

PLANNING STATEMENT - Addendum

John Lyon School, Oldfield House



Planning Application reference: P/1813/19

Application for the redevelopment to provide four storey teaching block with basement; hard and soft landscaping; parking (demolition of existing building)

October 2019

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1.0 Introduction

- 1.1 This addendum to the submitted Planning Statement has been prepared to accompany revisions made to planning application reference P/1813/19, which seeks to demolish the existing Oldfield House and make the provision of a replacement four-storey teaching block, with associated hard and soft landscaping and parking provision.
- 1.2 The revisions are being made in response to the comments received from statutory consultees and the public on the original submissions and, in particular, on issues relating to the visual impact of the proposed building within the Conservation Area. These formed the bulk of the objections from both local residents, the Harrow on the Hill Trust and the Council's Conservation Officer.
- 1.3 The revisions follow a series of meetings and correspondence between the applicant's project team and the London Borough of Harrow Planning Department (LBH), under the Planning Performance Agreement (PPA), to establish the key issues and how they can be addressed.
- 1.4 These new submissions provide a full set of revised layout, elevation and section drawings, as detailed in the covering letter, which will supersede those that formed the original submission. Drawing submissions now include Verified View Wire Line imagery from 8 viewpoints requested by the LBH. Two render images of the proposed building are also provided from views from north (across the cricket pitch) and south (from Middle Road), as agreed with the LBH.
- 1.5 In addition to this Planning Statement Addendum, which appends to it further supporting information on the Educational Rationale (see **Appendix 1 & 2**), the following documentation has been updated to reflect the changes in the proposal:
- Design & Access Statement - Addendum
 - Landscape Proposals
 - Heritage Appraisal – Addendum
 - Drainage Strategy & SuDS Statement
 - Flood Risk Assessment
 - Energy Statement
- 1.6 The revised proposal has no material impact on trees and ecology. As such new reports are not being provided. Further responses will be provided to queries raised during the original consultation period.
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- 1.7 These submissions are made with the understanding that the Council will undertake a further public consultation exercise on the revised drawings.
- 1.8 This Planning Statement Addendum summarises the key changes to the proposals. It will highlight where and how the revisions respond to concerns raised to the original submissions. It will draw together the information set out within submitted supporting documents to support the applicant's consistently held conclusion that the proposal will result in less than substantial harm to the heritage assets; that such harm is, on balance, very limited and that it is necessary to achieve the substantial public benefits from enhancements to the provision of education at the John Lyon School. Such public benefits clearly outweighing the harm.

2.0 Dialogue with the Council

- 2.1 Revisions to the proposed building have been made following the receipt of public objections to the original scheme. These objections were quite broad but mainly centred on the impact the building would have on the Conservation Area setting. The key issues were most succinctly summarised in the objection received from the Harrow on the Hill Trust, dated 11 June 2019.
- 2.2 A detailed response was made by the applicant to these objections, however, the Council maintained an objection to the proposal on Heritage/Conservation grounds. A further response to the Council's Heritage objection was made by the applicant on 16 July 2019.
- 2.3 This supporting case was not accepted by the LBH. Dialogue continued with a meeting of the LBH's Senior Planning Team, Planning Officer, Conservation Officer and the GLA's Senior Project Officer held on 30th July 2019.
- 2.4 At that meeting, the Conservation Officers concerns, that the proposals caused harm to the heritage assets, were reiterated. It was confirmed that such harm was less than substantial but that the Applicant's public benefit case was not clear enough to allow a balance to be made.
- 2.5 Clear direction was given that, firstly, further, clearer justification was necessary for the replacement of Oldfield House, the need to provide additional teaching spaces in this location, the impact this will have on the school as a whole and how this has fed in to the design (the public benefit case). The Council agreed to issue guidance on the justification points they considered needed clarification.
- 2.6 In respect of the building's design and visual impact, it was deemed necessary that the building's height would have to be reduced by up to one storey. In addition, to be able to properly assess the visual impact of a reduced building, further imagery was requested, to provide verified view wire line images from a range of viewpoints (8) around the site, and two rendered images showing the building's appearance in context. The viewpoints for this imagery were agreed between the parties in subsequent correspondence.
- 2.7 On the basis of the advice given during the on-going dialogue with the LBH, the applicant has undertaken significant revisions to the proposal.
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3.0 Main Revisions

Building Height

- 3.1 The changes to the design of the building are set out in full within the Design & Access Statement (DAS). They are summarised below, however the key outcome is that building's overall height has been reduced by **2.36 metres (m)**.
- 3.2 This change has been principally achieved through the submerging of much of the ground floor accommodation in to the topography of the site, creating a lower ground floor. This overall reduction in height has also been contributed to through some structural changes to the building's roof and floor construction.
- 3.3 This lowering can be appreciated best with reference to **Drawing number 5011, Rev.D – Building Section 1** which identifies the new levels achieved by the building. It also provides a useful reference to the siting and height of Oldfield House (to be demolished). The DAS provides a comparison of the original submission and this revision.

Building Siting

- 3.4 With reference to **Drawing number 1001, Rev.H – Proposed Site Plan**, the siting of the building remains unchanged from the original submission. As such it has no greater impact than the original submission on trees that lie on the site's boundary. However, due to the change in levels now created the circulation space and external areas (hard and soft landscaping) have been amended to accommodate the building – these can be seen within the revised **Landscape Proposal** document but will also be summarised within this statement.

Design / Elevations

- 3.5 The change in levels results in the southern elevation now reading as a three storey building (two-storeys with a mansard roof). This significantly reduces the visual impact of the building when viewed from Crown Street, Middle Road and Byron Hill Road.

- 3.6 The rear, northern elevation continues as a four-storey building facing the cricket pitches. It has not undergone any significant change only slight changes to the positioning of windows and other openings.
- 3.7 The flank elevations reflect the changed levels of the building with the *Small House* part appearing as three storeys. The western elevation contains the main pupil entrance which continues to provide a focus and natural linkage to the building when approaching from the main school buildings. There is one less window in this part and a clock is provided.
- 3.8 Overall the design of the building fundamentally remains the same with the *Big House Small House* approach continuing. Its perceived impact on the streets to the south is reduced by its lowered overall height and appearance. The building, being set into the slope, also reduces its scale and visual impact when viewing the flank elevations. Its rear elevation is largely unchanged but its lowered overall height reduces its visual impact in the longer view.

Internal Layout

- 3.9 Revisions to the internal layout have had to meet the competing requirements of making optimal use of a constrained footprint, providing appropriate access and circulation space, creating a high quality learning environment, achieving appropriate fire safety/access standards and delivering the necessary learning spaces and ancillary accommodation within a deliverable building.
- 3.10 The creation of a lower ground floor level has created accommodation which no longer has a south facing external wall. Much of its flank elevations are also submerged or partially so. As such it has been a greater challenge in optimising access to and through the building and lighting these areas. Consequently the *small house* element to the lower ground floor part has been put to more intense use for ancillary purposes, not so reliant on natural light, such as toilets, plant and storage areas.
- 3.11 In order to deliver some natural light to the main circulation at the lower ground floor (LGF), it has been necessary to extend the footprint of the building by 10.25sq.m to create a light well serving the LGF lobby area. This creates a footprint of the ground floor of 349.85sq.m. This is in excess of the footprint of the existing Oldfield House of 340.55sq.m, but only at the LGF level.

- 3.12 It is acknowledged that this will have a minor impact on the extent of Building Envelope, as defined and controlled by the Section 106 (and Application to Modify the Section 106 (Ref: P/2504/19)). However, it is considered that such an increase will have no harmful impact, particularly where such space is only below ground.
- 3.13 The other key revisions to the buildings internal layout are summarised below. These continue the same design ethos as the original submission, seeking to make efficient use of the limited building envelope, utilising corridor areas for break out, formal and informal learning and gallery space. Making as much use as possible of natural light. Optimising access through and around the building to meet competing requirements, including minimising opportunity for anti-social behaviour by pupils. Delivering modern flexible teaching space:

Lower Ground Floor:

1. South area of lower ground floor embedded within the landscape
Glazed top light added in south of plan.
2. Art Studios and Art Resources rearranged to lower level.
3. Inclusion of WC area.
4. Inclusion of 6th Form Area and additional study seating.
5. External western stair.
6. Additional east retaining wall.
7. Additional riser included and existing riser increased in size.

Ground Floor:

1. STEAM library has replaced previous Locker Lobby.
2. Additional Council/Seminar Room replaced south-facing Staff room.
3. External glazing for Lower Ground level secured by seat outside Garden Entrance.
4. Additional access to STEAM Studio provided by easterly door.
5. DWC Central to plan.
6. Western stair to meet Lower Ground Level with steel bridge access into Maths Classroom.
7. Additional riser included and existing riser increased in size.

First Floor:

1. Staff room relocated to this level and increased in size and orientation.
2. Additional riser included and existing riser increased in size
3. DWC Central to plan.

Second Floor:

1. Reading Room omitted.
2. ICT Studio relocated to this level.
3. Staff room relocated to First Floor.
4. DWC Central to plan.
5. Circulation area for roof access hatch increased.

Roof Plan:

1. Number of northern rooflights increased from 3 to 4.
2. Strip-rooflights omitted.
3. Access hatch relocated.

External Layout and Access

- 3.14 Changes externally reflect the differing levels. The building retains its main 'Garden Entrance' within the southern elevation. The approach with views through the STEAM floor to open space beyond provide the impressive sense of arrival.
- 3.15 The main pupil entrance in the western elevation is retained. Both entrances served by level or ramped access.
- 3.16 Stepped access on the western side and a new ramped path from *Piggy Lane* provide access to the lower ground floor and its external space. Footpath access to the eastern side is removed, taking built form further away from that boundary and increasing the opportunity for soft landscaping.
- 3.17 The change in levels across the depth of the building have negated the need for terraced level changes to the north and south of the building. The respective hard play areas are now broadly at the ground floor and lower ground floor level. Level access is thus available to all the outside space.

Landscaping

- 3.18 The approach to landscaping has remained unchanged. Alterations to the external layout and levels has seen a reconfiguration of the proposed tree and shrub planting. Such planting continues to define the external space and soften the buildings setting. Removal of access to the eastern side has allowed for increase soft landscaping to that side of the building.

- 3.19 The Strategy is detailed in the revised **Landscape Proposals** document, which also highlights an increase of just 56sq.m of hardstanding and built form (1.3% increase) in comparison to the existing layout.

Summary

- 3.20 The key change to the proposal is its reduction in height achieved through its lowering in to the slope. This change in levels achieves an overall height reduction of 2.36 metres.
- 3.21 In many respects the buildings design remains fundamentally the same. The perceived impact of the buildings primary elevation is much reduced through this change in levels and overall height.
- 3.22 Internal areas have been reconfigured to respond to the creation of a lower ground floor level. The emphasis remains on the efficient use of space, particularly within *Small House*, creating dual-purpose areas that can be used formally and informally for learning.
- 3.23 The Landscaping has responded to these changes in levels but continues to provide a focus on providing attractive outside space, delivering areas of circulation, gathering and teaching space, together with the increased play space with soft landscaping integrated throughout. Additional hard landscaping is minimised.

4.0 Impact of the Proposal

- 4.1 Revisions to the proposal have been made primarily in response to the concerns raised by the Council's Conservation Officer. These mainly related to the proposed buildings height and how it would impact on views within the Conservation Area from the north and south, and on the spacious landscaped character of the location.
- 4.2 To assist in the assessment of the proposed building in situ, Verified View Wire Line drawings have been prepared and submitted with these revisions – See **Appendix 3**. These are also set out in full within the revised **Design & Access Statement** and the key views are also considered within the **Addendum to the Heritage Report**. A Methodology Statement has also been submitted dealing how these images are generated and confirming their accuracy.
- 4.3 The updated **Heritage Report** assesses the impact of the building on the longer range views from the north and shorter range views from residential streets to the north. Using the available wire line drawings, the conclusion is drawn that from the viewpoints to the north, the proposed building will be significantly screened by trees, including some in the foreground. Only limited glimpses will be available of the building.
- 4.4 The wire line drawings, however, provide the opportunity to view the extent of the building through any intervening screening or structures. Within these longer range views the buildings extent would be seen in the context of the main school buildings and the listed Field House. Also within an extensively treed, mature landscape setting. The wire lines demonstrate that within this context the building is of a scale and height that respects the nearby buildings and landscape character. Its height compares favourably with these adjoining buildings, which remain the dominant buildings within this view up 'The Hill'. Good levels of separation remain, preserving the spacious characteristic of the area with much of this filled with trees. The mature landscape setting of the location is preserved and the new building sits comfortably within this, without having any dominating impact on nearby buildings – See **Appendix 3**, Images 6-8.
- 4.5 It is concluded that the proposed building has a neutral impact on the views within the Conservation Area, up 'The Hill', when observed from these northern viewpoints.

- 4.6 The shorter views available from the residential roads to the north experience a degree of change where the existing buildings and its replacement are more visible. Those views from Crown Street will be opened up, with less visible built form evident – See **Appendix 3**, Images 4 & 5. The new building will not only have a reduced visual impact on Crown Street, what will be visible will be of much greater visual interest and architectural quality. It is thus concluded that the proposal will result in enhancements to the visual qualities of the Conservation Area.
- 4.7 The more open views into the site at its entrance on Middle Road will enable more of the new building to be seen - See **Appendix 3**, Image 2. While being a taller building (0.89m), its deeper setback reduces its visual impact and its perceived height is comparable to Oldfield House. Once again, however, its appearance is of far greater quality than Oldfield House. Its demolition will create a much greater sense of openness in the southern part of the site, opening up views through this part to its treed eastern boundary and horizon beyond. This positive impact needs to be balanced against the introduction of the new building.
- 4.8 Furthermore, where the wire lines show the extent of building in relation to the existing school buildings, it demonstrates a comfortable relationship, with the new building being of smaller scale and lesser height, with the main school buildings continuing to dominate. It sits comfortably in relation to the main school and preserves the openness of the location with good separation and setting to the buildings, reinforced by the mature trees.
- 4.9 Taking in all the assessed views, it has been concluded that, on balance, the harm arising from the proposed building is very limited, and overall the impact of the new building on its setting will be neutral, at worst.
- 4.10 However, where it is judged that, from some viewpoints, there is harm, such harm is less than substantial. Furthermore it is offset by enhancements achieved through the removal of Oldfield House and its replacement being of high architectural quality making a positive contribution to the Conservation Area.

5.0 Public Benefit

- 5.1 It has been acknowledged by the Council that the original submission caused less than substantial harm to the heritage assets. The updated Heritage Report concludes that on balance such harm is *de minimis*. However, even where a different judgement is formed in respect of the degree of harm, the applicant has presented a significant public benefit argument that outweighs the harm.
- 5.2 The original submissions provided extensive comment within the Design and Access Statement, the Educational Rationale and the Planning Statement on the issues affecting Oldfield House and those experienced across the campus. These reports highlighting the factors that limit the ability to make a more efficient delivery of educational and utilise modern teaching practices.
- 5.3 Further to dialogue with the Council, the Schools Senior Management Team (SMT) have prepared additional responses. This addendum paper, attached at **Appendix 2**, should be read alongside the Educational Rationale (**Appendix 1**). The SMTs comments are set out in red alongside the original numbered paragraphs of the key paper. Where there is no number, this is because we have not seen it necessary to make any additional comment. The originally submitted Planning Statement set out the educational need argument at Section 6. The key paragraphs of that submission remain relevant set out below:

6.0 Planning Assessment & Appraisal

Educational need

- 6.1 The John Lyon School is a leading North West London independent boys' school, based in Harrow-on-the-Hill. Academic excellence is at the very heart of what the School achieves for the 600 or so boys who study there.
- 6.2 The school strives to ensure that they continue to meet their values of *Ambition, Excellence, Innovation, Creativity, Heritage, Community Enquiry and Resolve* in all they do and this naturally follows through in to their Strategic Planning for their facilities. The School seeks not only to provide good quality teaching and learning space but to create a learning environment that will enable their pupils to develop and attain to the very best of their ability. Their dedicated staff work to develop learning skills, creativity and the ability to apply in all areas of life. While the school is very successful and highly considered in this regard, education is a dynamic and ever changing sector and the school has to continually review, plan, evolve and develop the school estate to meet changing educational demands and learning opportunities. As an academically selective independent boys' school with a tradition of educational excellence, there is also the need to meet the expectations of discerning school parents and families.
- 6.3 As is highlighted with the **Educational Rationale** at **Appendix 1**, there is a need to continue to develop and evolve the School Estate to ensure their values are achieved. The School have developed a Strategic Masterplan that has identified areas across the school where improvements can be made through the better use of existing facilities and resources, including the renewal of facilities where circumstances allow.
- 6.4 The Masterplan approach has enabled the school to consider its needs and issues in seeking solutions that will enable widespread improvements across the delivery of education. In identifying Oldfield House as a building that no longer meets the needs of modern learning and teaching, it has seen an opportunity to provide a replacement that can deliver much improved learning accommodation for the future as well as enabling the reconfiguration of teaching space and enhancements throughout the whole school.

- 6.5 The Educational Rationale at paragraph 6 – 14 identifies a number of areas of the school where improvements can be made and will be enabled by the delivery of the proposed replacement building.
- 6.6 Those highlighted at paragraph 6 and 7 demonstrate the improvement to the learning experiences and outcomes through the provision of a high quality new building, enabling the introduction of new curriculum options and better collaboration between subjects which can be sited close to each other.
- 6.7 Paragraphs 8 – 12 identify the practical and logistical issues that the school experiences. The current teaching spaces have a high occupancy rate which leads to teachers having to take lessons in several different teaching spaces resulting in lost time through transitioning between rooms. Classrooms are used for a number of different subjects, including those which require specialist materials, leading to examples such as science lessons being held in non-specialist laboratories or without laboratory equipment or other subjects being taught in laboratories. Put simply, there are not enough classrooms.
- 6.8 Given the limitations of the teaching spaces, it is not possible to create teaching hubs which see the dedication of teaching space to particular subjects or the grouping of departments which allow for beneficial collaboration.
- 6.9 Much of the current teaching spaces are inflexible, traditional rooms with a limited capacity. The ability to deliver modern teaching practices is restricted by their inflexible and constrained nature.
- 6.10 Considering Oldfield Houses in isolation, the building has been shown to have a number of failures which limit the quality of the learning environment. Built in the early 1980's the building has reached the end of its useful life. The **Physical Condition Survey**, appended to the Design & Access Statement, identifies a large range of physical defects with the building's condition and the considerable amount of investment required to address them. In addition the building makes a highly inefficient use of energy, with poor heat distribution throughout resulting in simultaneous overheating and underheating of parts of the building.
- 6.11 Even where addressing some of these physical faults, the building, if retained, would not overcome the issues the school experiences, as outlined in the Educational Rationale – its accommodation is traditional and inflexible and there is a need for more teaching spaces across the school.

- 6.12 This building has been identified as the best opportunity to deliver improvements to the school teaching spaces that will deliver on their values. Oldfield House's retention and refurbishment would not achieve this and would represent a poor use of resources or meet educational requirements in to the future. The school are committed to investing significant sums of money to deliver improvements across the whole school through the creation of a new replacement teaching block.
- 6.13 In line with their values and aspirations, the proposed building seeks to demonstrate ambition, excellence innovation, creativity and heritage. The school has commissioned architects highly experienced in delivering modern educational buildings and the design team has worked tirelessly to develop a proposal that meets the needs and aspirations of the school while, also fully reflecting the physical and planning context. The aim being not only to provide improved educational facilities but to deliver this within a statement building that makes a positive contribution to the locality and is a distinctive feature of the school and future selling point. This process has involved consultation with the Council at every stage including workshops with the Design Review Panel.
- 6.14 As outlined in the Educational Rationale, the benefit to the delivery of education as a result of this proposal are widespread. It will enable the school to continue to achieve levels of excellence in to the future and provide an improved educational experience for staff and pupils. These benefits are a significant material consideration which should be given weight in the consideration of the planning application.

5.4 The Summary of Educational Rationale (**Appendix 2**) builds on the case already made. It is a self-explanatory commentary and the key points that further support the justification of the building in need, size and design terms, are summarised below:

- The provision of new teaching space will allow for the expansion of the curriculum, such as Design Technology in other parts of the site.
- The provision of STEAM is achieved through the creation of dedicated, flexible space in the new building, which meets the bespoke requirements in space and equipment terms. This cannot be achieved through refurbishment of existing teaching accommodation across the site.
- Oldfield House needs to be retained during the construction process as the school could not operate with 9 of 45 classrooms removed from use. Such needs not able to be met by temporary classrooms.

- Reconfiguration of space and access will allow for better landscaping and layout which will have visual benefits while also allowing for enhanced play and relaxation spaces during break time.
- Providing a high quality, comfortable learning environment has been shown to improve learning outcomes. Oldfield House significantly fails to achieve this and is a building that fails to meet the standards the school aspires to achieve, and needs to achieve in a highly competitive sector.
- Only 4 of 23 departments are currently able to be taught within a subject specific space.
- Of the 880 teaching hours per week, 182 are taught in space not designated for that subject. These constraints limit the ability for the subject to thrive.
- The dedication of space to departments will allow for more inspiring learning spaces to be created.
- English and Mathematics (core subjects) require 5 to 6 teaching spaces each, depending on intake. Currently each only have 4.
- New flexible space allows for the enhancement of the schools 'Excellence Programme' in delivering seminar sessions to smaller groups of pupils (25-30) within appropriately sized space. Guest academics and professionals inspire pupils and in smaller groups the conversational nature of events makes them more engaging.
- The flexible accommodation also provides more appropriate space for the schools increasing Societies, which are pupil lead and often too large for a standard classroom but too small for a hall.
- The informal learning areas (*Small House*) enable collaborative and independent learning in lesson and free time. Such opportunities currently limited to the library or the 6th Form Centre, both having limited accessibility and capacity. There is currently a shortage of this sort of space throughout the school, where pupils are encouraged undertake small group work outside of the classroom.
- Such space can also contribute to the School's objective of achieving enhanced literacy attainment, developing a love of reading and having spaces which enable this in an open style.
- Occupancy of classrooms averages 92% and there is a desire to achieve 80%. The additional 2 classrooms will contribute to this but may also enable reorganisation of space to deliver 4 extras classrooms.

- The lower the occupancy rate, the better ability to teach in subject specific spaces, with appropriate resources available enabling teachers to make more efficient use of teaching time.
- Extra classrooms will allow for the future upgrade of other parts of the school to be more readily achieved without significantly disrupting teaching and also allowing for reorganising of teaching space to achieve the schools Masterplan.
- The school undertakes a huge range of co-curricular activity – some activities will benefit from having access to ‘maker space’ such as the STEAM Floor. This includes work with community projects and local primary schools, all requiring additional space.
- The school has extensive extra-curricular activities, all having varying space demands. These can be better accommodated and expanded.
- There is a need to expand on the 2 computer suites currently provided in this growing sector.
- The new building allows for provision of new modern teaching accommodation, but also allows for future proofing to meet changing needs of education provision and the demand and use of space.
- Additional space will contribute to the aim of holding the 45 tutor groups within appropriate, allocated classrooms which can be dedicated and ‘owned’ by them.
- The *Small House* element delivers the provision of ‘learning pods’ or learning walls, which will better allow for the pupil demand to work collaboratively, during break times. This provision will allow for better support of such activities.
- The more generous circulation space allows for better movement and gathering of pupils and improves behaviour.

5.5 Having regard to all the submissions made on the educational merits of the proposal, the proposed new building can be seen to deliver on two levels.

5.6 Firstly, the building itself will replace aging, poor quality teaching accommodation with modern, high quality, flexible space that will enhance the learning/teaching environment to the benefit of both pupils and teacher. This will contribute to better attainment and maintain and enhance the school’s reputation. The provision of additional new space will also allow for the expansion of the curriculum. Its design and layout will allow for the use of more modern teaching practices, enable a variety of uses to be made of the space and promote self-guided learning within the break out and other informal spaces.

- 5.7 Secondly, it is not the case of a simple replacement of existing aging stock, the new building will allow for benefits across the whole campus - The schools ability to timetable appropriately, dedicate classrooms to subjects, reconfigure uses to enable better collaboration between subjects, enable more efficient use of resources, including staff time and to better allow for future upgrade of the school.
- 5.8 All of these factors will not only result in significant improvements to the schools ability to make a high quality educational provision, they will maintain and enhance their position as a leading Independent Boys' School within a very competitive education sector. It is imperative that the school continues to seek to improve and this proposal is not just seeking to make desirable changes but essential ones that represent sound management and planning.
- 5.9 The John Lyon School should be considered as a significant asset to the London Borough of Harrow and as such its plans to maintain and enhance the educational provision should be supported.
- 5.10 These are significant Educational Benefits, shown to be delivered across the whole school as a result of the proposed new building. They represent a clear and convincing justification and should be given significant weight in assessing against any perceived harm to the significance of the heritage assets.
- 5.11 It is our firm opinion that these benefits significantly outweigh the less than substantial harm to the heritage assets which, in our opinion, are themselves not significant.



New Oldfield – Educational Rationale

April 2019

John Lyon’s Strategic Plan

The John Lyon School’s (JLS) estates masterplan, which includes the rebuilding of Oldfield, forms part of the School’s Strategic Plan and is in keeping with the school values: Ambition; Excellence; Innovation; Creativity; Heritage; Community; Enquiry; Resolve. The School has several strategic imperatives within its School Strategic Plan which it is looking to achieve by 2024. Those most relevant to the new Oldfield building are used as subheadings below, followed by a comment on how the new building will, in part, facilitate these imperatives.

‘Continually review, plan, evolve and develop the School estate provision to meet changing educational demands and learning opportunities alongside the expectations of discerning independent school parents and families.’

1. By creating a state-of-the-art building, with a wow factor, this key building will be a distinctive selling point for the School. In particular it will embody the School’s values of Ambition, Excellence, Creativity and Innovation. It will visibly reflect the School’s academic identity and house modern technological facilities that the School does not currently have.
2. For the minimum disruption to learning, it would be better to build a new building alongside the current building (then demolish the old one), so that uninterrupted learning can continue during the year-plus construction period.
3. We would like the focus of Oldfield to be on learning. However, the current access (one of two main access points to the School) is located next to the refuse bin area. In landscaping the area, there is an opportunity to move the refuse bin area away from Oldfield, nearer the kitchens. Minibus parking can be moved and the car parking area could be designed to sit more sensitively in the surroundings.
4. The current Oldfield building has only one narrow access point between the ground and first floor, which is simply not practical, given the numbers of pupils using this main classroom block. This congested access point does not readily prepare pupils for learning as they enter the building.
5. Multi-comfort spaces can be created such that the learning environments have favourable light, CO₂, temperature, humidity conditions, etc. The legacy services in the current building do not enable this.

‘Deliver a distinctive curriculum that gives John Lyon pupils a unique, well-rounded learning experience that matches their current and future needs.’

6. A newly designed Oldfield building would deliver improved learning experiences and outcomes for all pupils. It would also enable the introduction of new curriculum options, such as Photography, and create a hub for STEAM (Science, Technology, Engineering, Art, Mathematics) as a curriculum subject in its own right (currently STEAM is taught in Year 7 & 8 but in generic classrooms, laboratories and art classrooms). The School currently has a long-term aim of providing Design & Technology as a curriculum subject; the new Oldfield building will free up space on the rest of the site, enabling the future development of facilities to enable this.
7. Adjacent to the Science Laboratories, the new Oldfield building would better enable separate STEAM departments to work together closely in an atmosphere that enables collaboration between these subjects and the study of STEAM as a subject in its own right.
8. All our staff currently work in a heavily peripatetic manner, with teaching staff taking lessons in several different teaching spaces. This leads to inefficiencies as valuable lesson preparation time is lost transitioning between rooms. Increasing the number of teaching spaces would address this and would further give teaching staff ownership of their classrooms.
9. By creating a greater number of teaching spaces, the rest of the site can be reconfigured such that departments can function as hubs. Currently many subjects are taught in teaching spaces that are shared between departments (e.g. Geography & English). Our core subjects need 6 teaching spaces to enable them

to celebrate pupils work and for them to have specialist materials in each teaching space (hence moving Geography would enable English to have its own area). In particular due to the increasing popularity of the Sciences, a new Science laboratory needs to be created. This is particularly significant in the Sciences where, several Science lessons take place in a non-specialist laboratory and some take place in teaching spaces without laboratory equipment. In addition, some classroom subjects are now taught in laboratories. Both situations are unsatisfactory. Whilst most subject areas are affected in this way to some degree, perhaps most affected is Physics, whereby 18 (20 minute blocks) out of 181 lessons do not take place in any type of laboratory and of those taking place in a laboratory, 33 lessons take place in a specialist Biology or Chemistry laboratory. With the School's academic emphasis, it is easy to see why classroom accommodation matters – and may affect standards – when considering the extent of lessons delivered in rooms that are not subject specific. JLS does not currently follow the norm for independent schools in this regard.

10. Current teaching spaces are inflexible. They are typically rectangular and have a capacity of 24 pupils. By building flexible and modular teaching spaces they may be readily combined to form spaces that house larger groups of pupils (e.g. a lunchtime seminar for 40 pupils). Departments will also be able to choose to teach some course content in conference or seminar layout.
11. Given the traditional nature of the teaching facilities, modern pedagogy is restricted. A new teaching facility would enable the creation of forward thinking teaching spaces that conform to the most recent research; indeed, this year the School is launching both a Staff and a Pupil led action research programme to inform the design of future teaching spaces. JLS pupils will be taking the lead in the design and layout of these learning spaces.
12. Current morning teaching occupancy rates of classrooms across the site ranges from 88% - 94%, averaging 92% (afternoons are less affected due to at least one year group taking part in Games). Couple this occupancy with the complexity of timetabling leads to the unsatisfactory position of staff being over-occupied and subjects being taught in non-specialist areas. The burden of teaching the same class in a different space is something we cope with daily but leads to wasted time and increased stress on pupils and staff. The School would like to move to peak occupancy rates of c. 80%. To enable this, 11 new teaching spaces across the site are needed. Oldfield would provide some and would further enable the reconfiguration of other parts of the site such that further spaces are developed.
13. Additionally, building a classroom block with greater capacity than the current building would enable other areas of the site subsequently to be temporarily closed and developed (e.g. Music School and Lyon Building) leading to less disruption during reconfiguration exercises.
14. A new building would enable the integration of aspects of the School library, such as STEAM, Art and Maths resources, within the core of a new building that also utilises technology. The School's philosophy is that technology should be employed when it enhances the pupil's learning outcomes. We still celebrate and encourage the use of books. Integrating library styled communal spaces and resources with the use of mobile technology and amalgamating our heritage and innovation values visibly demonstrates this philosophy.

'Maintain and extend the Extra-Curricular & Co-Curricular Programme so that all pupils are consistently benefitting from optional clubs on a weekly basis; all pupils will have the opportunity to take part in the Duke of Edinburgh's Award, Combined Cadet Force or Community Service for at least two years.'

15. Last year the School expanded its Co-Curricular Programme. Several activities now run with pupil numbers greater than 24. The activities (e.g. delivery of first aid) would be suited to larger spaces. To enable a better educational provision for the pupils we would like to provide a greater number of both Curricular and Extra-Curricular STEAM initiatives and it would be attractive to have a flagship building for this purpose. The building should have flexible learning spaces that could be adapted depending on their use (e.g. three teaching spaces with collapsible walls to create meeting spaces for larger groups) as well as maker spaces which promote digital innovation and creativity (<https://www.gov.uk/government/publications/libraries-and-makerspaces/libraries-and-makerspaces>).
16. The School is keen to grow its pupil led societies (e.g. Digital Society and Excellence Society). Again, much of their activities would benefit from appropriately sized seminar rooms. Currently sessions either have to be capped at 24 pupils or they need to take place in the Music School hall (thereby preventing music practices), the Boyd Campbell Hall (which accommodates over 300 pupils and does not make for a warm learning environment) or the New Memorial Dining Hall, the availability of which is limited during the times that the societies would operate.

‘Create a Digital Innovation programme that is used to enhance pupils' learning experience, organisation and productivity whilst also promoting healthy use of technology.’

17. With the growth of Computer Science nationally as an examined subject at GCSE and A-Level (in 2018 more than 10,000 students took this qualification, an increase of 2,000 from the previous year), it is unlikely that JLS will be able to timetable all Computer Science lessons in the current Computer Suites (note that BYOD (Bring Your Own Device) does not solve the issue as GCSE & A-Level courses require specific software and minimum specification devices). To enable its growth another bespoke computer science suite is needed. Computer Science is likely to continue being a growth area (for all schools) and therefore provision for this will need to be made.
18. The School would like to use current research to inform its practice in digital learning; it is envisaged that new spaces should be ICT rich and that digital literacy and blended learning is embedded throughout the curriculum. The School's ICT development plan will inform any emerging design options. A new building should be built in a manner that futureproofs our needs – the educational landscape will be quite different in 10 years' time, with the introduction of AI (Artificial Intelligence), AR (Augmented Reality), VR (Virtual Reality) and machine learning. The new building could be built in a way that would accommodate and celebrate these technologies in spaces designed to accommodate them.

‘Use the School Values to inform all that we do, from strategic and development planning to everyday activities and teaching and learning. Ensure all members of the John Lyon community are familiar with and aspire to these values.’

19. The front of the building points away from the Hill hiding behind the old brick wall adjacent to it. The open banked green space behind the building is underutilised but by moving the building down the slope, the amount of usable communal outdoor space will be increased. These outdoor spaces can be used to enhance learning experiences during lessons and provide better play areas during break times.
20. Communal learning spaces will be created in the new Oldfield building. In particular, private study hubs will enable pupils to work in public areas, such that learning during pupils' free time is seen as normal. Pupils will have easily accessible spaces in which to work together. Furthermore, appropriate landscaping and external furniture will provide pupils with outdoor learning areas, meeting and relaxation spaces.
21. The new design will provide attractive spaces to celebrate the School's art, with improved gallery space.

‘To enhance the Pastoral Framework with strong emphasis on the role of the tutor and to give pupils greater ownership of their journey through school to further education through self-reflection and target setting.’

22. Currently the School is limited in its ability to timetable tutor sessions in spaces that are suitable. For example, some pupils in lower years are registered in a Science laboratory. However they cannot take ownership of parts of that space because laboratories need to be locked during their break times. Ideally all pupils should be able to access their tutor space outside lesson times. This can only be achieved by increasing the total number of teaching spaces.

‘Provide an effective Staff CPD Programme incorporating a coaching culture that puts teaching and learning at the heart of all that we do.’

23. Much of the learning on the site is hidden, both because of the design of the spaces and because staff opt to close the blinds in the classrooms due to the direct sunlight entering teaching spaces. We would like to develop an open learning environment and one that enables a coaching culture amongst staff. This is far easier if what is happening in classrooms is visible and celebrated.

‘Develop beneficial community links and public benefit activity including reviewing the School's bursary provision and developing partnering or sponsorship links with other schools.’

24. The development of spaces that can be turned into seminar rooms would enable the development of our Primary School Projects programme and other community projects, the numbers of which are currently capped by the size of a classroom and number of spaces available. Seminar work between JLS and local schools with, for example, debating fixtures, would also benefit from such spaces.

Subject	Current Spaces	New Spaces	Change	Notes
Art	2	2	0	
Biology	3	3	0	
Business Studies	1	1	0	<i>Includes M0 (12 pupils)</i>
Chemistry	3	3	0	
Greek/Latin	1	2	1	
Computer Science & ICT	2	3	1	
Drama	2	2	0	
Economics	1	1	0	
English	4	5	1	
French	2	3	1	
Geography	1	2	1	
Politics	1	1	0	
History	3	3	0	
Maths/Further Maths	4	6	2	
Music	1	1	0	
Music Tech	1	1	0	
STEAM	0	1	1	
Supervised Study	1	1	0	
Physics	2	3	1	
Psychology	1	1	0	
Religious Studies & Philosophy	3	3	0	<i>Includes L7 (2 pupils)</i>
<i>Spanish</i>	3	3	0	
<i>Other</i>	1	1	0	<i>Includes TB3 (6 pupils)</i>
<i>D&T</i>	0	2	2	
Totals	43	54	11	

Languages	6	8
Humanities	7	8
Sixth Form Only	4	4
Science	8	9

* Digital Conferencing/VR

Summary of Educational Rationale

Further response to reinforce/clarify the Educational Need for “New” Oldfield House

Synopsis of Educational Rationale Paper of September 2018 under numbered headings *		Additional Educational Response and Justification of Floor Space Needs **
1	State of the art building – housing modern technological facilities that the school does not have	The School does not have DT facilities of any description. The initial build design (the RIG) over 5 floors enabled DT but the building was reduced to address the planning consultations and other cost considerations. We hope to enable full DT elsewhere in the School in the future. This will only be possible by 'creating floor space' elsewhere on the site. In the meantime, our provision of STEAM enables pupils to think creatively about the links between the respective subjects. Again, we do not have a facility such as this at present. It will provide a step towards DT whereby we create a 'maker space' for pupils to make physical objects with a selection of tools that require bespoke equipment and work spaces. Typically these spaces need to be bigger than our current standard classrooms across the site. Enabling the opening up of a floor space (equivalent to three classrooms) on the ground floor of the proposed building will enable the growth of our new robotics programme. Currently we build robots but do not have open spaces in technical areas to drive them. This is required to compete against other schools. This is the platform we aspire to use: https://www.vexrobotics.com/vexedr/competition
2	Minimise disruption during construction therefore sited to be alongside	By removing 9 Oldfield classroom/teaching spaces out of a total of 45 spaces across the site, it would be physically impossible to enable the School to operate as there would be too many teaching groups for the spaces available.
3	Focus on learning – remove refuse and minibus parking	A huge footfall passes these bins daily. It would be preferable to put these in a less obvious area. Within the plans for new Oldfield are the re-landscaping of the surrounding areas. This would enable relaxation spaces for use at break times (we have very little at present) and outdoor teaching spaces (we have none at present).
5	Multi-comfort spaces – learning environment more favourable light, CO ² , temperature etc.	There is research to suggest enhanced comfort can improve learning outcomes. You might like to refer to p.24 onwards of this document: http://links.vs-service.com/downloads/45-060-16_V01_US_ThirdTeacher-112803.pdf

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* Refers to numbered paragraphs of the 2018 supporting Educational Rationale document attached.

** Prepared by Andrew Sims (Deputy Head).

		<p>The current Oldfield House teaching spaces are stuffy not least because there is no natural or forced ventilation. To compound matters, the nature of windows is such that staff often close blinds to enable pupils to see projector screens thereby exacerbating the problem and stifling the amount of natural light available.</p> <p>In a hugely competitive market, it is worth seeing the quality of the master planning being carried out by other top independent schools. A couple of quick examples from local competitor schools:</p> <p>https://www.vhh.co.uk/our-work/st-benedict-s-school-ealing</p> <p>https://www.forest.org.uk/development/martin-centre-innovation/</p>
6/7	<p>A STEAM building is a specific education facility allowing the introduction of new curriculum options. It provides the integration of Science, Technology, Engineering, Art and Mathematics and better collaboration between the subjects.</p>	<p>Yes in this model, the three spaces can be collapsed into one meaning that within a lesson period, 3 separate classes could work in any group size in any section of a larger space both in seminar styled teaching as well as the more traditional. There is no other flexible space like this in the School. Looking forward, it is likely that the School will need to develop teaching strategies that satisfy the further use of personal devices by pupils.</p> <p>More significant is that on this STEAM floor in the new building, pupils will be able to access tools & IT to create tangible products and have the internal space to test them with direct access to a suitable outdoor space to do the same. No building on the site at the moment could be refurbished into this type of facility.</p> <p>By creating a centre for STEAM we are promoting the School's Innovation and Creativity values. The vital attributes will enable our pupils to be better prepared for the world of work – future employers will expect this.</p>
8/9	<p>Need to increase teaching spaces with departments functioning as hubs. Currently shared between departments.</p>	<p>Of 23 academic departments, the only departments that teach all their lessons 'within a subject specific space' are: Art, Economics, Music and Psychology.</p> <p>If we exclude games and the co-curricular programme, of the 880 teaching hours per week, 182 hours are taught in a space that is not designed for that subject (i.e. resources for that subject are not housed there, nor are the noticeboards that bring the space to life).</p> <p>See Excel spreadsheet attached.</p> <p>In order for a subject to thrive, quick access to resources makes learning and teaching more efficient. With departments having greater autonomy over how their departments look, they will be able to create more inspiring learning spaces.</p>

9	Many subjects shared (Geography and English). Core subjects need 6 teaching spaces.	Core subjects are English & Mathematics. Currently both departments have 4 teaching spaces each though 6 are required to enable all maths teaching to take place in a 'Mathematics Department'. At the time of writing 5 teaching spaces were needed to fulfil all English teaching in English classrooms. However, given that intake to the School is variable year on year, some whole year cohorts could require 6 English lessons to be happening concurrently to enable setting.
10	Flexibility – allows for modular teaching spaces house larger groups of pupils – lunchtime seminar for 40 pupils – conference or seminar layout.	<p>Historically the School's 'Excellence Programme' has enabled speakers to speak to large groups of pupils where spaces such as the New Memorial Dining Hall or Boyd-Campbell Hall are used for groups of 100-300 pupils. However, the programme has evolved such that speakers now often also deliver seminar sessions on the same day to groups of between 25 and 50 pupils. On occasions we have used the Music School Hall for this but this then requires music sessions to move into non-specialist spaces. Currently there is no such space in the School. The Ground Floor layout of the proposed development would enable this.</p> <p>In these sessions, pupils are inspired by academics and professionals who are leaders in their field and it is the conversational nature of the events that make them special.</p> <p>Furthermore, within the School's Co-Curricular Programme and Extra-Curricular programme the School is increasing the number of Societies which are pupil lead and again these sessions require spaces that can accommodate more than the 24 pupils that fit in our standard classrooms but that would be lost in the School's main hall.</p>
11	Update on learning spaces design and pupil impact importance	<p>This is critical in the School's long term aspiration for pupils: to enable independent and collaborative learning both in lesson time and in their free time.</p> <p>Currently if a pupil wants to work alone or collaboratively outside lesson time, he is restricted to the Library (limited capacity) or the Sixth Form Centre (accessible to about 25% of pupils). Teaching spaces are used by individual form groups or locked (in the case of facilities such as science labs) so there is a net shortage of space where pupils can work in a style that would be representative of what they will find in their future jobs.</p> <p>The School seeks to make its provision more forward looking – this includes pupils working outside the confines of the classroom during lesson time to enable small group work.</p>
12	Occupancy 88%-94% averaging 92% - desire of 80%. 11 new teaching spaces across the site.	The current plans for Oldfield would increase the net number of teaching spaces by 2. However, the spaces vacated when reorganised could increase the net number by 4 depending on the School's future space utilisation strategy.

		<p>What is critical about occupancy rates is that the higher this number, the greater the:</p> <ul style="list-style-type: none"> - Proportion of lessons not taught in subject specific spaces - The peripatetic nature of teachers moving around the site. This wastes valuable teaching time as teachers need to set up in each space that they access (e.g. connecting IT, accessing resources, reorganising room)
13	Provides opportunities for upgrades.	<p>Should we want to upgrade any other existing areas of the site, to take them out of commission whilst upgrade works are carried out, would require us to decant those subjects into other areas of the School on a temporary basis. It is envisaged that whole school refurbishment takes place within the School's masterplan. Examples of areas that could be redeveloped within the current building envelope include: upgrading the music facilities, re-organising a space to enable tiered seating for Drama and Music performances. Most significant is that department clusters could be created with enough rooms in each department such that they would own the spaces. The attached spreadsheet details which departments would benefit most from increasing the number of their teaching spaces. Obviously for this to happen departments will need to move location within the site.</p>
14	Integrating library styled communal spaces and resources. This is happening in the STEAM building	<p>The School would like to enhance literacy attainment across all year groups as we feel this will enable better outcomes in the external examinations that enable transition into university. Currently the Library is a standalone facility in the corner of our site. Developing a love of reading and having spaces which enable pupils to access journals, multimedia and books in an open style will enable a culture of reading for pleasure.</p>
15	Co-Curricular Programme.	<p>Here is a link to what we do: https://www.johnlyon.org/school-life/co-curricular-programme/</p> <p>You will note the huge range in provision, each with different practical and resource needs. Whereas in any given hour during the teaching day, we would not typically have more than 43 lessons being offered (this is number of teaching spaces on site), the co-curricular programme will enable staff to work with pupils with a smaller teacher to pupil ratio. For example, there may be 6 pupils doing a filming activity that is restricted in number by the need to have fewer pupils under the supervision of one member of staff. Several activities would benefit from access to maker spaces such as that of the STEAM floor. Examples include STEAM and CREST where pupils carry out individual projects of their choosing. Pupils might choose to build a prototype or functional model.</p>

		<p>Of particular note is our work with several community projects and local primary schools. It goes without saying that for every primary school group that comes to John Lyon at the same time, an extra teaching space is needed. Typically about 5 pupils support primary school pupils in these sessions. Our community outreach programme can only reach its potential if there is space on site to accommodate them.</p>
16	Pupil led societies and excellence societies.	<p>Details of the extra-curricular calendar can be found here: https://www.johnlyon.org/school-life/extra-curricular-programme/</p> <p>The scale of attendees varies according to the time of year and how niche the activity is.</p>
17	Computer Science a growth area.	<p>2 computer suites at present. We need another computer suite to enable all Computer Science teaching to take place in a computer suite, especially as we forecast computer science numbers to grow in the Sixth Form.</p>
18	New building accommodates technologies – futureproofing needs	<p>In particular, to reorganise the teaching spaces in the current Oldfield building would involve making significant structural changes. In the proposed Oldfield design layout, the teaching spaces on the two Maths floors will be separated by stud walls. If required in the future these spaces could become more open plan or re-organised more easily.</p> <p>The School was recently announced as an #EdTech50 School recognising its thirst for an ambitious digital innovation programme. The new ICT suite would enable the use of technologies for Virtual Reality. To have a space designed specifically for this makes a statement about our intent.</p> <p>Likewise, we foresee the use of digital conferencing to grow in our communication with John Lyon’s Foundation and partner schools. Again, this technology would be built into the new build from the outset.</p>
22	Overall increase in floorspace for tutor space/needs – laboratories are locked	<p>Currently there are 45 Tutor Groups. They meet for 20 minutes in the morning and 10 minutes during the afternoon daily along with other ad-hoc occasions for tutoring activities. Currently some tutor groups are allocated to Science labs (8 in total) which are only accessible at these times whereas forms allocated to classrooms are accessible throughout the whole of break and lunch break to tutees enabling them to ‘own’ the space. The long term preference would be to remove tutor groups from lab spaces, hence the need for more non-science classrooms across the site.</p>

23	Coaching culture – what is happening in classrooms is visible and celebrated. Relate to corridors i.e. first floor. Reading walls.	<p>Current corridors around the site are not wide enough to enable 'learning pods' or learning walls. Yet, pupils will sometime seek out a classroom to work collaboratively, especially during the summer term during the external examination season. If learning walls and work areas near departments were available, support would be more accessible.</p> <p>For reference, North London Collegiate School, has communal tables stationed near most of its departments specifically for this purpose – it is one of the most academically successful schools in the country. We aspire to enable spaces such as these in a subject specific area.</p> <p>This summer we 'opened up' our Mall area which previously had an internal structure within it. Behaviour in this space has improved significantly since the change as pupils have space to move and spend time together.</p>
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Image 1 – East Up Middle Road



Image 2 – North from Middle Road / Byron Hill Road Junction



Image 3 – North Down Byron Hill Road



Image 4 – North from Crown Street



Image 5 – North West from Crown Street



Image 6 – South East from Lower Road



Image 7 – South from Lower Road



Image 8 – South West from West Street

