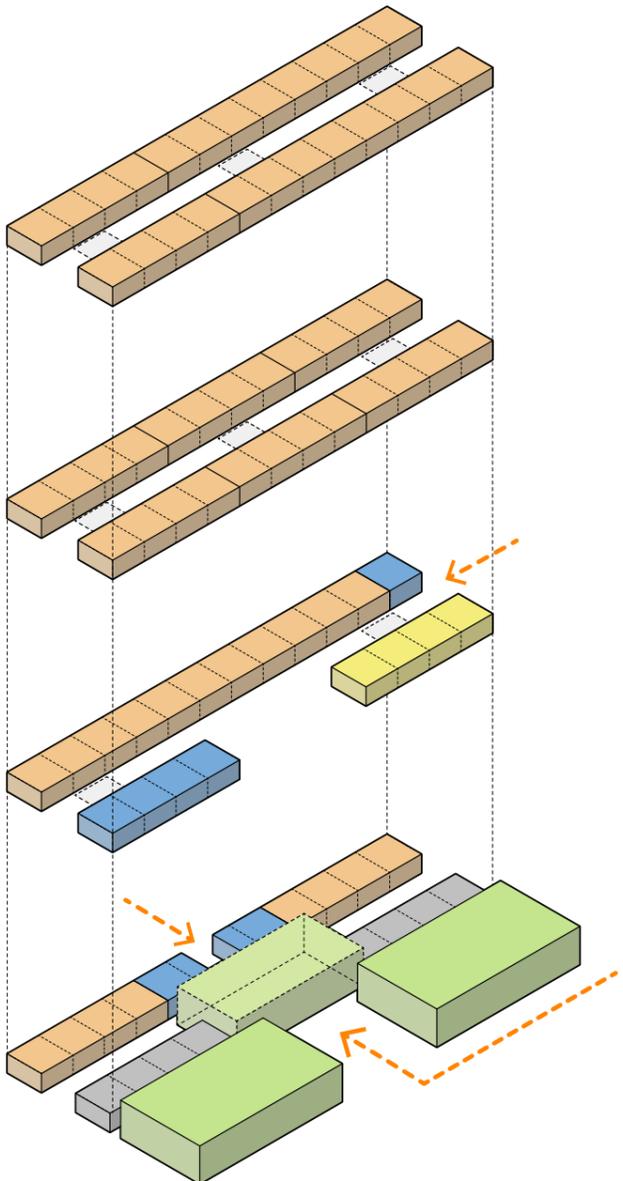
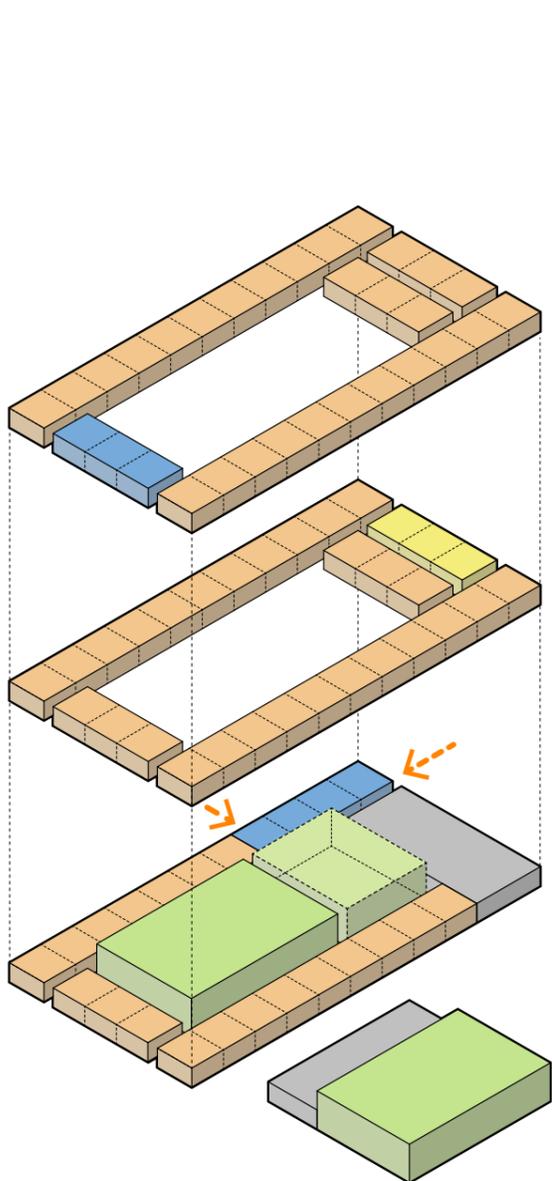
Design development during consultation

2.3 DESIGN DEVELOPMENT AND EVALUATION

Following an extensive appraisal of the initial control option for the school, provided as part of the invitation to tender, and thorough analysis of the site's opportunities and constraints, a process of iterative design and assessment was undertaken. From this process, a number of key principles have emerged which have informed the design proposals:

- Create an integrated development that maximises the limited available site area, giving more site area back to the school for external play and sport
- Give the building presence along Middleton Road and from all approaches to repair the fragmented urban fabric
- Create a solution which enhances its setting and utilises landscape integrally as part of the provision for community use and education
- Use the building to resolve the complicated topography to facilitate access for all students, staff and visitors

These principles have been used to continually test the developing designs, ensuring that the proposals meet the key stakeholder needs and realise high quality development.



Control option strategic site plan



Proposed strategic site plan

3.0 - CONTEXT

SITE LOCATION

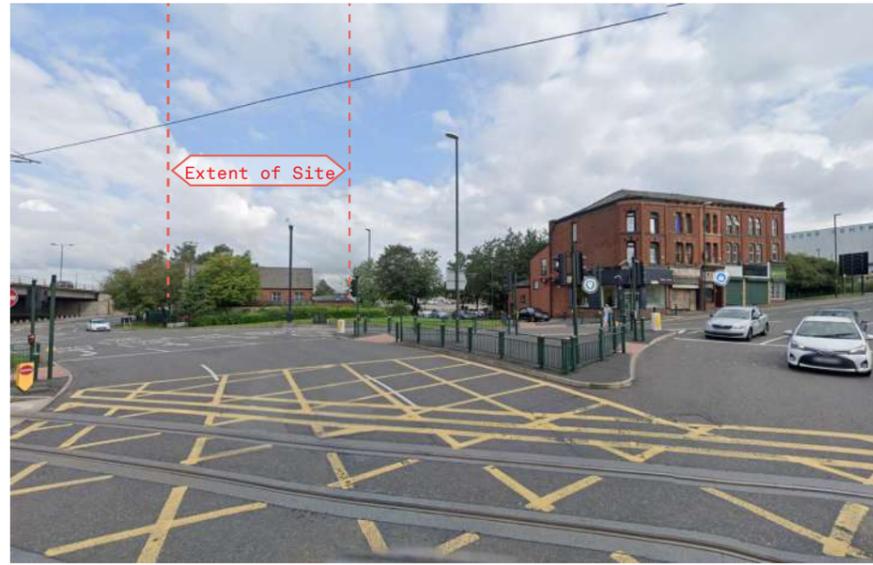
Blue Coat II represents an exciting opportunity to redevelop a prominent town centre site repairing the urban fabric of Middleton Road which has been fragmented through the development of the elevated Oldham Way dual carriageway and the site's subsequent use as a supermarket and surface car park.

- The site is highly visible from both Oldham Town Centre to the east of Middleton Road and Oldham Way to the west of Middleton Road.
- To the north the site is bounded by Middleton Road, a relatively busy street leading from the town centre, and is characterised by recent education buildings for Oldham College and Oasis Academy.
- To the east the site is bounded by Booth Street, a relatively quiet one way street adjacent to Oldham Leisure Centre which currently provides three separate vehicular accesses on to the site.
- To the south the site is bounded by Manchester Street, with the remnants of the old street pattern of Bloom Street, Slater Street, and York Street providing a secondary vehicular access on to the site.
- To the west the site is bounded by Oldham Way, an elevated dual carriageway, which along with its adjacent slip roads and roundabouts creates noise and pollution and a hostile environment.

The main bus station is located at the eastern extremity of Middleton Road, and tram stops are located at the western extremity of Middleton Road beyond Oldham Way, and adjacent to King Street which leads in turn into John Street and into Booth Street.

Existing pedestrian entrances to the site are poor; to the north from Middleton Road, where the falling Middleton Road descends to the same level as the site's lower plateau; to the north east from the Middleton Road and Booth Street junction via steep steps; and to the south via Bloom Street.

For further detail on the existing road network and amendments included as part of the proposals please see the separate transport assessment included as part of this application.



View from Oldham Town Centre



View from John Street



View from Oldham Town Centre



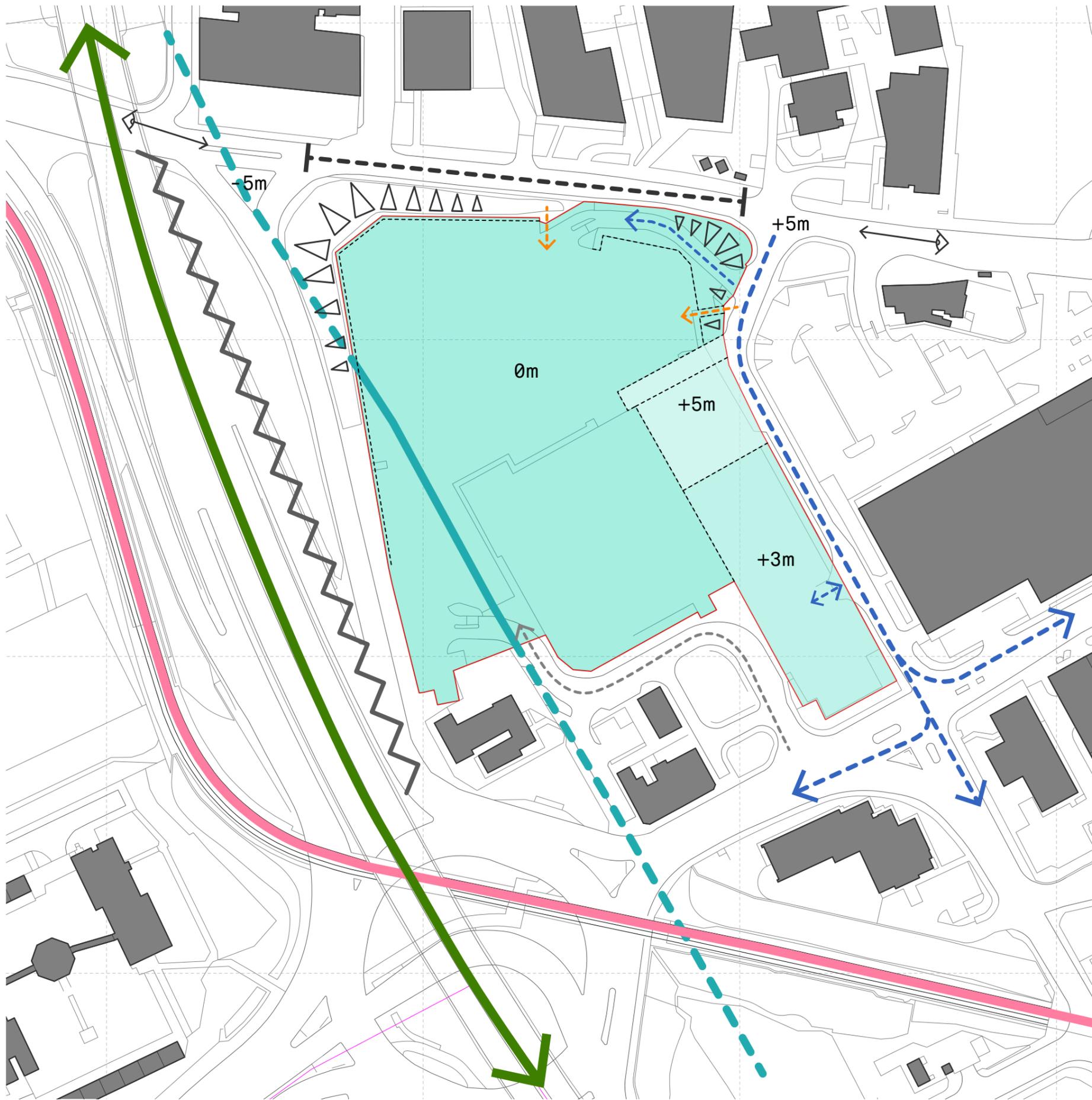
View from John Street



View from Middleton Road (West)



View from Oldham Way



Site constraints and opportunities

3.2 SITE CONSTRAINTS AND OPPORTUNITIES

The site has been previously terraced into upper and lower plateaus. The Middleton Road and Booth Street junction and Booth Street itself is elevated some four to five metres above the lower site plateau, by far the larger of the two.

Adjacent to the Middleton Road and Booth Street junction a steep vehicular ramp leads to the lower site plateau, while Booth Street is level with the upper site plateau. The upper and lower site plateaus are separated by existing concrete retaining walls, with no access between them.

Outside the site levels are significant, with Middleton Road falling approximately fourteen metres along the northern boundary. Any building located on the lower site plateau would be some four metres below Middleton Road to the east but some ten metres above Middleton Road to the west.

The site is also very small for the size of school required. BB103 guidance suggests a minimum site area of almost 42,000sqm as opposed to the available site area of almost 18,000sqm which is further compromised and constrained by the significant change in level across both the site's plateaus.

The site's urban location brings some challenges including site security and the potential impact of crime. The site strategy of using the natural plateaus, siting the building to the northern boundary and utilising the building as the secure line, as well as supplementary fencing, look to mitigate the impact of crime as far as possible. Further details of the impact of crime can be found in a separate Crime Impact Assessment contained as part of this application.

All of the constraints mentioned above necessitated early designs to be innovative and challenge the control option scheme. An overarching ambition was to utilise as much of the site for meaningful school use as possible. This, along with a desire for multiple, distinct entrances, began to present opportunity to use the building, on multiple levels, to resolve the site levels within the building, thus giving more area over to usable function, rather than simply resolving significant level changes.

Key:	
Frontage	- - - -
Pedestrian Access	- - - - -
Vehicle Access	- - - - -
Elevated Bypass	—————
Tram Cars	—————
Public Drain	- - - - -
Noise	~~~~~
Views	← →



Physical model photographs



4.0 - DESIGN

4.1 USE

The proposal creates a new 1,200 place secondary school building with associated external facilities. The school will take 240 learners per year group from Year 7 through to Year 11 (1200 KS3 pupils) and will join the Cranmer Educational Trust along with Blue Coat Secondary School and a number of feeder Primaries.

The school will open with a year 7 intake in September 2022 initially teaching in temporary accommodation; with the new building being handed over by March 2023.

The new building will also provide community use for sport, performance, and exhibition, as well as lifelong learning.

4.2 AMOUNT

The proposed scheme creates 8,978sqm (GIA) of new accommodation across 4 floors.

Teaching accommodation has been developed to provide a range of general and specialist spaces in accordance with guidance, consultation with the client team and years of experience in designing outstanding schools.

During consultation the schedule of accommodation from the feasibility study was used as a 'space budget' to match the pedagogical aspirations of the school maintaining an overall balance, or increase of Net spaces.

All ancillary spaces have been sized in accordance with the space budget set by the DfE.

Externally, 112 parking spaces including; 62 accessible bays, and 4 electric car charging points is provided as well as off-site proposals for bus and car drop-off facilities. Car parking provision takes into account the town centre location and how well served the site is by both public transport and sustainable transport infrastructure.

A service and deliveries area and bin store is provided to the west of the building and an energy centre, containing substation, water tank and boiler plant is also provided.

Details of the off-site highways works and transport strategy can be found in a separate transport assessment as part of this application.

4.3 LAYOUT

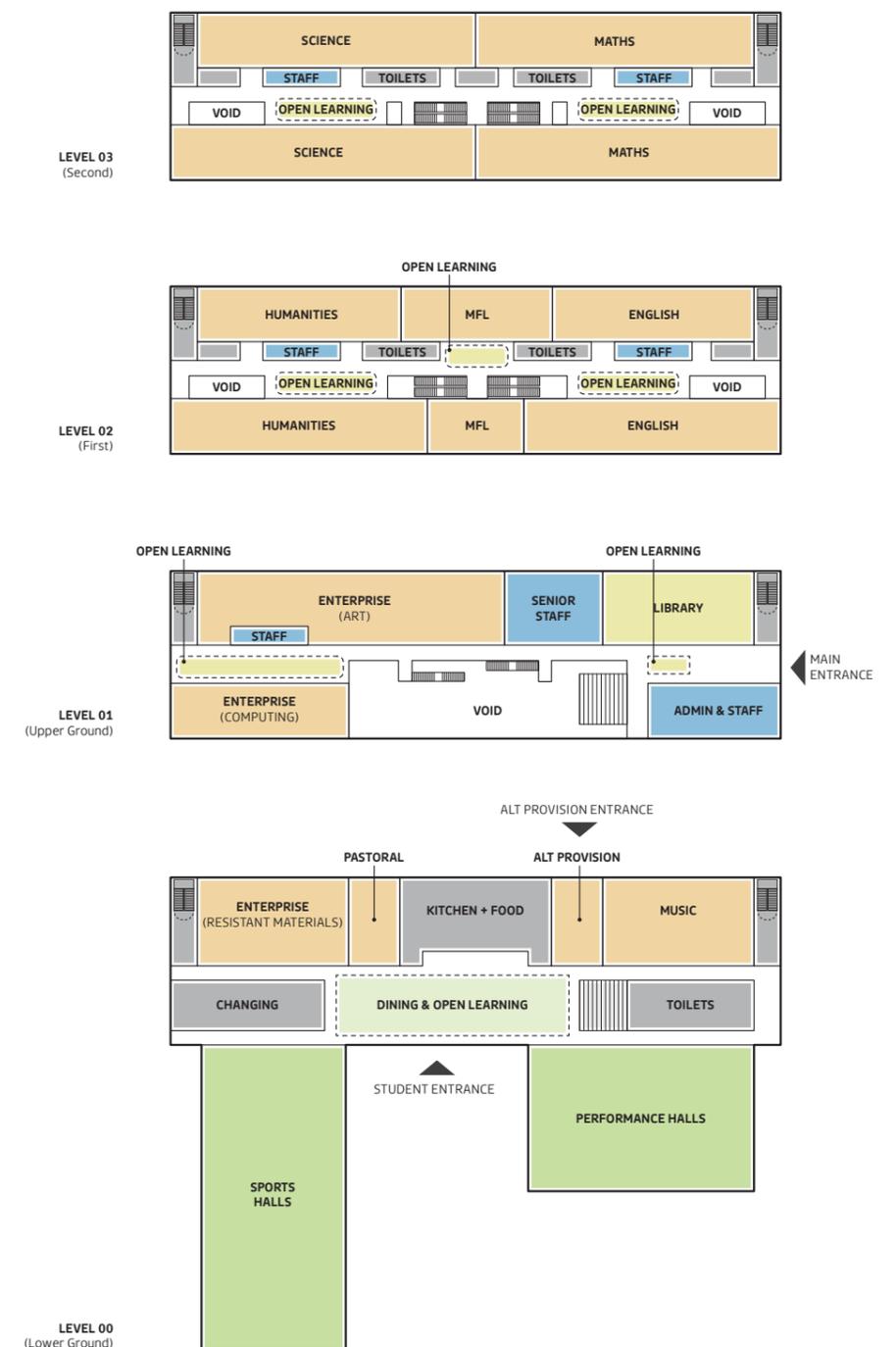
The four storey building contains a lower ground floor and upper ground floor which provide the three entrances into the building and are interlinked by the double height dining hall and a large Hellerup stair.

Around the double height dining hall is located the enterprise suite with light practical, studio type spaces located on the upper ground floor, and heavy practical, workshop type spaces located on the lower ground floor.

The double height dining hall also allows access to, and provides a foyer for, the performing halls block and sports halls block. The relative importance of these blocks recognising the Trust's ethos that performance and sport are key to the development of the whole person.

Above the lower ground floor and upper ground floor, the first floor and second floor provide the majority of the teaching and learning accommodation suiting the arts based subjects of english, languages, and humanities, and suiting the science based subjects of maths and science together.

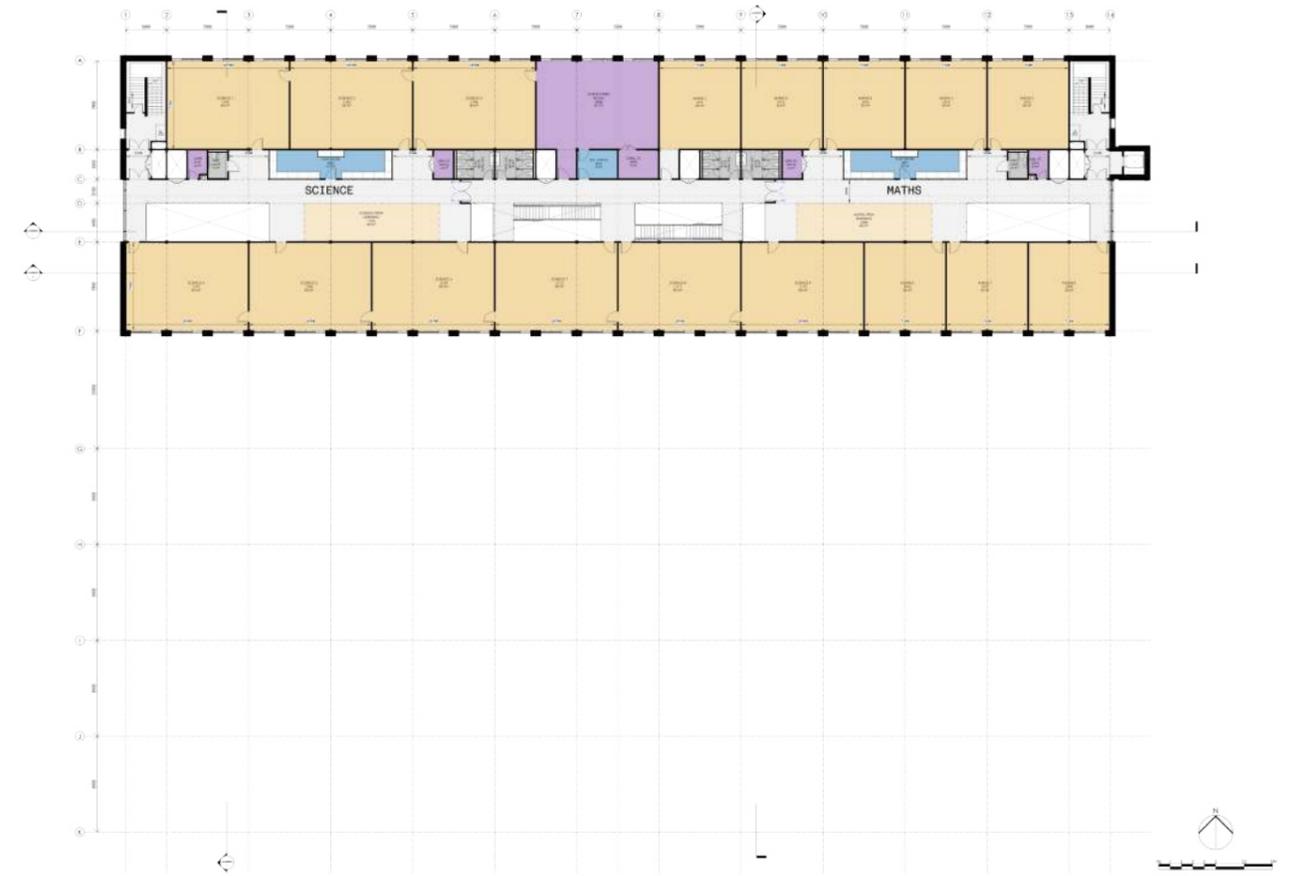
The plans on the following page have been submitted at scale as part of the application and can be viewed separately.



Adjacency Diagram



Level 01 Plan



Level 03 Plan



Level 00 Plan



Level 02 Plan

MAIN ENTRANCE

The main entrance is located at the natural arrival point of the Middleton Road and Booth Street junction. Due to the site levels the main entrance is at upper ground floor level and at the eastern end of the central atrium which runs the length of the four storey building.

This allows the main reception to be located within a triple height space which creates a dramatic entrance space providing a sense of arrival for visitors and staff, with views up into the upper teaching suites.

The main reception is a secure lobby which is controlled by the adjacent general office and has access to dedicated interview and toilet facilities. The general office is an open plan office which is suited with four cellular offices, for more private administration work, and the reprographics and sick rooms.

From the secure lobby a library open learning area is located at the top off the Hellerup stair with views to the library through glazed screens at this level, up the central atrium to the learning suites above, and down the Hellerup stair to the main hall and dining hall below.

At this point the building announces itself as a learning environment with these key views of the learning activity and of key facilities such as the library, main hall, and dining hall. The main entrance sequence into the building is spatially exciting, evoking a sense of purpose and professionalism.

STUDENT ENTRANCE

Students will take the steps down the side of the main hall from the entrance plaza located on the upper plateau, through a secure gate line, into the landscape. Accessing the student entrance via the courtyard between the two hall blocks. The student entrance is at the lower ground floor level and provides a seamless transition between the external and internal social spaces, connecting the courtyard with the dining hall which also connects the lower ground floor level and the upper ground floor level with the rest of the building.

The student entrance is supported by a pastoral office and interview room adjacent to the dining hall. An adjacent seclusion room and staff workroom are also provided to complete the overall student pastoral support facilities, located in a readily accessible area for all students.

ALTERNATIVE PROVISION ENTRANCE

The alternative provision entrance is also at the lower ground floor level on the northern side of the four storey building to provide an appropriate and discrete entrance for more vulnerable students.

The alternative provision suite is self contained with a class room sized learning space suited with a group room, a staff office, toilet, and storage facilities. The suite is located adjacent the enterprise suite to provide good access to these specialist teaching and learning spaces.

ENTERPRISE SUITE

The enterprise suite is located adjacent to all three entrances, and consists of business, engineering, and technology related departments. At its centre, the double height dining hall provides opportunities for informal individual and group learning in support of the formal learning spaces.

At upper ground floor are the studio type spaces including four art rooms for general art, practical art, and textiles.

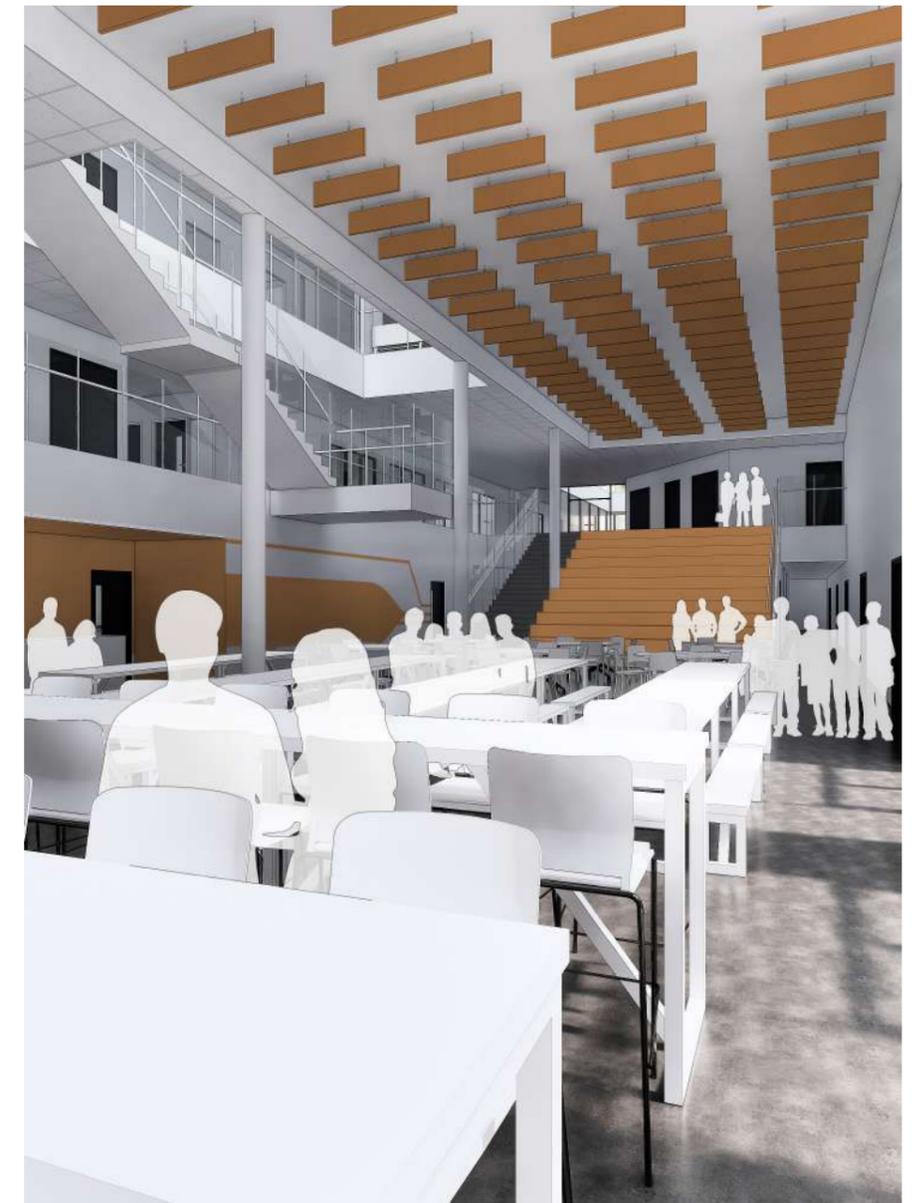
Opposite the art rooms are the computing and business rooms, which like the library have glazed frontages to display and celebrate learning resources throughout the building, complete with adjacent open learning area and staff work area.

At lower ground floor level are the workshop type spaces including interlinked resistant materials rooms which have each been subdivided into 'clean' and 'dirty' spaces for computers and machinery respectively, and are suited with a shared store and prep room.

In addition, these are adjacent to the external construction yard at the western end of the four storey building. Alongside the resistant materials rooms is food technology which is collocated with the kitchen and catering facilities.



Main Entrance



Student Entrance

PERFORMANCE HALLS BLOCK

The double height dining space will also act as a foyer space for the performance halls block which contains the main hall and interlinked drama hall which can be used as either a completely separated or integrated space via an acoustic sliding folding screen.

This enables the drama hall to be used as either a stage or backstage area during performances. This is supported by dedicated drama changing rooms and adjacent music suite consisting of classrooms and interlinked practice rooms.

The main hall is divided into four structural bays, each with its own entrance and exit doors, which will allow the future subdivision of the main hall either through sliding folding partitions or permanent partitions as the school requires.

In addition, the future provision of retractable bleacher seating in the main hall has also been allowed for to create the flexibility to use the space as a lecture theatre or as an enhanced performance space with theatre style seating.



Performance Halls Block

SPORTS HALLS BLOCK

The double height dining space also acts as a foyer space for the sports halls block which contains the activity hall and sports hall and their respective storage spaces. These are collocated with changing facilities.

The changing rooms are configured into suites of four changing rooms for thirty children with two staff and accessible changing rooms. The changing rooms have separate access to the external multi use games area and all weather pitch.

FIRST FLOOR LEVEL LEARNING SUITE

The first floor level learning suite collocates all the arts based subjects of english, languages, and humanities along with their associated staff, storage, and ancillary facilities. While notionally classrooms are owned by each subject their collocation allows each to flexibly expand or contract into each other as the timetable requires.

SECOND FLOOR LEVEL LEARNING SUITE

The second floor level learning suite collocates all the science based subjects of maths and science along with their associated staff, storage, and ancillary facilities. While notionally each space is owned by each subject their collocation allows practical and theoretical spaces to coexist and potentially support a more transformational pedagogy.



Dining Space with Hellerup Stair

CIRCULATION

Connecting all of the various learning suites are open, generous, and daylit circulation spaces throughout; virtually all corridors have been eliminated in favour of circulation that is obvious, intuitive, and can be passively supervised from adjacent staff spaces.

Vertical circulation is also generous, open, and daylit with a Hellerup stair linking lower ground floor level and upper ground floor level, providing not only seamless connection between both levels, but also informal opportunities for learning, lecture, and dining.

In addition, an open central 'scissor' stair provides access to the upper learning suites providing good vertical adjacencies, particularly between the library and english, and the enclosed stairs are open to the wider circulation spaces via hold open doors.

Due to the efficiency of the four storey building we have provided open learning areas throughout. These provide opportunities to create a sense of arrival and identity for each learning suite.

The open learning areas provide opportunities for informal individual and group learning or as a setting for project based learning. These spaces provide significant additional learning spaces for the academy.

The use of circulation space as learning space transforms the atmosphere of the building, the purpose and professionalism of the academy and its commitment to standards of learning, behaviour, and respect being highly visible to students, staff, and visitors.



Teaching Suites

STAFF SPACES

Staff spaces are distributed throughout for passive supervision. Within the enterprise suite there is a staff workroom at lower ground floor level and another staff work area at upper ground floor level. At first and second floor levels staff work rooms are provided adjacent to the open learning areas.

Each work room or work area has sufficient capacity to accommodate a workstation and storage area for every teaching space within the relevant learning suite, complete with a tea point. In addition, the open learning areas can also provide further settings for staff working alongside student working.

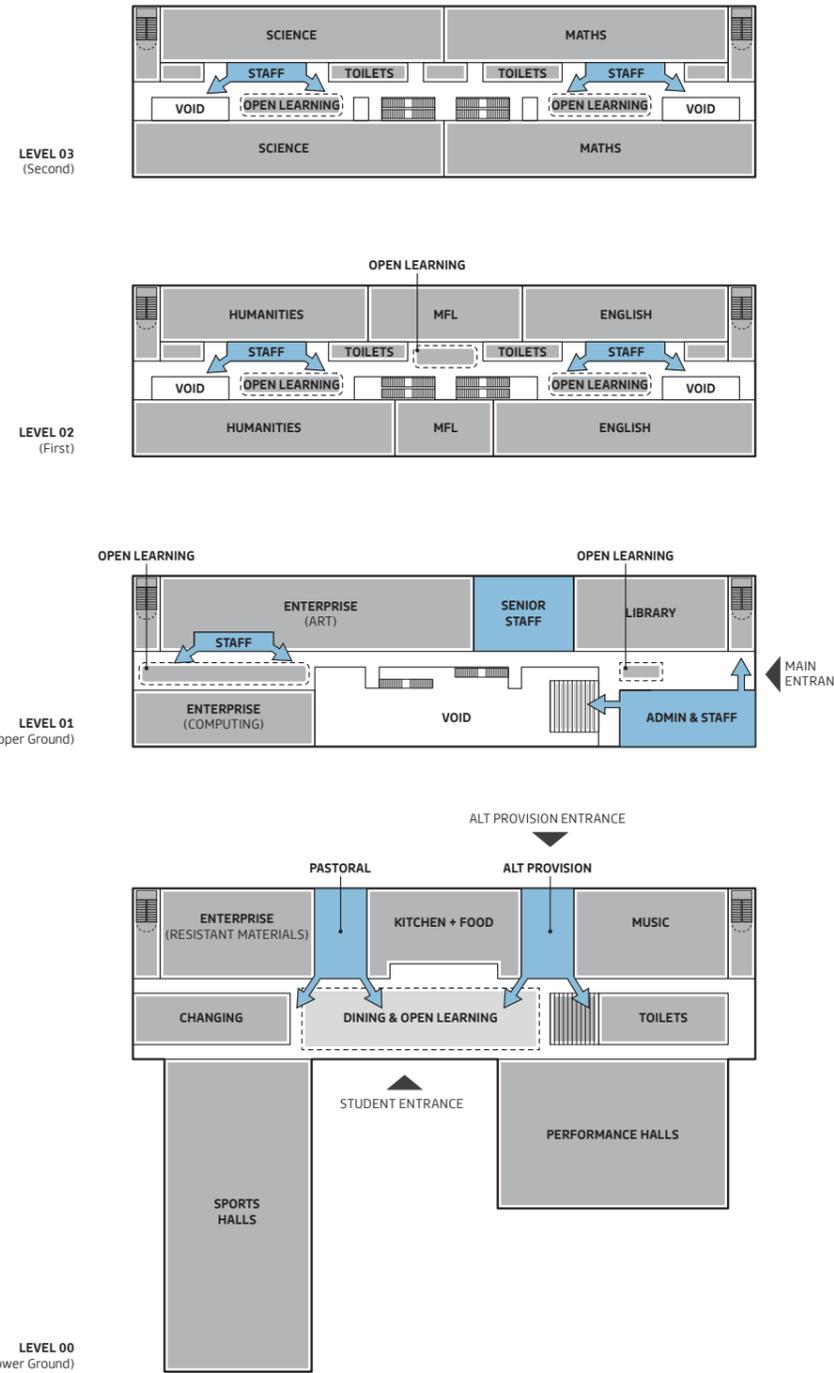
The senior management team suite is located at the heart of the academy near the main entrance and overlooking the double height dining hall. This suite comprises of head teacher's office with adjacent personal assistant office, and open plan offices for the deputy and assistant headteachers.

TOILETS

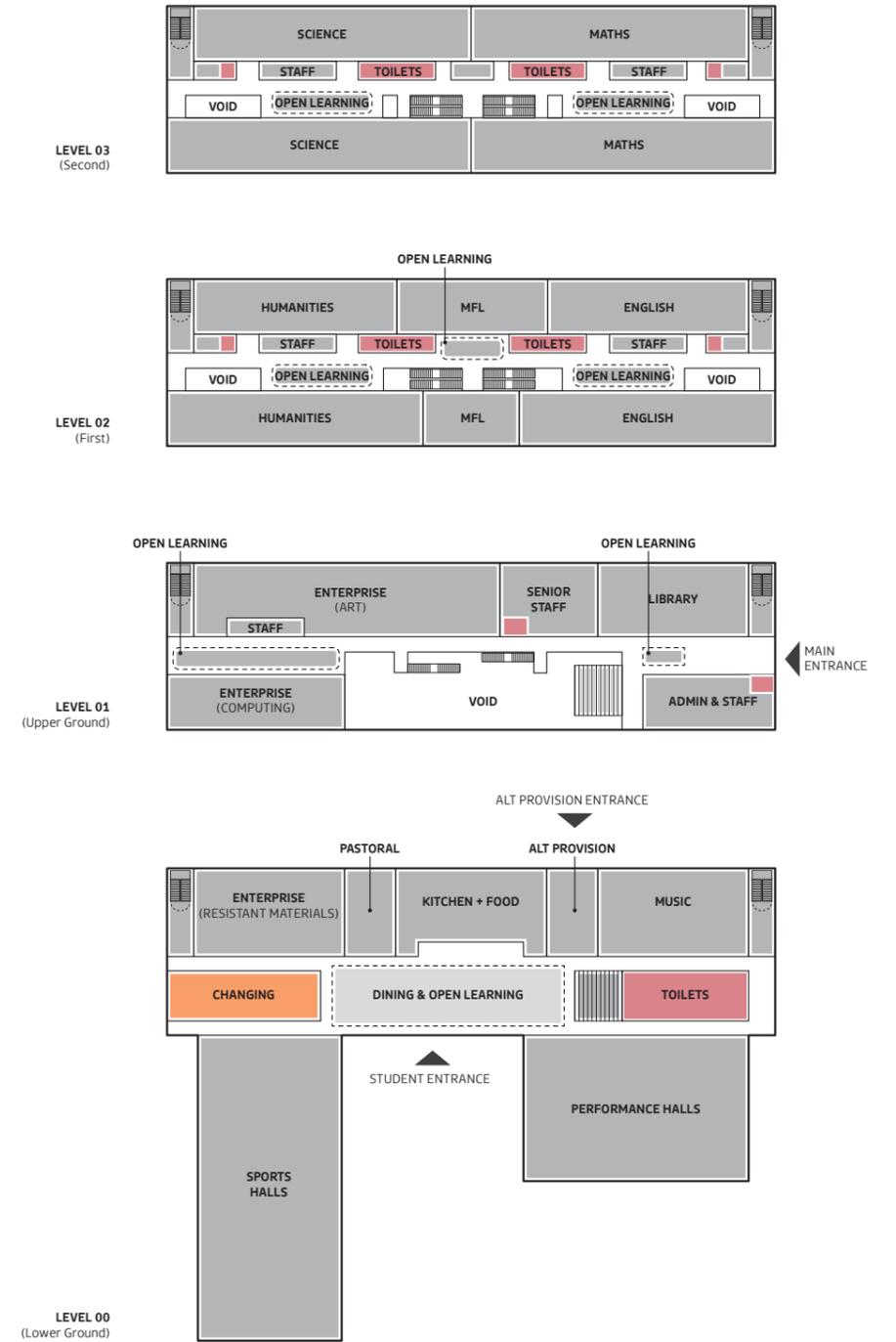
The majority of student toilets are provided on the lower ground floor level adjacent to the dining hall in anticipation of their use at break and lunch times and to support performances and events which may take place in the performance halls or sports halls.

The balance of student toilets are provided at first floor level and second floor level. All student toilets are designed with common wash areas to promote passive supervision and reduce issues traditionally associated with enclosed toilet areas.

Accessible toilets are located throughout the building at all levels according to building regulations and are also used as staff toilets. All accessible toilets are capable of being secured to prevent general access and usage.



Staff Spaces Diagram



Toilet Spaces Diagram

4.4 SCALE

MASSING

We have developed a massing proposal which responds to the site context and the Trust's ambition for a building with presence and visibility. The four storey building along Middleton Road creates presence and provides visibility from Oldham Town Centre and Oldham Way.

At four storeys the building is as high as the recent education buildings for Oldham College and Oasis Academy, but because the building is parallel to Middleton Road as opposed to perpendicular (as is the case for the college and the academy) it will be more prominent and better define the streets edge.

The four storey building contains some four fifths of the academy's accommodation and its efficiency maximises the remaining site area for external play, social, and sports spaces on what is a very constrained town centre site.

The four storey building is complemented by two adjoining double height blocks. The sports halls block is perpendicular to the four storey building and located to the west, with the performance halls block parallel to the four storey building and located to the east.

This creates a sheltered courtyard between both blocks which provides external play and social spaces protected from the noise and pollution of Oldham Way, with the external sports spaces extending to the south on the site's lower plateau.

FORM

Starting with the massing proposal described above, we have investigated how to create a building projecting an image that is serious, established, and dignified, but above all evokes a 'sense of place' within Oldham's historical context.

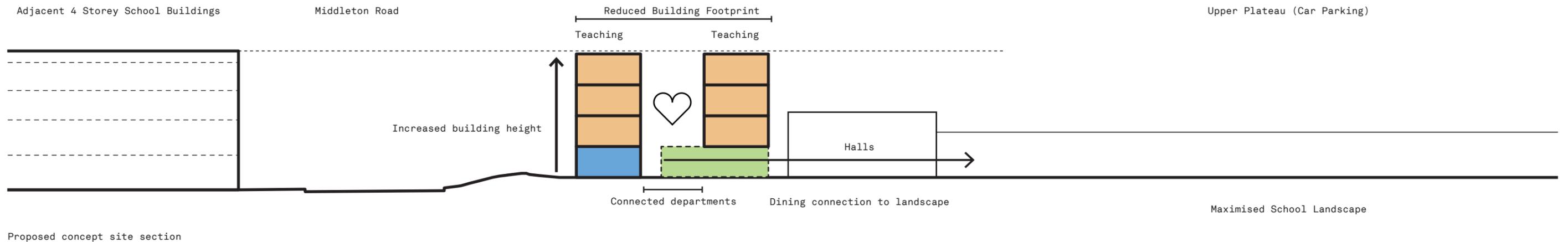
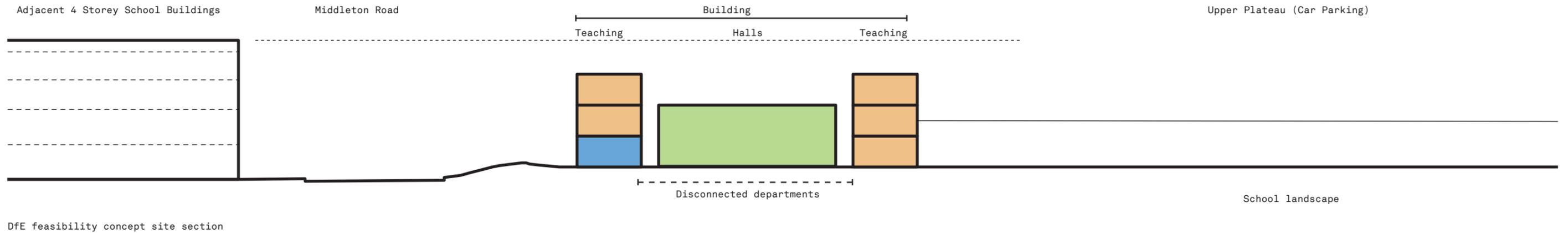
In order to evoke 'a sense of place' we have researched the traditional building forms of Oldham and the North West and have developed a concept based around traditional mill buildings of the Victorian era.

This will provide further contrast with the recent education buildings for Oldham College and Oasis Academy on the opposite side of Middleton Road; with the use of traditional materials and proportions differentiating the building it from its neighbours.

Traditionally the mill building is articulated as a multi storey masonry building with attached higher steam chimneys and lower weaving sheds. Conceptually the four storey building is the 'mill' with the higher lift tower as the 'steam chimney' and the lower halls blocks as the 'weaving sheds'.

This informs the massing, form, and materials of each:

- The four storey building is multi storied, flat roofed, red brick building with repetitive two storey high window bays along its long elevations. Continuous brick banding articulates and ties together the head and cills of these windows.
- The gable ends of the four storey building are articulated as solid masonry 'book ends' which are deliberately punctuated by smaller windows to stairs and offices, and by extensive curtain walling to their centres to provide views in to and out of the central atria.
- The main entrance is located within the curtain walling to the eastern gable and further articulated by the higher lift tower 'steam chimney' which has further brick banding and recessed brick panels and is topped by the building signage. All features reminiscent of the vernacular architecture of Oldham's historic mills.
- Adjoining the four storey building to the south are the performance halls block and sports halls block which are articulated as contemporary 'weaving sheds', clad in standing seam and topped with vibrantly coloured roof lights to provide day light to these deep plan spaces.



4.5 LANDSCAPE

The landscape masterplan addresses the brief's requirements, and the constraints and opportunities of the site, to deliver an external environment that creates play, social, and sport spaces, which will inspire students and staff throughout the year.

From the outset, the site's levels, and the building's location, shape, and height have been used positively to create an integrated landscape and building design that steps down the hillside and relates to the urban context.

The clear separation of the site into public and private spaces each clearly located on the site's upper and lower plateaus, provides a natural secure line to create safeguarded external play, social, and sports spaces on the site's larger lower plateau.

The site levels strategy and retaining wall strategy have been optimised to maximise useable external space and replace old existing and failing retaining walls with a safe and attractive long term solution.

To the site's upper plateau, the entrance plaza with new planting provides a positive first impression and provides accessible routes into the existing urban footpath and highway network, with parking, drop off, and service areas integrated into the wider landscape masterplan both within and outwith of the site boundary.

To the site's lower plateau, the amount of usable external space has been maximised, vital on a constrained site which accommodates a large number of students, with excellent connections to the building.

To the south the building creates a sheltered courtyard between the performance halls block and sport halls block which provides sheltered external play and social spaces protected from the noise and pollution of Oldham Way.

There are excellent connections to dining and the building's internal social spaces, with good levels of passive supervision between and throughout the integrated internal and external social spaces, creating multiple settings for socialising with friends.

The sheltered courtyard extends to the south to a flexible 'kick-about' space which is located between the all weather sports pitches, creating a larger sports and activity hub, with multiple settings for more active play and sport.

The all weather sports pitches have excellent connections to the building's internal changing rooms. The pitches are designed to be dedicated formal facilities with ball stop fencing, sports pitch markings, and storage space for equipment.

The large 3G All Weather Pitch (AWP) measuring 65.0 x 47.0m in plan, including standard safety run off space, will bring enormous sporting and recreational benefits to the school. The pitch will be overmarked with two five a side pitches and further subdivided into six training pitches.

The Multi Use Games Area (MUGA) measuring 34.5 x 19.25m in plan, including standard safety run off space, has been sized for netball and is located to the west of the AWP, with the flexible kick about space between creating a range of additional games and skills practice areas.

The dividing nets to the AWP allow a greater range of games to be played and classes to be taught, and in total seven team games can be played on the AWP and MUGA simultaneously with additional practice and briefing space between each zone.

Informed by the detailed levels strategy, the location of the sports and activity hub helps retain material on site whilst providing an easily supervised and manageable facility that will attract community use and offers potential for rental revenue.

Outdoor learning is supported throughout, for instance a construction and engineering skills outdoor teaching area is located close to the relevant internal teaching spaces, and adjacent to the service yard to facilitate easy delivery of equipment and materials.

In addition, the landscape masterplan creates new green spaces set amongst a simple network of trees species selected for their performance in urban areas. Sunnier areas will provide excellent climate for sensory perennial and ornamental shrubs including fruiting trees.

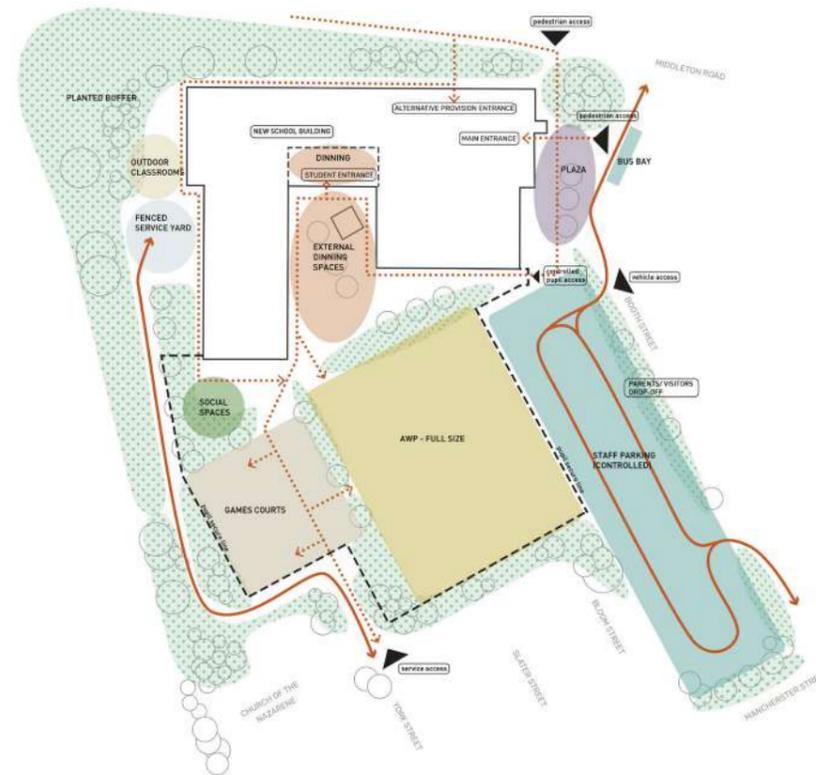
In conclusion, the landscape masterplan creates a simple and robust framework of external play, social, and sports spaces, in addition to outdoor learning spaces, in response to the educational drivers, the scheme planning requirements, and the site's urban context. Further details of the landscape proposals can be found within the associated drawings and statements supporting the application.



Entrance plaza sketch



Courtyard sketch



Zoning Diagram



Planting





NOTES

- 1a. MAIN ENTRANCE
- 1b. ALTERNATIVE PROVISION ENTRANCE
- 1c. STUDENT ENTRANCE
- 2. SHORT STAY LAYBY FOR BUS
- 3. SERVICE YARD WITH SECURE STORAGE
- 4. ACCESSIBLE PARKING BAYS (6NO)
- 5a. DESIGNATED KERSIDE BAYS (WAITING ONLY)
- 5b. PEDESTRAIN CROSSING POINT
- 6. STAFF PARKING (TOTAL 112NO SPACES)
- 7. EXTERNAL PLANT AND SUB STATION
- 8a. EMERGENCY ACCESS / STUDENT ACCESS
- 8b. SERVICE YARD GATE
- 9. STAIRCASE - STUDENT ROUTE
- 10. OPEN COURTYARD - SEATING AND RAISED PLANTERS
- 11. EXTERNAL DINING
- 12. CONSTRUCTION AND ENGINEERING OUTDOOR CLASSROOMS
- 13. 1X MUGA TYPE 2 POROUS MACADAM FOR NETBALL
- 14. AGP 65MX47M FULL SIZE - 1X 7V7, 2X 5V5 & 6X TRAINING PITCHES
- 15. 2x HALF BASKETBALL COURTS AND SPORTS AREA
- 16. AMENITY GARDEN SPACES
- 17. 60NO PUPIL CYCLE SPACES (COVERED)
- 17a. 12 STAFF CYCLE PARKING SPACES (COVERED)
- 17b. 10 VISITOR CYCLE PARKING SPACES

4.6 APPEARANCE

MASSING

As mentioned in section 4.4 Scale; we have developed a massing proposal which responds to the site context and the school's ambition for a building with presence, visibility, and befitting of a serious established institution. The four storey building along Middleton Road creates presence and provides visibility from Oldham Town Centre and Oldham Way.

The buildings main components of a four storey 'mill' teaching block, articulated lift core 'chimney' and two hall block 'weaving sheds' can be seen on the massing concept diagram opposite.

FORM

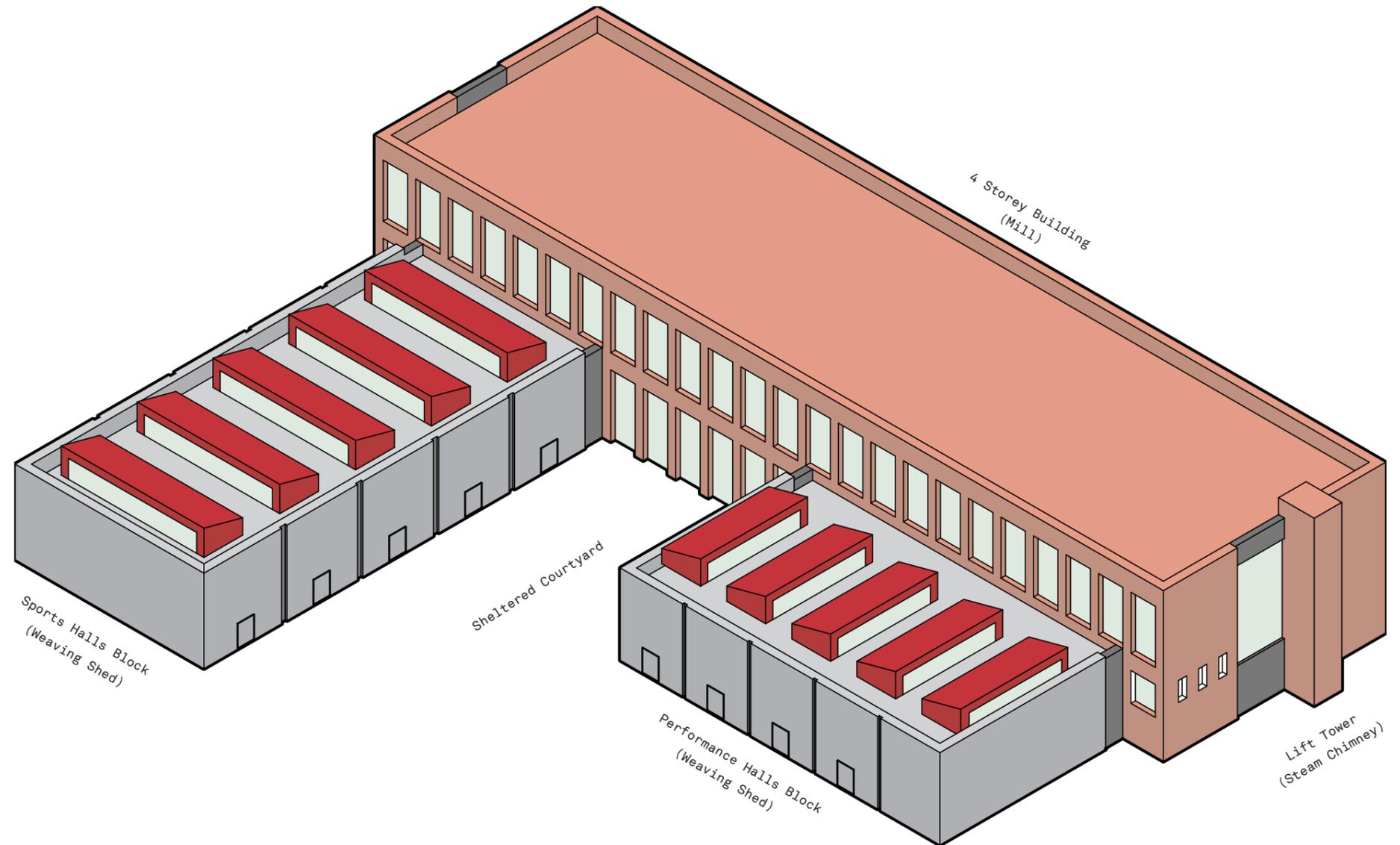
A key outcome for the school during the development of the proposed new building was ensuring the building had a sense of place and belonged to the community it will serve.

In order to evoke 'a sense of place' we have referenced traditional building forms of Oldham and the North West and have developed a concept based around traditional mill buildings vernacular to the north west of England.

Traditionally the mill building is articulated as a multi storey masonry building with attached higher steam chimneys and lower weaving sheds. Conceptually the four storey building is the 'mill' with the higher lift tower as the 'steam chimney' and the lower halls blocks as the 'weaving sheds'.

Each component is then given a material palette which responds to both its function and its reference point within the mill typology:

- The four storey building is multi storied, flat roofed, red brick building with well proportioned two storey high window bays along the length of its long elevations. Continuous soldier course brick banding articulates and ties together the head and cills of these windows to give the teaching block an overall homogeneity.
- The gable ends of the four storey building are articulated as solid masonry 'book ends' which are deliberately punctuated by smaller windows to stairs and offices. This grounds the block at its extents whilst extensive curtain walling to the centre to provide views in to and out of the central atrium.
- The main entrance is located within the curtain walling to the eastern gable and further articulated by the higher lift tower 'steam chimney' with its brick soldier coursing and recessed brick panels. The lift core is topped by the building signage, much like the names of mills which would adorn the towers at their corners.
- Adjoining the four storey building to the south are the performance halls block and sports halls block which are articulated as contemporary 'weaving sheds', clad in standing seam and topped with vibrant 'north lights' to provide day light to these deep plan spaces.

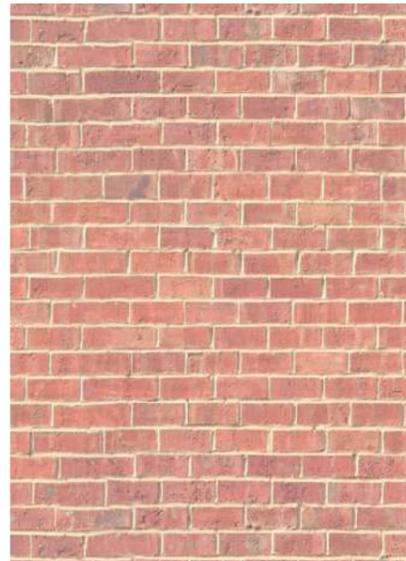


Concept Diagram

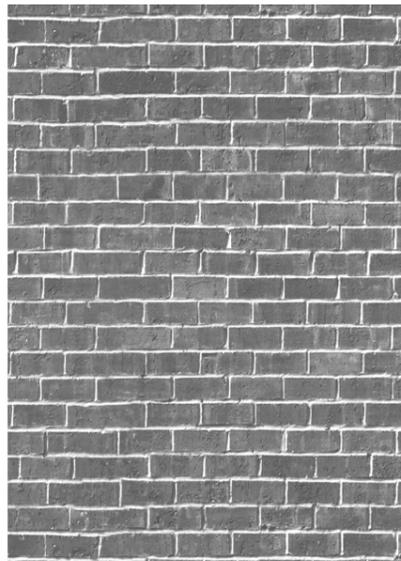
MATERIALS

Materials have been selected for their robustness and longevity, ease of maintenance and cleaning, as well as their aesthetic and conceptual properties, these include:

- Brick to the four storey building elevations. Largely red brick with horizontal banding details and some black brick accents as indicated on the elevations.
- Aluminium Standing Seam Cladding to the hall blocks elevations. Grey to mimic zinc with minimal flashings and black pressed recess details.
- Aluminium Sinusoidal Cladding to the hall blocks rooflights, both upstands and roofs, in vibrant colour to reference the sawtooth form of historic industrial buildings.
- Aluminium Doors, Windows, and Rooflights throughout, with minimal flashings and coordinated flat aluminium cladding panels to create double height windows as indicated on the elevations.
- Single Ply Membrane to flat roofs throughout, with siphonic drainage (four storey building) and gravity drainage (halls blocks).



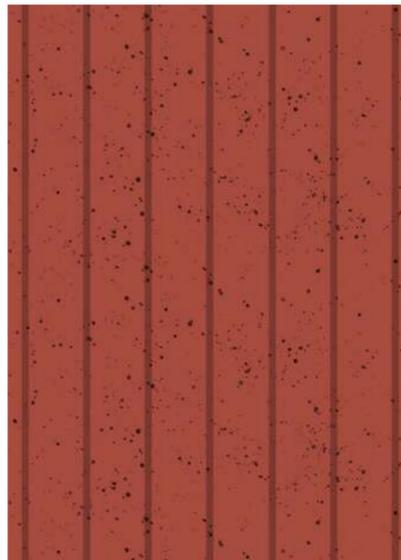
Red Brick



Black Brick



Mid-Grey Aluminium Standing Seam



Red Aluminium Sinusoidal Cladding

The use of red brick is synonymous with the textile mills of the north west, making it an obvious choice for the main material for the new building. As well as bringing a sense of place to the scheme it is robust and will help engender a sense of longevity and establishment to a new institution. Paired with a simple, well proportioned fenestration the teaching block is calm, distinguished and mature, all principals the school wishes to instil in its pupils.

The lightweight metal cladding to the two halls gives the private, lower plateau of the site a different character. The two halls which shelter the external courtyard space leading directly from dining are topped by vibrantly coloured red roof lights, reminiscent of the sawtooth weaving shed roofs seen in Oldhams historic mills. The form is evocative and the touches of colour add playful accents befitting of the buildings use as a school.

The overall composition is a balance of considered, controlled and mature brickwork with vibrant and playful elements; reflecting the balanced and well rounded nature of the schools young people.



Brickwork Precedent

The massing, form and materials have been presented and tested with the planning officers at a pre-application meeting during the ITT process and no adverse comments were received.



Standing Seam Precedent

ELEVATIONS

The drawings opposite and on the following page show the elevations of the proposed Blue Coat II school. These drawings are included with annotation and at scale separately to this design and access statement.

The north elevation addresses Middleton Road. Its calm and well proportioned facade will define the roads edge as it falls westwards down towards Oldham Way. The variety of college and school buildings opposite necessitate a calm and reductive architecture which brings an established harmony to a fragmented piece of the town.

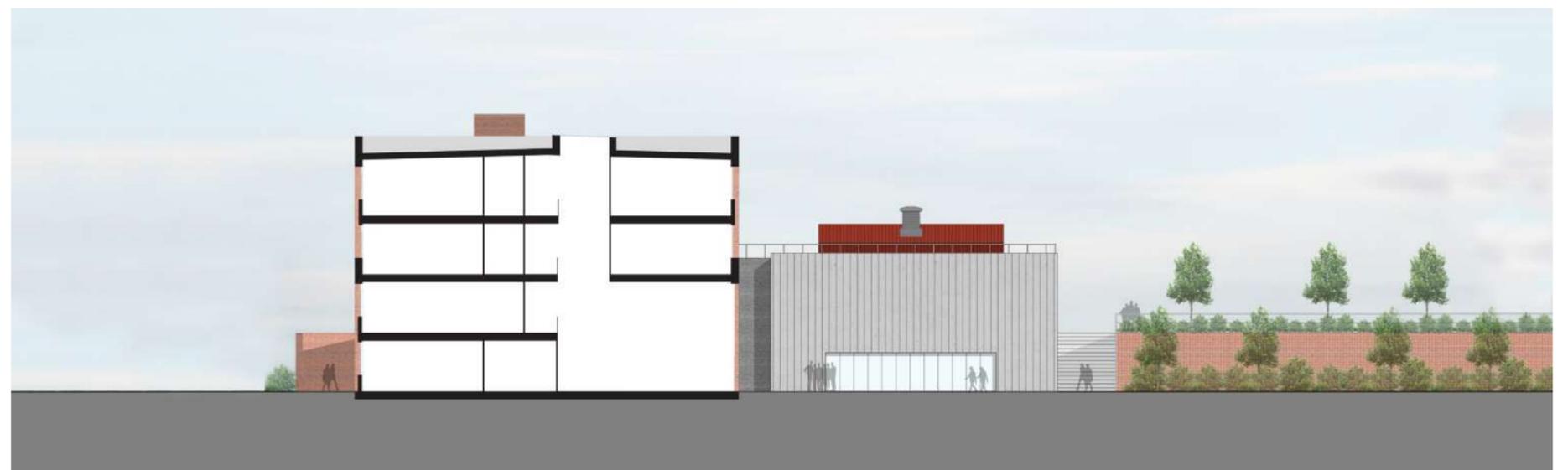
The eastern elevation primarily addresses the corner of Booth Street and Middleton Road which has been identified as the key arrival node to the site. The solid bookends to the teaching block distinguish the gables whilst a large section of curtain walling, flanked on one side by an expressed brick lift tower, offer a focal point and a key marker in the landscape. An increase in openness, along with the marker of the lift core 'chimney' clearly announce the buildings entrance to visitors in an intuitive way.



North Elevation



East Elevation



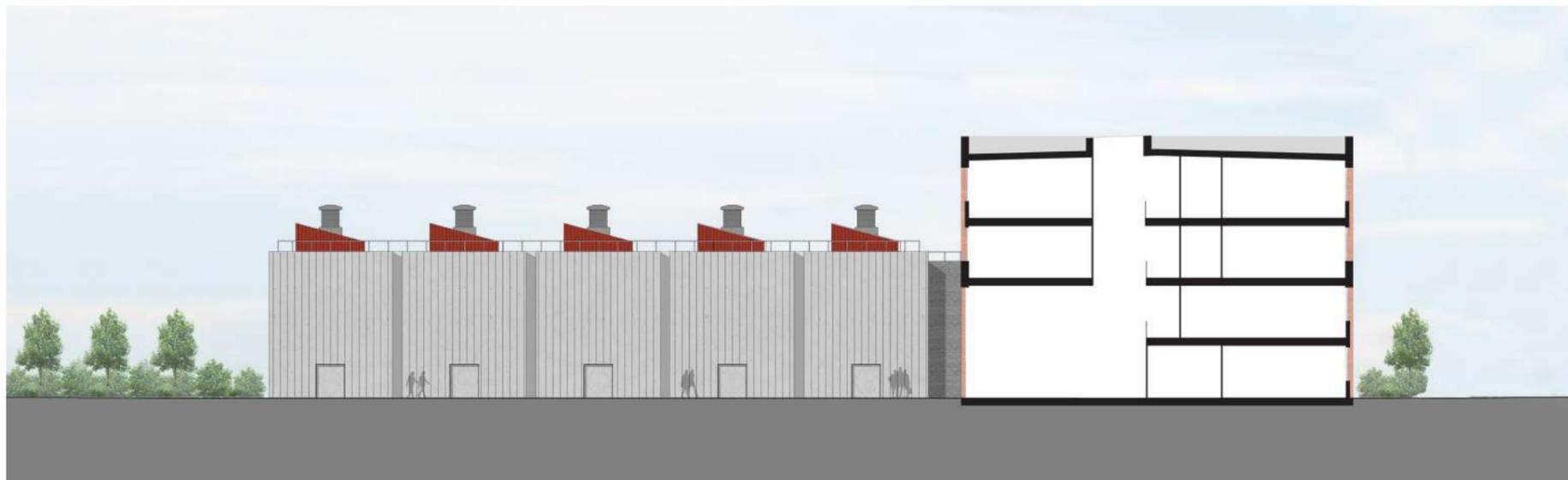
Courtyard Elevation Looking towards the Main Hall



West Elevation



South Elevation



Courtyard Elevation Looking towards the Sports Hall

The buildings western elevation is more solid, responding to the busy, elevated Oldham Way. Smaller openings into the stair cores punctuate the bookends and a larger area of curtain walling offers views in and out of the central atrium. The length of the sports hall block is also visible from the west, clad in standing seam metal cladding it uses its solidity to protect the landscape from the noise of the road. The sports hall is topped by 5 brightly coloured rooflights, day-lighting the hall below, and offering another intuitive marker in the landscape for the school.

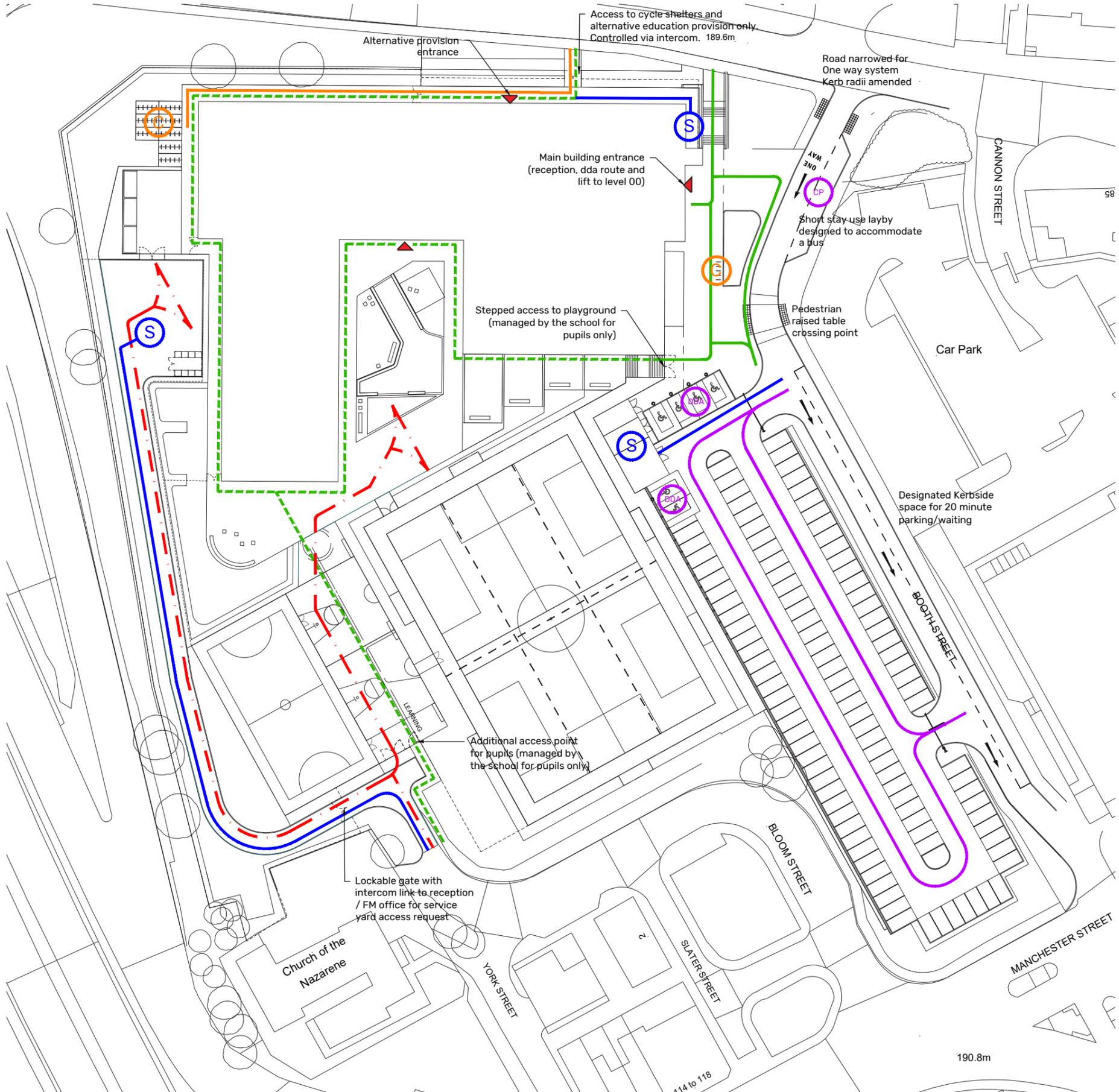
The southern elevation faces on to the schools sports pitches and external play and social spaces. Here, double height sections of curtain walling mark the student entrance and express the double height volume beyond. This double height volume, at the heart of the school, opens out to the external spaces via a courtyard, flanked on two sides by the sports and main hall blocks. The same coloured rooflights are found on each hall but orientated perpendicular to the other introducing a playful conversation between the two blocks from the school's external spaces.

The remaining drawings show the courtyard elevations. The view towards the hall shows a low level strip of curtain wall glazing into the main hall meaning the space will be daylight from east and west and can is well connected to the courtyard.

The sports hall block has several doors directly from the sports hall to offer connection between internal and external sports.



5.0 - ACCESS



5.1 LANDSCAPE

The location of the building, and the clear separation of the site into public and private spaces each clearly located on the site's upper and lower plateaus, also resolves access into the site and between the site's upper and lower plateaus, separating vehicles from pedestrians.

Pedestrian movement to the site, identified earlier from the main bus station and tram stops, is along Middleton Road and Booth Street which creates a natural arrival point at the Middleton Road and Booth Street junction.

In addition, arrival, and parking on the site's upper plateau encourages pedestrian movement from these spaces along Booth Street towards the Middleton Road and Booth Street junction. An element of off-site waiting only bays for cars and buses on Booth Street is proposed with on-site parking for staff and people requiring a accessible parking space. The scheme also includes pavement widening and junction modifications; all of which aim to improve movement and access around the site as well as on it.

The above reinforces the Middleton Road and Booth Street Junction as a natural arrival point, providing a single supervisable entrance point for students, staff, and visitors. An entrance plaza provides a high quality entrance experience, to both the main entrance and the steps to the site's lower plateau.

Due to the site's levels the entrance plaza and the main entrance are at the building's upper ground floor level. This allows the building to successfully manage the change in level between the site's upper and lower plateaus with accessible access provided within the building rather than expensive, extensive, and overly long accessible external ramps which would be onerous to use.

The steps to the site's lower plateau from the entrance plaza provide student access to the external play, social, and sport spaces which in turn access the student entrance into the building via the internal dining, social, and pastoral spaces.

- Pedestrian Circulation
- Pupil/Staff Circulation
- Cycle Circulation
- Car Circulation
- Fire Tender Access
- Service Access
- Service Point
- Cycle Parking
- Accessible DDA Parking
- Coach Pickup Point

Note
service yard included sufficient space for emergency and refuse vehicles to turn around.

Landscape access strategy

A second student access to the alternative provision entrance is provided off Middleton Road to the northern edge of the building on a different façade to the entrance plaza on the eastern edge of the building to ensure a discrete entrance for these more vulnerable students.

Whilst it is not currently anticipated this will be used by the school there is further opportunity to access the site through the landscape from the south via an entrance off Bloom Street. Coupled with the other entrances this makes the site permeable, whilst maintaining key, controllable points of access from all viable sides with the western edge made unfeasible by the significant change in level.

In addition to pedestrian access, cycle parking is provided at both student accesses from the entrance plaza and Middleton Road to provide cycle parking at grade from Booth Street and Middleton Road respectively.

Parking on the site's upper plateau provides 112 spaces for staff and visitors. Access to parking is via separate in and an out accesses along the one way Booth Street with each controlled via a vehicle barrier and an intercom link to the main reception.

Drop off is facilitated by section 278 proposals to widen Booth Street designated kerbside (waiting only) bays for pupil drop-off along the eastern side, subject to highways approval.

Removing the need for drop off and visitor parking on site – reserves the parking on the site's upper plateau for the sole use of staff making it easier to manage securely – and providing a much more intuitive and practical drop off for parents.

A bus waiting bay is provided opposite the entrance plaza on the eastern edge of Booth Street, where Booth Street is widest at its junction with Middleton Road, through the simple white lining of the existing carriageway.

Service access is provided in two locations, from the bus parking bay for day to day deliveries to the main entrance, and a dedicated service access and service area off Bloom Street for kitchen and refuse servicing.

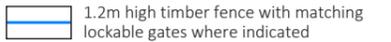
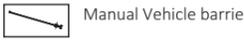
The vehicular access off Bloom Street is reconfigured to provide a service access along the western boundary, which is completely separated by fencing and landscaping from the external play, social, and sports spaces, to a service area located behind the western edge of the sports halls block.

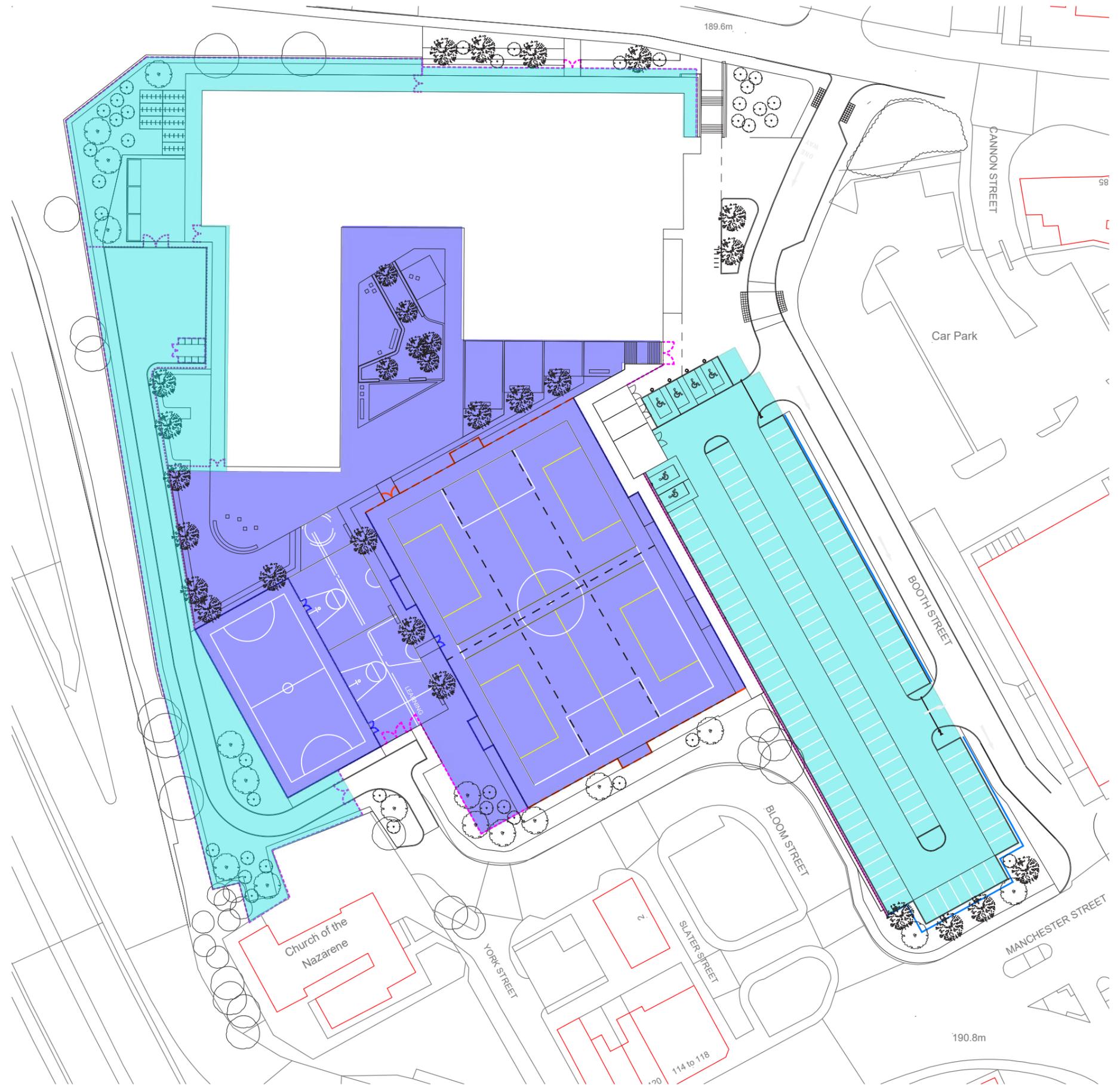
This is controlled by access controlled gates with an intercom link to the main reception. A new turning head is also provided adjacent to these gates to allow vehicles to turn at the end of Bloom Street without needing to enter the site. The service area also contains the refuse store and provides trolley access to the kitchens, and the workshops, and their construction yard for the delivery of construction and engineering equipment and materials.

The vehicular access off Bloom Street also provides emergency vehicle access, for ambulances or fire engines, and for overspill parking in the academy grounds for large events, and as an additional pedestrian entrance for students if required.

Further details of the transport strategy, including off-site highways works, can be found in the transport assessment which is included as part of the this application.

LEGEND

FENCING	
	
	
	
	
	



Fencing and Security Strategy



View inside Main hall

5.2 BUILDING

We have designed the access to the site, and to external and internal spaces for learners and visitors very carefully. We have also considered the internal and external use of the school facilities by the community.

The building offers DDA compliant access throughout, including to and from the car park and the wider public realm. Internally an access lift is located adjacent to the main entrance and is highly visible. This lift is intended for access only and will not be used as a passenger lift in any instance.

As previously discussed, access for pedestrians and from the car park converge at the entrance plaza. The building offers a single lobby which facilitates one, secure point of access into the building for visitors. Beyond the lobby a managed secure line adjacent to an open and visible reception desk forms the secure line internally.

For students, ordinarily, access will be into the dining hall via the landscape from the lower site plateau. An alternative provision entrance is provided, at grade, from Middleton Road offering a discrete and separate entrance for more vulnerable students. Any students requiring level access can use either the visitors entrance and the access lift or the alternative provision entrance, depending on their needs.

Community access will be via either the visitors entrance or the student entrance depending on the level of supervision and security needed for the particular use. It is likely small groups of visitors (such as community groups or life-long learners) would use the main entrance as this will be more ad hoc than, for example, an out of hours performance, where it is likely the school would receive a high volume of guests with appropriate management strategies in place to facilitate this.

Inclusion is an evolving and an integral part of the whole process of the design, construction, management and operation of buildings and public spaces: ensuring the appropriate levels of accessibility for all people, including those with mobility, sensory and cognitive impairments.

We are committed to designing for universal access and assisting our clients in their own responsibilities under the Disability Discrimination Act, reducing the risk of legislative challenge, but more importantly providing appropriate solutions to suit diversity and individuality.

The building is designed in accordance with Building Regulations Part M, Building Bulletin 91, Building Bulletin 94, and BS 8300:2001, and will provide an inclusive environment in accordance with the Disability Discrimination Act.

6.0 - CONCLUSION

Delivering Blue Coat II school will provide much needed additional educational capacity in central Oldham and the surrounding areas. Though it is not without a number of significant challenges, including developing on a restrictive site, dealing with complex topography, and repairing a fragmented urban fabric.

We have responded to these challenges through an extensive process of research, consultation and evaluation. The resulting proposals presented here represent the outcome of this process and represent a high quality development with myriad social and economic benefit. We have aimed to deliver the optimum level and form of development to create a state of the art facility for use by learners and community users alike.





BCA

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