



**Provision of a new Primary
School building to replace
the existing**

King's School
Allington Lane
Fair Oak
SO50 7DB

SUPPORTING
STATEMENT including
Design, Access & Heritage
and Planning

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APPENDIX C	Flood Risk & Drainage Strategy with 2 appendices- Baker & Associates Ltd
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1.0 INTRODUCTION

1.1 The King's School lies to the southeast of Allington Lane and is located adjacent to the built up area at Fair Oak. It is an independent Christian school for children aged 4 to 16. The senior school is accommodated in the main school building. The Primary School is accommodated in two timber teaching block buildings which are no longer suitable for this purpose.

1.2 This Statement is submitted in support of proposals for a new purpose-built Primary School building and deals with design, heritage, access and planning. This Supporting Statement should be read in conjunction with the following plans, drawings and documents:

- Site Location Plan as existing Ref: 3404.23-CH-PLBP-OPT3 - REV4
- Site Location Plan as proposed Ref: 3404.23-CH-PLBP-OPT3 -REV4
- Block Plan as existing Ref: 3404.23-CH-PLBP-OPT3 -REV4
- Block Plan as proposed Ref: 3404.23-CH-BPP-OPT3 -REV4
- Composite plan (floor and elevations) as proposed Ref: 3404.23-CH-IL OPT3 -REV6
- Roof plan as proposed Ref: 3404.23-CH-IL OPT3 -REV6
- Site & Landscaping plan as proposed Ref: 3404.23-CH-SDLP-OPT3 -REV8
- SUDS & Ecology plan as proposed Ref: 3404.23-CH-SDSE-OPT3 -REV8

- Existing building to be removed Ref: 3404.23-CH-PL-ETB
- Section drawing Ref: 3404.23-CH-PL-SEC
- **Appendix A** – Arboricultural Survey and Report
- **Appendix B** – Preliminary Ecology Assessment
- **Appendix C** – Flood Risk & Drainage Strategy
- **Appendix D** – BREEAM Assessment Report
- **Appendix E** - Transport Statement
- **Appendix F** – The King's School Supporting Information
- **Appendix G** - Photomontage

1.3 The larger of the two timber teaching block buildings, currently forming the Primary School accommodation, is proposed to be removed as it is deteriorating and no longer viable to repair. The smaller of the timber buildings is to be retained to provide a Music & Arts Studio serving the whole school.

1.4 The application follows pre-application consultation with officers who have confirmed the principle is acceptable subject to adequately meeting the relevant material considerations. The design scheme has undergone a number of revisions and the finalised design and application submission takes account of officer advice. The key elements of the proposals are as follows:

- Provision of a new two storey Primary school building to be located nearer to the Main School building
- Removal of the larger more northerly timber building (the existing 'northern teaching block')

- Retention of the other existing smaller timber teaching block building as a music and arts studio serving both the senior and the primary schools
- Rationalisation of existing hard-standing and the space made available by the proposed removal of the larger timber primary school building, to create a courtyard in front of the Main School and new building. The proposed new courtyard would allow improved pedestrian and cycle access to the school and increased on-site parking (27 in total including two with EV charging points) reserved for accessible parking and staff and visitor parking. There would be a further space dedicated for the school mini bus.
- Provision of a comprehensive landscaping scheme to include permeable surfacing, ecological installations (bird and bat boxes) and planting to improve the quality and extent of habitat to support a Biodiversity Net Gain (BNG)

The Need

- 1.5 The proposed new building is needed to provide a purpose built, modern and high quality learning and teaching environment fit for the education of the primary school children in the 21st Century. The accommodation would allow a much better layout and space for the children and their teachers. It would provide a stimulating indoor learning environment with dedicated library and reading facilities on both floor levels and accessible facilities including WC and Lift etc..

The building would be served by associated outdoor areas for development through practice skills and play.

- 1.6 The building would also accommodate much improved staff room and welfare facilities for staff and which could also be used flexibly for staff meetings and training and a new Headteacher's office suite. There would be direct access at Ground floor level to the outside learning spaces and other school facilities including the Main School building and hall, the Music and Arts facility (in the smaller timber building to be retained), playing fields and sports pitches.

- 1.7 The school has a long-standing agreement with the Trustees of St Swithun Wells Church for use of the car park at the church for staff and visitors with spare spaces available to those transporting the younger children to and from school by car. The proposed development would take the opportunity to expand the existing parking within the school grounds for staff and visitors. This would free up additional parking spaces at the church for those transporting the younger children and thereby reduce the number of vehicles dropping off and collecting children in the nearby residential roads which will also be a benefit to neighbours.

The school site, heritage, trees and ecology

- 1.8 The King's School is located in the countryside and has operated from the site for more than 30 years. Due to the recent expansion of Fair Oak, the school now finds itself occupying an urban edge location due to the development of the residential neighbourhood beyond its boundaries to the north, north-east and north-west. However, the school takes its responsibilities for protecting the character and amenity of the countryside and the school site, which includes a locally listed building and its setting, as well as neighbouring amenity very seriously.
- 1.9 With this in mind, there are no proposals for any alteration to the locally listed building, formerly known as 'Fair Oak Lodge', which forms the southern element of the existing Main School building. Moreover, the proposals have been carefully drawn up to avoid any adverse impact to its setting. An assessment of the locally listed building, proportionate to its significance and the proposals, is provided within the Sections below.
- 1.10 The school site and surrounding area is subject to Tree Preservation Orders (TPOs) and the site is adjoined by Quobleigh Woods and ponds to the south which is a designated Site of Importance to Nature Conservation (SINC). The School recognises that the trees and the SINC are important to the character and amenity of the School and the surrounding area. There are therefore no proposals to remove any veteran trees within the school grounds nor in the surroundings and

the application is supported by an Arboricultural Impact Assessment (AIA) and a comprehensive landscaping scheme. Additionally, the application is supported by a Drainage Strategy (**appendix D**) designed to mitigate potential for harm to soils and vegetation, including within the SINC downslope to the south, through water runoff.

- 1.11 An Arboricultural Survey of the trees within and adjacent to the site of the proposed development has been carried out, in liaison with the school's appointed Ecology Consultant, and recommendations made within the AIA submitted at **appendix A** and the Preliminary Ecology Assessment (PEA) submitted at **appendix B**. The AIA concludes that the constraints presented by the trees on the part of the school site affected by the proposals are minimal and therefore the impacts are negligible provided the recommendations are carried out.
- 1.12 The PEA submitted at **appendix B** confirms there are no protected species present at the site or using the timber building proposed to be removed. The PEA makes recommendations for ecological and habitat enhancements, with reference to the recommendations made in the AIA (**appendix A**) to support a Biodiversity Net Gain.

The Key Benefits of the Proposals

1.13 The proposed development scheme would allow significant improvements to be made to the quality of the built and natural environment of the School and its surroundings whilst maximising the benefits for sustainable development as follows:

- Provision of high quality accommodation and purpose built facilities to allow the children to reach their development potential
- Better facilities to allow the School's continued use of the site for the education of children, a use which makes optimum viable use of the locally listed building and its setting and enables its public appreciation and interpretation
- Removal of the ageing timber building from the school site and replacing it with a building of much higher quality design and one that would have a more visually and functionally logical relationship with the existing school buildings and creation of a better defined school entrance courtyard.
- Improved security through better defined and controlled access to the buildings and outside areas used by the children and their teachers
- Makes good use of the timber building to be retained, as a music and arts studio, in support of the education and development of the primary and senior school children
- Provides safer and easier access for children, accompanying adults and staff coming to and from school on foot or by wheelchair or with pushchairs and also by cycle
- Incorporates the space left by the proposed removal of the larger timber classroom building, to improve and increase on-site parking (which will continue to be reserved for the school mini-bus, those needing accessible parking and visitors to the school as now but with more spaces for staff needing to travel to the school by car) and which will free up additional spaces in the Church car park for those transporting the younger children to and from school by car
- Enhancements to the health of trees through appropriate management and replacement planting to improve the range and age of species which is likely to strengthen resistance to tree disease within the TPO area
- Significant improvement to the sustainability of the school site and resilience to climate change beyond the existing situation through:
 - provision of a building that has considerably better thermal properties than the building proposed to be removed -
 - provision of sanitary ware that substantially reduces water consumption rates than the existing facilities to be removed
 - expansion of the sustainable urban drainage systems at the school site for more effective attenuation and quality of water run-off

- improvement to the ecological value of the school site and as part of the school's strategy to achieving increased Biodiversity Net Gain

And

- consolidating and improving the school's existing Travel Plan to encourage and maximise sustainable forms of travel to and from the school by staff, visitors and pupils resulting in multiple benefits contributing to the Government's low/zero carbon transport targets, the reduction in the number of vehicle journeys on the local highway network and associated impacts for residential neighbours

Climate Change Mitigation

- 1.14 The Flood Risk Assessment (FRA) and Drainage Strategy submitted at **appendix C** confirms that the School Site is located in Flood Zone 1. The proposed Drainage Strategy has been designed to restrict the run-off rate to the existing brownfield 1:1 year rate through the provision of suitable water attenuation to meet identified storm allowance for climate change.
- 1.15 The Strategy proposes the provision of a proprietary treatment system sufficient to meet required pollution mitigation levels designed to protect soils and the natural environment including the SINC at Quobleigh Woods and ponds to the south-east. The Strategy confirms

the foul water drainage for the school site will continue to be discharged to the existing foul water pumping station as now.

- 1.16 The BREEAM Pre-Assessment & Feasibility Study submitted at **appendix D** confirms the current design stage of the proposed development attains a BREEAMS level of 'Very Good'. It is also clarified that, having stagnated, the school's previous design proposals have recently been moved forward again. Given the BREEAM assessor was appointed at this later design stage then it has not been possible to maximise the BREEAM score that may otherwise have been available earlier in the design process.

- 1.17 However, the BREEAM Pre-assessment identifies the likely level of compliance achieved by the proposed development in respect of each and every criterion at the current design stage. The Pre-assessment confirms that the proposed development has provided the school with an opportunity to make significant improvements towards climate change mitigation and well beyond the situation that currently exists at the school site. It is also confirmed that the school and its contractors would endeavour to maximise criterion compliance wherever there is an opportunity to do so.

- 1.18 The Feasibility Study therefore concludes the most appropriate approach is to maximise sustainability initiatives available to the current design stage of the Proposed Development through:

- maximising Biodiversity Net Gain (BNG)

- maximising the reduction in CO₂e
- minimising water consumption

And

- minimising construction and other waste

1.19 Further to the Feasibility Study submitted at **appendix D**, the School is already committed to proposing to identify more Sustainable Transport solutions through participating in the MyJourney initiative (as detailed in the Transport Statement submitted at **appendix E**) which would also contribute to the achievement of maximising relevant BREEAM criterion compliance.

Access and parking

1.20 There are no proposals to alter the private driveway serving the school and the residential property at The Stables to the south. Access to The Stables should not be hindered during construction of the proposals as the protective fencing will be located away from the access road to allow the free passage of vehicles to and from the property. Should there be a need to close the school access driveway for short periods of time, then alternative parking and access arrangements will be agreed with the residential occupiers at The Stables.

1.21 The Transport Statement submitted at **appendix E** identifies the school is committed to promoting sustainable travel and already has a School Travel Plan in place which is regularly reviewed and updated. The Travel Plan encourages staff and pupils to journey to and from school by more sustainable means of transport, ie on foot or cycle and by public bus services, whenever practicable. When this is not an option then staff and those transporting the children to and from school are encouraged to 'car share' whenever possible to reduce the numbers of vehicles on the local roadwork and for other environmental reasons.

1.22 The school has a long-term agreement with St Swithun Wells Church Trustees for use of the Church Car Park for staff parking and there are some available spaces for those transporting the younger children to and from school by car. Younger, more vulnerable children being transported to and from school by car can be walked between the Church Car Park and the school by the accompanying adult and using the proposed more formalised footway between the entrance to the school and the school buildings. Likewise, older children being transported to and from school by car will continue to be dropped off and collected in the Dean Road area and walk to and from the school but, as is normal for older age groups. not necessarily accompanied.

1.23 The development proposals have provided the school with the opportunity to review and update the Travel Plan and improved pedestrian and cycle access to the school as part of the scheme. To this end, a Travel Habits Survey was undertaken with a view to

strengthening the Travel Plan in consultation with My Journey, the body set up with Hampshire County Council, Southampton City Council and Portsmouth City Council to reduce the number of vehicles on the highway network in South Hampshire. A reduction in the number of vehicles travelling to and from the school and church would be likely to result in a corresponding reduction in the associated access and parking impacts on residential neighbours.

- 1.24 The Transport Statement concludes that the site is located close to public transport connections and is well served by suitable pedestrian and cycle network, which provides a genuine opportunity for transport modes, other than the private car.

Other background information relating to the King's School

- 1.25 The application is supported by information provided by the School and submitted at **Appendix F** The school is a registered charity, being the Hampshire Christian Education Trust, which was set up by local Christian leaders to oversee the running of the school.
- 1.26 The school was founded by the Trustees as an Independent School serving families requiring a Christian education for their children. Whilst it is private, as a faith school it is not one that is aimed at wealthy families. The school is for families requiring a faith school education for their children first and foremost and, as such, the fees charged are significantly lower than most other independent schools

and assisted places are offered to Christian families who are unable to afford the fees.

- 1.27 The school operates from Monday to Friday during term times. The school is used at other times for community use including the Fair Oak family church which meets in the main school building on Sundays and the school grounds are used for community events. The school opens to senior school pupils from 8 am for an 8.30 am start and the primary school pupils start at 8.50 am. The School offers a wrap-around service for younger pupils travelling to and from school with older siblings attending the Senior School. In the afternoons, the Primary School children finish formal lessons at 3.15 pm and Senior School children finish formal lessons at 3.30 pm. There are some after-school activities, clubs and sports fixtures Monday to Friday but the majority of pupils will have left the school by 4 pm
- 1.28 The school maximises opportunities to educate its pupils, leading by example, in the benefits of environmental enhancements, contribution to social growth and community and sustainable living. That the locally listed building forms part of the school complex then, as such, allows public access to and appreciation of the historic asset by the staff, children and their families and visitors to the school. Interpretation of the historic asset and the importance of preserving the historic environment for future generations forms part of the school curriculum.

- 1.29 Pupils also learn about the importance of habitat enhancement to support a Biodiversity Net Gain (BNG); the primary school teachers having recently completed an outdoor classroom training course with Learning Through Landscapes. This has equipped the teachers to incorporate habitat enhancements, as part of the proposed development scheme, within the primary and senior school curriculum. Proposed habitat enhancements include plans for pond dipping for science and rainwater collection and habitat creation to support wildlife. The school has enrolled in the RHS School Gardening Programme with plans for growing a wildlife meadow and creating raised beds for cultivation of plants to support insect populations and suitable features to support this have been included within the development proposals. These facilities would allow the children to develop practical skills and to discover for themselves the benefits to health of outdoor activities and of home grown produce as part of a balanced diet.
- 1.30 The school regularly involves the pupils in community activities such as visits to Fair Oak Library, competitions with Horton Heath Council, singing in local community events and participating in the Remembrance Sunday Parade and service in Fair Oak. The school's annual Harvest Festival collects food contributions for the local Food Bank at Hedge End.

2.0 PLANNING HISTORY

Relevant planning decisions include those listed in the table below:

Planning Ref:	Description of Development	Decision & Date
F/21/90008	MUGA	Permitted 28/07/2021
Z/14802	The Council's public access facility records a number of planning decisions between 1995 and 2006 for extensions to the main school building (Lakesmere House), temporary classrooms and hard-standings	1995 to 2006
Z/14802/026/00 & F/04/51439	Additional temporary classroom unit Additional temporary classroom unit (amended design)	Temporary Permission 11.08.2003 Temporary Permission 03.08.2004
Z/14802/024/00	Siting of temporary classroom	Temporary Permission 25.06.2002
Z/14802/012/00	Change of use of house, one outbuilding and part of grounds to school and temporary use of portable buildings for six months for school and provision of landscaping	Permission 02/03/1995



Photograph 1 – main entrance to the Main School building (north-east elevation)



Photograph 2 – the school hall on the north-west side of the Main building

3.0 SITE & SURROUNDINGS INCLUDING HERITAGE

- 3.1 Whilst the school is located within the designated countryside, recent housing development has brought the urban edge at Fair Oak close to its boundaries to the north, east and west. The school lies within an existing Tree Preservation Order area which extends beyond the school grounds. To the south and east, the school is bordered by mature trees and the woodland at Quobleigh SINC. The southern part of the existing Main School building is locally listed as 'Fair Oak Lodge' but more latterly known as 'Lakesmere House'.
- 3.2 The school and grounds are enclosed by a range of timber fencing, much of which is inside tree and hedgerow lined boundaries. The residential properties at The Stables and Rockford Villa are located to the south-west and are screened from the school by a range of boundary treatments, including timber fencing and mature trees with additional screening provided by the southern (locally listed) part of the main school building and mature trees and planting within the school grounds.
- 3.3 The school is accessed from Allington Lane via a short section of Davidson Drive and then St Swithun Wells Way. The entrance to the school site is located at the south-eastern end of St Swithun's Wells Way. The existing school buildings and on-site parking courtyard and playground are located to the north-western side of the school site and accessed via a private driveway from the school entrance.
- 3.4 The existing parking courtyard and playground lie between the Main School building and the existing timber Primary School teaching block buildings which are located adjacent to the north-eastern boundary and towards the northern corner of the school site (see front cover photograph above.) The larger more northern of the two timber teaching block buildings, located nearer to the access drive, is the one that has outlived its useful life and is proposed to be removed from the school site. (see photographs in the Photomontage included at **appendix G**)
- 3.5 The existing school buildings and adjacent hard-surfaced areas are generally level and the rest of the school grounds and playing fields are laid out on ground that slopes gently away south-eastwards. The sports pitches (MUGA) permitted in 2022, have been installed and are located on lower ground to the south-east of the Main School building and, as such, has a visual relationship with the locally listed element of that building. The MUGA is laid to permeable surfacing and enclosed by wire mesh fencing. The associated landscaping scheme is underway and is in keeping with the existing character of the grounds being laid to mown grass with some tree and shrub planting.
- 3.6 The private driveway serving the school is shared with the residential property at The Stables to the south. The driveway runs between the north-western boundary of the school site and the school buildings and parking courtyard.

- 3.7 The existing access to the school buildings for pedestrians and wheelchair users and for those with pushchairs etc is via a narrow raised footway that runs part way alongside the school access driveway before it becomes less defined in front of the existing on-site parking courtyard. There is an existing pedestrian/accessible path routed between the parking courtyard and large raised planter and through a pedestrian/accessible gate to the Main School building and the playground. The existing timber primary school teaching blocks are accessed from the playground.
- 3.8 The existing parking courtyard provides some limited on-site parking for the school minibus, those requiring accessible parking and visitors to the school. It is located between the Main School building and the larger northern timber building proposed to be removed. The parking courtyard is laid to compacted gravel hard-standing and is fenced off from the pedestrian/wheelchair access and the playground by timber post and rail fencing with a 5 bar timber access gate leading to the playground area beyond. The playground is laid to tarmac hard-standing and is used for overflow parking when needed.
- 3.9 The locally listed part of the Main School building is 2.5 storeys with a dual-gabled and pitched roof. It is of stone construction under a slate clad roof. A two storey dual-gabled and pitched northern extension together with the school hall was added about 20 years ago. In addition to the school hall the Main School building accommodates the Senior School classrooms and facilities and the school administration offices. (See the front cover photograph and

photographs 1 to 4 inc within this document and other photographs included in the Photomontage at **appendix G.**)

- 3.10 The Main School building is served by a not particularly wide terrace running along its south-eastern side and provides an access path to the existing playground and parking courtyard. The playground is abutted by a generally level area of ground to the southeast and this, together with a narrow strip of the existing playground, forms the site for the proposed new Primary School building. A clump of veteran trees located in front of the south-east elevation of the newer part of the Main School building provides a good level of screening between the site proposed for the new building and the locally listed element further to the south. (See the front cover photograph above and the Photomontage at **appendix G.**)

Heritage

- 3.11 Information published by the Hampshire Gardens Trust, 2011, sets out that the locally listed part of the main school building known as 'Fair Oak Lodge' was built in the 19th Century as the house serving a small country estate with parkland, lakes and two lodge houses. The building and its setting were subject to significant change in the latter part of the 20th Century when its use as a private residence ceased.
- 3.12 Almost all the land has been sold off 'piecemeal' over time and both the lodge houses and also the lakes were sold off separately sometime ago. In the latter part of the 20th Century the use of the

house and surrounding gardens changed to provide convent accommodation for the Sisters of the Saviours. The main changes to the house and surrounding gardens occurred after the nuns relocated in 1971 to other accommodation in the local area. The property was then sold to a development company, called Lakesmere, who extended the former house and presumably gave it its later name. The walled garden to the southwest was demolished to make way for a block of apartments now known as Rockford House.

3.13 The former house and remaining land, measuring approximately 1.4ha were sold to the King's School in 1987. In the 1990s and early 2000s, a number of outbuildings were demolished to allow the former house to be extended to facilitate the school accommodation and other school buildings, including the timber teaching block buildings were brought on to the site to provide the current Primary School accommodation, hard-standings and other ancillary facilities to be provided at the site.

3.14 The locally listed part of the main school building continues to be served by the terrace in front of the south-east elevation. Playing fields and sports pitches are laid out across the gently sloping grounds between the school buildings and the boundary fence to the south-east. The ponds, surrounded by dense woodland, at Quobleigh to the south-east may be the remnants of the original lakes within the parkland serving the 19th century house. Together with the woodland, the ponds form the designated SINC at Quobleigh. There are no

views to the ponds from the school grounds and buildings due to the existing level of natural screening.

<http://research.hgt.org.uk/item/the-kings-school/>



Photographs 3 & 4 – the Main School building



4.0 PLANNING POLICY

Government policy

- 4.1 Government planning policy guidance is provided by the National Planning Policy Framework (NPPF), which was last updated in September 2023, and the National Planning Practice Guidance (NPPG). The NPPF states that the purpose of the planning system is to contribute to the achievement of sustainable. There are three interdependent, overarching objectives to sustainable development: economic, social progress (including promoting health, social and cultural well-being), environmental protection (to protect and enhance the natural, historic and built environment and biodiversity including making effective use of land), which need to be pursued in mutually supportive ways. However, they are not criteria against which every decision should be judged. Planning decisions should play an active role in guiding development towards sustainable solutions but in doing so should take local circumstances into account, to reflect the character, needs and opportunities of an area.

- 4.2 In particular, the NPPF requires planning to:

National Planning Policy Framework Introduction	Paragraph
Take the National Planning Policy Framework into account in preparing the	1 & 2

development plan and is a material consideration in planning decisions.	
Read the Framework as a whole including the footnotes and annexes	3 & 6
Other statements of government policy may be material when preparing plans or deciding applications	

The presumption in favour of Sustainable Development	Paragraph
Approve developments, which accord with an up to date development plan, without delay. Where there are no relevant development plan policies then applications should be approved where the benefits demonstrably outweigh any harm.	11

Decision Making	Paragraph
Approach decisions on proposed development in a positive and creative way. Planning authorities should use the full range of planning tools available and work proactively with applicants to secure developments that will improve the	38

economic, social and environmental conditions of the area	
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Supporting a prosperous rural economy	Paragraph
Enable the retention and development of accessible local services and community facilities including meeting places, sports venues, open space and cultural buildings	84
Recognise that sites to meet the needs of local business and communities in rural areas may have to be found adjacent to or beyond existing settlements. In these circumstances it will be important to ensure that development is sensitive to its surroundings.	85
The use of previously developed land and sites that are physically well-related to existing settlements should be encouraged where suitable opportunities exist.	

Promoting healthy and safe communities	Paragraph
Aim to achieve healthy, inclusive and safe places which promote social interaction,	92

including opportunities for meetings between people who might not otherwise come in to contact with each other	
Plan positively for the provision of community facilities and other local services to enhance the sustainability of communities and residential environments	93
Take a proactive, positive and collaborative approach to meeting the requirement that a sufficient choice of school places is available to meet the needs of existing and new communities.	95
Give great weight to the need to create, expand or alter schools	95
Support development that will widen choice in education	95
Work with school promoters, delivery partners and statutory partners to identify and resolve key planning issues before applications (for educational facilities) are submitted	95
Promote public safety and take appropriate and proportionate steps to reduce vulnerability, increase resilience of places of assembly including schools	97

Promoting sustainable transport	Paragraph
Identify and pursue opportunities to promote walking, cycling and public transport use	104
Ensure parking and other transport considerations are integral to the design of schemes	104
Take in to account that opportunities to maximise sustainable transport solutions will vary between urban and rural areas	105
Only prevent or refuse developments on highways grounds where there would be an unacceptable impact on highway safety or the residual cumulative impacts on the road network would be severe	111
Give priority first to pedestrian and cycle movements and , as far as possible, encourage public transport use	112
Address the needs of people with disabilities and reduced mobility in relation to all modes of transport	112
Minimise the scope for conflicts between pedestrians, cyclists and vehicles	112
Allow for the efficient delivery of goods and access by service and emergency vehicles	112

Enable charging of plug-in and ultra-low emission vehicles in safe, accessible and convenient locations	112
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Making effective use of land	Paragraph
Promote the effective use of land to meet the need for homes and other uses while safeguarding and improving the environment	119

Achieving well-designed places	Paragraph
Support good design which creates better places and makes development acceptable	126
Ensure that development will functional well and add to the overall quality of the area, not just for the short term but over the lifetime of the development	130
Ensure that development is, amongst other things, visually attractive as a result of good architecture, layout and effective landscaping , sympathetic to local character and history, including the surrounding built environment and landscape setting, whilst not preventing or discouraging appropriate innovation or change, and create places that are safe, inclusive and accessible and which promote health and well-being, with a	130

high standard of amenity for existing and future users	
Ensure that developments maintain a strong sense of place with reference to, amongst other things, building types and materials, to create attractive, welcoming and distinctive places to live, work and visit	130
Ensure that opportunities are taken to incorporate trees in developments and that existing trees are retained wherever possible	131
Give significant weight to development which reflects local design policies and government guidance on design	134

Meeting the challenge of climate change	Paragraph
Positively support the use of renewable and low carbon energy whilst ensuring that adverse impacts (such as cumulative landscape and visual impacts) are satisfactorily addressed	155
Expect new development to take account of landform, layout, building orientation and massing and landscaping to minimise energy consumption	157
Major developments should incorporate sustainable drainage systems unless there	169

is clear evidence that this would be inappropriate.	
Ensure the systems used take account of advice from the lead local flood authority, have suitable maintenance systems in place and, where possible, provide multifunctional benefits.	169

Conserving and enhancing the natural environment	Paragraph
Contribute to and enhance the natural and local environment	174
Recognise the intrinsic character and beauty of the countryside and the benefits of natural capital, including trees and woodland, and ecosystem services	174
Minimise impacts on and providing net gains for biodiversity, including establishing coherent ecological networks that are more resilient to current and future pressures	174
Safeguard local wildlife-rich habitats and wider ecological networks, including the hierarchy of international, national and locally designated sites of importance for biodiversity, wildlife corridors and stepping stones that connect them	179

Conserving and enhancing the historic environment	Paragraph
Take account of the desirability of sustaining and enhancing the significance of heritage assets and putting them to viable uses consistent with their conservation	197
Take account of the positive contribution that conservation of heritage assets can make to sustainable communities	197
Take account of the desirability of new development making a positive contribution to local character and distinctiveness	197
Take account of the direct or indirect effect of development on the significance of a non-designated heritage and, having regard to the scale of any harm or loss, applying a balanced judgement	203
Treat proposals that preserve those elements of the setting that make a positive contribution to the asset (or which better reveal its significance) favourably	206

Development Plan

4.3 The Development Plan is formed by;

Eastleigh Borough Local Plan which was adopted on 25 April 2022

Relevant strategic policies include:

Policy S1 – Delivering Sustainable Development

Policy S5 – New Development in the countryside

Policy S8 – Historic Environment

Policy S9 – Green Infrastructure

Policy S10 – Community facilities

Policy S11 – Transport Infrastructure

Relevant key development management policies include:

Policy DM1 General criteria for new development

Policy DM2 – Environmentally sustainable development

Policy DM3 – Adaption to climate change

Policy DM6 – Sustainable surface water management and watercourse management

Policy DM11 – Nature conservation

Policy DM12 – Heritage Assets

Policy DM13 – General development criteria – transport

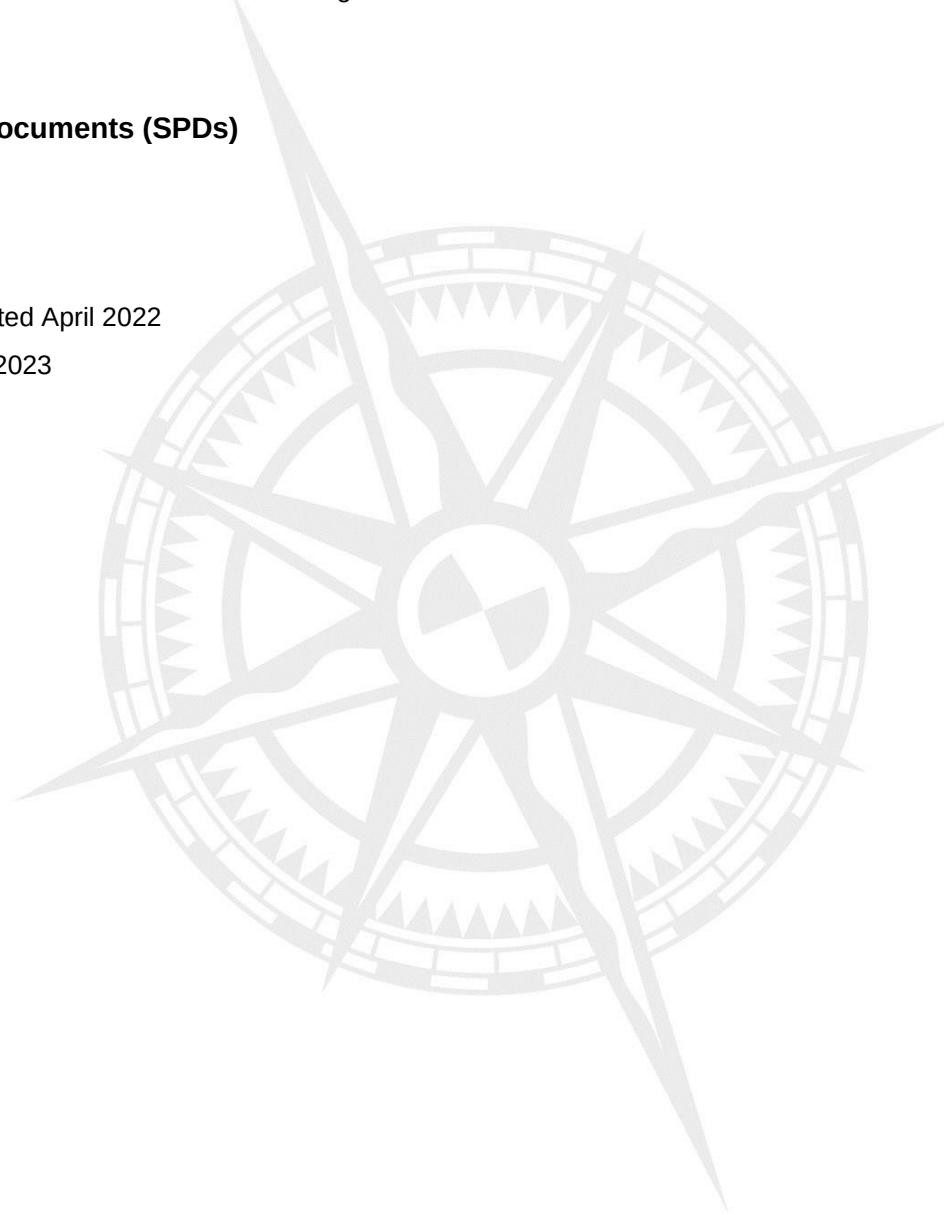
Policy DM14 – Parking

Policy DM18 – Extension and replacement of non-residential buildings in the countryside

Supplementary Planning Documents (SPDs)

Relevant SPDs include:

- Trees and Development adopted April 2022
- Draft Parking Standards July 2023



5.0 **PROPOSAL**

Site Layout, use and amount

5.1 Plans and drawings for the proposals are included for consideration.
The development scheme would provide the following:

- A new Primary School building to be located adjacent to the existing Main School building
- Removal of the larger, more northerly temporary timber primary school teaching block building adjacent to the north-east boundary of the school site
- Creation of a better defined entrance courtyard using the orientation of the proposed new Primary School building which would be at right -angles to the existing Main School building.

This together with the space created by the removal of the larger northern timber teaching block would also have the benefit allowing much improved and safer pedestrian, wheelchair and cycle access to the school to be provided as well as dedicated parking for the school mini-bus and on site parking for those requiring accessible parking and for staff and visitors.

- Retention of the smaller portable timber teaching block, which is in a good state of repair, for use as a versatile Music and Arts facility for the senior and primary school children

- A comprehensive landscaping scheme to improve the health of existing trees to be retained to provide multi-functional benefits including supporting a Biodiversity Net Gain and SUDs and minimising climate change impacts through provision of passive shading.

5.2 The proposed new Primary School building would provide the following accommodation:

Ground floor:

- Reception Classroom and facilities for the youngest children
- X2 Key Stage 1 Classrooms
- Key Stage 1 library foyer with reading nook
- Staff/meeting room and welfare facilities
- Head Teacher's office suite with space for administrative support

Stairs and lift access to:

First floor:

- X4 classrooms for Key Stage 2 pupils
- Key Stage 2 library foyer with 'reading nooks'
- WCs including accessible WC

Outside Areas

- Amenity terrace, laid to permeable surfacing, along the south-west elevation which would be reflective of the existing terrace serving the Main School building
 - A new playground area would be provided on the north-eastern side of the proposed Primary School building and also laid to permeable surfacing
- 5.3 The part of the courtyard used for accessible and staff parking and for parking the school mini-bus, would be separated from the improved and widened pathway for pedestrian, wheel/push chair access and cycles, through the use of low level bollards and landscaping.

Doors and Fenestration

- 5.4 Other than the door serving the plantroom, all the external doors would be glazed, with suitable insulation properties, to maximise the amount of natural lighting of internal areas and to allow all internal and external areas to be monitored by the teachers and other staff.
- 5.5 The number and size of windows proposed would also be suitably located and glazed to maximise the insulation efficiency of the building and the natural lighting of the internal areas. WCs would be

fitted with obscured glazing and with restricted openings or louvred slats at high level to allow suitable ventilation.

Scale and massing

- 5.6 The proposed Primary School would be a detached 2 storey building. It would be grouped with the existing Main School building to the south-west which is also 2 or more storeys in height.
- 5.7 The maximum height to the ridge would be 7.83 metres which would be lower than the maximum height of the Main School building by 1.2 metre or so.

Landscaping, trees and ecology

- 5.8 The proposals include a comprehensive landscaping scheme to improve the range of habitats and amenity of the school site. The habitat enhancements include:
- the provision of an area of wildflower meadow
 - leaving the margins of the school grounds unmown
 - replacement planting scheme for the trees to be removed, on a two for one basis with a range of native, honorary and non-native species proposed to allow the amenity value, through tree cover and range of species and age of specimens, to be improved at the school site

- the amenity terrace on the south side of the building, would have rainwater play and garden features and raised beds (to prevent the planting being inadvertently trampled by the children) for the children to tend with their teachers
- There are no proposals to remove any veteran trees. The existing veteran trees, all of which are to be retained, will continue to contribute to the amenity and character of the school and surrounding area, provide passive shading for the proposed new building and limit inter-visibility with the locally listed building and terrace. The proposed building would be located outside of the Root Protections Areas (RPAs) of those trees.

5.9 As identified by the AIA submitted at **appendix A**, the proposals include the removal of a small number of 'category U' trees, within or close to the existing parking courtyard at the school site as these represent a constraint to the proposals. These trees are likely to be susceptible to existing compaction from vehicle parking taking place within the root protection areas (RPAs) The remaining trees existing on the school site are to be retained.

5.10 A number of 'category U trees' to the immediate north of the school site are also proposed to be removed as these provide very limited amenity value and the ash trees are susceptible to *hymenocyphus fraxineus* (ash die back). As these trees are outside of the ownership and control of the school, authority for removal of those trees has been sought and agreed with the housing developer, Vistry Housebuilding (see the AIA submitted at **appendix A**). Removal of

the poorer quality trees will allow the existing mixed native hedgerow underneath them to thrive and 'fill out' and thereby improving the verdant character of the area and natural screening with residential neighbours.

Access and parking

5.11 The proposed layout would allow improved security for the school site and better defined access to the existing and proposed school buildings and the grounds, including playing fields and sports pitches, for wheel/push chairs, pedestrians and electric casualty/stretchers etc. and for grounds maintenance vehicles such as the mowers.

5.13 The proposals would incorporate the space vacated by the larger temporary building and the adjacent existing playground area, the latter being already used for occasional overspill parking, together with the existing parking courtyard to formalise and improve the on-site parking arrangements and provide for dedicated and safer access for the children coming to school on foot, by wheelchair and pushchairs or by cycles. The area would provide an expanded parking courtyard to provide dedicated parking for the school mini-bus and for accessible parking as well as additional parking spaces for visitors and staff.

5.14 Two EV points are proposed to be installed within the formalised parking courtyard. A rank of secure cycle stands, to support and

encourage greater numbers of those cycling to and from the school, would be located adjacent to the existing timber building to be retained.

Sustainable Development

5.15 As detailed at Section 1 above, the proposed scheme will maximise opportunities for sustainable development including:

- Removing a building with poor thermal properties from the school site and replacing it with one that would significantly improve the Buildings Emissions Rate (BER) using active and passive design of the fabric for the new building, core and local services and on-site renewables including roof mounted solar panels.
- optimising the drainage strategy and SUDs solutions for the school site through prevention of flooding and to allow effective water run-off infiltration and attenuation
- maximising the reduction of water consumption of the new building, for instance through dual flush WCs and hand wash basins fitted with timed automatic shut off taps to minimise water consumption.
- and
- reduction of the carbon footprint of the proposed development through reduction of building materials wastage through off-site modular construction of the proposed building which is to be manufactured by a local building company whose factory is located approx. 20 miles from the site

- reduction of the school's carbon footprint through maximising the thermal properties of the building in respect or orientation, use of passive solar shading by existing nearby trees and buildings, overhanging eaves and using LED lighting of all internal spaces together with the installation of x2 EV charging points within the on-site parking courtyard at the school

Sustainable Urban Drainage

5.16 Please see the submitted Drainage Strategy at **appendix C** which details the provision of a suitable water attenuation system to minimise the risk of flooding elsewhere and a mitigation system to minimise the risk of pollution arising from water-run-off.

6.0 **RATIONALE FOR THE DEVELOPMENT**

- 6.1 Section 36(6) of the Planning and Compulsory Purchase Act 2004 and Section 70(2) of the Town and Country Planning Act 1990 require applications to be approved in accordance with the development plan, unless material considerations indicate otherwise. The development plan is therefore the starting point. Where there are other material considerations, these must be taken into account and weighed, as the planning balance, in reaching a decision. As such, the system is designed to operate flexibly and in cases where policy conflict arises material considerations can be sufficient to override policy.
- 6.2 Indeed the Framework, which is itself an important material consideration, mentions that good planning is a positive and proactive process and makes clear that decision makers should not be rigid in their approach to considering applications.
- 6.3 At the heart of the NPPF is a presumption in favour of sustainable development. Sustainable development is not specifically defined for planning but it is about improving the environment, making places better for people through good design, enhancement of biodiversity and landscapes to create distinctive character areas. Planning must be a creative exercise in finding ways to enhance and improve places in which we live our lives. The purpose of the planning system is to contribute to sustainable development. The scheme proposed achieves this through multi-functional benefits.

Principle

- 6.4 The principle is supported by Adopted Local Plan Policy S5 and DM18 which allow the extension of appropriate established uses outside the built-up area such as the King's School. Officer pre-application advice confirms that proposals to replace the existing Primary School with a purpose built teaching block is therefore acceptable provided it is of a form, scale, design and position considered appropriate to the site's sensitive countryside edge location. Other material considerations are also to be addressed including the setting of the locally listed building which forms the southern part of the Main School building, trees in the surroundings which are subject to preservation orders as well as the nearby Quobleigh woods and ponds which are a Site of Importance to Nature Conservation (SINC).

Design and environmental sustainability

- 6.5 A contrasting design approach has been adopted for the proposed new Primary School building. The approach allows for a design which is not constrained by that of the existing buildings but which instead looks to the future. Whilst there are site constraints, including veteran trees which are important to the character and amenity of the site, and the existing Main School building which is dominant, effective use has been made of such features as part of the design scheme.
- 6.6 By being unashamedly modern and using modular construction techniques, the proposed new building has been designed to both

contrast and compliment the existing Main School building through layout, form and its proportions. The scheme would make some reference to the existing Main School building in that it would have, a full height glazed screen at upper floor level on the gable end facing on to the parking courtyard and to the brick colour to be used.

- 6.7 The scheme would group the two storey buildings at the school site closer together and the proposed positioning of the new building at right angles to the existing Main School building. would take the opportunity to better define the entrance 'courtyard' to the school. The proposals would retain the only other building at the school site being the smaller single storey timber building, for use as the music and arts studio serving the whole school. Retention of this timber building also helps to define the north-eastern corner of the entrance 'courtyard' to the school.
- 6.8 The space between the existing timber building to be retained and the proposed new Primary School building would allow access to the rest of the school grounds, including the proposed new playground, amenity grass, playing fields and sports pitches for the children and their teachers. It would also allow access for grounds maintenance vehicles and also for the electric stretcher/casualty buggy needed to transport the unwell or injured from the outside areas to the school 'sick bay' which, inevitably, happens from time to time at schools, for instance during playtimes and sports lessons etc..
- 6.9 Whilst security fencing and gates would be fitted in the space between the proposed new building and the existing timber building to be

retained, these would be made of steel and wire mesh (similar to, but lower than the fencing surrounding the sports pitches) to allow the benefit of opening up the vistas and embrace the views to the trees and woodland beyond the school boundaries to the south and east.

- 6.10 As detailed above and within **appendices C and D**, the proposed development would reduce the potential impacts of surface water flooding through the implementation of a SUDs strategy for the site and as part of the landscape framework for the site. The development would maximise carbon reduction through use of a range of environmentally sustainable active and passive measures including the positioning and orientation of the building adjacent to the clump of mature trees and the Main School building near by to balance the amount of daylight/sunlight incidence received by the internal areas against the need for solar shading. Other measures include the use of thermally efficient construction materials and renewables. It is also proposed to minimise the water consumption as part of the use of the new building through installation of more 'water efficient' sanitary ware and incorporation of rainwater play and garden features as part of the amenity terrace to be laid adjacent to the south-east elevation.
- 6.11 It has thus been demonstrated the proposals accord with the aims of Development Plan policies S1, S5, S8, DM1, DM2, DM3, DM5, DM6, DM8, DM11, DM12 & DM18.

Impact on the Character (Heritage, landscape and countryside)

- 6.12 By positioning the proposed new building adjacent to the existing newer part of the Main School building and behind the existing group of veteran trees to its south, the scheme would allow adequate separation distances with the locally listed building at the southern end of the Main School building. The proposed new building would be located outside of the Root Protection Areas (RPAs) of the existing clump of veteran trees which would provide important screening and softening between it and the historic southern element of the existing Main School building.
- 6.13 The proposed building would be read in the context of the more recent part of the Main School building and the mature trees and woodland forming the backdrop. Given the positioning of the new building and existing level of built and natural screening with the historic part of the Main School building, it would not therefore physically or visually intrude in to the setting of the locally listed building in accordance with the requirements of Local Plan Policy S8.
- 6.14 The physical presence of the former manor house, at one time known as 'Fair Oak Lodge', and ancillary buildings have been established at the site since the 19th century, when it is thought to have been built. The King's School has operated from the site for almost 30 years and the use as an educational facility together with the associated school buildings have also now become an established physical presence in this part of the rural area.
- 6.15 The proposals will allow the school's on-going use of the site as an educational establishment and the carefully managed public enjoyment and appreciation of the locally listed building and its setting by the children and their families, staff and visitors to the school. The school information included at **appendix E** confirms that it takes every opportunity to enable the appreciation and interpretation of the historic asset through its use by the school and associated educational and developmental activities and community events taking place at the site. Thus it is demonstrated the proposals would allow the school to continue to make optimum viable use of the heritage asset, ensuring its long-term maintenance, management and protection for the foreseeable future and in accordance with the aims and requirements of Local Plan Policies S8 & DM12.
- 6.16 The existing school buildings are grouped towards the north of the school site and adjacent to the urban edge at Fair Oak. The proposals would remove the larger of the two timber teaching block buildings from the site altogether and the replacement Primary School building would be located close to and read in the context of the existing Main School building with which it would be grouped. The proposed layout would allow a better defined entrance courtyard to the site to be created and more reminiscent of the former use of the site as the manor house of a country estate.

- 6.17 The application submission demonstrates the development proposals would result in an overall increase in the number of trees within the school grounds and improve the health of the existing mixed native hedgerow, located just beyond the school boundary to the north. It is considered that the increase in tree cover and quality would be more reflective of the former parkland and landscape character of the school site and surrounding area. This is in accordance with the aims of Local Plan policies S5 & S9.
- 6.18 Whilst the site is located in Flood Zone 1, it is considered the proposed drainage strategy would significantly improve the management of water run-off and its water quality than currently exists at the school site. It is therefore considered that this is likely to improve the ground drainage at the school site and better protect the SINC at Quobleigh woods and ponds lying further downslope to the south-east. This is in accordance with the aims of Locally Plan policies DM3, DM6 & DM7.
- 6.19 The application submission therefore demonstrates that adverse impacts on the rural, woodland and riparian character, the intrinsic character of the landscape and the significance of the heritage asset would be avoided in accordance with the requirements of the policies of the Development Plan and particularly in relation to the countryside (S5 & DM18), GI (S9), heritage (S8 & DM12), climate change (DM3) and nature conservation (DM11)

Trees, Green Infrastructure and Ecology

- 6.20 There are no proposals to remove any veteran or significant trees. As detailed by the AIA and appendices submitted at **appendix A**, the trees to be removed have all been assessed as Category 'U' specimens whose health is already likely to be affected by compaction of the RPAs and/or through restricted space and receipt of daylight incidence, affecting their ability to grow and thrive and, in the case of the ash trees, likely to be susceptible to disease.
- 6.21 The proposals identify multi-functional benefits arising from proposals including the better management of the trees and mixed native hedgerow beyond the north-eastern section of the boundary of the school site. The proposed tree management and replacement scheme has been designed to contribute to the overall quality, number and range of specimens within the TPO area to provide improved and better connectivity to green infrastructure in the surroundings and likely to support a Biodiversity Net Gain in accordance with the requirements of Local Plan policies and, in particular Local Plan policies S9 and DM11.
- 6.22 The Ecology Report submitted at **appendix B** confirms that there would be no harm or impacts to protected species arising from the proposals. The Ecology Report and the school's supporting information included at **appendix F** sets out a range of proposed enhancements to the habitat provided within the school site as part of the proposals and to enhance the landscape and likely to support

a Biodiversity Net Gain in accordance with Local Plan policies S9 DM11.

Impact on neighbouring uses

- 6.23 It is considered the positioning of the proposed new Primary School building would provide adequate separation distances with properties in the residential neighbourhoods with which it shares a boundary. None of the properties in Davidson Drive to the north-east 'face on to' the school grounds as such. Also, given the level of natural screening and softening provided by mature trees between residential properties in Davidson Drive and the school site, there would be no significant impact on residential amenity due to proximity, visual intrusion or shadowing, arising from the proposals.
- 6.24 A number of properties in Owens Drive to the north-west have views in to the school site from upper-floor rear windows but, given the separation distances with the proposed new Primary School building, it is considered there would be no significant impact on residential amenity due to proximity.
- 6.25 Whilst it is acknowledged that a certain amount of noise arises from school sites due to the nature of children playing or taking part in outside activities, it is important to bear in mind that the school existed long before the residential neighbourhood was built and, in any case, pupil numbers are not proposed to significantly alter as a result of the proposals.

6.26 The impact of vehicles arriving and parking at the school site will not significantly increase as a result of the proposals. On-site parking at the school site will be restricted to the school minibus, those requiring accessible parking, occasional visitors to the school and staff vehicles. The majority will be staff vehicles who will arrive in the morning and depart again later in the day and which keeps vehicles accessing the school site during the day to the minimum.

6.27 The proposals for additional parking spaces for staff vehicles within the school campus would free up more spaces in the existing parking facility at the nearby Church of St Swithuns Wells. Those transporting the younger children to and from the school by private car each day will be required to use the parking facility provided by the Church whenever possible, which is a short walk for the children with accompanying adults in to the school site. This represents a significant improvement on the existing situation and beneficial to residential neighbours.

6.28 It has therefore been demonstrated the proposals accord with the requirements of Development Plan policy and, in particular, Local Plan policy DM1 & DM14.

Impact on the Local Road Network

- 6.29 Moreover, the development proposals provide the school with the opportunity for the school to adopt a more formalised Travel Plan, to encourage more sustainable forms of travel to and from the school site, by condition which is likely to reduce the impact of vehicle journeys on the local highway network and on residential neighbours.
- 6.30 The school has advised there would be no significant increase to pupil numbers arising from the proposed development which is needed to provide much better quality and purpose-built accommodation to replace the existing Primary School teaching blocks. The participation by the school in the MyJourney Scheme is likely to result in a reduction in the number of vehicles using the local highway network arising from the operation of The King's School. The proposals therefore accord with the aims of Development Plan policy and, in particular, Local Plan policies DM13 & DM18

Other Planning Policy considerations

- 6.31 The application submission demonstrates the proposals would accord with Government and Development Plan policy for sustainable development. It would take the opportunity to make improvements to the built and natural environment of the school, in support of the education and development of its pupils, without compromising the identity of the Borough or its individual settlements. This is in accordance with the aims of Local Plan policies SP1, S5, S9 and S10.

- 6.32 The proposals would allow the school to continue to make optimum viable use of the locally listed building and its setting. This would contribute to the wider economy through preservation and quality of the historic environment within the Borough, and as the school is an existing educational establishment, this would be without significant impact on local transport networks. (Local Plan policies SP1 & SP8)
- 6.33 The proposals have regard to the impacts of climate change and would limit greenhouse gas emissions through the incorporation of passive and active sustainable construction measures and use of on-site renewables to minimise energy use. Moreover, the proposed development provides the school with the opportunity to strengthen its existing Travel Plan to further encourage more sustainable modes of transport by those travelling to and from the school site. (Local Plan SP1).
- 6.34 Whilst it has not been possible to demonstrate a BREEAMS score above the level of 'Very Good', this is only because the design process was embarked upon before the need to appoint a BREEAMS assessor was understood. However, the proposed development has provided the school with the opportunity to minimise its use of resources including through a design scheme that uses modular construction techniques to minimise the generation of construction waste, through replacement of a poor quality building with a high quality one designed to conserve energy and water consumption, to continue the improvement in the management and quality of surface water-run off at the school site, to enhance the quality and extent of

habitat cover in support of Biodiversity Net Gain and to adopt a more formalised and robust Travel Plan and to install EV charging points, to encourage the use of electrical vehicles by those for whom walking or cycling to and from the school site is not practicable, amongst other things.

- 6.35 As there is now an urgent need to replace the large northern primary school teaching block, which is deteriorating and no longer fit for purpose, and the school neither has the resources or the time to start the process again which, given the circumstances, would be difficult, it is considered the design proposals maximise alignment with Local Plan policy requirements as far as reasonably possible and likely to result in a significant improvement to the environmental sustainability of the school site, beyond the existing situation.

7.0 CONCLUSION

- 7.1 The King's School has been established at the site for almost 30 years and makes an important contribution to the range and choice of schools for years R to 11 children in the South Hampshire area.. Whilst it is an independent school, it is firstly a school for families requiring a Christian faith school education for their children and, accordingly, keeps its fees to the minimum needed to operate the school and maintain the grounds and buildings and, where possible, to bring about improvements to the school site and facilities..
- 7.2 The school's supporting statement identifies that not only does it take its responsibilities for educating and supporting the children and their families very seriously, it also sets a positive example to its pupils, who learn, as part of the school curriculum, to understand and appreciate the historic and natural environment and the importance of contributing to social and community growth, through the school's location in the countryside, its occupation of the historic building and location in the former parkland, and as part of the surrounding local urban and rural community.
- 7.3 The timber Primary School buildings are no longer fit for purpose and the application being made is therefore for a replacement purpose built Primary School building needed and appropriate to the education of the younger school children in the 21st Century. The proposals have been designed to provide multiple benefits to enhance the character and amenity of the historic and natural

environment and allow the school to continue its work and contribution to social and community growth through education of its pupils, supporting their families and support for local community organisations. Specifically, the development would allow the school to continue to make optimum viable use of the locally listed building and its setting and preserving and interpreting it for future generations.

- 7.4 The proposed scheme would also make effective use of passive and active construction techniques and renewables. The surface water drainage of the school site would be significantly improved through the replacement of non-porous hard-standings with permeable ones, installation of a water cleansing and attenuation system to help protect soils and vegetation and the SINC at Quobleigh Woods and ponds downslope and a comprehensive planting scheme.
- 7.5 None of the veteran trees would be removed as part of the proposals. Only poor quality trees are proposed to be removed to allow existing hedgerow planting to grow and thrive. Moreover, the trees to be removed would be replaced on a two for one basis which would increase the overall tree and shrub cover at the school site whilst enhancing the health, species range, quality of habitat and green infrastructure and connectivity within and around the site and to support a Biodiversity Net Gain.
- 7.6 The proposed development also allows the school to take the opportunity to strengthen its Travel Plan to encourage greater uptake

of more sustainable forms of travel to and from the school for pupils and staff whilst minimising the impacts on the adjacent residential neighbourhood of those transporting pupils to and from school by car.

- 7.7 It has thus been demonstrated the proposed development would improve the schools environmental and sustainable credentials significantly beyond the existing situation and in support of Local Plan requirements for a sustainable environment as far as practicably possible given the circumstances. It is therefore considered that it has been demonstrated that the benefits of the proposed scheme would considerably improve on the existing situation at the school site and would outweigh any harm and the planning balance should be applied. The development proposals are thus considered to accord with National and Local Plan policy and should be supported.