

Tunbridge Wells Borough Council

# Statement of Common Ground

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Tunbridge Wells Borough Draft Local Plan

Tunbridge Wells Borough Council, KCC Education  
Crest Nicholson, Persimmon Homes South East  
and Redrow Homes Limited

15<sup>th</sup> August 2024



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# 1.0 Introduction

- 1.1 This Statement of Common Ground ('SoCG') is a jointly agreed statement between Crest Nicholson, Persimmon Homes South East ('Persimmon') Redrow Homes Limited ('Redrow'), KCC Education ('KCC') and Tunbridge Wells Borough Council ('TWBC'), hereafter referred to as "the parties", in relation to the secondary educational requirements generated by the proposed strategic scale growth at Paddock Wood as proposed in the amendments to Policy STR/SS1 in the Councils Proposed Response to the Inspectors Initial Findings (Jan 2024). Redrow and Persimmon together have control over the majority of land within the eastern parcel of the wider "Land at Paddock Wood and east Capel" ('PWeC') Strategic Allocation (Policy STR/SS1). Crest control the majority of land within the western parcel of the wider "Land at Paddock Wood and east Capel" Strategic Allocation (Policy STR/SS1), including the land safeguarded for 4FE secondary school that has land available to expand to 6FE should it be required within the revised policy STR/SS1.
- 1.2 This SoCG is provided to inform the Examination into the soundness of the Tunbridge Wells Local Plan ('TWLP'). It sets out key matters and the approach taken to the delivery of the secondary educational requirements generated by the proposed strategic scale growth at Paddock Wood
- 1.3 This Statement first sets out the current issues surrounding secondary education provision as understood between all parties and then provides details of the how this may be addressed and sets out a future programme of joint work which will be undertaken.
- 1.4 It is appreciated that liaison in relation to the matters included in this SoCG are ongoing and will be subject to review. Moreover, this SoCG is not binding on any party and is agreed without prejudice to further matters of detail that either party may wish to raise subsequently through the examination into the Local Plan. Likewise, the contents of this SoCG are without prejudice to the County Council's consideration of the expected future proposed reduction in Mascalls Academy's PAN which will progress under a separate process, as explained in section 4.<sup>1</sup>

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<sup>1</sup> The County Council will be a Statutory Consultee to the proposal for the PAN to be reduced and cannot pre-determine the response it will provide when such a proposal is made.

## 2.0 Development Statement

2.1 This section provides a summary of the current issues surrounding secondary education provision in Paddock Wood as understood between all parties. It is a jointly agreed position statement by all parties named in section 1.1. In doing so, this section briefly summaries the current evidence relating to the potential delivery of the secondary education provision in Paddock Wood. It also provides a factual update on how this could be achieved.

### **Local Plan Context: Land at Paddock Wood and East Capel Allocation (Policy STR/SS1)**

2.2 The strategic expansion of Paddock Wood to the north, east and west (the western extension including land in Capel Parish) was proposed as a long-term strategic site allocation under Policy STR/SS1 of the Regulation 19 TWLP. Following the Inspectors Initial Findings the scale of development proposed within Paddock Wood has been scaled back – as set out in the Councils Response to the Inspectors Initial Findings. This proposed expansion will nonetheless provide a significant number of new homes, employment uses and associated infrastructure; all to be delivered on garden settlement principles.

2.3 The principle of directing a significant amount of growth through an urban extension to Paddock Wood, has been assessed within the evidence base of the Local Plan, including the:

1. Sustainability Appraisal of the Pre-Submission Local Plan, February 2021;
2. Sustainability Appraisal of the Submission Local Plan Post Examination Addendum Part 1 - Development Strategy and Strategic Sites October 2023;
3. Strategic Housing and Economic Land Availability Assessment, January 2021; and
4. Strategic Housing and Economic Land Available Assessment: Reasonable Alternative Green Belt Sites October 2023

2.4 These evidence base documents have identified Paddock Wood as a suitable location for housing and employment development, subject to the provision of the appropriate infrastructure which can enable the proposed allocations to be delivered.

- 2.5 A Strategic Sites Infrastructure and Masterplanning Study was prepared by David Lock Associates (2021) to inform the policy position within the TWLP as submitted, with the 'Strategic Sites Masterplanning and Infrastructure Study Paddock Wood Growth Follow-on Study' published in October 2023 in support of the Councils Response to the Inspectors Initial Findings
- 2.6 These studies provide a Structure Plan for the growth around PWeC, which through a comprehensive Masterplanning exercise identifies the capacity of the expanded settlement in terms of new dwellings, level of non-residential floorspace and the location and provision of key infrastructure within the settlement to ensure integration of the settlement into the existing community at Paddock Wood. The existing constraints are well understood and appropriate solutions incorporated into the Masterplanning work. It is not considered that any of the constraints could not be overcome through the provision of appropriate mitigation, typical of a site of this scale and nature.
- 2.7 In summary, the Structure Plan includes the following for the allocation as a whole:
1. A minimum of 2,450 homes as well as accommodation for the elderly
  2. Around 4.25 hectares of employment land to the north of the railway
  3. Two 2FE primary Schools
  4. Safeguarding of land for 4FE secondary school (that has land available to expand to 6FE) within the North-Western development parcel (Parcel A) unless it is demonstrated that through feasibility studies that the provision of 3FE can be delivered through other means such as expansion of existing secondary school provision (Mascalls Academy).
  5. Three Local Centres, providing around 2,000sqm commercial floorspace in total.
  6. Sports and leisure provision to include 4.54 hectares of land for sport and leisure provision including outdoor pitches, changing facilities, and car parking within the South -Western development parcel, which may include a 25m swimming pool.
  7. Two Gypsy and Traveller sites to provide 3 pitches.
  8. Health provision split across two of the local centres.
  9. Town wide system of paths and cycle routes linking out of the town to nearby villages and leisure routes (including integration with the Hop Pickers Line)
  10. A route for an electric hopper bus (or another form of sustainable transport solution)
  11. New pedestrian and cycle links across the railway line: one within the western parcel, one adjacent to the Maidstone Road bridge running through the town centre, and improvements to the existing bridge to the east.
  12. Targeted flood embankments on the western parcel

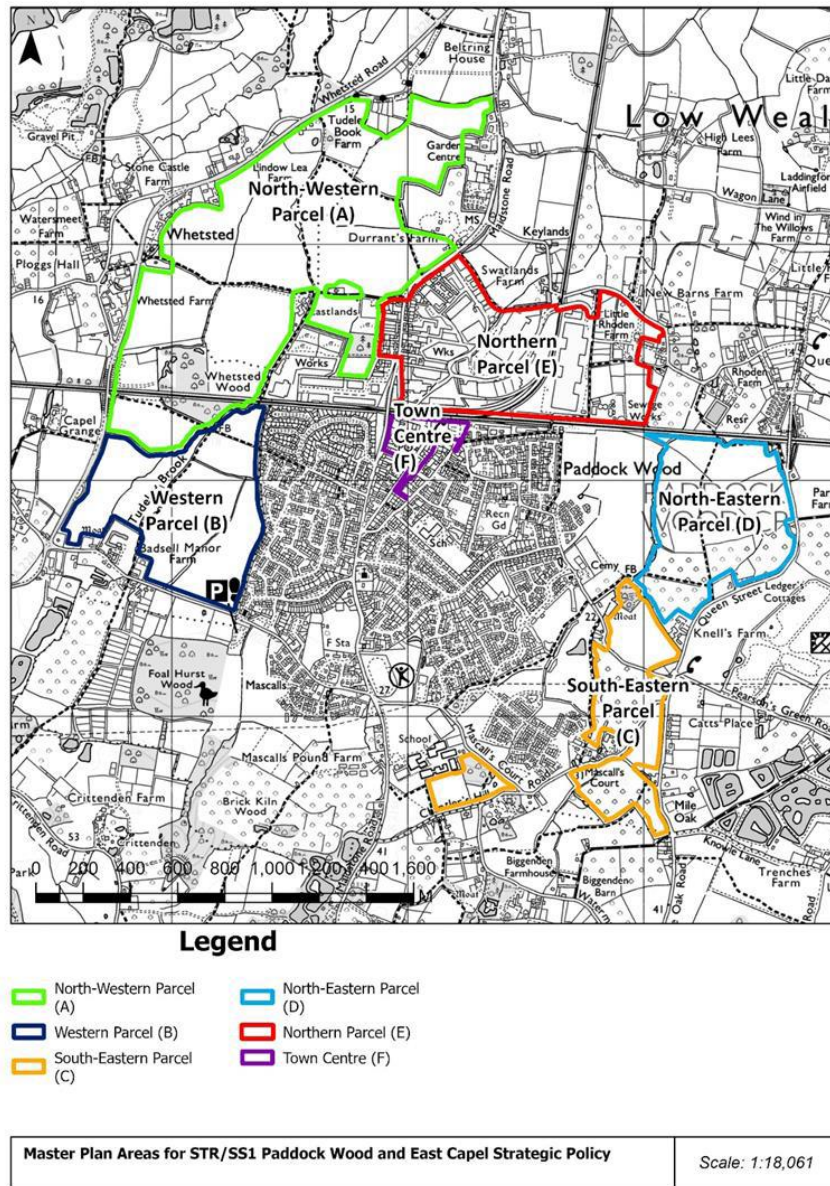
13. Country level wetland park (recreation space which would also function as an occasional functional piece of flooding infrastructure) to the west.

- 2.8 The updated Structure Plan is referred to in TWLP Policy STR/SS1 (Map 28). It is recognised that this is not a fixed blueprint for development. Instead, it establishes critical elements which should be secured through the delivery of the strategic settlement. Policy STR/SS1 has been formulated with this approach as a starting point, as set out in the Strategic Sites Topic Paper. The policy sets out the quantum of development of housing and the associated infrastructure, which as identified through the Infrastructure Framework (see below) is integrated within the Policy so the provision of these is secured. This is done in a manner which sets out the broad locations where these should be provided but seeks to allow flexibility within the parameters of the masterplans for these to be interpreted by the individual site promoters and development through the planning application process.
- 2.9 The second element of the DLA Study is the Infrastructure Framework. This identifies the infrastructure capacity requirements stemming from the Strategic Sites at PWeC. This includes green, blue, movement and social infrastructure. The infrastructure requirement is intended to mitigate the impacts stemming from the growth as anticipated at present, and provides the requisite infrastructure considered necessary to deliver the settlement in line with garden settlement principles.
- 2.10 The infrastructure requirement has been fully itemised, and costs assigned by the Council's viability consultant, Dixon Searle, and input into the Local Plan viability model. This concludes that based on the assumptions made that all scenarios are viable when set against a benchmark land value of £250,000 per gross hectare. It is recognised that the nature of Viability Assessments at this stage of the Local Plan process are necessarily high level and that the range of assumptions could change over time. It is further acknowledged that a benchmark land value of £250,000 per gross hectare has not been agreed by Crest, Redrow and Persimmon.
- 2.11 The evidence work prepared and referred to above concludes that the delivery of the growth around PWeC can occur over the plan period provided that the necessary strategic infrastructure is delivered to enable housing and employment to be developed and that appropriate measures are put in place to mitigate any impacts.

# Land ownership

2.12 Policy STR/SS1 recognises there are three distinct parcels around Paddock Wood which form part of the strategic allocation: western, eastern, and northern parcels, as shown in Figure 1:

Figure 1: Land Parcels STR/SS1



2.13 There are four principal housebuilders who control land within the western and eastern parcels: Redrow, Persimmon, Dandara, and Crest Nicholson. The northern parcel is predominantly being developed for employment uses.

2.14 Redrow control parcel D the northern part of the eastern parcel, and Persimmon parcel C, the southern part of the eastern parcel. A detailed masterplan has been progressed

jointly by Redrow and Persimmon for the eastern parcel, looking at the growth in this area holistically. This reflects the Structure Plan prepared by DLA which underpins policy STR/SS1 and is the baseline for two separate hybrid planning applications that have been submitted for:

1) Full planning application for erection of 170 homes and Waste Water Treatment Works together with temporary construction / haul road off Queen Street to enable the delivery of the Waste Water Treatment Works and up to 150 of the 170 dwellings; and outline planning application (appearance, landscaping, layout and scale reserved) for the erection of up to 430 additional homes, inclusive of associated infrastructure including land for a new primary school, play areas, allotments, network of new roads (and widening of existing roads), surface water drainage features, car and cycle parking and open space and associated works – the Redrow development.

2) Full planning application for erection of 160 homes and outline planning application (appearance, landscaping, layout and scale reserved) for the erection of up to 400 additional homes, inclusive of associated infrastructure including land for specialist accommodation for the elderly, expansion of the secondary school, a local centre, play areas, network of new roads (and widening of existing roads), surface water drainage features, car and cycle parking and open space and associated works – the Persimmon development.

2.15 Crest control parcel A, the North Western parcel, and Dandara parcel B, the South Western parcel. Crest are currently preparing an outline planning application which will be submitted in due course to reflect their land ownership.



## 3.0 Educational Needs

- 3.1 In association with their applications for the land east of Paddock Wood, Redrow and Persimmon instructed EHP Consultants to undertake an Education Impact & Mitigation Assessment. In terms of Secondary Education Impact & Mitigation this concluded that:
- A. On the basis of the KCC local secondary forecasts it is evident that there is a deficit of local secondary school places forecast in the future.
  - B. It is also evident that a temporary expansion of Mascalls Academy was in place and the permanent expansion of Mascalls Academy is already being considered<sup>2</sup>.
  - C. The Persimmon hybrid planning application for up to 560 dwellings includes 3.84Ha of land adjacent to Mascalls Academy to facilitate the potential expansion of the school.
  - D. The majority of this parcel of land is located south of the school site and has the same or similar gradient near Chantler's Hill as the land further west which is also part of the existing school site.
  - E. On this basis any proposal to use all or part of this additional 3.84Ha of land either for school buildings or other school uses would be similar to the uses which could be proposed on the existing school land located further west.
  - F. However, there is likely to be sufficient land available on the existing school site to enable the expansion of Mascalls Academy in order that it can provide sufficient non-selective secondary education places for these two sites of up to 1,160 dwellings and the other sites (to the west) of up to 1,500 dwellings. (Based upon the Academy reverting to an 8FE PAN) Set out below is the basis of this opinion.<sup>3</sup>
  - G. The following summary table sets out the anticipated secondary child yield based on an indicative housing mix from these two Sites of up to 1,160

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<sup>2</sup> Leigh Academies Trust (LAT) who run the school have confirmed that they intend to change the school's PAN back to 240 (8FE) and foresee this being the baseline position when the effects of the PWeC development comes on stream in the academic year 26/27.

<sup>3</sup> As also explained below if the proposed reduction in the PAN is not made, then the feasibility study will be reviewed to establish if Mascalls could expand by 3FE from a 9FE to a 12FE, and whether this would be acceptable to KCC as the education authority.

dwellings plus up to 1,500 dwellings on the other site in the Paddock Wood area:

Phase of Education	Indicative Calculation (Yield per dwelling x Number of dwellings)	Child Yield
Secondary (12 – 16 years old)	Persimmon Site: (0.05 x 26 two-bed flats) + (0.20 x 518 applicable houses)	105
	Redrow Site: (0.05 x 15 two-bed flats) + (0.20 x 582 applicable houses)	117
	Land North West of Paddock Wood: 0.20 x 1,500	300
	Total for all 3 sites	521

- H. It is important to emphasise that the above figure assumes that all 521 potential pupils from these 3 sites would seek a place at a local non-selective secondary school and not at a selective secondary school.
- I. It is evident that in the academic year 2021/22 there were 71,498 pupils at KCC non-selective secondary schools including sixth form and there were 38,761 pupils at KCC selective secondary schools including sixth form. Therefore, on average 35% of pupils at KCC secondary schools in 2021/22 attended a selective school [calculation:  $38,761 / (71,498 + 38,761) = 35\%$ ]<sup>4</sup>.
- J. On the basis of the above average figure, if 35% of these potential 521 secondary school pupils were indeed to seek a place at a selective secondary school then the demand for local non-selective secondary school places would reduce to be approximately 339 places [calculation:  $521 \times (100\% - 35\%) = 339$ ].
- K. We have taken the academic year of 2028/29 as a baseline from which to assess the need for additional secondary school infrastructure.
- L. The forecast at Mascalls Academy for 2028/29 is 1,450 pupils across all year groups including sixth form. If adding the combined maximum number of 521

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<sup>4</sup> Table 1e of KCC's Facts and Figures 2024 [https://www.kelsi.org.uk/\\_\\_data/assets/pdf\\_file/0010/166888/Facts-and-Figures-2024.pdf](https://www.kelsi.org.uk/__data/assets/pdf_file/0010/166888/Facts-and-Figures-2024.pdf) indicates that in the academic year 2023/24 there were 39,341 pupils in selective schools, which amounted to 34.18% of total secondary places (115,066); the level of selective education provision in Tunbridge Wells borough being even higher at 4,798 pupils out of a total of 10,363 i.e. 46.29%. It is thus reasonable to accept that on average 35% of pupils at KCC secondary schools in 2023/24 attended a selective school. Which would in reality suggest that only a 2FE secondary is required to serve the proposed PWeC developments

pupils set out above then the total demand for places would be circa 1,971 pupils aged 11-16 [calculation:  $1,450 + 521 = 1,971$ ].<sup>5</sup>

M. The longer-term cumulative demand for places at Mascalls Academy is very likely to be a significantly lower figure than 1,971 because:

1. not all of these children would require a secondary school place at the same time due to the longer-term build programmes which are likely across all of these 3 sites due to their respective number of dwellings;

2. not all of the collective 2,660 dwellings from these 3 sites will be 'applicable dwellings' and hence not all will attract a pupil yield, assuming the dwelling mixes will be in accordance with TWBC's 2015 SHMA mix;

3. some of these children will seek a place at a selective secondary school rather than at Mascalls Academy which is a non-selective school.

N. On the basis of the above, it is likely that a 3FE expansion of Mascalls Academy may be required in total to mitigate the developments. It is noted that the current PAN of the school is 270 and has been since September 2022. It is understood that the Leigh Academy Trust intends to seek to decrease the PAN to 240 for September 2026, with subsequent later increase by 3FE to 11FE<sup>6</sup>.

O. This would increase the capacity for 11-16 pupils from 1,200 to 1,650 based on the expected 2026 PAN and 1,350 based on the current PAN of 240. The sixth form capacity is also anticipated to increase from 250 to 330 places: thereby a total capacity of 1,980 places.

P. The DfE sets out guidance regarding the recommended minimum and maximum site areas for secondary schools. For an 11FE secondary school with a sixth form the range of recommended site areas is as follows:

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<sup>5</sup> It is noted that the PAN is not based on existing school rolls, but the school's ability in terms of land and buildings to accommodate the proposed number of pupils predicted to be requiring a school place given local needs.

<sup>6</sup> See section 4 – paras 4.9 – 4.10 on the process for reducing the PAN.

Secondary School (inc. 6th Form) Site Areas*			
Capacity (Pupils)	Forms of Entry (FE)	Recommended Total Site Area (Ha)	
		Min	Max
1,980	11	10.80	13.57

\* Where sixth form capacity = 1/5th of 11-16 capacity

[Source: Calculation based on DfE BB103 Guidance at Appendix EHP23]

- Q. The Mascalls Academy site occupies land covering a total of 13.4Ha and is hence within the range of site areas that the DfE recommends for an 11FE secondary school with a sixth form.
- R. On this basis an expansion of Mascalls Academy to become an 11FE school could be achieved on its existing site without the need for all or part of the additional 3.84Ha of land within the hybrid planning application for up to 560 dwellings.

# 4.0 The Implications of the Inspectors Initial Findings

4.1 The Inspector in his Initial Findings of Nov 2022 at paras 43 and 44 states:

*'43. It is my understanding that additional housing in the short-term will require the expansion of Mascalls Academy. Thereafter, it is intended that needs would be served by the Academy and a new secondary school at Tudeley Village. However, for the reasons given above, the scale of Green Belt land proposed for release at Tudeley is not justified. What, therefore, are the consequences for growth in Paddock Wood?*

*44. The Strategic Sites Masterplanning and Infrastructure Study seeks to address this scenario in paragraph 6.79. It states that the costs would be "...allocated as a wider contribution for KCC to distribute across neighbouring schools for targeted expansion...". But where are the neighbouring secondary schools and what scope do they have for expansion? Would it continue to be an appropriate strategy to significantly expand Paddock Wood if it meant that school children and parents would have to travel significantly further afield to access secondary education?'*

4.2 The Council in preparing their response to the Inspector Initial Findings examined the implications of pursuing a reduced housing number through the removal of Tudeley Village from the plan and the scaling back of the level of growth proposed within Paddock Wood, and this amount of developments ability to provide the necessary infrastructure to meet the needs of additional housing proposed (at PWeC) in a revised growth scenario.

4.3 As set out in section 4 of the Local Plan Development Strategy Topic Paper – Addendum (Jan 2024) the implications for housing numbers at PWeC from more up to date flood risk analysis resulted in a reduction in housing numbers to approximately 2,500 dwellings have a direct impact on the level of infrastructure necessary to support the new members of the community. Whilst the combined housing growth put forward in the SLP (circa 6,300 dwellings), resulted in the need for a new 6 Form Entry (FE) secondary school at Tudeley and a 2FE Expansion of Mascalls Academy, KCC have confirmed that the secondary education requirements for the reduced housing number

(circa 2,500 dwellings) would result in there being a demand for an additional 490 pupils to be accommodated in the secondary school education system locally. As set out in the Local Plan Development Strategy Topic Paper this does not necessarily mean all pupils would attend additional spaces provided for the development at PWeC, but the majority of the need is assumed to be met by such facilities.

- 4.4 KCC also confirmed that a yield of 490 pupils is equivalent to 3.27 FE. However, when taking onto account the potential for some flats and 1-bedroom properties would reduce the requirement to a full 3 FE of additional secondary school provision<sup>7</sup>.
- 4.5 Options were then considered by the Council as to how this 3 FE provision could be met, either through existing Secondary Schools found locally such as Mascalls Academy (by 2 or 3FE), Skinners Academy in Tunbridge Wells (1FE)), Leigh Academy, Brook Street, Tonbridge (2-3 FE), Hugh Christie School, White Cottage Road, Tonbridge (1 FE), or a standalone new school.
- 4.6 As Skinners Academy already needs to expand to accommodate non PWeC growth in the Local Plan, and site constraints make anything over and above an additional 1FE difficult to accommodate, this site was, given the associated transport implications associated with traffic movements to and from Paddock Wood to this facility, effectively dismissed. Likewise, as the capacity for secondary school places in Tonbridge is likely be used up by future growth proposed within TMBC emerging Local Plan, it would not realistically be available to pupils travelling from development at PWeC. So, this option was also effectively dismissed. This left the possible expansion of Mascalls and land for a new standalone school.
- 4.7 In the context of the above, it is acknowledged that Mascalls is a large non-selective secondary school, and that whilst many of its students reside in Paddock Wood, the school serves a wide geographic area into more rural parts of Tunbridge Wells Borough, such as Cranbrook and Southern parts of Maidstone Borough, including Staplehurst. These rural settlements were served by a non-selective secondary school in Cranbrook called High Weald Academy, which was closed in August 2022 by Leigh Academies Trust with mutual agreement of the Secretary of State for Education.

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<sup>7</sup> Whilst it is acknowledged that there will be some secondary school pupils from developments in PWeC (and other sites in the Local Plan) that will attend either private schools or selective schools, KCC plans for all of the anticipated pupils in the plan through places in the comprehensive system as they will always seek to ensure there is a place for every child. As such they will not actively plan fewer places than are forecast to be needed.

- 4.8 In response to the closure of High Weald Academy additional places were not required to be commissioned elsewhere to ensure all children continued to receive an offer of a school place, as sufficient surplus capacity existed within neighbouring planning groups, including the Tonbridge and Tunbridge Wells non-selective group of schools, for which Mascalls is the closest geographically to the area once served by High Weald Academy.
- 4.9 The Local Plan Development Strategy Topic Paper (Jan 2024) states at para 4.42 that Mascalls has a PAN of 270, which is 9 FE and is correct. It has subsequently been confirmed by Leigh Academies Trust (LAT) who run the school that they intend to decrease the PAN from September 2026 to 240, which is what the school's PAN was prior to September 2022. Subject to the consultation process being undertaken and agreement being given to the reduction in the PAN to 8FE, the Trust and TWBC foresee a PAN of 240 (8FE) as the baseline position prior to the necessary expansion of the school by 3FE to accommodate the proposed growth in Paddock Wood.
- 4.10 By way of background it is noted that where an Admission Authority wishes to decrease the PAN of a school or academy it must consult for six weeks at any point between 1 October and 31 January and determine its arrangements by 28 February; any objections to the lowering of the PAN are made to the Schools Adjudicator by 15th May; the Adjudicator will then make a decision regarding the proposed lowering of a PAN. When making a decision the Schools Adjudicator will consider the availability of school places within the area following a decrease in PAN. It is further acknowledged that LAT could instigate a reduction in Mascalls PAN without any of the proposals associated with the Local Plan should they wish to do so.
- 4.11 The County Council may need to consider increasing capacity in another school within the wider area if the reduction in the school's PAN is made and data indicates the reduced 1FE is needed elsewhere. This does not alter the ability for the pupils generated by the proposed Paddock Wood developments to be sufficiently accommodated within an expanded Mascalls.
- 4.12 As occupations on the PWeC sites are not predicted to start until the academic year 26/27, it has been agreed between TWBC and the developers, that the baseline for the assessment of the school's expansion capacity is that of an 8FE school and that a 3FE expansion would take it to 11FE. The manner in which this could be achieved is set out in section 5, KCC having agreed to the feasibility of the 3 FE expansion

following LAT expressing an interest in said expansion, which they believe they have the capacity to accommodate<sup>8</sup>.

- 4.13 An alternative to Mascalls expansion would be to accommodate the necessary secondary school provision as part of the development allocation in a new standalone facility. To this end KCC confirmed that the minimum starting size for a secondary school would be 4 FE with appropriate expansion to 6 FE modelled into the development to be delivered to accommodate further growth anticipated beyond the 10-year plan period, 6 FE being the minimum size secondary school that KCC would ultimately deliver. In this scenario the 3 FE growth needed from growth at PWeC would be met by developer contributions and the remaining funding gap up to 4 FE would be met by the Education Authority or central government funding.
- 4.14 As set out in the Local Plan Development Strategy Topic Paper, the Masterplanning of the PWeC site in relation to the additional flood risk modelling has been undertaken and this sets out how a standalone school could be accommodated within the development of the NW parcel (PS\_046: 'Paddock Wood Strategic Sites Addendum' paragraphs 3.2 – 3.14).
- 4.15 Given the above whilst the feasibility of how Mascalls Academy could accommodate the additional 3 FE is undertaken, the Council looked to safeguard the location of a new secondary school within the NW parcel of the allocation should it be needed. This remains within the policy wording for Policy STR/SS 1 - The Strategy for Paddock Wood, including land at east Capel, which states within the section for the North Western Parcel A: -
- vii) Safeguarding of land for 4FE secondary school that has land available to expand to 6FE should it be required;
- And within the Policy SS/STR 1(C) – South Eastern Parcel Requirements:
- v. Safeguarding of land north of Chanters Hill for the possible expansion of Mascalls Academy if required.
- 4.16 It was on the basis of the findings of EHP Consultants Education Impact & Mitigation Assessment undertaken for Redrow and Persimmon in association with their application for the land east of Paddock Wood, and the conclusions of the Local Plan

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<sup>8</sup> As set out elsewhere in this document if LAT application to reduce their PAN to 8FE is rejected, KCC would look to the feasibility study to be reviewed to establish if Mascalls could expand from a 9FE to a 12FE school.



Development Strategy Topic Paper that following discussions with Crest; Crest, Persimmon, and Redrow jointly appointed IDP to conduct a Feasibility Study to determine whether an expansion of Mascalls Academy to become an 11FE school could be achieved on its existing site without the need for additional land.

- 4.17 This feasibility study was predicated on a scope agreed with KCC and TWBC as set out in the email at appendix A.

# 5.0 The Scope to Expand Mascalls Academy

5.1 The Feasibility Study which is enclosed at appendix B confirms that there is capacity at Mascalls Academy to expand the existing school within its grounds to accommodate a total of 1,980 pupils (1,650 i.e. 11FE 11-16 year olds, and 330 sixth form places). This is to be achieved by a combination of demolition and rebuild and re purposing of existing buildings:

- A. The proposals include the demolition of B Block, and the construction of a new Science block providing 13 new science laboratories (11 x 83m<sup>2</sup>, and 2 x 97m<sup>2</sup>) along with science prep rooms, a staff office, and WC facilities.
- B. The refurbishment of the existing G Block (previously science) to provide additional general teaching classrooms and seminar rooms at the recommended room areas.
- C. The refurbishment of the existing general classrooms at the first floor of J Block (which include the smallest existing classrooms) to provide a new Library area, and the refurbishment of the existing library to provide additional general teaching rooms.
- D. The refurbishment of one of the existing ICT rooms at the ground floor of J Block to provide an additional Art classroom. A new ICT classroom is provided within the refurbishment of G Block.
- E. The refurbishment of an existing ICT room in J Block, and the reducing the size of one existing very large graphics technology room in R Block to create additional art rooms.
- F. The refurbishment of an existing music room classroom in J Block to provide 2 additional music rooms.
- G. To reduce the size of the sixth form social space to provide an additional sixth form study area.

5.2 When considered against the existing position and the requirements of BB103 the proposed changes would bring about the following:

	Existing	Required to accommodate the expanded 1,980 capacity school. BB103 recommends	Proposed
GIFA	15,942m <sup>2</sup> .	14,105 - 16,006m	17,345m <sup>2</sup> .
General Teaching Classrooms	49 general teaching rooms (general classrooms and seminar rooms), combining to give a total floor area of 2834m <sup>2</sup> . The existing rooms vary widely in floor area ranging from as low as 24m <sup>2</sup> through to 157m <sup>2</sup> across the school.	4 x 41m <sup>2</sup> seminar rooms, and 49 x 55m <sup>2</sup> general classrooms, combined to give a total floor area of 2859m <sup>2</sup> .	53 general teaching rooms, combining to give a total floor area of 3010m <sup>2</sup> .
ICT / Business Studies	7 ICT / Business Studies classrooms, combining to give a total floor area of 532m <sup>2</sup> .	6 x 69m <sup>2</sup> ICT-rich classrooms, and 1 x 69m <sup>2</sup> business studies rooms, combined to give a total floor area of 483m <sup>2</sup> .	The proposal would provide a total of 7 ICT / Business Studies classrooms, combined to give a total of 527m <sup>2</sup> .
Science	11 Science Laboratories, combining to give a total floor area of 898m <sup>2</sup> .	12 x 83m <sup>2</sup> general science laboratories, and 3 x 97m <sup>2</sup> specialist science laboratories, combined to give a total floor area of 1287m <sup>2</sup> .	15 science laboratories, combined to give a total of 1287m <sup>2</sup> .
Art	2 art classrooms combining to give a total floor area of 309m <sup>2</sup> . The existing art rooms are very large in comparison to the BB103 recommended floor areas; one is the equivalent of two classrooms joined together.	2 x 83m <sup>2</sup> general art rooms, and 3 x 97m <sup>2</sup> 3D art rooms, combined to give a total floor area of 457m	The proposal would provide a total of 5 art rooms (counting one of the existing rooms which is the equivalent of two rooms as two rooms), combined to give a total of 475m <sup>2</sup>
Music + Drama	5 music and drama rooms, combining to give a total floor area of 481m <sup>2</sup> .	4 x 69m <sup>2</sup> music rooms, 1 x 83m <sup>2</sup> music + drama rooms and 1 x 97m <sup>2</sup> drama studio, combined to give a total floor area of 456m <sup>2</sup> .	7 music and drama rooms, combined to give a total of 619m <sup>2</sup> .
Design + Technology	9 design and technology rooms, combining to give a total floor area of 1056m <sup>2</sup> .	1 x 111m <sup>2</sup> D+T workshop, 1 x 97m <sup>2</sup> D+T workshop, 2 x 97m <sup>2</sup> food rooms, 2 x 83m <sup>2</sup> graphics rooms and 1 x 83m <sup>2</sup> textiles rooms, combined to give a total floor area of 651m <sup>2</sup> .	9 design and technology rooms, combined to give a total of 1022m <sup>2</sup>

Large Spaces	8 large spaces, combining to give a total floor area of 2270m <sup>2</sup> .	1 x 254m <sup>2</sup> main hall, 1 x 594m <sup>2</sup> sports hall, 2 x 180m <sup>2</sup> activity studios, 1 x 446m <sup>2</sup> dining space and 1 x 139m <sup>2</sup> sixth form social space, combined to give a total floor area of 1793m <sup>2</sup> .	8 large spaces, combined to give a total of 2185m <sup>2</sup>
Learning Resource Area	15 learning resource areas, combining to give a total floor area of 379m <sup>2</sup> .	1 x 251m <sup>2</sup> library and 1 x 90m <sup>2</sup> sixth form study area, along with smaller rooms such as group rooms and music practice rooms, a total of 30 rooms, combined to give a total floor area of 650m <sup>2</sup> .	15 learning resource spaces, combined to give a total of 631m <sup>2</sup> . <sup>9</sup>

5.3 In addition to the internal teaching requirements the Feasibility Study has also reviewed the outdoor sports requirement generated by the school's potential expansion to 11FE facility. That required and proposed is set out below.

	<b>BB103 requirements</b>	<b>Proposals</b>	<b>Comparison (+/-)</b>
Soft outdoor PE	75,300	70,080	-5,220
Hard outdoor PE	3,370	4,330	+960
Soft informal and social areas	4,560	40,214	+35,654
Hard informal and social areas	2,180	7,444	+5,264
Habitat	990	Undefined	-990
Minimum total site area	108,000	133,228	+25,228
Maximum total site area	135,7640	133,228	-2,512

5.4 Whilst the Soft outdoor PE is slightly less than specified in the BB103 requirements it contains both existing and new all-weather facilities that effectively double the areas usability, both for the school and outside organisations outside of school hours, making them more effective than general grass pitches. As a result, the School are happy that this would meet their needs and help compliment that on offer in Paddock Wood, thus helping to create a bespoke sports offer in the town.

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<sup>9</sup> Whilst this generates a lower number of rooms and slightly less floor area compared to those set out in BB103 for a new school, this is due to a large requirement for music practice rooms in a new school of this size. Following discussions with the school they have advised that these small rooms would be less of a priority to the school during this expansion in comparison to the teaching rooms. There is also scope within the overall buildings GIFA, in existing office or storage spaces (which there is an overprovision of in comparison to the BB103 recommendations) to provide these small resource rooms.

## Phasing and Delivery

5.5 An indicative high level phasing plan has been produced and illustrates one way of sequencing development. The main considerations to the phasing of the site will be balancing delivery of new homes allocated pursuant to policy STR/SS1 with educational needs; whilst also ensuring the least disruption to the school's curriculum. At present the following has been proposed as one potential option:

Phase 1 - Demolition Construction Block and Construction New Car Park

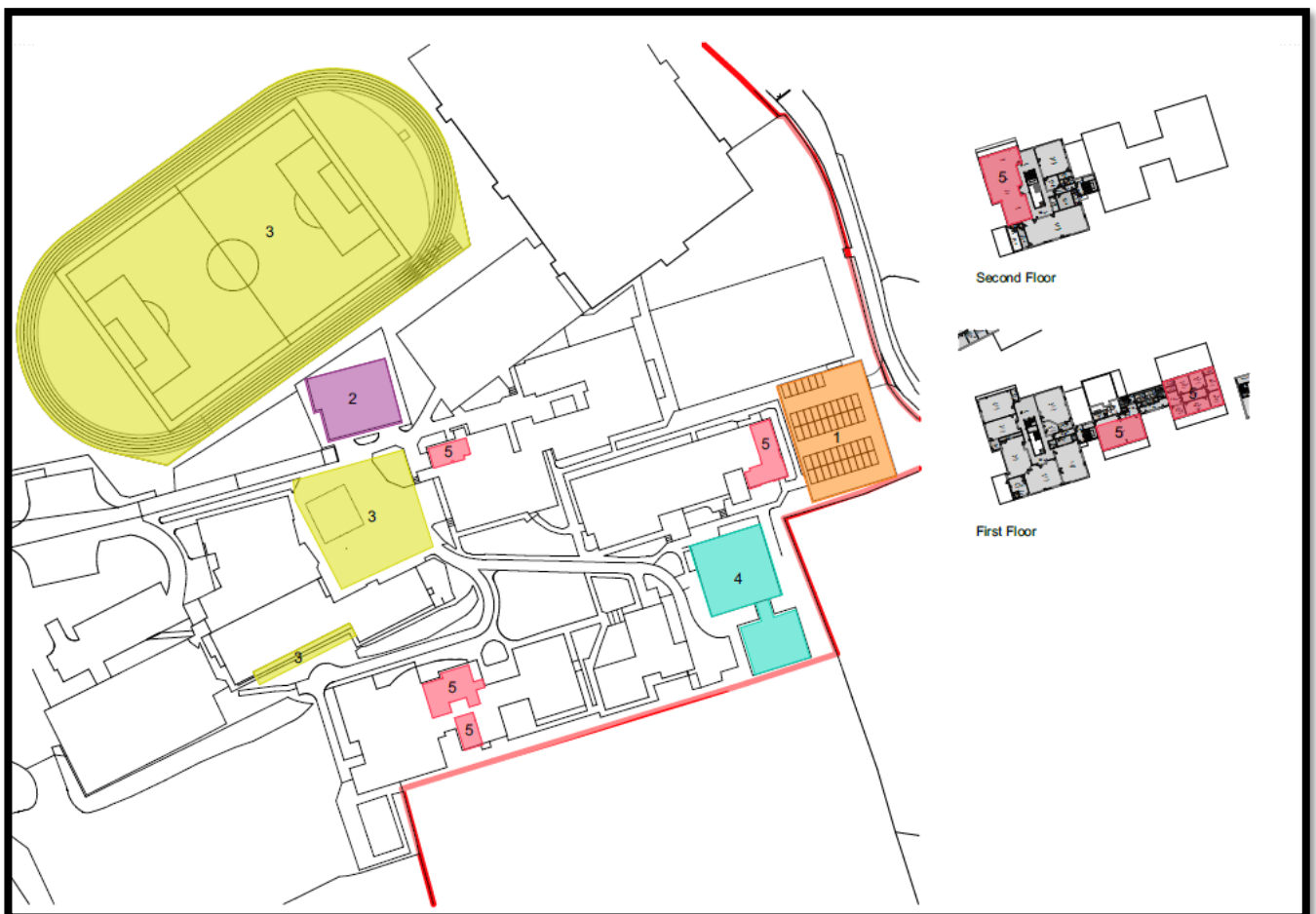
Phase 2 - Construction New Science Block

Phase 3 - Demolition B Block, Construction External Quad Area, Construction New Sports Pitch, and Construction Canopies / External Dining Areas

Phase 4 - G Block Internal Remodelling + Refurbishment

Phase 5 -Internal Remodelling + Refurbishment to remaining blocks

5.6 This is set out pictorially below, there being no reason why some of the remodelling proposed in phase 5 cannot be brought forward as and when required/ a slot allows.



- 5.7 Work on a detailed schedule of infrastructure delivery, including key trigger points, remains ongoing and all parties expect to have further information in this regard at the Examination. To this end it is noted that the parties are committed to working together to facilitate the delivery of expansion to Mascalls Academy as part of the strategic scale growth of Paddock Wood, and that it is believed that the proposed changes to the school will help it to function to its best abilities and be a facility for the whole town to be proud of. It is also noted that LAT have confirmed that in principle they are keen to explore the expansion of Mascalls, and that the preliminary drawings shared demonstrate an indicative working model that additional accommodation requirements can be feasibly introduced, and that they are enthusiastic about the prospect of securing the funds to facilitate the proposed expansion (see appendix 3). To this end the parties are currently reviewing what costs (repairs, maintenance etc) would have been incurred through the school's general maintenance regime and what costs are fairly and directly related to the proposed development of PWeC and thus to be addressed through S106 contributions.
- 5.8 If LAT's application to reduce their PAN is rejected the parties are agreeable to review the feasibility study to establish if Mascalls has the capacity to expand by 3FE from a 9FE baseline, effectively bringing the school to 12FE in total.

## 6.0 Peer Review

- 6.1 TWBC instructed AtkinsRéalis to undertake a technical review of IDP's Feasibility Study against the requirements of the Department for Education Building Bulletin 103. A copy of said technical review is enclosed at appendix 4. This confirms that the site has the potential to accommodate 1,980 pupils. Whilst certain issues are identified as needed further clarity it is acknowledged that these are all matters that would be expected to be addressed at stage 2, not at stage 1 and that no 'High Risk' issues that would suggest the Feasibility Study was non-compliant with DfE Requirements/ that any significant design issues had been identified.

## 7.0 Joint Working

- 7.1 The parties are committed to constructive joint working to bring forward and deliver the proposed 3FE expansion to Mascalls Academy. To this end, the parties are committed to stakeholder liaison in respect of the proposed 3FE expansion to Mascalls Academy, including engaging with Parish Councils, associated Neighbourhood Plan groups and other local groups. The parties are aware of local concerns about the capacity of the local educational facilities and whilst it is a shared position between the parties that none of these concerns are sound, or make the proposed expansion of Paddock Wood unsustainable, the parties will look to work with those stakeholders and ensure the development seeks to address the concerns of the existing communities.
- 7.2 There will also be continued joint working with statutory consultees, building on the constructive discussions undertaken to date. To this end, it is noted that conversations are taking place with KCC Highways and the school about enhanced pedestrian and cycle access from Mascalls Court Road having regard to the need to locate any new access points in locations that have the least impact in existing vegetation, whilst also meeting highway requirements/ safety standards; and about improved bus links across the town to boost the school's accessibility by non-car modes.



## 8.0 Conclusions

- 8.1 Having regard to the above it has been agreed between the parties that the Feasibility Study has demonstrated that there is capacity at Mascalls Academy to expand the existing school within its current curtilage to accommodate a total of 1,980 pupils.
- 8.2 Should the school's PAN reduce to 8FE then this would represent a 3FE expansion; and the LAT intend to go through the statutory process to decrease the PAN. This may then ensure the necessary educational needs can be met within the Mascalls school site as set out within the feasibility study carried out. However, if ultimately, Mascalls school is not able to suitably accommodate an expansion to the extent outlined above to mitigate the educational needs of the proposed developments, then the policy wording of Policy STR/SS1, Parcel A, point vii, ensures the safeguarding land for a new school within the North Western parcel (Parcel A) which would ensure the necessary education provision can be delivered. Either way, the parties agree that suitable provisions are in place to ensure the necessary education provision can be delivered within the settlement to accommodate the level of growth proposed.
- 8.3 To this end the revised policy wording as far as it relates to secondary education provision is agreed and states:

### Strategic Infrastructure

15. The infrastructure to be funded shall include but may not be limited to:

.....


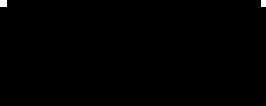
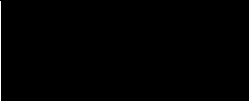
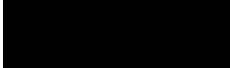

(c) the expansion of Mascalls Academy Secondary School by 3FE, unless it is demonstrated that such an expansion is not possible. In that case, secondary school provision equivalent to 3 Forms of Entry (3FE) will be provided within the North-Western development parcel.

### Policy SS/STR 1(A) - North Western Parcel Requirements

(v) the safeguarding of land for 4FE secondary school that has land available to expand to 6FE should it be required.

# 9.0 Signatories

9.1 This statement has been prepared and agreed by the following organisations:

Party	Signatory	Signature	Date
Tunbridge Wells Borough Council	William Benson Chief Executive TWBC		11th September 2024
KCC Education	Simon Jones Corporate Director Growth, Environment & Transport		10 September 2024
Crest Nicholson	Hannah Short (Senior Strategic Land & Planning Manager)		23 <sup>rd</sup> August 2024
Persimmon Homes South East	Kerri Bland Planning Director		28th August 2024
Redrow Homes Limited	Josephine Baker Planning Director		28th August 2024

# Appendices

# **Appendix 1: Scope of Feasibility study**

**From:**

█

█

**Subject:**

Mascalls Academy, Paddock Wood - the scoping of a feasibility study for the schools potential expansion

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In readiness for Monday's meeting, and conscious of discussions with KCC and TWBC to date about the secondary education needs associated with the proposed strategic growth of Paddock Wood, and Mascalls Academy's ability to accommodate any or all of this; Countryside, Persimmon and Redrow, have asked EHP to assist with a scope for the feasibility study to establish whether there is potential for Mascalls Academy to expand by 3FE on its existing site - Proposal A.

As KCC have also indicated on the recent call that it may have scope to increase another relevant secondary school elsewhere by 1FE, a second objective of the Feasibility Study will be to establish whether there is potential for the Academy to expand by only 2FE on its existing site. This second objective is 'Proposal B'.

The following thus looks to summarise the information EHP believe is needed to assist the Scope of the Feasibility Study & Intended Outcomes

## **Proposals**

### Summary of the Two Proposals

➤ To include a short summary of the two different sets of proposals to expand the Academy by either 3FE ('Proposal A'), or by 2FE ('Proposal B') on the Academy's existing site. This summary would cover the aspects below.

### Design Principles & Concept Diagram

➤ To include the full details of:

1. Any existing buildings which would require relocation to a different area of the existing school site.
2. Any new buildings which would require construction.
3. Any existing buildings which would require remodelling or upgrading in order to meet current school building standards.
4. The heights of all existing and any new school buildings.
5. Any increases (or decreases) in the height of existing school buildings.
6. The location and size of any relocated indoor sports and recreation facilities (such as the sports hall and ancillary spaces). Confirmation that any changes to existing indoor sports and recreation facilities would meet the requirements of national guidelines on sports facilities.
7. The location and size of any new indoor sports and recreation facilities (such as a sports hall and ancillary spaces). Confirmation that the provision of new indoor sports and recreation facilities would meet the requirements of national guidelines on sports facilities.
8. The location, size and gradient of any relocated outdoor sports and recreation areas (such as grass sports pitches, all-weather sports pitches, MUGA, etc). Confirmation that any changes to existing outdoor sports and recreation areas would meet the requirements of national guidelines on sports facilities.
9. The location, size and gradient of any new outdoor sports and recreation areas (such as grass sports pitches, all-weather sports pitches, MUGA, etc). Confirmation that the provision of new outdoor sports and recreation areas, would meet the requirements of national guidelines on sports facilities.
10. The location and size of any relocated car park/drop-off areas (including the staff car park, visitor car park, pupil drop-off areas, bus/coach parking and turning areas). Confirmation that any changes to existing car park/drop-off areas would meet

the requirements of national guidelines and Kent County Council guidelines.

11. The location and size of any new car park/drop-off areas (including the staff car park, visitor car park, pupil drop-off areas, bus/coach parking and turning areas). Confirmation that any provision of new, car park/drop-off areas would meet the requirements of national guidelines and Kent County Council guidelines.

12. Commentary on any considerations given to the landscaping, drainage and highways/access elements of any of the proposed changes defined above.

13. A concept diagram of the above list of works that are proposed.

-

### Scope & Plan of Works

➤ To include a summary plan of the current school site showing the location of:

1. Existing buildings
2. Buildings requiring refurbishment
3. Buildings requiring relocation
4. New buildings

➤ To include a summary plan of the current school site showing the current and proposed Gross Internal Floor Area ('GIFA') (in m<sup>2</sup>) of each of the above buildings.

### Subject Area Floor Plans

➤ To include:

1. Current floor plans for each elevation level showing the location of individual subject areas within the current school buildings; indicating the GIFA (in m<sup>2</sup>) per subject.
2. Preliminary floor plans for each elevation level showing the location of individual subject areas within any relocated school buildings; indicating the GIFA (in m<sup>2</sup>) per subject.
3. Preliminary floor plans for each elevation level showing the location of individual subject areas within any new school buildings; indicating the GIFA (in m<sup>2</sup>) per subject

### Site Area Plans

➤ To include summary plans of the (i) current school site and (ii) proposed school site showing the following areas (as defined in the Department for Education's Building Bulletin 103 ('BB103', at Appendix EHP02):

1. Building footprints
2. Hard outdoor physical education ('PE') area
3. Soft outdoor PE area
4. Hard informal and social area
5. Soft informal and social area
6. Car parking and drop-off areas

➤ To include a summary table of the (i) current school site and (ii) proposed school site showing the following areas in m<sup>2</sup> (including a comparison of each of these figures versus the minimum and maximum recommended areas as specified in BB103, at Appendix EHP02):

1. Hard outdoor physical education ('PE') area
2. Soft outdoor PE area
3. Hard informal and social area
4. Soft informal and social area
5. Habitat
6. Float

## **Phasing Proposals**

### Detailed Proposal for the Schedule of Accommodation

➤ To include a detailed Schedule of Accommodation for each of the two sets of proposals to expand the Academy by either 3FE ('Proposal A'), or by 2FE ('Proposal B')

on the Academy's existing site, which cover each of the aspects defined above.

➤ These Schedules of Accommodation would be set out in tabular format and would include the following descriptions/parameters for each individual room/space:

1. Room/space individual reference number.
2. Room/space name.
3. Room/space grouped by type of accommodation (such as 'general classrooms', 'science', 'art', 'music/drama', 'ICT', 'large spaces', 'learning resources/library', 'staff and admin', 'WC/changing facilities', 'storage', 'circulation', 'plant', etc).
4. Room/space description of use (such as 'classroom' / 'office' / 'staffroom' / etc).
5. Room/space area (m<sup>2</sup>).
6. Room/space size when compared with BB103 guidelines (and given a RAG status).
7. Room/space specified as being whether 'new build' / 'refurbishment' / 'retained as existing' within the context of the existing expansion proposals.
8. Any accompanying notes specific to this space/area.

➤ Each Schedule of Accommodation would also include:

1. A summary of all rooms/spaces grouped together according to each subject, with the total area (in m<sup>2</sup>) compared with BB103 guidelines (and given a RAG status).
2. Total non-net floor area (m<sup>2</sup>).
3. Existing GIFA (in m<sup>2</sup>).
4. New build GIFA (in m<sup>2</sup>).
5. The total proposed GIFA (in m<sup>2</sup>).

### **Detailed Proposal Drawings & Description of Works**

➤ To include Proposal Drawings & Description of Works for each of the two sets of proposals to expand the Academy by either 3FE ('Proposal A'), or by 2FE ('Proposal B') on the Academy's existing site, which cover each of the aspects defined above, including:

1. Site Plan(s).
2. Works within existing building(s), including any remodelling or refurbishment, where necessary and feasible.
3. Changes to any existing core facilities not included in the above (such as kitchens, staffroom(s), etc), including any enhancements or refurbishment, where necessary and feasible.
4. Construction of new building(s).
5. Changes to existing new sports pitches, including as any enhancements or refurbishment, where necessary and feasible.
6. Creation of new sports pitches, if required.
7. Changes to existing car park/drop-off areas, including any enhancements or refurbishment, where necessary and feasible.
8. Creation of new car park/drop-off areas.

Hopefully the above will assist moving forward, but we can discuss this and the overall situation when we meet on Monday so as to bring Leigh Academies Trust up to speed with the situation.

Any queries please feel free to call me.

Kind Regards

Judith

Judith Ashton Associates

Telephone: [REDACTED]

Mobile: [REDACTED]

Email:- [REDACTED]

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# Appendix 2: Feasibility Study

# **Appendix 3: Letter from Leigh Academy Trust**

26 June 2024

Judith Ashton

By email only - [REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]

Dear Judith

**Mascalls Academy**

Thank you for reaching out and providing clarification on the points raised by Tunbridge Wells Borough Council. Here's our response to each query:

**i) Involvement in Feasibility Assessment and Agreement with School Plan:**

LAT confirms that our team has been actively involved throughout the Feasibility Assessment process, expansion of the Academy, funded by Crest Nicholson, Persimmon and Redrow. The design team has carefully considered both the space requirements outlined in published guidance and the operational requirements identified by the Trust and academy. This includes considerations for effective supervision, dining arrangements, grouping of subject areas, and security measures.

While Mascalls Academy currently possesses the space required for expansion, the existing layout suffers from a history of poorly planned but necessary increases in floor area. This has resulted in areas that are no longer fit for purpose in terms of modern teaching and learning practices, often due to their being undersized or poorly laid out.

Preliminary drawings and phase plans have been shared with LAT. These plans reflect the academy's operational needs and demonstrate that the proposed pupil numbers can be accommodated and would benefit from the development. Additionally, LAT has shared the academy's condition survey with the design team, who have factored a number of high risk items into the proposals. The planned expansion effectively addresses issues related to the outdated science facilities and the time-served asbestos-containing CLASP building.

Based on this comprehensive process, LAT agrees in principle with the high-level plan for Mascalls Academy's future development.

**ii) Community Use Agreement and Positive Impact on Sports Offer:**

Mascalls Academy already boasts a strong relationship with the local community, with residents actively utilising the academy's facilities. We believe the proposed expansion plans will further enhance the existing sports facilities and offerings, bringing positive benefits to the wider community. Community groups and sports clubs are able to access the facilities outside of academy hours in evenings, weekends and during school holidays. Any additional sporting facilities delivered as part of this scheme will be made available as per the existing arrangements.

Leigh Academies Trust partners with Vivify Ventures, a supply-chain partner passionate about building thriving communities with healthier and happier individuals. Vivify will be responsible for marketing the expanded community use opportunities. We are happy to enter into discussions regarding an amended community use agreement as the proposals for the expansion of Mascalls Academy develop.

We welcome further discussions and are happy to provide any additional information that may assist in your decision-making process.

Yours sincerely



Phil Whittall  
Estates Director

Cc by email only - TWBC - [REDACTED]  
KCC - [REDACTED]

# **Appendix 4: AtkinsRéalis Peer Review of the IDP Stage 1 Feasibility Study**



 AtkinsRéalis



# MASCALLS ACADEMY

Stage 1 Feasibility Study Review

JUNE 2024

This Feasibility Study Review Report was produced by AtkinsRéalis for Tunbridge Wells Borough Council for the specific purpose of reviewing a feasibility proposal produced for Mascalls Academy Secondary School. This report may not be used by any person other than the Client without the express permission of AtkinsRéalis. In any event, AtkinsRéalis accepts no liability for any costs, liabilities or losses arising as a result of the use or reliance upon the contents of this report by any person other than the Client.

#### DOCUMENT INFORMATION

<b>Report Title</b>	Mascalls Academy Stage 1 Feasibility Study Review
<b>Document Type</b>	Feasibility Study Review
<b>Job Number</b>	5229935
<b>Date</b>	14/06/2024

REVISION	DETAILS	ORIGINATED	CHECKED	REVIEWED	AUTHORISED	DATE
<b>P01</b>	Draft for Client Review	EN	BK	JH	RC	13/06/2024
<b>P02</b>	Final Review Report	EN	BK	JH	RC	18/06/2024
<b>P03</b>	Revised Final Review Report	EN	BK	JH	RC	26/06/2024

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3. Landscape Review	24
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A. Area Schedule Review	
B. Technical Review Tracker	



# Executive Summary

# Executive Summary

## Introduction

At the time of writing this report we understand that the project is at the end of RIBA Stage 1 - Feasibility Study. The feasibility study was produced by IDP for the developer Crest Nicholson / Redrow / Persimmon for Mascalls Academy as part of the residential expansion of Paddock Wood. Tunbridge Wells Borough Council have appointed AtkinsRéalis to carry out a technical review of IDP's feasibility study against the requirements of the Department for Education Building Bulletin 103.

## Background

Tunbridge Wells Borough Council is assessing the options to address the necessary educational facilities for an increase in housing in the Paddock Wood area. Options are:

Proposal A - to establish whether there is potential for Mascalls Academy to expand by 3FE on its existing site.

Proposal B - to establish whether there is potential for Mascalls Academy to expand by 2FE on its existing site.

## Architecture Review

IDP's Feasibility Report included existing school building and site area analysis. There are some small discrepancies found in their area schedule and area calculations. The existing school information from IDP's report also differs to what is shown on Capacity Report Revision A (February 2024) such as room uses. This means that the outcome of the reports are independent to each other due to the differences in the baseline. However this could be resolved at Stage 2.

Leigh Academies Trust (LAT) had previously requested School Property Matters (SPM) to carry out a curriculum analysis i.e. Capacity Report. However, IDP's proposals primarily focus on provision of additional teaching spaces to meet BB103 requirement. Their drawings have been shared with LAT and the Trust confirmed the proposals met with the academy's operational needs in their letter dated 30 May 2024. AtkinsRéalis carried out curriculum analysis on both of IDP's proposals as well as comparing with the Capacity Report curriculum analysis. The curriculum analysis highlights that there is greater space need for Design and Technology and less of Art when compared with BB103.

Both IDP's design proposals A & B demonstrate schematically how additional teaching spaces can be accommodated within the school site with Block B demolished and a new Science Block to the north of the

school. The proposals address additional spatial needs in line with BB103 ensuring minimum classrooms required are provided for the expansion within the site. IDP has indicated within their feasibility report how the school could be expanded/remodelled to accommodate the expansion for the proposals A & B. However, following our review there are some issues that should be addressed, should the project move into a further RIBA stage. These include:

- The deficit in WC provision and additional provision required across the site.
- Opportunities to convert excessive Staff/Admin or Storage spaces for teaching or Learning Resources Area.
- Better understanding the school's curriculum needs.
- How subject suiting would change from the existing layout, through the construction phases to the new layout.
- How other ancillary spaces around refurbished area would be reconfigured to suit the new layout. e.g. Library, Art, Music, General Teaching classrooms in Block G, access to rooms, new internal connections within existing building etc.
- Review of 'suitability' of existing teaching spaces for opportunities to re-purpose existing under/oversized teaching spaces to more suitable teaching room size.

## Landscape Review

The feasibility report identified a shortfall in soft outdoor PE for each expansion option. The current proposal is to mitigate this shortfall with the installation of a new 400m polymeric running track and second All Weather Pitch located in the centre of the track. This does mitigate the loss but does create other challenges such as:

- Loss of existing grass provision to be used for other sports (i.e. cricket, rugby etc).
- Potential use of the facility by the community and this will be managed.
- Site security and access strategy when used by the community.
- Cost and management implications.
- Ecological implications including Biodiversity Net Gain (BNG).
- Agreement by Sport England as part of a wider Paddock Wood sporting strategy.

The report recognises the need for additional parking with the proposals demonstrating new car parking provision. However, the new parking is accessed via an existing maintenance junction off Mascalls Court Road. This current access has limited site visibility lines and is on a relatively sharp bend with limited opportunities for improvement. This proposal

as shown on the plans needs expert design advice from a transport / highways consultant to verify its feasibility.

There has been no discussion of cycle parking increase within the report. This should be considered alongside wider paddock wood cycling strategy.

The BB103 figures show the site has the potential to accommodate the increase, but some small discrepancies on allocation have been noted. Such as areas of 'soft informal and social area' being allocated as 'soft outdoor PE'.

A requirement for a successful planning submission will be an increase of 10% Biodiversity Net Gain (BNG). This has not been referenced within the report.

The site has varied topography which may impact on the design solutions. Currently the report does not go into detail regarding any site level implications.

There are several trees on site which are shown as requiring removal. Currently there is no reference to a tree survey or Arboricultural assessment.

Large areas of the southern part of the site appear to be meadow land which typically can have high habitat value. It is noted in the report that an Ecologist should be consulted which is highly recommended to ensure any proposals fully consider ecological implications.

## Conclusion

In overall, based on the information provided in the IDP feasibility study, it is considered that the site has the potential to accommodate a 3FE expansion. The matters raised (subject to the information provided) are considered to be issues which can be resolved as the scheme progresses through relevant design stages.

**01**

Introduction

# 01.01 Introduction

## School Details

School:	Mascalls Academy
Academy Trust:	Leigh Academies Trust
Address:	Maidstone Road, Paddock Wood, Tonbridge, Kent, TN12 6LT
Current Capacity:	1450 including Sixth Form
Current NOR:	1356 (13.03.2024)

## Brief

Tunbridge Wells Borough Council (TWBC) require a review of a feasibility study produced by IDP for the developer Crest Nicholson / Redrow / Persimmon. The feasibility study has been produced to assess the opportunities and challenges that are present with the potential expansion of Mascalls Academy secondary school (within Paddock Wood) to accommodate the required additional provision.

The brief for this feasibility report was as follows:

- Review the existing size of site and building capacity areas.
- Following this review to advise on the suitability of the Mascalls Academy site and buildings to allow expansion of the school by either 2 or 3 forms of entry.

AtkinsRéalis has been appointed to review the Stage 1 Feasibility Study Report against the requirements of the Department for Education (DfE) Building Bulletin 103 (BB103). We also carried out curriculum analysis using information provided by TWBC to review the scheme against the Capacity Report completed by School Property Matters.

The review is to be based on the following staff and pupil numbers:

### Existing school capacity

- Pupils: 8FE (1200 11 to 16 year old places) plus 250 6th form places
- Total pupil capacity : 1450
- Staff: 88 FTE (as advised by Leigh Academies Trust)

### Proposal A - 3FE Expansion:

- Pupils: 11FE (1650 11 to 16 year old places) plus 330 6th form places
- Total capacity : 1980
- Staff: Estimated 121 FTE (based on pro rata to 11FE)

### Proposal B - 2FE Expansion:

- Pupils: 10FE (1500 11 to 16 year old places) plus 305 6th form places
- Total capacity : 1805
- Staff: Estimated 110 FTE (based on pro rata to 10FE)

## RIBA Stage 1 Feasibility Study Review Assessment Basis

IDP RIBA Stage 1 Feasibility Report was reviewed against the following documents:

- Building Bulletin 103: Area Guidelines for Mainstream Schools June 2014
- Secondary\_SoA\_tool\_V8.3-A-C01

## Information Received

The following was provided by Turnbridge Wells Borough Council for AtkinsRéalis review:

### A. Information produced by IDP:

- 041 Preliminary Proposal - Site Plan
- 042 Preliminary Proposal - Ground Floor
- 043 Preliminary Proposal - First Floor
- 044 Preliminary Proposal - Second Floor
- 045A Preliminary Proposal - Site Areas
- 046 Preliminary Proposal - Proposal Areas
- 047A Preliminary Proposal - Phasing Plan
- 048A Preliminary Proposal - Alternative Site Areas
- SCH-COMP-002 C5884 Mascalls Academy - IDP Building Areas Comparison Schedule PROPOSAL 230424
- Extract 230424 Notes on Comparison Proposal to BB103
- 061 Preliminary Proposal (2FE Expansion) - Site Plan
- 062 Preliminary Proposal (2FE Expansion) - Ground Floor
- 063 Preliminary Proposal (2FE Expansion) - First Floor
- 064 Preliminary Proposal (2FE Expansion) - Second Floor
- 065 Preliminary Proposal (2FE Expansion) - Site Areas
- 066 Preliminary Proposal (2FE Expansion) - Proposal Areas
- 067 Preliminary Proposal (2FE Expansion) - Phasing Plan
- SCH-COMP-003 C5884 Mascalls Academy - IDP Building Areas

### Comparison Schedule 2FE PROPOSAL 090524

- Extract 090524 Notes on Comparison 2FE Proposal to BB103
- C5884 Mascalls Academy - Existing Situation 160524
- C5884 Mascalls Academy - Expansion Feasibility Report 230524

### B. Information produced by School Property Matters

- Mascalls Academy Capacity Report (Rev A)

### C. Information produced by Leigh Academies Trust

- Letter written by the school Trust addressed to Judith Ashton regarding expansion proposals (30 May 2024).

### D. Existing School Information

- CAD files of existing school drawings. (Received on 12.06.2024)

## Omissions

At the time of the review there were various omissions from the completed set of RIBA Stage 1 information available for review, these include:

- Detailed schedule of accommodation showing the breakdown of room areas including staff & admin, storage and non-net areas.
- Any increases (or decreases) in the height of the existing school buildings.
- The size and gradient of any new/relocated outdoor sports and recreation areas.
- Subject area floor plans

All of the above should be developed and reviewed at the next RIBA Stage.

## Exclusions

This report excludes a detail review of the following items:

- Drainage proposals
- Highways/access elements, including carparking
- Fire engineering design
- Ecological proposals

02

Architecture Review

# 02.01 Architectural Review Summary

## Architectural Review Summary

Detail review information can be found on the following pages and in appendix. Key findings are provided below:

### In General

IDP's Feasibility Study included existing school building and site area analysis based on drawings provided by the school. There are minor discrepancies between areas shown on drawings, areas measured by IDP and areas from Capacity Report. IDP's GIFA is 191m<sup>2</sup> less than the one from Capacity Report. It is recommended to investigate further with survey drawings for accurate measure of areas prior to Stage 2.

Although it is quite common for schools to change room uses, the existing school information from IDP's report differs to what is shown on Capacity Report. This means that the outcome of the reports are independent to each other due to the differences in the baseline information they used. However this could be resolved at Stage 2.

As the pupil numbers used in Capacity Report are different to what was used in IDP's proposal, the school's curriculum need from Capacity Report could not be applied to IDP's proposal. It has been confirmed that IDP's report uses pupil numbers supplied by the school, which may supersede the number used in the Capacity Report. This should be reviewed at the beginning of Stage 2.

### IDP's Feasibility Proposal

In the absence of CAD files and a detailed schedule of accommodation, the review relied on the area schedule provided in the report. There are some minor discrepancies between school block area schedules and summary area schedules.

The proposals focus on providing BB103 required areas. The school has carried out their own curriculum analysis i.e. Capacity Report and confirmed their operational needs could be accommodated with IDP's proposals in the letter dated 30 May 2024. AtkinsRéalis' curriculum analysis shows the different spatial needs when compared with BB103. Although BB103 provides general guidance in room number and area required for pupil numbers, it is important to demonstrate that the school's specific curriculum needs are met. A detailed review at the next stage with the school would be recommended to confirm final areas required.

Justification of Block B & partial Block G demolition was absent in the report, however it was mentioned at the clarification meeting with IDP that the condition survey was carried out. Any demolition of buildings

should be reviewed thoroughly for opportunities to reuse.

In the absence of subject area floor plans, it is unclear how subject departments would be reallocated to both proposals. It is also worth noting that some specialist rooms are positioned away from main cluster due to existing building layout. e.g. Science Labs, Art and Music. Science Labs detached from Prep Rooms would mean that there will be limitations to learning opportunities as it would become theory based teaching only. Future design development could consider re-purposing some existing rooms to improve adjacencies.

Both proposals focus on provision of teaching spaces primarily. The drawings schematically shows how the teaching spaces would fit in existing and new buildings. However, there is lack of evidence showing;

- how the circulation in and out of the new rooms work
- additional WC facilities required for expansion
- how the spaces around the refurbished area would be changed to suit
- study of any opportunities to convert any of existing staff and store surplus areas

Although it is often challenging to accommodate recommended teaching room sizes within a existing building layout, both proposals include some new general teaching spaces which are smaller than 55m<sup>2</sup>. Acknowledging the school already has a number of undersized classrooms, the design proposals should endeavour to provide all spaces compliant with the minimum area required. Whilst the proposals provide minimum require number of classrooms, it is recommended to consider any 'suitability' improvement of existing undersized classrooms (26no.) in more holistic approach for expansion of the school.

### Curriculum Analysis

As seen on the summary table below, the existing school baselines are different between the Capacity Report and IDP's proposal and the additional space needs show different outcomes. We carried out two curriculum analyses using each baseline figures, however it is worth noting that the following existing room use needs to be reviewed with the school to establish if they are available for curriculum based teaching.

- All rooms used for exams (J-F04, J-F19 - J-F24)
- Training suite A-F14
- Inclusion Room A-F15
- Homework Club A-F17

AR curriculum analysis 2 (purple column) demonstrate similar total number of additional classrooms as BB103, but showing slightly different needs reflecting the school's current curriculum. e.g. Art, Music/Drama and DT. IDP's current proposals are based on BB103 which does not address curriculum space demand. As some existing surplus rooms are proposed to be retained in IDP's proposal while adding new classrooms, the efficiency and utilisation of the rooms should be reviewed in more detail during future design development. These clarifications can be resolved during further discussions with the school at the next stage.

### Phasing

The feasibility report contained phasing diagrams that considered projected pupil number increases and programme. Detailed decanting and re-purposing strategy in line with expansion should be reviewed to ensure there is always sufficient teaching spaces.

	Capacity report			AR Curriculum Analysis 1			IDP Proposal			BB103		AR Curriculum Analysis 2		
	Existing School	Proposal A* 3FE expansion + 300 Sixth form	Proposal B* 2FE Expansion + 300 Sixth form	Existing School	Proposal A* 3FE expansion + 300 Sixth form	Proposal B* 2FE Expansion + 300 Sixth form	Existing School	Proposal A 3FE expansion + 330 Sixth form	Proposal B 2FE Expansion + 305 Sixth form	Proposal A 3FE expansion + 330 Sixth form	Proposal B 2FE Expansion + 305 Sixth form	Existing School	Proposal A 3FE expansion + 330 Sixth form	Proposal B 2FE Expansion + 305 Sixth form
Seminar rooms				4	4	4	0	4	4	4	4	Incl.	Incl.	Incl.
General teaching	48	47	43	48	54	50	49	49	45	49	45	47	53	49
Science	9	12	12	9	12	11	11	15	14	15	14	11	14	13
Art	6	8	7	6	6	6	2	5	4	5	5	2	3	3
ICT	4	4	3	5	5	5	7	7	7	7	7	7	7	7
Music Drama	4	6	5	4	4	4	5	7	5	6	3	5	6	5
Tech	8	6	6	8	9	8	9	9	9	7	6	9	10	9
Total classroom required	79	83	76	84	94	88	83	96	88	93	84	81	93	86
Additional Classroom required		7	5		10	4		13	5	10	1		12	5

Figure 1. Teaching Space Needs Comparison Table

## 02.02 Schedule of Accommodation Review

### Existing School Areas

In absence of CAD files, our initial review relied on area schedules produced by IDP. IDP confirmed at the clarification meeting that all rooms were measured and different area figures shown on the drawings were incorrect originated from archive drawing.

A few discrepancies found between drawings and schedule within the report:

- Rooms shown as Stores on drawing but Staff and Admin in schedule.
- Room shown as Basic Teaching on drawing but Staff and Admin in schedule.
- Room names mixed up between drawing and schedule.
- Room shown as Store on drawing but Kitchen in schedule.
- Room areas shown do not appear correct comparing with similar sized room nearby.
- Room shown as Store on drawing but Dark Room in schedule.
- Graphic room size shown as 235m<sup>2</sup> but should be over 280m<sup>2</sup> to align with proposal (Graphic 202m<sup>2</sup> + Art 83m<sup>2</sup>).
- When all areas were added and compared with summary table, some minor discrepancies found as shown on the right.

Subsequently CAD files of existing buildings were provided on 12.06.2024. Further review of spot area check was carried out. Area comparison tables on the right also show some minor discrepancies between information provided.

More detailed area review table can be found in the Appendix A.

An accurate measured survey of the existing school building and a review of current room use with the school would be needed at the next stage.

	IDP Report			AkinsRéalís	
	Existing School	IDP Area table per block	Differences between IDP area schedules	DWG measure	Difference between IDP and AR
Basic Teaching	6132.86	6141.86	-9	6178.86	-37
Large Spaces	2270.5	2270.5	0	2298.2	-27.7
Learning Resources	379.02	379	0.02	379	0
Staff and Admin	1150.87	1150.87	0	1146.21	4.66
Storage	1096.24	1116.64	-20.4	1116.64	0
Non-net	4912.51	4892.11	20.4	4893.41	-1.3
<b>Total</b>	<b>15942</b>	<b>15950.98</b>	<b>-8.98</b>	<b>16012.32</b>	<b>-61.34</b>

\* Partition area is not measured and assumed to be same (719.4m<sup>2</sup>).

Figure 2. Existing area comparison table

	Capacity Report	IDP GIFA	AR GIFA	Difference (IDP-AR)
Block A	3555.07	3552	3548	4
Block B	489.16	490	489	1
Block C	3002.92	1591	2978	-1387
Block D	incl	1319	incl.	1319
Block F	1995.85	1990	1997	-7
Block G	1054.15	1052	1052	0
Block H	1167.78	1159	1156	3
Block J	4867.79	1665	4861	-3196
Block R	incl	3124	incl	3124
<b>TOTAL</b>	<b>16132.72</b>	<b>15942</b>	<b>16081</b>	<b>-139</b>

Figure 3. Existing GIFA comparison table

# 02.03 Schedule of Accommodation Review

## Proposal A (3FE Expansion)

In the absence of a detailed schedule of accommodation, not all areas in the summary comparison table could be checked.

As noted in the commentary column on the right side of the table, some minor discrepancies were found from the areas extracted from drawings and schedules.

Although the Design Team acknowledges existing school already has surplus spaces, the proposal adds further floor areas to provide additional teaching space.

Whilst providing sufficient areas for additional teaching needs is necessary, it is recommended to also review suitability of the existing spaces in order to improve undersized spaces and to maximise re-purposing over-provided rooms/areas.

		IDP Proposal A 3FE Expansion + 330 Sixth form		AtkinsRéalis Review		BB103 1980 capacity 11FE (1650) + 330 6th form			Comparison (+/-)		AtkinsRéalis Comparison with BB103	AtkinsRéalis Commentary	
		No. of rooms	Total Area (m <sup>2</sup> )	Total Area (m <sup>2</sup> )	Difference	No. of rooms	Average area of space (m <sup>2</sup> )	Total Area (m <sup>2</sup> )	No. of Rooms	Total Area (m <sup>2</sup> )			
Basic Teaching Area	Classrooms	seminar room	4			4	41	164	0			> Basic Teaching space count includes inclusion rooms, Homework Club and Training suites. Their categorisation needs review with school as typically they would fall under LRA and Staff/Admin. > A few discrepancies between IDP's drawings and schedules were found. e.g. Graphics room measured 50m2 more in CAD. > Overall basic teaching spaces are overprovided against BB103. > More efficient way of repurposing existing rooms could be reviewed. > Curriculum analysis could be considered to reflect the school's practical space needs.	
		general classroom	49			49	55	2695	0				
		Sub Total:	53	3010	3005	5	53	n/a	2859	0	151		146
	ICT / Business studies	ICT-rich classroom	4				6	69	414	-2			
		ICT/business studies room	3				1	69	69	2			
		Sub Total:	7	527.1	527.1	0	7	n/a	483	0	44.1		44
	Science	general science laboratory	12				12	83	996	0			
		specialist science laboratory	3				3	97	291	0			
		Sub Total:	15	1287.4	1287.4	0	15	n/a	1287	0	0.4		0
	Art	general art room	3				2	83	166	1			
		3D art room	2				3	97	291	-1			
		Sub Total:	5	475.4	475.4	0	5	n/a	457	0	18.4		18
	Music and Drama	music classroom	4				4	69	276	0			
		music + drama classrooms	0				1	83	83	-1			
		drama studio	3				1	97	97	2			
	Sub Total:	7	619.6	619.6	0	6	n/a	456	1	163.6	164		
	Design and Technology	D+T workshop	4				1	111	111	3			
		D+T workshop	1				1	97	97	0			
		food room	2				2	97	194	0			
		graphic products	1				2	83	166	-1			
constructional textiles		1				1	83	83	0				
Sub Total:		9	1022.5	1072.6	-50	7	n/a	651	2	371.5	422		
<b>Basic Teaching Area Total:</b>		<b>96</b>	<b>6942</b>	<b>6987</b>	<b>-45</b>	<b>93</b>	<b>n/a</b>	<b>6193</b>	<b>3</b>	<b>749</b>	<b>794</b>		
Large spaces	Halls and indoor FE	main hall	1	153.8		1	254	254	0	-100.2			
		school sports hall (4-court)	2			1	594	594	1				
		activity studio	3			2	180	360	1				
		Sub Total:	6	1596.1	1623.8	-28	4	n/a	1208	2	388.1	416	
	Dining and Social Areas	dining area(s)	1	451.8		1	446	446	0	5.8			
social space (sixth form)	1	138		1	139	139	0	-1					
Sub Total:	2	589.8	590.0	0	2	n/a	585	0	4.8	5			
<b>Large Spaces Total:</b>		<b>8</b>	<b>2185.9</b>	<b>2213.8</b>	<b>-28</b>	<b>6</b>	<b>n/a</b>	<b>1793</b>	<b>2</b>	<b>392.9</b>	<b>421</b>		
Learning Resource Areas	Learning Resource	library resource centre	1	253		1	251	251	0				
		sixth form study area(s)	1	89		1	90	90	0				
		Sub Total:	2	342	376	-34	2	n/a	341	0	1	35	
	Creative Art	kiln room	1				1	4	4	0			
		music practice / group rooms	4				7	8	56	-3			
		extensive music practice room	0				8	16	128	-8			
		recording control spaces	1				1	8	8	0			
		lighting / audio control room	0				1	6	6	-1			
	Sub Total:	6	91.2	91.2	0.0	18	n/a	202	-12	-110.8	-111		
	SEN and support spaces	SEN resource base	1				1	16	16	0			
		SEN therapy / MI room	2				1	12	12	1			
		small group room	1				7	9	63	-6			
		large group room (SEN etc)	2				1	16	16	1			
	Sub Total:	6	163.6	163.6	0.0	10	n/a	107	-4	56.6	57		
	<b>Learning Resource Areas Total:</b>		<b>15</b>	<b>631.22</b>	<b>631.22</b>	<b>0.00</b>	<b>30</b>	<b>n/a</b>	<b>650</b>	<b>-15</b>	<b>-18.78</b>	<b>-19</b>	
<b>Staff and Administration Areas Total:</b>		<b>61</b>	<b>1078.4</b>	<b>Unable to check</b>	<b>Unable to check</b>	<b>44</b>	<b>n/a</b>	<b>707</b>	<b>17</b>	<b>371.4</b>			
<b>Storage Areas Total:</b>		<b>109</b>	<b>1118.2</b>	<b>Unable to check</b>	<b>Unable to check</b>	<b>82</b>	<b>n/a</b>	<b>732</b>	<b>27</b>	<b>386.2</b>			
<b>TOTAL NET AREA:</b>			<b>11955.72</b>	<b>Unable to check</b>	<b>Unable to check</b>			<b>10075</b>		<b>1880.72</b>			
Non-net area	Kitchen	8	197.9			6	n/a	188		9.9			
	Toilets / Changing	49	649.9			24	n/a	610.8		39.1			
	Plant		115.8				n/a	197.4		-81.6			
	Circulation		3702.2				n/a	2579		1123.2			
	Partitions		723.48				n/a	443		280.48			
	<b>TOTAL NON-NET AREA:</b>			<b>5389.28</b>	<b>Unable to check</b>	<b>Unable to check</b>			<b>4030</b>		<b>1359.28</b>		
<b>TOTAL GROSS INTERNAL AREA:</b>								<b>14105</b>					
BB103 range for GIA:			17,345					14105 - 16006		3,240			



# 02.04 Schedule of Accommodation Review

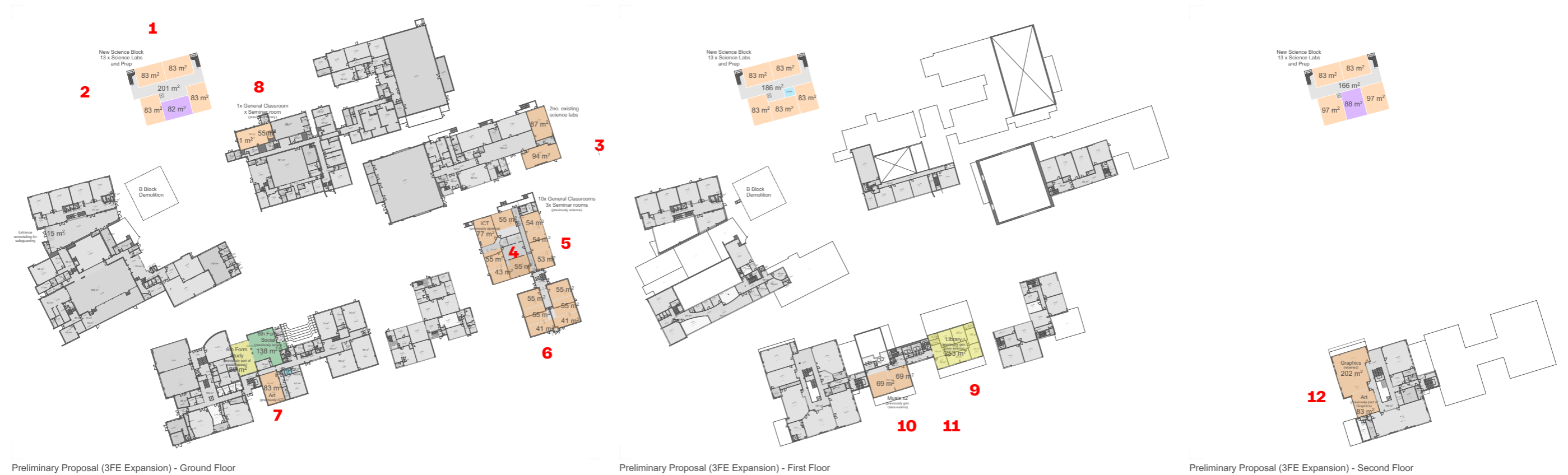
## Proposal B (2FE Expansion)

Comments made on Proposal A also applies to Proposal B.

Furthermore, although BB103 requires only 1 additional basic teaching in total (84no. in total), the proposal retained existing surplus specialist rooms resulting over-provision (88no. in total). It is recommended to review with the school on their utilisation and efficiency to avoid providing too many unnecessary space resulting underused space.

		Proposal		AtkinsRéalis Review		BB103 1805 capacity 10FE (1500) + 305 6th form			Comparison (+/-)		AtkinsRéalis Comparison with BB103	AtkinsRéalis Commentary	
		No. of rooms	Total Area (m <sup>2</sup> )	Total Area (m <sup>2</sup> )	Difference	No. of rooms	Average area of space (m <sup>2</sup> )	Total Area (m <sup>2</sup> )	No. of Rooms	Total Area (m <sup>2</sup> )			
Basic Teaching Area	Classrooms	seminar room	4			4	41	164	0			> Basic Teaching space count includes Inclusion rooms, Homework Club and Training suites. Their categorisation needs review with school as typically they would fall under LRA and Staff/Admin. > A few discrepancies between IDP's drawings and schedules were found. e.g. Graphics room measured 50m2 more in CAD. > Overall basic teaching spaces are overprovided against BB103. > More efficient way of repurposing existing rooms could be reviewed. e.g. J-F04 is 157m2 and retained as one general teaching space. This could be converted to 2no. other specialist or general teaching rooms. > Curriculum analysis could be considered to reflect the school's practical space needs.	
		general classroom	45			45	55	2475	0				
		Sub Total:	49	2909	2901	8	49	n/a	2639	0	270		262
	ICT / Business studies	ICT-rich classroom	4				6	69	414	-2			
		ICT/business studies room	3				1	69	69	2			
		Sub Total:	7	527.1	527.1	0	7	n/a	483	0	44.1		44
	Science	general science laboratory	11				11	83	913	0			
		specialist science laboratory	3				3	97	291	0			
		Sub Total:	14	1196	1196.0	0	14	n/a	1204	0	-8		-8
	Art	general art room	2				2	83	166	0			
		3D art room	2				3	97	291	-1			
		Sub Total:	4	475.4	475.4	0	5	n/a	457	-1	18.4		18
	Music and Drama	music classroom	2				2	69	138	0			
		music + drama classrooms	0				0	83	0	0			
		drama studio	3				1	97	97	2			
		Sub Total:	5	481.6	481.6	0	3	n/a	235	2	246.6		247
	Design and Technology	D+T workshop	4				1	111	111	3			
		D+T workshop	1				1	97	97	0			
		food room	2				2	97	194	0			
		graphic products	1				1	83	83	0			
		constructional textiles	1				1	83	83	0			
		Sub Total:	9	1022.5	1072.6	-50	6	n/a	568	3	454.5		505
<b>Basic Teaching Area Total:</b>		<b>88</b>	<b>6611.6</b>	<b>6654</b>	<b>-42</b>	<b>84</b>	<b>n/a</b>	<b>5586</b>	<b>4</b>	<b>1025.6</b>	<b>1068</b>		
Large spaces	Halls and Indoor PE	main hall	1	153.8		1	254	254	0	-100.2			
		school sports hall (4-court)	2			1	594	594	1				
		activity studio	3			2	180	360	1				
		Sub Total:	6	1596.1	1623.8	-28	4	n/a	1208	2	388.1	416	
	Dining and Social Areas	dining area(s)	1	451.8			1	472	472	0	-20.2		
social space (sixth form)		1	138			1	132	132	0	6			
	Sub Total:	2	589.8	590.0	0	2	n/a	604	0	-14.2	-14		
<b>Large Spaces Total:</b>		<b>8</b>	<b>2185.9</b>	<b>2213.8</b>	<b>-28</b>	<b>6</b>	<b>n/a</b>	<b>1812</b>	<b>2</b>	<b>373.9</b>	<b>402</b>		
Learning Resource Areas	Learning Resource	library resource centre	1	253		1	230	230	0				
		sixth form study area(s)	1	89		1	83	83	0				
		Sub Total:	2	342	376	-34	2	n/a	313	0	29	63	
	Creative Art	kiln room	1				1	4	4	0			
		music practice / group rooms	4				1	8	8	3			
		extensive music practice room	0				5	16	80	-5			
		recording control spaces	1				1	8	8	0			
		lighting / audio control room	0				1	6	6	-1			
		Sub Total:	6	91.2	91.2	0.0	9	n/a	106	-3	-14.8	-15	
	SEN and support spaces	SEN resource base	1				1	16	16	0			
		SEN therapy / MI room	2				1	12	12	1			
		small group room	1				6	9	54	-5			
		large group room (SEN etc)	2				1	16	16	1			
	Sub Total:	6	163.6	163.6	0.0	9	n/a	98	-3	65.6	66		
<b>Learning Resource Areas Total:</b>		<b>15</b>	<b>631.22</b>	<b>631.22</b>	<b>0.00</b>	<b>20</b>	<b>n/a</b>	<b>517</b>	<b>-5</b>	<b>114.22</b>	<b>114</b>		
<b>Staff and Administration Areas Total:</b>		<b>61</b>	<b>1078.4</b>	<b>Unable to check</b>	<b>Unable to check</b>	<b>43</b>	<b>n/a</b>	<b>663</b>	<b>18</b>	<b>415.4</b>			
<b>Storage Areas Total:</b>		<b>109</b>	<b>1118.2</b>	<b>Unable to check</b>	<b>Unable to check</b>	<b>78</b>	<b>n/a</b>	<b>697</b>	<b>31</b>	<b>421.2</b>			
<b>TOTAL NET AREA:</b>			<b>11625.32</b>	<b>Unable to check</b>	<b>Unable to check</b>			<b>9275</b>		<b>2350.32</b>			
Non-net area	Kitchen	8	197.9			6	n/a	174		23.9			
	Toilets / Changing	49	649.9			24	n/a	553.8		96.1			
	Plant		115.8				n/a	178.9		-63.1			
	Circulation		3650.7				n/a	2383		1267.7			
	Partitions		719.38				n/a	408		311.38			
<b>TOTAL NON-NET AREA:</b>			<b>5333.68</b>	<b>Unable to check</b>	<b>Unable to check</b>			<b>3710</b>		<b>1623.68</b>			
<b>TOTAL GROSS INTERNAL AREA:</b>								<b>12985</b>					
BB103 range for GIA:			16,959					12985 - 14744		3,974			

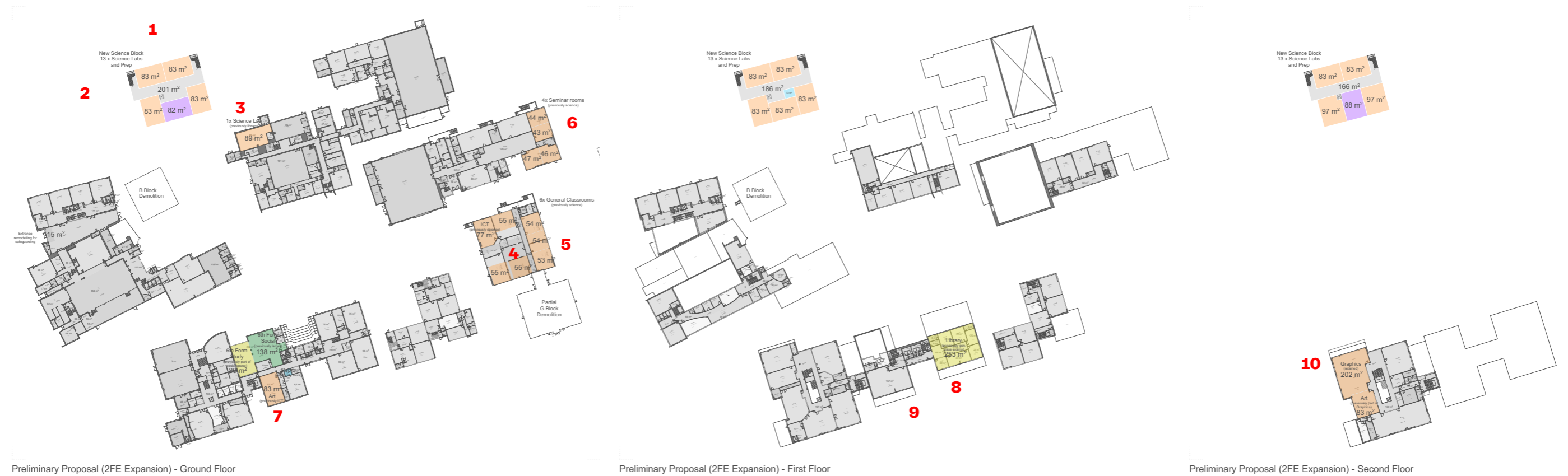
# 02.05 Proposal A Review (3FE Expansion)



## Proposal A (3FE Expansion)

1. No provision of WC shown in the New Science Block as well as throughout the school to address existing shortfall and provide additional need.
2. BB193 requires 3no. 97m2 Specialist Laboratories. The new block provides 2no. 97m2 Science Labs. Existing Science lab of 94m2 is retained in Block F but this would be distance away from Science department and Prep Rooms.
3. 2no. Science Labs are retained in Block F which will have reduced teaching/learning opportunities as they will be away from main Science Resource Area and Prep Rooms in the new block.
4. Room use to centre part of Block G undefined.
5. 3no. New teaching rooms in Block G are under recommended 55m2.
6. 2no. Seminar rooms are not well proportioned. Minimum width to be provided.
7. New Art room on ground floor is detached from Art department on second floor. It is unclear if there is any provision for art store nearby the new room.
8. 2no. new teaching spaces are proposed in existing Library appears to be accessible externally. Internal connectivity should be considered for better circulation within the building.
9. The proposal includes refurbishment of this area for a new Library. Undersized teaching rooms from here are removed and replaced with new appropriate sized rooms in Block G. The exam staff room and store rooms are also removed, but it is unclear if they are re-provided elsewhere.
10. Existing exam room is to be converted to 2no. music rooms. There is a left over space within classroom and it is unclear if this will become circulation space or absorbed to music room. Music rooms are positioned close to the new Library.
11. All exam rooms are re-placed with other room uses and they are not re-provided elsewhere.
12. Graphics room is shown as one large room that could be subdivided into two classrooms. Area shown appears to be incorrect.

# 02.06 Proposal B Review (2FE Expansion)



## Proposal B (2FE Expansion)

1. No provision of WC shown in the New Science Block as well as throughout the school to address existing shortfall and provide additional need.
2. BB193 requires 3no. 97m<sup>2</sup> Specialist Laboratories. The new block provides 2no. 97m<sup>2</sup> Science Labs. New Science Lab is provided in Block C at 89m<sup>2</sup> which would be smaller than the recommended area.
3. 1no. Science Lab is proposed in Block C where the existing Library is. This room will be detached from the main Science department and facilities such as prep rooms reducing teaching and learning opportunities. The room appears to be accessible from outside only.
4. Room use to centre part of Block G undefined.
5. 3no. New teaching rooms in Block G are under recommended 55m<sup>2</sup>.
6. 4no. Seminar rooms are added to existing science rooms. Although it appears to work, the diagram does not show clear access route to corner rooms which would result in a reduction of room areas.
7. New Art room on ground floor is detached from Art department on second floor. It is unclear if there is any provision for art store nearby the new room.
8. The proposal includes refurbishment of this area for a new Library. Undersized teaching rooms from here are removed and replaced with new appropriately sized rooms in Block F. The exam staff room and store rooms are also removed, but it is unclear if they are re-provided elsewhere.
9. Existing exam room is retained as one large basic teaching space. This would be excessive size for a general teaching space. It could be either converted into 2no. general or specialist teaching classrooms. e.g. Graphics room could be brought down here and the new Art room on the ground floor could join the rest of the art department.
10. Graphics Room is shown as one large room that could be subdivided into two classrooms. Area shown appears to be incorrect.

# 02.07 Curriculum Analysis Review 1 - Capacity Report

## Proposal A\* (3FE expansion with 300 Sixth form)

\* Capacity Report used different Sixth Form Pupil numbers to IDP's one.

The existing Mascalls Academy has a 240 Year 7 PAN giving 1200 places, plus Sixth Form.

An increase of 3FE would result in a school with a 330 Year 7 PAN giving 1650 places which together with a Sixth Form of 300 places would mean 1950 places overall.

Floor area comparisons between the existing floor areas and the floor area ranges recommended by BB103 for the expanded school are shown in the table on Figure 4.

Existing accommodation is within or above the recommended range of each of the BB103 key categories of floor area. On paper, this means that sufficient floor area exists for expansion of the school by 3FE.

## Curriculum

Available timetabled spaces have been taken to be as per Figure 5.

This excludes J2 Exam space but includes J4, J5, J7 and J8 for seminar rooms as referenced in the School Property Matters executive summary.

2no. Inclusion rooms are included in Learning Resources Area and Training Suite in Block A is not included in Basic Teaching.

Curriculum periods have been taken to be as per Figure 6.

Floor area (m2) by BB103 category	Existing	BB103 Min	BB103 Mid	BB103 Max
Basic Teaching	6188	5745	6270	6795
Halls & dining	2266	1545	1833	2120
Staff & Admin	1321	490	679	868
Storage	1242	653	842	1030
Learning Resources	565	493	628	763
Non-Net	4551	3970	4430	4890
Gross	16133	13895	14833	15770

Figure 4. Floor Area Comparison with BB103

Room No	Area	Room No	Area	Room No	Area
Classroom A5	67.82	Classroom F3	88.81	Science G6	80.27
Classroom A4	57.94	Classroom F2	93.8	Science G7	79.77
Classroom A3	58.26	Classroom F1	84.46	Science G8	80.09
Classroom A2	58.19	Classroom H6	60.43	Science G10	79.48
Classroom A1	59.33	Classroom H7	52.65	Science G9	79.55
Classroom A17	69.77	Classroom H10	53.35	Science G4	79.75
Classroom A11	60.05	Classroom H11	60.24	Art R26	102.98
Classroom A12	58.91	Classroom H9	52.02	Art R25	93.55
Classroom A13	58.98	Classroom H8	41.93	Art R23	78.74
Classroom A14	59.87	Classroom H1	51.83	Art R22	121.61
Classroom B3	57.76	Classroom A9	36.89	Art R21	84.26
Classroom B4	58.13	Room H11	43.22	Art R27	113.92
Classroom B5	52.3	Classroom H3	56.82	ICT J6	24.33
Classroom B1	67.26	Classroom H4	53.35	Digital Learning J15	94.47
Classroom B2	68.24	Classroom H5	41.83	Digital Learning J14	90.03
Classroom C4	49.16	Classroom H2	59.37	Classroom A7	79.1
Classroom C5	49.29	Exam Room J2	157.6	Media Studies Classroom A8	147.9
Classroom C6	49.49	Seminar Room J4	30.97	Drama A6	153
Classroom C7	45.95	Seminar Room J5	31.12	Music R6	85.13
Classroom D4	44.5	Seminar Room J8	40.73	Music R4	86.26
Classroom D3	53.91	Seminar Room J7	25.19	Drama Studio R7	90.91
Classroom D2	50.36	Classroom J18	75.47	Food Technology F5	99.03
Classroom D1	42.85	Classroom J17	75.47	Food Technology F4	90.79
Classroom C3	49.04	Digital Learning	62.87	Resistant Materials R14	110.33
Classroom F14	61.76	Digital Learning J11	82.71	Resistant Materials R15	121.86
Classroom F13	63.68	Science G1	77.55	Resistant Materials R13	112.02
Classroom F12	60.96	Science G2	83.11	Textiles R12	73.83
Classroom F11	53.91	Science G5	80.14	Product Design R11	101.7
				Technology R16	114.87

Figure 5. Timetabled spaces used for Curriculum Analysis

	Current	PAN330
General	1496	2077
Science	379	512
Art & Design	28	33
Graphics	26	26
Textiles	44	56
Photography	44	56
Computing	28	34
Film Studies	28	28
ICT	39	46
Media	27	33
Drama	48	72
Music	55	78
Music BTEC	22	28
Performing Arts	23	32
Catering	6	6
Product Design	25	36
Technology	73	162

Figure 6. Timetabled spaces used for Curriculum Analysis

# 02.08 Curriculum Analysis Review 1 - Capacity Report

## Proposal A\* (3FE) Teaching Space Needs

\* Capacity Report used different Sixth Form Pupil numbers to IDP's one.

Calculated room requirements for the curriculum are shown in Figure 7 (grey column). DfE expected quantities are in the red columns (for a variety of curriculum models), Existing rooms are in the mauve column. The blue column shows the recommended rooms. The green column shows the difference between existing and recommended.

- 55 general and 4 ICT rooms required by the curriculum. The DfE Typical model has 52 general and 7 ICT i.e the same overall but in a different mix. Increase by 3 general rooms is recommended, plus 3 general for Science (see below note).
- For current pupil numbers, DfE typically would predict 12 Science rooms (not shown), when 9 exist. This current deficit of 3 rooms is predicted to currently be met in spaces labelled as general teaching rooms.
- Either provide 3 additional science as shown but then add 3 to General classrooms to tally (approach shown) or, increase by 6 Science - if School Property Matters report of 9 existing is correct.
- Provide 1 additional Technology room.
- Total increase of 10 timetable spaces.

## Summary of room requirements

### Basic Teaching

- Provide 6 additional general teaching spaces
- ICT and Business Rooms - No change
- Science - Provide 3 additional Science
- Art and Photography - No change
- Music and Drama - No change
- Technology - Provide 1 additional Technology
- Food Tech - No change
- PE Classroom - No change

### Learning Resources Area

- Consider adding up to 63m<sup>2</sup> of area to achieve mid-range of BB103.
- Achieve an additional 144m<sup>2</sup> of LRC area if possible.

### Halls, Dining and PE (Large Spaces)

- Dining - Provide additional 196m<sup>2</sup> of internal dining area giving 631m<sup>2</sup> overall.

### Staff and Admin

- Avoid adding further staff area other than for design specific needs.
- Consider a staff office audit and replan.

### Storage

- Avoid adding further storage area if possible other than for design specific needs.

### Non-Net Areas

- 49 additional toilets recommended plus accessible WCs to ensure horizontal travel distances do not exceed 40m.
- Pupil Changing - No change
- Kitchen - Check with caterers and consider adding 29m<sup>2</sup> of kitchen area if possible.

The above accommodation could add circa 1562m<sup>2</sup> to Gross floor area. If possible try to avoid increasing too far above the maximum of the recommended range as revenue will not support, energy, maintenance, cleaning etc.

Wherever possible, the areas shown above should be achieved within the existing footprint to avoid further exceeding the maximum of BB103 categories of space.

If new accommodation is provided it will be necessary to consider suiting of subjects, particularly in relation to Science and Technology. Teaching stores should be considered for the proposed design. Although existing storage area is adequate, location may not be for the proposals. A surplus of Art Rooms will continue unless used to meet part of the outlined requirement.

Any adjustments to the list of available timetabled rooms shown previously will require corresponding adjustments to the rooms required.

If possible, approximately 6 of the undersized classrooms should be remedied to assist timetabling.

Although included, the LRC uplift may not be necessary in practice.

Further staff numbers will be needed for the increase in pupil numbers but adding further staff floor area should be avoided due to current high provision.

Pupil toilets numbers appear to currently be in deficit and may not be feasible to correct entirely. However, increase should be at least 1:20 of the occupancy of rooms created. i.e. 15 pupil toilets.

## Expansion by 3FE to 330 PAN with 300 Sixth Form places

Teaching space	Curriculum	Standard models				Existing	Recommended in 2031/32	Required in 2031/32
		Vocational	Music/Sports	Typical	Academic			
<b>General classrooms</b>								
General classrooms	55				48	54		
<b>Total General classrooms</b>	<b>55</b>	<b>46</b>	<b>51</b>	<b>52</b>	<b>54</b>	<b>48</b>	<b>54</b>	<b>6</b>
	11-16	39	43	44	45			
	Post 16	7	8	8	9			
<b>ICT, business</b>								
Computing, ICT, Media and Film Seminar (J4,J5,J7,J8)	4				5	5		
					4	4		
<b>Total ICT and business</b>	<b>4</b>	<b>8</b>	<b>8</b>	<b>7</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>0</b>
	11-16	5	5	4	5			
	Post 16	3	3	3	4			
<b>Science</b>								
11-16		12	11	12	12			
Post 16		3	2	3	2			
<b>Total Science</b>	<b>14</b>	<b>15</b>	<b>13</b>	<b>15</b>	<b>14</b>	<b>9</b>	<b>12</b>	<b>3</b>
<b>Art &amp; Photography</b>								
Art	1				6			
Photography	2				0			
<b>Total Art &amp; Photography</b>	<b>3</b>	<b>6</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>6</b>	<b>6</b>	<b>0</b>
	11-16	5	4	4	4			
	Post 16	1	1	1	1			
<b>Music &amp; Drama</b>								
Music	3				2	2		0
Drama, Performing & Production Arts	3				2	2		0
						0		0
<b>Total Music &amp; Drama</b>	<b>6</b>	<b>5</b>	<b>6</b>	<b>5</b>	<b>3</b>	<b>4</b>	<b>4</b>	<b>0</b>
	11-16	3	4	4	3			
	Post 16	2	2	1	0			
<b>Design &amp; Technology</b>								
Resistant materials / Technology	5				3	4		1
Textiles	2				1	1		0
Product Design	1				1	1		0
Graphics	1				1	1		0
Catering & Food	1				2	2		0
<b>Total Design &amp; Technology</b>	<b>10</b>	<b>11</b>	<b>7</b>	<b>7</b>	<b>6</b>	<b>8</b>	<b>9</b>	<b>1</b>
	11-16	10	6	6	5			
	Post 16	1	1	1	1			
<b>Large spaces (Halls and Dance) - all internal</b>	<b>4</b>	<b>4</b>	<b>5</b>	<b>4</b>	<b>4</b>	<b>5</b>	<b>5</b>	<b>0</b>
<b>Total timetabled spaces</b>	<b>96</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>89</b>	<b>99</b>	<b>10</b>
	11-16	78	78	78	78			
	Post 16	17	17	17	17			

Figure 7. Teaching Space Needs

# 02.09 Curriculum Analysis Review 1 - Capacity Report

## Proposal B\* (2FE expansion with 300 Sixth form)

\* Capacity Report used different Sixth form Pupil numbers to IDP's one.

The existing Mascalls Academy has a 240 Year 7 PAN giving 1200 places, plus Sixth Form.

An increase of 2FE would result in a school with a 300 Year 7 PAN giving 1500 places which together with a Sixth Form of 300 places would mean 1800 places overall.

Floor area comparisons between the existing floor areas and the floor area ranges recommended by BB103 for the expanded school are shown in the table on Figure 8.

Existing accommodation is within or above the recommended range of each of the BB103 key categories of floor area. On paper, this means that sufficient floor area exists for expansion of the school by 2FE.

## Curriculum

Available timetabled spaces have been taken to be as per Figure 9.

This excludes J2 Exam space but includes J4, J5, J7 and J8 for seminar rooms as referenced in the School Property Matters executive summary.

2no. Inclusion rooms are included in Learning Resources Area and Training Suite in Block A is not included in Basic Teaching.

Curriculum periods have been taken to be as per Figure 10.

Floor area (m2) by BB103 category				
	Existing	BB103 Min	BB103 Mid	BB103 Max
<b>Basic Teaching</b>	6188	5310	5805	6300
<b>Halls &amp; dining</b>	2266	1455	1735	2015
<b>Staff &amp; Admin</b>	1321	460	638	815
<b>Storage</b>	1242	615	793	970
<b>Learning Resources</b>	565	470	598	725
<b>Non-Net</b>	4551	3700	4130	4560
<b>Gross</b>	16133	12950	13828	14705

Figure 8. Floor Area Comparison with BB103

Room No	Area	Room No	Area	Room No	Area
Classroom A5	67.82	Classroom F3	88.81	Science G6	80.27
Classroom A4	57.94	Classroom F2	93.8	Science G7	79.77
Classroom A3	58.26	Classroom F1	84.46	Science G8	80.09
Classroom A2	58.19	Classroom H6	60.43	Science G10	79.48
Classroom A1	59.33	Classroom H7	52.65	Science G9	79.55
Classroom A17	69.77	Classroom H10	53.35	Science G4	79.75
Classroom A11	60.05	Classroom H11	60.24	Art R26	102.98
Classroom A12	58.91	Classroom H9	52.02	Art R25	93.55
Classroom A13	58.98	Classroom H8	41.93	Art R23	78.74
Classroom A14	59.87	Classroom H1	51.83	Art R22	121.61
Classroom B3	57.76	Classroom A9	36.89	Art R21	84.26
Classroom B4	58.13	Room H11	43.22	Art R27	113.92
Classroom B5	52.3	Classroom H3	56.82	ICT J6	24.33
Classroom B1	67.26	Classroom H4	53.35	Digital Learning J15	94.47
Classroom B2	68.24	Classroom H5	41.83	Digital Learning J14	90.03
Classroom C4	49.16	Classroom H2	59.37	Classroom A7	79.1
Classroom C5	49.29	Exam Room J2	157.6	Media Studies Classroom A8	147.9
Classroom C6	49.49	Seminar Room J4	30.97	Drama A6	153
Classroom C7	45.95	Seminar Room J5	31.12	Music R6	85.13
Classroom D4	44.5	Seminar Room J8	40.73	Music R4	86.26
Classroom D3	53.91	Seminar Room J7	25.19	Drama Studio R7	90.91
Classroom D2	50.36	Classroom J18	75.47	Food Technology F5	99.03
Classroom D1	42.85	Classroom J17	75.47	Food Technology F4	90.79
Classroom C3	49.04	Digital Learning	62.87	Resistant Materials R14	110.33
Classroom F14	61.76	Digital Learning J11	82.71	Resistant Materials R15	121.86
Classroom F13	63.68	Science G1	77.55	Resistant Materials R13	112.02
Classroom F12	60.96	Science G2	83.11	Textiles R12	73.83
Classroom F11	53.91	Science G5	80.14	Product Design R11	101.7
				Technology R16	114.87

Figure 9. Timetabled spaces used for Curriculum Analysis

	Current	PAN300
General	1496	1929
Science	379	476
Art & Design	28	28
Graphics	26	26
Textiles	44	50
Photography	44	50
Computing	28	28
Film Studies	28	28
ICT	39	44
Media	27	27
Drama	48	66
Music	55	72
Music BTEC	22	22
Performing Arts	23	32
Catering	6	6
Product Design	25	36
Technology	73	144

Figure 10. Timetabled spaces used for Curriculum Analysis

# 02.10 Curriculum Analysis Review 1 - Capacity Report

## Proposal B\* (2FE) Teaching Space Needs

\* Capacity Report used different Sixth form Pupil numbers to IDP's one.

Calculated room requirements for the curriculum are shown in Figure 11 (grey column). DfE expected quantities are in the red columns (for a variety of curriculum models), Existing rooms are in the mauve column. The blue column shows the recommended rooms. The green column shows the difference between Existing and Recommended.

- 51 general and 3 ICT rooms required by the curriculum. The DfE Typical model has 48 general and 7 ICT/Business.
- No increase required other than by 2 general rooms for Science strategy - see below.
- For current pupil numbers, DfE typically would predict 12 Science rooms (not shown), when 9 exist. This current deficit of 3 rooms is predicted to currently be met in surplus GT rooms.
- Either provide 2 additional science as shown but then add 2 to General classrooms to tally (the approach shown) or, increase by 3 or 4 Science.
- Total increase of 4 timetable spaces.

## Summary of room requirements

### Basic Teaching

- Provide 2 additional general teaching spaces
- ICT and Business Rooms - No change
- Science - Provide 2 additional Science
- Art and Photography - No change
- Music and Drama - No change
- Technology - No change
- Food Tech - No change
- PE Classroom - No change

### Learning Resources Area

- Consider adding up to 33m<sup>2</sup> of area to achieve mid-range of BB103
- Achieve an additional 126m<sup>2</sup> of LRC area if possible

### Halls, Dining and PE (Large Spaces)

- Dining - Provide additional 139m<sup>2</sup> of internal dining area giving 574m<sup>2</sup> overall.

### Staff and Admin

- Avoid adding further staff area other than for design specific needs.
- Consider a staff office audit and replan.

### Storage

- Avoid adding further storage area if possible other than for design specific needs.

### Non-Net Areas

- 41 additional toilets recommended plus accessible WCs to ensure horizontal travel distances do not exceed 40m.
- Pupil Changing - No change
- Kitchen - No change

The above accommodation could add circa 907m<sup>2</sup> to gross floor area. If possible try to avoid increasing too far above the maximum of the recommended range as revenue will not support, energy, maintenance, cleaning etc.

Wherever possible, the areas shown above should be achieved within the existing footprint to avoid further exceeding the maximum of BB103 categories of space.

If new accommodation is provided it will be necessary to consider suiting of subjects, particularly in relation to Science and Technology. Teaching stores should be considered for the proposed design. Although existing storage area is adequate, location may not be for the proposals. A surplus of Art Rooms will continue unless used to meet part of the outlined requirement.

Any adjustments to the list of available timetabled rooms shown previously will require corresponding adjustments to the rooms required.

If possible, approximately 6 of the undersized classrooms should be remedied to assist timetabling.

Although included, the LRC uplift may not be necessary in practice.

Further staff numbers will be needed for the increase in pupil numbers but adding further staff floor area should be avoided due to current high provision.

Pupil toilets numbers appear to currently be in deficit and may not be feasible to correct entirely. However, increase should be at least 1:20 of the occupancy of rooms created. i.e. 6 pupil toilets.

Expansion by 2FE to 330 PAN with 300 Sixth Form places

Teaching space	Curriculum	Standard models				Existing	Recommended in 2031/32	Required in 2031/32
		Vocational	Music/Sports	Typical	Academic			
<b>General classrooms</b>								
General classrooms	51					48	50	
<b>Total General classrooms</b>	<b>51</b>	<b>42</b>	<b>47</b>	<b>48</b>	<b>50</b>	<b>48</b>	<b>50</b>	<b>2</b>
	11-16	35	39	40	41			
	Post 16	7	8	8	9			
<b>ICT, business</b>								
Computing, ICT, Media and Film Seminar (J4,J5,J7,J8)	3					5	5	
						4	4	
<b>Total ICT and business</b>	<b>3</b>	<b>8</b>	<b>8</b>	<b>7</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>0</b>
	11-16	5	5	4	5			
	Post 16	3	3	3	4			
<b>Science</b>								
11-16		11	10	11	11			
Post 16		3	2	3	2			
<b>Total Science</b>	<b>13</b>	<b>14</b>	<b>12</b>	<b>14</b>	<b>13</b>	<b>9</b>	<b>11</b>	<b>2</b>
<b>Art &amp; Photography</b>								
Art	1					6		
Photography	2					0		
<b>Total Art &amp; Photography</b>	<b>3</b>	<b>6</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>6</b>	<b>6</b>	<b>0</b>
	11-16	5	4	4	4			
	Post 16	1	1	1	1			
<b>Music &amp; Drama</b>								
Music	3					2	2	0
Drama, Performing & Production Arts	3					2	2	0
							0	0
<b>Total Music &amp; Drama</b>	<b>6</b>	<b>4</b>	<b>5</b>	<b>4</b>	<b>2</b>	<b>4</b>	<b>4</b>	<b>0</b>
	11-16	2	3	3	2			
	Post 16	2	2	1	0			
<b>Design &amp; Technology</b>								
Resistant materials / Technology	4					3	3	0
Textiles	2					1	1	0
Product Design	1					1	1	0
Graphics	1					1	1	0
Catering & Food	1					2	2	0
<b>Total Design &amp; Technology</b>	<b>9</b>	<b>10</b>	<b>6</b>	<b>6</b>	<b>5</b>	<b>8</b>	<b>8</b>	<b>0</b>
	11-16	9	5	5	4			
	Post 16	1	1	1	1			
<b>Large spaces (Halls and Dance) - all internal</b>	<b>4</b>	<b>4</b>	<b>5</b>	<b>4</b>	<b>4</b>	<b>5</b>	<b>5</b>	<b>0</b>
<b>Total timetabled spaces</b>	<b>89</b>	<b>88</b>	<b>88</b>	<b>88</b>	<b>88</b>	<b>89</b>	<b>93</b>	<b>4</b>
	11-16	71	71	71	71			
	Post 16	17	17	17	17			

Figure 11. Teaching Space Needs

# 02.11 Curriculum Analysis Review 2 - IDP Proposal

## Proposal A (3FE expansion with 330 Sixth form)

The existing Mascalls Academy has a 240 Year 7 PAN giving 1200 places, plus Sixth Form.

An increase of 3FE would result in a school with a 330 Year 7 PAN giving 1650 places which together with a Sixth Form of 330 places would mean 1980 places overall.

Floor area comparisons between the existing floor areas and the floor area ranges recommended by BB103 for the expanded school are shown in the table on Figure 12.

Existing accommodation is within or above the recommended range of each of the BB103 key categories of floor area. Basic Teaching and Learning Resource area is low in the range and are likely to need some additional floor area.

## Curriculum

Available timetabled spaces have been taken to be as per Figure 13.

This includes Exam spaces J1, J4-8 and the Homework Club room.

Inclusion room (A-F15) and Training Suite (A-F14) are excluded as they would be considered in Learning Resources Area and Staff/Admin respectively.

Curriculum periods have been taken to be as per Figure 14. This data has been extracted from the School Property Matters Capacity Report.

The room utilisation rate has been reduced to 75% for General classrooms as 'General' is a collection of multiple subjects and a higher utilisation rate would result in too much cross-subject room sharing.

Category	Existing	BB103 Min	BB103 Mid	BB103 Max	Existing above (+) or below (-) Min	Existing above (+) or below (-) Max
Basic Teaching	6009	5841	6371	6900	168	-891
Halls & dining	2270	1563	1854	2144	707	126
Staff & Admin	1151	496	687	877	655	274
Storage	1116	662	852	1042	454	74
Learning Resources	512	505	642	778	7	-266
Non-Net	4153	4030	4497	4964	123	-811
<b>Gross</b>	<b>15211</b>	<b>14105</b>	<b>15056</b>	<b>16006</b>	<b>1106</b>	<b>-795</b>

Figure 12. Floor Area Comparison with BB103

Room No	Area	Subject	Room No	Area	Subject	Room No	Area	Subject
Classroom A1	59.24	English	Classroom D4	48.5	History	Classroom	52.1	Maths
Classroom A2	57.8	English	Classroom F5	98.9	Food	Classroom	53.4	Maths
Classroom A3	57.83	English	Classroom F4	88.5	Food	Classroom	62.3	Maths
Classroom A4	57.82	English	Classroom F3	86.9	Science	Classroom J15	94.22	ICT
Classroom	67.4	Drama	Classroom F2	93.5	Science	Classroom J14	89.6	ICT
Drama Classroom	152.6	Drama	Classroom F1	84.3	RE	Classroom J17	75.3	Business
Classroom A8	147.8	Media	Classroom F11	53.7	PE classroom	Classroom J18	75.3	Business
Classroom A7	78	Media	Classroom F12	60.9	Social Sciences	Classroom J10	62.7	ICT
Classroom A11	59.3	English	Classroom F13	63.3	Social Sciences	Classroom J11	82.7	ICT
Classroom A12	57.4	English	Classroom F14	61.8	Social Sciences	Classroom J1	157.4	Exams
Classroom A13	57.3	English	Classroom G1	76.6	Science	Classroom J4	30.8	Exams
Classroom A14	58.8	English	Classroom G2	83	Science	Classroom J5	31	Exams
Classroom A15	50	Homework	Classroom G5	80.1	Science	Classroom J6	24.3	Exams
Classroom A17	69.7	English	Classroom G6	80.2	Science	Classroom J7	25.1	Exams
Classroom B1	67.22	Geography	Classroom G4	79.5	Science	Classroom J8	39.8	Exams
Classroom B2	68.2	Geography	Classroom G10	79.8	Science	Classroom R7	90.7	Drama
Classroom B3	57.81	Geography	Classroom G7	80	Science	Classroom R6	84.5	Music
Classroom B4	58.25	Geography	Classroom G8	79.5	Science	Classroom R4	86.4	Music
Classroom B5	52.39	Geography	Classroom G9	79.4	Science	Classroom R16	115	Technology
Classroom C3	48.9	PE classroom	Room H3	51.7	Maths	Classroom R15	121.1	Resistant Materials
Classroom C7	45.9	Languages	Room H4	52.1	Maths	Classroom R14	119	Resistant Materials
Classroom C6	49	Languages	Room H2	51	Maths	Classroom R13	111.6	Resistant Materials
Classroom C5	49.2	Languages	Room H1	53.3	Maths	Classroom R12	73.8	Resistant Materials
Classroom	49.2	Languages	Classroom	52.9	Business	Classroom R11	101.6	Textiles
Classroom D1	43.7	History	Classroom	63	Maths	Classroom R27	113.2	Art
Classroom D2	51.9	History	Classroom	53	Maths	Classroom R26	196.2	Art
Classroom D3	53.6	History	Classroom	42.5	Maths	Classroom R23	235.8	Graphics

Figure 13. Timetabled spaces used for Curriculum Analysis

	Current	PAN330	Utilisation
General	1443	2000	75%
Business	53	77	80%
Science	379	512	80%
Art & Design	28	33	80%
Graphics	26	26	80%
Textiles	44	56	80%
Photography	44	56	80%
Computing	28	34	80%
Film Studies	28	28	80%
ICT	39	46	80%
Media	27	33	80%
Drama	48	72	80%
Music	55	78	80%
Music BTEC	22	28	80%
Performing Arts	23	32	80%
Catering	6	6	80%
Product Design	25	36	80%
Technology	73	162	80%

Figure 14. Timetabled spaces used for Curriculum Analysis



# 02.12 Curriculum Analysis Review 2 - IDP Proposal

## Proposal A (3FE) Teaching Space Needs

Calculated room requirements for the curriculum are shown in Figure 11 (grey column). DfE expected quantities are in the red columns (for a variety of curriculum models), Existing rooms are in the mauve column. The blue column shows the recommended rooms. The green column shows the difference between Existing and Recommended.

- Note: 47 existing General classrooms shown in table differs from 49 in IDP report due to inclusion of A-F14 and A-F15.
- 56 general and 4 ICT rooms required by the curriculum. The DfE Typical model has 53 general and 7 ICT i.e the same overall but in a different mix. Increase by 6 general rooms recommended to achieve 60 rooms across General and ICT/Business.
- 14 Science rooms required by the curriculum and 11 exist. Provide 3 additional science rooms.
- Provide 1 additional Art room. 3 is sufficient for curriculum.
- Provide 1 additional Music room.
- Provide 1 additional DT room. More than DfE but needed due to breadth of school curriculum.
- Total increase of 12 timetable spaces.

## Summary of room requirements

### Basic Teaching

- Provide 6 additional general teaching spaces
- ICT and Business Rooms - No change
- Science - Provide 3 additional Science
- Art and Photography - Provide 1 additional Art
- Music and Drama - Provide 1 additional Music
- Technology - Provide 1 additional Technology
- Food Tech - No change
- PE Classroom - No change

### Learning Resources Area

- Consider adding up to 130m2 of area to achieve mid-range of BB103
- Achieve an additional 157m2 of LRC area if possible

### Halls, Dining and PE (Large Spaces)

- Dining Provide additional 179m2 of internal dining area giving 631m2 overall.

### Staff and Admin

- Avoid adding further staff area other than for design specific needs.
- Consider a staff office audit and replan

### Storage

- Avoid adding further storage area if possible other than for design specific needs.

### Non-Net Areas

- 51 additional toilets recommended plus accessible WCs to ensure horizontal travel distances do not exceed 40m.
- Pupil Changing - No change
- Kitchen - No change

The above accommodation could add circa 1783m2 to gross floor area. If possible try to avoid increasing too far above the maximum of the recommended range as revenue will not support, energy, maintenance, cleaning etc.

Wherever possible, the areas shown above should be achieved within the existing footprint to avoid further exceeding the maximum of BB103 categories of space.

If new accommodation is provided it will be necessary to consider suiting of subjects, particularly in relation to Science and Technology. Teaching stores should be considered for the proposed design. Although existing storage area is adequate, location may not be for the proposals. A surplus of Art Rooms will continue unless used to meet part of the outlined requirement.

Any adjustments to the list of available timetabled rooms shown previously will require corresponding adjustments to the rooms required.

If possible, approximately 6 of the undersized classrooms should be remedied to assist timetabling.

Although included, the LRC uplift may not be necessary in practice.

Further staff numbers will be needed for the increase in pupil numbers but adding further staff floor area should be avoided due to current high provision.

Pupil toilets numbers appear to currently be in deficit and may not be feasible to correct entirely. However, increase should be at least 1:20 of the occupancy of rooms created.

Expansion by 3FE to 330 PAN with 330 Sixth Form places

Teaching space	Curriculum	Standard models				Existing	Recommended in 2031/32	Required in 2031/32
		Vocational	Music/Sports	Typical	Academic			
<b>General classrooms</b>								
English	0.0				9	9		
Maths	0.0				10	10		
Geography and History	0.0				9	9		
RE	0.0				1	1		
Languages	0.0				4	4		
Exams & Homework	0.0				7	7		
General classrooms	56				0	6		
Media	0.0				2	2		
Social Sciences	0.0				3	3		
PE Classroom	0.0				2	2		
<b>Total General classrooms</b>	<b>56</b>	<b>47</b>	<b>52</b>	<b>53</b>	<b>55</b>	<b>47</b>	<b>53</b>	<b>6</b>
11-16		39	43	44	45			
Post 16		8	9	9	10			
<b>ICT, business</b>								
Computing, ICT	2				4	4		
Business	2				3	3		
<b>Total ICT and business</b>	<b>4</b>	<b>8</b>	<b>8</b>	<b>7</b>	<b>9</b>	<b>7</b>	<b>7</b>	<b>0</b>
11-16		5	5	4	5			
Post 16		3	3	3	4			
<b>Science</b>								
11-16		12	11	12	12			
Post 16		3	2	3	2			
<b>Total Science</b>	<b>14</b>	<b>15</b>	<b>13</b>	<b>15</b>	<b>14</b>	<b>11</b>	<b>14</b>	<b>3</b>
<b>Art &amp; Photography</b>								
Art	1				2			
Photography	2				0			
<b>Total Art &amp; Photography</b>	<b>3</b>	<b>6</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>2</b>	<b>3</b>	<b>1</b>
11-16		5	4	4	4			
Post 16		1	1	1	1			
<b>Music &amp; Drama</b>								
Music	3				2	3	1	
Drama and Performing Arts	3				3	3	0	
<b>Total Music &amp; Drama</b>	<b>6</b>	<b>6</b>	<b>7</b>	<b>6</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>1</b>
11-16		3	4	4	3			
Post 16		3	3	2	1			
<b>Design &amp; Technology</b>								
Resistant materials / Technology	6				5	6	1	
Textiles	2				1	1	0	
Graphics	1				1	1	0	
						0	0	
Catering & Food	1				2	2	0	
<b>Total Design &amp; Technology</b>	<b>10</b>	<b>11</b>	<b>7</b>	<b>7</b>	<b>6</b>	<b>9</b>	<b>10</b>	<b>1</b>
11-16		10	6	6	5			
Post 16		1	1	1	1			
<b>Large spaces (Halls and Dance) - all internal</b>	<b>4</b>	<b>4</b>	<b>5</b>	<b>4</b>	<b>4</b>	<b>5</b>	<b>5</b>	<b>0</b>
<b>Total timetabled spaces</b>	<b>97</b>	<b>97</b>	<b>97</b>	<b>97</b>	<b>97</b>	<b>86</b>	<b>98</b>	<b>12</b>
11-16		78	78	78	78			
Post 16		19	19	19	19			

Figure 15. Teaching Space Needs

# 02.13 Curriculum Analysis Review 2 - IDP Proposal

## Proposal B (2FE expansion with 305 Sixth form)

The existing Mascalls Academy has a 240 Year 7 PAN giving 1200 places, plus Sixth Form.

An increase of 2FE would result in a school with a 300 Year 7 PAN giving 1500 places which together with a Sixth Form of 305 places would mean 1805 places overall.

Floor area comparisons between the existing floor areas and the floor area ranges recommended by BB103 for the expanded school are shown in the table on Figure 16.

Existing accommodation is within or above the recommended range of each of the BB103 key categories of floor area. On paper, this means that sufficient floor area exists for expansion of the school by 2FE.

## Curriculum

Available timetabled spaces have been taken to be as per Figure 17.

This includes Exam spaces J1, J4-8 and the Homework Club room.

Inclusion room (A-F15) and Training Suite (A-F14) are excluded as they would be considered in Learning Resources Area and Staff/Admin respectively.

Curriculum periods have been taken to be as per Figure 18. This data has been extracted from the School Property Matters Capacity Report.

The room utilisation rate has been reduced to 75% for General classrooms as 'General' is a collection of multiple subjects and a higher utilisation rate would result in too much cross-subject room sharing.

Table of floor area (m2) by BB103 category	Existing				Existing above (+) or below (-) Min	Existing above (+) or below (-) Max
	Existing	BB103 Min	BB103 Mid	BB103 Max		
Basic Teaching	6009	5326	5822	6318	683	-309
Halls & dining	2270	1458	1739	2019	812	251
Staff & Admin	1151	461	639	817	690	334
Storage	1116	617	795	972	499	144
Learning Resources	512	472	600	728	40	-216
Non-Net	4153	3710	4141	4572	443	-419
<b>Gross</b>	<b>15211</b>	<b>12985</b>	<b>13865</b>	<b>14744</b>	<b>2226</b>	<b>467</b>

Figure 16. Floor Area Comparison with BB103

Room No	Area	Subject	Room No	Area	Subject	Room No	Area	Subject
Classroom A1	59.24	English	Classroom D4	48.5	History	Classroom	52.1	Maths
Classroom A2	57.8	English	Classroom F5	98.9	Food	Classroom	53.4	Maths
Classroom A3	57.83	English	Classroom F4	88.5	Food	Classroom	62.3	Maths
Classroom A4	57.82	English	Classroom F3	86.9	Science	Classroom J15	94.22	ICT
Classroom	67.4	Drama	Classroom F2	93.5	Science	Classroom J14	89.6	ICT
Drama Classroom	152.6	Drama	Classroom F1	84.3	RE	Classroom J17	75.3	Business
Classroom A8	147.8	Media	Classroom F11	53.7	PE classroom	Classroom J18	75.3	Business
Classroom A7	78	Media	Classroom F12	60.9	Social Sciences	Classroom J10	62.7	ICT
Classroom A11	59.3	English	Classroom F13	63.3	Social Sciences	Classroom J11	82.7	ICT
Classroom A12	57.4	English	Classroom F14	61.8	Social Sciences	Classroom J1	157.4	Exams
Classroom A13	57.3	English	Classroom G1	76.6	Science	Classroom J4	30.8	Exams
Classroom A14	58.8	English	Classroom G2	83	Science	Classroom J5	31	Exams
Classroom A15	50	Homework	Classroom G5	80.1	Science	Classroom J6	24.3	Exams
Classroom A17	69.7	English	Classroom G6	80.2	Science	Classroom J7	25.1	Exams
Classroom B1	67.22	Geography	Classroom G4	79.5	Science	Classroom J8	39.8	Exams
Classroom B2	68.2	Geography	Classroom G10	79.8	Science	Classroom R7	90.7	Drama
Classroom B3	57.81	Geography	Classroom G7	80	Science	Classroom R6	84.5	Music
Classroom B4	58.25	Geography	Classroom G8	79.5	Science	Classroom R4	86.4	Music
Classroom B5	52.39	Geography	Classroom G9	79.4	Science	Classroom R16	115	Technology
Classroom C3	48.9	PE classroom	Room H3	51.7	Maths	Classroom R15	121.1	Resistant Materials
Classroom C7	45.9	Languages	Room H4	52.1	Maths	Classroom R14	119	Resistant Materials
Classroom C6	49	Languages	Room H2	51	Maths	Classroom R13	111.6	Resistant Materials
Classroom C5	49.2	Languages	Room H1	53.3	Maths	Classroom R12	73.8	Resistant Materials
Classroom	49.2	Languages	Classroom	52.9	Business	Classroom R11	101.6	Textiles
Classroom D1	43.7	History	Classroom	63	Maths	Classroom R27	113.2	Art
Classroom D2	51.9	History	Classroom	53	Maths	Classroom R26	196.2	Art
Classroom D3	53.6	History	Classroom	42.5	Maths	Classroom R23	235.8	Graphics

Figure 17. Timetabled spaces used for Curriculum Analysis

	Current	PAN300	Utilisation
General	1443	1863	75%
Business	53	66	80%
Science	379	476	80%
Art & Design	28	28	80%
Graphics	26	26	80%
Textiles	44	50	80%
Photography	44	50	80%
Computing	28	28	80%
Film Studies	28	28	80%
ICT	39	44	80%
Media	27	27	80%
Drama	48	66	80%
Music	55	72	80%
Music BTEC	22	22	80%
Performing Arts	23	32	80%
Catering	6	6	80%
Product Design	25	36	80%
Technology	73	144	80%

Figure 18. Timetabled spaces used for Curriculum Analysis

# 02.14 Curriculum Analysis Review 2 - IDP Proposal

## Proposal B (2FE) Teaching Space Needs

Calculated room requirements for the curriculum are shown in Figure 11 (grey column). DfE expected quantities are in the red columns (for a variety of curriculum models), Existing rooms are in the mauve column. The blue column shows the recommended rooms. The green column shows the difference between Existing and Recommended.

- Note: 47 existing General classrooms shown in table differs from 49 in IDP report due to inclusion of AF14 and AF15 (Homework club)
- 52 general and 4 ICT/Business rooms required by the curriculum. The DfE Typical model has 49 general and 7 ICT i.e the same overall but in a different mix. Increase by 2 general rooms recommended to achieve 56 rooms across General and ICT/Business.
- 13 Science rooms required by the curriculum and 11 exist. Provide 2 additional science rooms.
- 3 Art rooms needed. Provide 1 additional Art Room.
- Provide 1 additional Music Room and maintain a small amount of room sharing.
- Provide 1 additional DT Room to match curriculum.
- Total increase of 5 timetable spaces.

## Summary of room requirements

### Basic Teaching

- Provide 2 additional general teaching spaces
- ICT and Business Rooms - No change
- Science - Provide 2 additional Science
- Art and Photography - Provide 1 additional Art
- Music and Drama - No change
- Technology - No change
- Food Tech - No change
- PE Classroom - No change

### Learning Resources Area

- Consider adding up to 88m2 of area to achieve mid-range of BB103
- Achieve an additional 136m2 of LRC area if possible

### Halls, Dining and PE (Large Spaces)

- Dining - Provide additional 122m2 of internal dining area giving 574m2 overall.

### Staff and Admin

- Avoid adding further staff area other than for design specific needs.
- Consider a staff office audit and replan

### Storage

- Avoid adding further storage area if possible other than for design specific needs.

### Non-Net Areas

- 43 additional toilets recommended plus accessible WCs to ensure horizontal travel distances do not exceed 40m.
- Pupil Changing - No change
- Kitchen - No change

The above accommodation could add circa 1783m2 to gross floor area. If possible try to avoid increasing too far above the maximum of the recommended range as revenue will not support, additional energy, maintenance, cleaning etc.

Wherever possible, the areas shown above should be achieved within the existing footprint to avoid further exceeding the maximum of BB103 categories of space.

If new accommodation is provided it will be necessary to consider suiting of subjects, particularly in relation to Science and Technology. Teaching stores should be considered for the proposed design. Although existing storage area is adequate, location may not be for the proposals. A surplus of Art Rooms will continue unless used to meet part of the outlined requirement.

Any adjustments to the list of available timetabled rooms shown previously will require corresponding adjustments to the rooms required.

If possible, approximately 6 of the undersized classrooms should be remedied to assist timetabling.

Although included, the LRC uplift may not be necessary in practice.

Further staff numbers will be needed for the increase in pupil numbers but adding further staff floor area should be avoided due to current high provision.

Pupil toilets numbers appear to currently be in deficit and may not be feasible to correct entirely. However, increase should be at least 1:20 of the occupancy of rooms created.

Expansion by 2FE to 330 PAN with 305 Sixth Form places

Teaching space	Curriculum	Standard models				Existing	Recommended in 2031/32	Required in 2031/32
		Vocational	Music/Sports	Typical	Academic			
<b>General classrooms</b>								
English	0.0					9	9	
Maths	0.0					10	10	
Geography and History	0.0					9	9	
RE	0.0					1	1	
Languages	0.0					4	4	
Exams & Homework	0.0					7	7	
General classrooms	52					0	2	
Media	0.0					2	2	
Social Sciences	0.0					3	3	
PE Classroom	0.0					2	2	
<b>Total General classrooms</b>	<b>52</b>	<b>43</b>	<b>48</b>	<b>49</b>	<b>51</b>	<b>47</b>	<b>49</b>	<b>2</b>
11-16		35	39	40	41			
Post 16		8	9	9	10			
<b>ICT, business</b>								
Computing, ICT	2					4	4	
Business	2					3	3	
<b>Total ICT and business</b>	<b>4</b>	<b>8</b>	<b>8</b>	<b>7</b>	<b>9</b>	<b>7</b>	<b>7</b>	<b>0</b>
11-16		5	5	4	5			
Post 16		3	3	3	4			
<b>Science</b>								
11-16		11	10	11	11			
Post 16		3	2	3	2			
<b>Total Science</b>	<b>13</b>	<b>14</b>	<b>12</b>	<b>14</b>	<b>13</b>	<b>11</b>	<b>13</b>	<b>2</b>
<b>Art &amp; Photography</b>								
Art	1					2		
Photography	2					0		
<b>Total Art &amp; Photography</b>	<b>3</b>	<b>6</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>2</b>	<b>3</b>	<b>1</b>
11-16		5	4	4	4			
Post 16		1	1	1	1			
<b>Music &amp; Drama</b>								
Music	3					2	2	0
Drama and Performing Arts	3					3	3	0
<b>Total Music &amp; Drama</b>	<b>6</b>	<b>3</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>5</b>	<b>5</b>	<b>0</b>
11-16		2	3	3	2			
Post 16		1	1	0	0			
<b>Design &amp; Technology</b>								
Resistant materials / Technology	5					5	5	0
Textiles	2					1	1	0
Graphics	1					1	1	0
							0	0
Catering & Food	1					2	2	0
<b>Total Design &amp; Technology</b>	<b>9</b>	<b>10</b>	<b>6</b>	<b>6</b>	<b>5</b>	<b>9</b>	<b>9</b>	<b>0</b>
11-16		9	5	5	4			
Post 16		1	1	1	1			
<b>Large spaces (Halls and Dance) - all internal</b>	<b>4</b>	<b>4</b>	<b>5</b>	<b>4</b>	<b>4</b>	<b>5</b>	<b>5</b>	<b>0</b>
<b>Total timetabled spaces</b>	<b>91</b>	<b>88</b>	<b>88</b>	<b>88</b>	<b>88</b>	<b>86</b>	<b>91</b>	<b>5</b>
11-16		71	71	71	71			

Figure 19. Teaching Space Needs

# 02.15 Architecture Review

## Recommended next steps for Stage 2

- Review the deficit in WC provision and additional provision required across the site.
- Review opportunities to convert excessive Staff/Admin or Storage spaces for teaching or Learning Resources Area.
- Review the school's curriculum needs against BB103.
- Review how subject suiting would change from the existing layout, through the construction phases to the new layout.
- Review how other ancillary spaces around refurbished area would be reconfigured to suit the new layout. e.g. Library, Art, Music, General Teaching classrooms in Block G, access to rooms, new internal connections within existing building etc.
- Review of 'suitability' of existing teaching spaces for opportunities to re-purpose existing under/oversized teaching spaces to more suitable teaching room size.

**03**

Landscape Review

# 03.01 Landscape Review

## Introduction

AtkinsRéalis Landscape Architecture team were asked by Tunbridge Wells local authority to review the feasibility report produced by IDP Architects. The report produced in May 2024 explores the potential expansion to Mascalls Academy Secondary School in relation to the wider housing development proposed at Paddock Wood.

The feasibility report reviews the existing size of the site and identifies the potential expansion options based on the following criteria:

### Proposal A - 3FE Expansion:

11FE (1650no. pupils 11 to 16 years old) plus 330no. 6th form pupils

Total capacity : 1980no. pupils

### Proposal B - 2FE Expansion:

10FE (1500no. pupils 11 to 16 year old) plus 305no. 6th form pupils

Total capacity : 1805no. pupils

AtkinsRéalis Landscape Architecture team reviewed this information and discussed initial findings with IDP and development representatives at a meeting on the 11th June 2024.

The following pages summarise the key points raised.

## BB103

A review of the BB103 area numbers confirms that IDP calculations are correct and the overall site (based on the redline boundary provided) is capable of accommodating an expansion of either 2FE or 3FE.

(Note: CAD drawings reviewing the calculations have not yet been measured)

The report correctly identifies a shortfall in soft outdoor PE provision. The proposal to mitigate this shortfall is with a new running track and additional All Weather Pitch located in the centre of the track. This is based on BB103 guidelines which states 'All Weather Pitches' areas can be counted twice for external soft outdoor PE provision.

However, as discussed in more detail later in the report the running track and new 'All Weather Pitch' does create some challenges.

It is noted that there are a few discrepancies on allocation. Such as areas of 'soft informal and social area' being allocated as 'soft outdoor PE' which would need to be reviewed again at Stage 2 to be confident mitigations solutions meet the required areas and there is not a shortfall.

Not really usable playing field

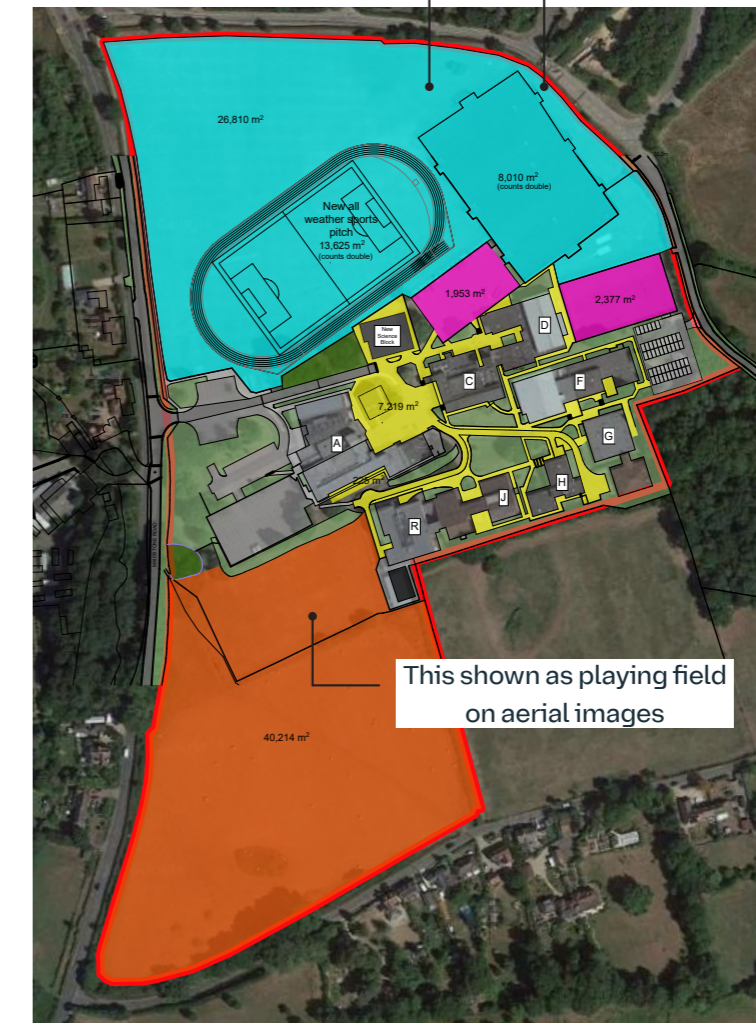


Figure 20. External Area Allocation (Proposal A)

## 03.02 Landscape Review

### Parking

Additional car parking is proposed to the east of the site, utilising an existing maintenance access to the school. This car park compensates for the loss of spaces due to proposed location of the new science building which requires the removal of some existing spaces.

Numbers have been assessed against The Kent County Council parking standards of ratio of 1 space per member of staff plus 10%. We understand this equates to 134 parking spaces which are shown on the proposals. However, analysis is required by transport consultant to verify requirement.

The car park during the meeting was confirmed as being for staff only. Although the report states it could be used for to serve the sport facilities which is assumed to be after school community use of the existing All Weather Pitch or proposed running track.

New car park access should be assessed at the next stage by transport consultant to ensure the entrance complies with any Highways requirements.

We understand this road may be revised as part of a wider masterplan development but careful design and liaison with highways authority is recommended to ensure viability of the proposed car park position.

Additional requirements for cycle parking have not yet been considered.

There was no transport report for us to review. It is recommended a transport consultant provides car parking numbers, the wider travel strategy including active travel routes and carries out a detailed review of the viability of increased traffic entering and exiting the site off the existing Mascalls Court Road prior to Stage 2.

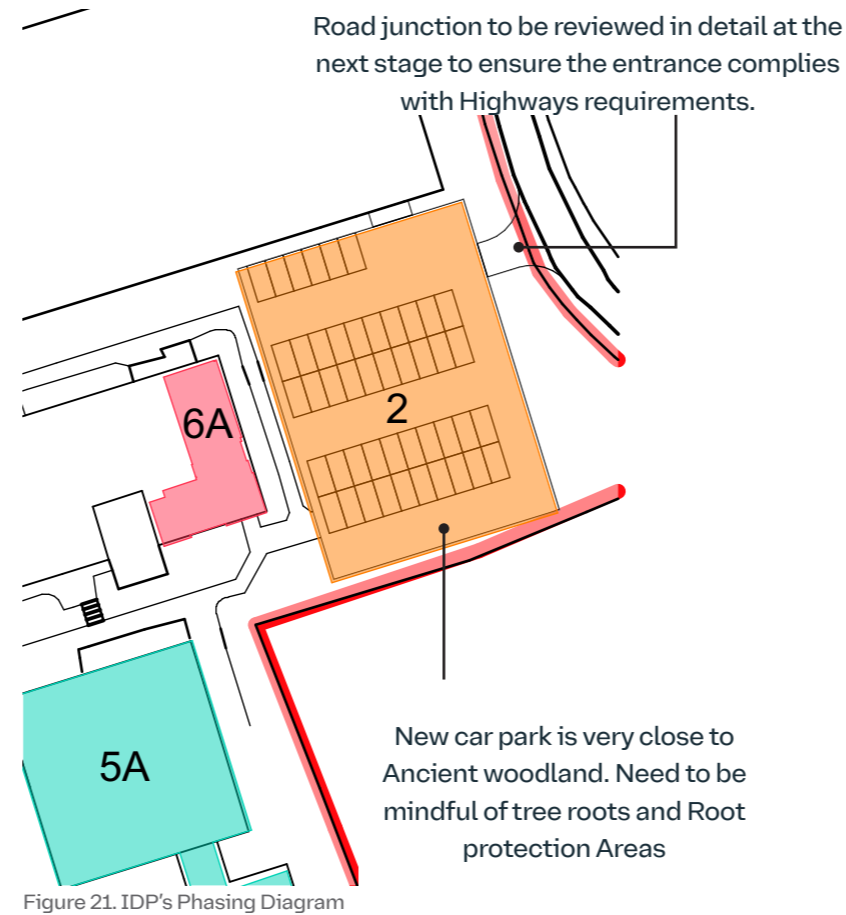


Figure 22. Google images of the road adjacent to the new parking space and access point

## 03.03 Landscape Review

### Shortfall in Soft Outdoor PE (Playing Field)

The feasibility report identified a shortfall in soft outdoor PE for each expansion option. The current proposal is to mitigate this shortfall with the installation of a new 400m polymeric running track and second All Weather pitch located in the centre of the track.

This proposal creates some challenges noted below;

#### Loss of existing grass provision:

The running track requires a significant area of existing playing pitch which will remove 1no. existing rugby pitch, 1no. football pitch and 2no. cricket wickets. Due to the size of the running track the remaining grass playing field is significantly reduced with the potential to only fit 1no. football pitch subject to further assessment. The grass area will now not be able to accommodate the cricket provision or full-sized rugby pitch.

#### Potential use of the facility by the community:

The proposals discuss the potential use of the running track and all-weather pitch by the community. This can be a significant positive for the school and community, but these needs to be carefully managed. Access to the facilities, including pedestrian and parking requirements need to be carefully designed in order to allow appropriate access which does not compromise the school and how it operates and provides the curriculum.

#### Site security:

If the facility is to be used by the community, then it will be critical that security of the remainder of the site is considered. This includes safeguarding of pupils if the community use the facilities during the school day and site security to restrict access to the school buildings during the evenings and weekends.

#### Cost and management implications

The construction of the facility is a significant 'upfront' expense but can be a profitable revenue source once complete. However, running tracks and all-weather pitches require significant maintenance which need to be factored in for the life span of the facility. These 'ongoing costs' can sometimes be overlooked. Furthermore, there are often additional requirements if used by the community such as additional site security requirements and potential changing or booking/hiring facilities.

#### Ecological implications:

The proposals show the running track on existing grass playing field. Although this is expected to have low habitat value this still will result in a

loss of biodiversity net gain credits, so mitigation for this loss will need to be considered, plus the 10% increase. In addition, careful consideration of any floodlighting or loss of trees will need to be understood and appropriate mitigation proposed.

#### Sport England And Wider Paddock Wood Sporting Strategy:

There is already an existing running track opposite the school site at Putland Sports and Leisure Centre. This track is understood to be in need of updating. Any proposals for the school site should be considered in context with the wider Paddock Wood sporting strategy.

We have not seen any correspondence between IDP and Sport England. Any proposal should be reviewed and agreed with Sport England. This will form part of wider overall sporting strategy for Paddock Wood.

We understand there are discussions ongoing concerning sports facilities within the school and surrounding Paddock Wood area. Should there be any BB103 area shortfalls in the final proposals, then the field to the south of the site could be considered following further investigations.

### BNG

The current proposal shows a loss of playing field and removal of several trees. Currently the report does not consider Biodiversity Net Gain (BNG). This will need to be factored in, as any removal needs to be replaced and increased by 10% to ensure approval from the planning officer.

Baseline ecology surveys and mitigation proposals needed to be developed at Stage 2 to understand the implications.



Figure 23. Google Earth images of the school site



# 03.04 Landscape Review

## Topography

The site has varied topography with multiple level changes. There has been limited discussion in respect of site levels and their implications. The commissioning of a topographical survey is critical to understand the feasibility of the options. The level changes will need to be factored into the design to provide compliance with building control and meet BS8300 design requirements. Furthermore, the levels may have a significant impact on where the building is located and how access is achieved. These will impact on the construction cost of the scheme.

## Site surveys

It is recommended that several surveys are carried out at Stage 2. These include;

### Topographical Survey:

The topographical survey is required to understand levels, underground services and drainage provision. These factors could have an impact on the design.

### Tree Survey:

The school site has a number of large trees located within the boundary. Some of these are likely to be impacted by the design these need to be assessed to understand their value and importance for planning and BNG purposes. It is also noted there is offsite Ancient Woodland adjacent to the site which may be impacted by the new car park.

Currently there is no reference to a tree survey or Arboricultural assessment. These surveys should be commissioned to feed into the Stage 2 design development of the scheme.

### Ecology Survey:

To the south of the site there are large areas of what appears to be meadow land which typically can have high habitat value. It is noted that this area is not currently proposed to be impacted but other areas of the site (location to new car park) may have ecological significance. The site should be surveyed as part of Stage 2 works to identify any areas which need protection or where enhancements could be achieved to support biodiversity net gain. This will also identify ecological protection methods and highlight additional survey requirements.



Figure 24. School site image



Figure 25. School site image



Figure 26. Google Earth images of the school site near proposed car park

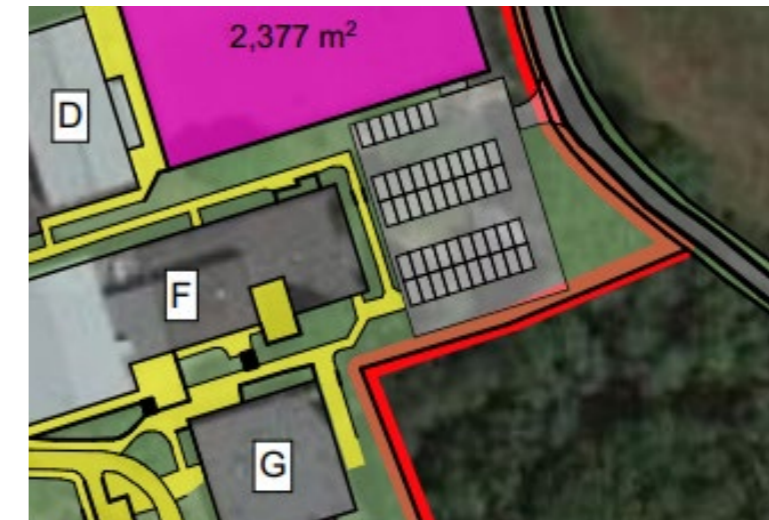


Figure 27. IDP's External Area drawing

## 03.05 Landscape Review

### Recommended next steps for Stage 2

- Sports provision strategy review including wider development with consultation with Sport England.
- Further input from Highways and Transportation consultants in relation to parking, cycle access and provision. This should include detailed proposals on the how the new staff car park access will be integrated along Mascalls Court Road including the relationship with new wider site masterplan.
- It is recommended that Biodiversity Net Gain assessment is undertaken at the earliest opportunity with base line assessment undertaken with a review of potential impacts and mitigation solutions.
- Arboricultural input including a tree survey to ensure root protection areas are identified.
- Ecological surveys including bat survey.
- Carry out a detailed topographical survey, including utilities and drainage.

# Appendix

A. Area Schedule Review

B. Technical Review Tracker

# A. Existing Area Schedule Review

Block	Floor	Room Number	Room Name	IDP Area Schedule (m2)	DWG Measured Area (m2)	Difference (m2)	Room Type	Subject	Comments
Block A	GF	A-G01	Classroom A1	59.24			Basic Teaching Area	English	
Block A	GF	A-G02	Classroom A2	57.8			Basic Teaching Area	English	
Block A	GF	A-G03	Classroom A3	57.83			Basic Teaching Area	English	
Block A	GF	A-G04	Classroom A4	57.82			Basic Teaching Area	English	
Block A	GF	A-G05	Store	1.4			Storage		
Block A	GF	A-G06	Office	21.9			Staff and Administration Areas		
Block A	GF	A-G07	Store	0.5			Storage		
Block A	GF	A-G08	WC	2.4			Non-net Area		
Block A	GF	A-G09	WC	2.5			Non-net Area		
Block A	GF	A-G10	Lift	3.4			Non-net Area		
Block A	GF	A-G11	Circulation	110.6			Non-net Area		
Block A	GF	A-G12	WC	2.5			Non-net Area		
Block A	GF	A-G13	Store	3			Storage		
Block A	GF	A-G14	Store	1.4			Storage		
Block A	GF	A-G15	Entrance Foyer	217.1			Non-net Area		
Block A	GF	A-G16	Store	7.2			Storage		
Block A	GF	A-G17	Cirulation	84.7			Non-net Area		
Block A	GF	A-G18	Office	20.4			Staff and Administration Areas		
Block A	GF	A-G19	Classroom	67.4			Basic Teaching Area	Drama	
Block A	GF	A-G20	Office	17.4			Staff and Administration Areas		
Block A	GF	A-G21	Store	6.6			Storage		
Block A	GF	A-G22	Staff WC	10.7			Non-net Area		
Block A	GF	A-G23	Staff WC	5.9			Non-net Area		
Block A	GF	A-G24	Circulation	11.7			Non-net Area		
Block A	GF	A-G25	Drama Classroom	152.6			Basic Teaching Area	Drama	
Block A	GF	A-G26	Store	4.3			Storage		
Block A	GF	A-G27	Store	29.9			Storage		
Block A	GF	A-G28	Store	21			Storage		
Block A	GF	A-G29	Circulation	112.1			Non-net Area		
Block A	GF	A-G30	External Store	6			Storage		

# A. Existing Area Schedule Review

Block	Floor	Room Number	Room Name	IDP Area Schedule (m2)	DWG Measured Area (m2)	Difference (m2)	Room Type	Subject	Comments
Block A	GF	A-G31	WC	5.1			Non-net Area		
Block A	GF	A-G32	Plant	0.9			Non-net Area		
Block A	GF	A-G33	Lift	3			Non-net Area		
Block A	GF	A-G34	WC	3.4			Non-net Area		
Block A	GF	A-G35	WC	3.5			Non-net Area		
Block A	GF	A-G36	WC	3.5			Non-net Area		
Block A	GF	A-G37	WC	3.7			Non-net Area		
Block A	GF	A-G38	WC	31.1			Non-net Area		
Block A	GF	A-G39	Cleaners Store	5.9			Storage		
Block A	GF	A-G40	Dining Hall	451.8			Large Spaces		
Block A	GF	A-G41	Cirulation	16.2			Non-net Area		
Block A	GF	A-G42	Servery	11.8			Non-net Area		
Block A	GF	A-G43	Kitchen Store	46.4			Non-net Area		
Block A	GF	A-G44	Cirulation	32.4			Non-net Area		
Block A	GF	A-G45	Kitchen	91.5			Non-net Area		
Block A	GF	A-G46	Kitchen Store	2.3			Non-net Area		
Block A	GF	A-G47	Kitchen Store	9.9			Non-net Area		
Block A	GF	A-G48	Kitchen Office	5.9			Non-net Area		
Block A	GF	A-G49	Office	21.7			Staff and Administration Areas		
Block A	GF	A-G50	Classroom A8	147.8			Basic Teaching Area	Media Studies	
Block A	GF	A-G51	Classroom A7	78			Basic Teaching Area	Media Studies	
Block A	GF	A-G52	Site Base - Store	104.8			Storage		
Block A	GF	A-G53	Site Base - Store	6.6			Storage		
Block A	GF	A-G54	Site Base - Store	9			Storage		
Block A	GF	A-G55	Site Base - Store	1.4			Storage		
Block A	GF	A-G56	Site Base - Store	1.3			Storage		
Block A	GF	A-G57	Site Base - Store	3.8			Storage		
Block A	GF	A-G58	Site Base - Store	8.7			Storage		
Block A	GF	A-G59	Site Base - Store	0.7			Storage		
Block A	GF	A-G60	Site Base - Circulation	1.5			Non-net Area		
Block A	GF	A-G61	Site Base - Store	0.6			Storage		
Block A	GF	A-G62	Site Base - Store	0.7			Storage		
Block A	GF	A-G63	Site Base - Office	7.2			Staff and Administration Areas		

# A. Existing Area Schedule Review

Block	Floor	Room Number	Room Name	IDP Area Schedule (m2)	DWG Measured Area (m2)	Difference (m2)	Room Type	Subject	Comments
Block A	1st	A-F01	Classroom A11	59.3			Basic Teaching Area	English	
Block A	1st	A-F02	Classroom A12	57.4			Basic Teaching Area	English	
Block A	1st	A-F03	Classroom A13	57.3			Basic Teaching Area	English	
Block A	1st	A-F04	Classroom A14	58.8			Basic Teaching Area	English	
Block A	1st	A-F05	Office	21.5			Staff and Administration Areas		
Block A	1st	A-F06	Circulation	110.6			Non-net Area		
Block A	1st	A-F07	Store	0.5			Storage		
Block A	1st	A-F08	WC	2.4			Non-net Area		
Block A	1st	A-F09	WC	2.5			Non-net Area		
Block A	1st	A-F10	Lift	3.4			Non-net Area		
Block A	1st	A-F11	WC	3.4			Non-net Area		
Block A	1st	A-F12	WC	3.9			Non-net Area		
Block A	1st	A-F13	Store	1.2			Storage		
Block A	1st	A-F14	Training Suite	63.9			Basic Teaching Area	Training	Should be Staff/Admin
Block A	1st	A-F15	Classroom A16	68.8			Basic Teaching Area	Inclusion Room	Should be LRA
Block A	1st	A-F16	Toilets	28.2			Non-net Area		
Block A	1st	A-F17	Classroom A15	50			Basic Teaching Area	Homework Club	Should be LRA
Block A	1st	A-F18	Store	0.7			Storage		
Block A	1st	A-F19	Circulation	18.4			Non-net Area		
Block A	1st	A-F20	Circulation	64.6			Non-net Area		
Block A	1st	A-F21	Learning Support	56			Staff and Administration Areas		
Block A	1st	A-F22	Counciling Room	51.2			Learning Resource Areas		
Block A	1st	A-F23	Store	3.2			Storage		
Block A	1st	A-F24	Office	10.1			Staff and Administration Areas		
Block A	1st	A-F25	Office	12.3			Staff and Administration Areas		
Block A	1st	A-F26	Office	12.1			Staff and Administration Areas		
Block A	1st	A-F27	The Mind Space	33.5			Learning Resource Areas		
Block A	1st	A-F28	Circulation	46.4			Non-net Area		
Block A	1st	A-F29	Office	16.7			Staff and Administration Areas		
Block A	1st	A-F30	Office	16.7			Staff and Administration Areas		
Block A	1st	A-F31	Board Office	26.2			Staff and Administration Areas		
Block A	1st	A-F32	Store	3.4			Storage		
Block A	1st	A-F33	Circulation	2.8			Non-net Area		
Block A	1st	A-F34	Office	19.1			Staff and Administration Areas		
Block A	1st	A-F35	Lift	3			Non-net Area		
Block A	1st	A-F36	Circulation	7.2			Non-net Area		
Block A	1st	A-F37	Counciling Room	12.6			Learning Resource Areas		
Block A	1st	A-F38	Circulation	4.7			Non-net Area		
Block A	1st	A-F39	Classroom A17	69.7			Basic Teaching Area	English	
Block A	1st	A-F40	Circulation	19.1			Non-net Area		

# A. Existing Area Schedule Review

Block	Floor	Room Number	Room Name	IDP Area Schedule (m2)	DWG Measured Area (m2)	Difference (m2)	Room Type	Subject	Comments
Block B	GF	B-G01	Circulation	23.5			Non-net Area		
Block B	GF	B-G02	Circulation	14			Non-net Area		
Block B	GF	B-G03	Store	3.1			Storage		
Block B	GF	B-G04	Store	1.5			Storage		
Block B	GF	B-G05	Store	0.94			Storage		
Block B	GF	B-G06	Office	16.04			Staff and Administration Areas		
Block B	GF	B-G07	Classroom B1	67.22			Basic Teaching Area	Geography	
Block B	GF	B-G08	Classroom B2	68.2			Basic Teaching Area	Geography	
Block B	GF	B-G09	Office	25.44			Staff and Administration Areas		
Block B	GF	B-G10	Office	11.65			Staff and Administration Areas		Labelled as store on drawing
Block B	GF	B-G11	Circulation	2.62			Non-net Area		
Block B	GF	B-G12	WC	1.75			Non-net Area		Labelled as store on drawing
Block B	1st	B-F01	Circulation	38.44			Non-net Area		
Block B	1st	B-F02	Classroom B7/Office	32.84			Staff and Administration Areas		shown as basic teaching on drawing
Block B	1st	B-F03	Classroom B3	57.81			Basic Teaching Area	Geography	
Block B	1st	B-F04	Classroom B4	58.25			Basic Teaching Area	Geography	
Block B	1st	B-F05	Classroom B5	52.39			Basic Teaching Area	Geography	

# A. Existing Area Schedule Review

Block	Floor	Room Number	Room Name	IDP Area Schedule (m2)	DWG Measured Area (m2)	Difference (m2)	Room Type	Subject	Comments
Block C	GF	C-G01	Circulation	69.9			Non-net Area		
Block C	GF	C-G02	Store	5.6			Storage		
Block C	GF	C-G03	Store	8.5			Storage		
Block C	GF	C-G04	Office	23			Staff and Administration Areas		
Block C	GF	C-G05	Office	22			Staff and Administration Areas		
Block C	GF	C-G06	Store	9			Storage		
Block C	GF	C-G07	Store	4.6			Storage		
Block C	GF	C-G08	Toilet	13.9			Non-net Area		
Block C	GF	C-G09	Circulation	25.8			Non-net Area		
Block C	GF	C-G10	WC	2.5			Non-net Area		
Block C	GF	C-G11	Store	5.2			Storage		
Block C	GF	C-G12	Office	23.3			Staff and Administration Areas		
Block C	GF	C-G13	Office	17.7			Staff and Administration Areas		
Block C	GF	C-G14	Circulation	129.8			Non-net Area		
Block C	GF	C-G15	Classroom C3	48.9			Basic Teaching Area	PE	
Block C	GF	C-G16	Store	8			Storage		
Block C	GF	C-G17	Data Room	37.6			Non-net Area		
Block C	GF	C-G18	Changing Room	30.9			Non-net Area		
Block C	GF	C-G19	Office	5.5			Staff and Administration Areas		
Block C	GF	C-G20	Exam Prep Room	35.7			Storage		
Block C	GF	C-G21	Filling Room	9.7			Staff and Administration Areas		
Block C	GF	C-G22	Circulation	14.3			Non-net Area		
Block C	GF	C-G23	Hall	153.8	180	-26.2	Large Spaces		
Block C	GF	C-G24	Store	3.1			Storage		
Block C	GF	C-G25	Store	2			Storage		
Block C	GF	C-G26	Store	5			Storage		
Block C	GF	C-G27	Store	7.5			Storage		
Block C	GF	C-G28	Library-Fitness	89.3			Large Spaces		
Block C	GF	C-G29	Toilet	13.7			Non-net Area		
Block C	GF	C-G30	Store	9.7			Storage		
Block C	GF	C-G31	Office	6.6			Staff and Administration Areas		
Block C	GF	C-G32	Toilet	13.5			Non-net Area		
Block C	GF	C-G33	Art Gallery/Library	89.8			Learning Resource Areas		
Block C	GF	C-G34	Circulation	8.8			Non-net Area		
Block C	GF	C-G35	Store	7.1			Storage		
Block C	GF	C-G36	Store	9.2			Storage		
Block C	GF	C-G37	Store	4.4			Storage		
Block C	GF	C-G38	Store	9.7			Storage		



# A. Existing Area Schedule Review

Block	Floor	Room Number	Room Name	IDP Area Schedule (m2)	DWG Measured Area (m2)	Difference (m2)	Room Type	Subject	Comments
Block C	1st	C-F01	Staff Room	100			Staff and Administration Areas		
Block C	1st	C-F02	Circulation	26.5			Non-net Area		
Block C	1st	C-F03	Office	24.4			Staff and Administration Areas		
Block C	1st	C-F04	Classroom C7	45.9			Basic Teaching Area	Languages	
Block C	1st	C-F05	Classroom C6	49			Basic Teaching Area	Languages	
Block C	1st	C-F06	Classroom C5	49.2			Basic Teaching Area	Languages	
Block C	1st	C-F07	Office	12			Staff and Administration Areas		
Block C	1st	C-F08	Circulation	11.3			Non-net Area		
Block C	1st	C-F09	Classroom	49.2			Basic Teaching Area	Languages	
Block C	1st	C-F10	Group Room	5.6			Learning Resource Areas		
Block C	1st	C-F11	Circulation	45.5			Non-net Area		

# A. Existing Area Schedule Review

Block	Floor	Room Number	Room Name	IDP Area Schedule (m2)	DWG Measured Area (m2)	Difference (m2)	Room Type	Subject	Comments
Block D	GF	D-G01	Circulation	115			Non-net Area		
Block D	GF	D-G02	PE Store	15.6			Storage		
Block D	GF	D-G03	WC	3.8			Non-net Area		
Block D	GF	D-G04	Utility	5.8			Non-net Area		
Block D	GF	D-G05	PE Office	17.9			Staff and Administration Areas		
Block D	GF	D-G06	Staff Room	13.8			Staff and Administration Areas		
Block D	GF	D-G07	Girls Changing Room	74			Non-net Area		
Block D	GF	D-G08	Boy Changing Room	73.7			Non-net Area		
Block D	GF	D-G09	Store	16.8			Storage		
Block D	GF	D-G10	Store	1.3			Storage		
Block D	GF	D-G11	Store	1.8			Storage		
Block D	GF	D-G12	Disabled WC	6.7			Non-net Area		
Block D	GF	D-G13	Music Store	11.8			Storage		
Block D	GF	D-G14	Lettings Office	6.5			Staff and Administration Areas		
Block D	GF	D-G15	Office	9.3			Staff and Administration Areas		
Block D	GF	D-G16	Toilets	7.6			Non-net Area		
Block D	GF	D-G17	Disabled WC	3.5			Non-net Area		
Block D	GF	D-G18	Circulation	26.6			Non-net Area		
Block D	GF	D-G19	Sports Hall	536.8			Large Spaces		
Block D	GF	D-G20	Sports Hall Store	47.8			Storage		
Block D	GF	D-G21	Classroom D1	43.7			Basic Teaching Area	History	
Block D	GF	D-G22	Classroom D2	51.9			Basic Teaching Area	History	
Block D	GF	D-G23	Classroom D3	53.6			Basic Teaching Area	History	
Block D	GF	D-G24	Office	21.8			Staff and Administration Areas		
Block D	GF	D-G25	Store	11.5			Storage		
Block D	GF	D-G26	Classroom D4	48.5	44.4	4.1	Basic Teaching Area	History	
Block D	GF	D-G27	Store	3.6			Storage		
Block D	GF	D-G28	Staff Room	17.9			Staff and Administration Areas		
Block D	GF	D-G29	Electrics Cupboard	2.5			Storage		
Block D	GF	D-G30	Store	1.9			Storage		
Block D	GF	D-G31	Circulation	20			Non-net Area		
Block D	GF	D-G32	Plant	47.4			Non-net Area		
Block D	GF	D-G33	Plant	19.6			Non-net Area		

# A. Existing Area Schedule Review

Block	Floor	Room Number	Room Name	IDP Area Schedule (m2)	DWG Measured Area (m2)	Difference (m2)	Room Type	Subject	Comments
Block F	GF	F-G01	Hall	547.2			Large Spaces		
Block F	GF	F-G02	Store	13.1			Storage		
Block F	GF	F-G03	Store	13.3			Storage		
Block F	GF	F-G04	Store	22			Storage		
Block F	GF	F-G05	Changing Room	33.3			Non-net Area	room names mixed up	
Block F	GF	F-G06	WC	12.2			Non-net Area		
Block F	GF	F-G07	WC	11.1			Non-net Area		
Block F	GF	F-G08	Changing Room	28.9			Non-net Area	room names mixed up	
Block F	GF	F-G09	Circulation	19.2			Non-net Area		
Block F	GF	F-G10	WC	8.9			Non-net Area		
Block F	GF	F-G11	Store	8.2			Storage		
Block F	GF	F-G12	Store	3			Storage		
Block F	GF	F-G13	WC	6.3			Non-net Area		
Block F	GF	F-G14	Office	16			Staff and Administration Areas		
Block F	GF	F-G15	Store	3.6			Storage		
Block F	GF	F-G16	Store	5.4			Storage		
Block F	GF	F-G17	Classroom F5	98.9			Basic Teaching Area	Food Tech	
Block F	GF	F-G18	Store	20			Storage		
Block F	GF	F-G19	Classroom F4	88.5			Basic Teaching Area	Food Tech	
Block F	GF	F-G20	Classroom F3	86.9			Basic Teaching Area	Science	
Block F	GF	F-G21	Store	16.2			Storage		
Block F	GF	F-G22	Classroom F2	93.5			Basic Teaching Area	Science	
Block F	GF	F-G23	Store	1.7			Storage		
Block F	GF	F-G24	Circulation	148.8			Non-net Area		
Block F	GF	F-G25	Office	13			Staff and Administration Areas		
Block F	GF	F-G26	Store	3.2			Storage		
Block F	GF	F-G27	Circulation	35.4			Non-net Area		
Block F	GF	F-G28	Classroom F1	84.3			Basic Teaching Area	Religious Education	
Block F	GF	F-G29	Store	0.6			Storage		
Block F	GF	F-G30	Circulation	52.1			Non-net Area		
Block F	GF	F-G31	Circulation	38.1			Non-net Area		
Block F	GF	F-G32	Store	4			Storage		
Block F	GF	F-G33	Store	9.8			Storage		
Block F	1st	F-F01	Classroom F11	53.7			Basic Teaching Area	PE	
Block F	1st	F-F02	Classroom F12	60.9			Basic Teaching Area	Social Sciences	
Block F	1st	F-F03	Classroom F13	63.3			Basic Teaching Area	Social Sciences	
Block F	1st	F-F04	Classroom F14	61.8			Basic Teaching Area	Social Sciences	
Block F	1st	F-F05	Store	3.9			Storage		
Block F	1st	F-F06	Store	5.4			Storage		
Block F	1st	F-F07	Circulation	37.9			Non-net Area		
Block F	1st	F-F08	Circulation	49.8			Non-net Area		
Block F	1st	F-F09	Store	4.2			Storage		
Block F	1st	F-F10	Circulation	13.6			Non-net Area		
Block F	1st	F-F11	Staff Room	14.6			Staff and Administration Areas		

# A. Existing Area Schedule Review

Block	Floor	Room Number	Room Name	IDP Area Schedule (m2)	DWG Measured Area (m2)	Difference (m2)	Room Type	Subject	Comments
Block G	GF	G-G01	Circulation	33.5			Non-net Area		
Block G	GF	G-G02	Classroom G1	76.6			Basic Teaching Area	Science	
Block G	GF	G-G03	Classroom G2	83			Basic Teaching Area	Science	
Block G	GF	G-G04	Store	0.9			Storage		
Block G	GF	G-G05	Circulation	37.3			Non-net Area		
Block G	GF	G-G06	Store	1			Storage		
Block G	GF	G-G07	Store	6.2			Storage		
Block G	GF	G-G08	Office	11.1			Staff and Administration Areas		
Block G	GF	G-G09	WC	5.6			Non-net Area		
Block G	GF	G-G10	Classroom G5	80.1			Basic Teaching Area	Science	
Block G	GF	G-G11	Classroom G6	80.2			Basic Teaching Area	Science	
Block G	GF	G-G12	Store	15.8			Storage		
Block G	GF	G-G13	Classroom G3/Prep room	111.1			Storage		
Block G	GF	G-G14	Classroom G4	79.5			Basic Teaching Area	Science	
Block G	GF	G-G15	Office	9			Staff and Administration Areas		
Block G	GF	G-G16	Office	18.9			Staff and Administration Areas		
Block G	GF	G-G17	Circulation	51.5			Non-net Area		
Block G	GF	G-G18	Classroom G10	79.8			Basic Teaching Area	Science	
Block G	GF	G-G19	Classroom G7	80			Basic Teaching Area	Science	
Block G	GF	G-G20	Classroom G8	79.5			Basic Teaching Area	Science	
Block G	GF	G-G21	Classroom G9	79.4			Basic Teaching Area	Science	
Block G	GF	G-G22	Plant	2.9			Non-net Area		

# A. Existing Area Schedule Review

Block	Floor	Room Number	Room Name	IDP Area Schedule (m2)	DWG Measured Area (m2)	Difference (m2)	Room Type	Subject	Comments
Block J	GF	J-G01	Circulation	146			Non-net Area		
Block J	GF	J-G02	Classroom J15	94.3			Basic Teaching Area	IT	
Block J	GF	J-G03	Digital Learning	9.4			Staff and Administration Areas		
Block J	GF	J-G04	Classroom J14	89.6			Basic Teaching Area	IT	
Block J	GF	J-G05	Classroom J17	75.3			Basic Teaching Area	Business	
Block J	GF	J-G06	IT Office	25.4			Staff and Administration Areas		
Block J	GF	J-G07	Classroom J18	75.3			Basic Teaching Area	Business	
Block J	GF	J-G08	Circulation	15.4			Non-net Area		
Block J	GF	J-G09	Store	1.4			Storage		
Block J	GF	J-G10	Store	1.4			Storage		
Block J	GF	J-G11	WC	2.5			Non-net Area		
Block J	GF	J-G12	WC	12.7			Non-net Area		
Block J	GF	J-G13	WC	11.2			Non-net Area		
Block J	GF	J-G14	Lift	2.2			Non-net Area		
Block J	GF	J-G15	Circulation	16.4			Non-net Area		
Block J	GF	J-G16	Office	8.4			Staff and Administration Areas		
Block J	GF	J-G17	Store	6.5			Storage		
Block J	GF	J-G18	Store	1.8			Storage		
Block J	GF	J-G19	Classroom J10	62.7			Basic Teaching Area	IT	
Block J	GF	J-G20	Circulation	12.1			Non-net Area		
Block J	GF	J-G21	Store	9.1			Storage		
Block J	GF	J-G22	Classroom J11	82.7			Basic Teaching Area	IT	
Block J	GF	J-G23	Kitchen	20.4			Storage		shown as store in drawing
Block J	GF	J-G24	Sixth Form	222.6			Large Spaces		
Block J	GF	J-G25	Printer Room	6.5			Staff and Administration Areas		
Block J	GF	J-G26	Sixth Form Office	8			Staff and Administration Areas		
Block J	GF	J-G27	Circulation	7.2			Non-net Area		
Block J	GF	J-G28	Circulation	4.9			Non-net Area		

# A. Existing Area Schedule Review

Block	Floor	Room Number	Room Name	IDP Area Schedule (m2)	DWG Measured Area (m2)	Difference (m2)	Room Type	Subject	Comments
Block J	1st	J-F01	Kitchen	9.7			Non-net Area		
Block J	1st	J-F02	Store	2.1			Storage		
Block J	1st	J-F03	Sixth Form Balcony	34.4			Learning Resource Areas		
Block J	1st	J-F04	Classroom J1	157.4			Basic Teaching Area	Exams	
Block J	1st	J-F05	Circulation	20.4			Non-net Area		
Block J	1st	J-F06	Plant	0.4			Non-net Area		
Block J	1st	J-F07	Lift	2.2			Non-net Area		
Block J	1st	J-F08	Circulation	16.4			Non-net Area		
Block J	1st	J-F09	Circulation	47.9			Non-net Area		
Block J	1st	J-F10	WC	12.7			Non-net Area		
Block J	1st	J-F11	WC	13.8			Non-net Area		
Block J	1st	J-F12	Store	2.8			Storage		
Block J	1st	J-F13	Store	1.6			Storage		
Block J	1st	J-F14	Store	1.6			Storage		
Block J	1st	J-F15	Circulation	13.6			Non-net Area		
Block J	1st	J-F16	Circulation	28			Non-net Area		
Block J	1st	J-F17	Store	7.5			Storage		
Block J	1st	J-F18	Store	7.9			Storage		
Block J	1st	J-F19	Classroom J4	30.8			Basic Teaching Area	Exams	
Block J	1st	J-F20	Classroom J5	31			Basic Teaching Area	Exams	
Block J	1st	J-F21	Store	8			Storage		
Block J	1st	J-F22	Classroom J6	24.3			Basic Teaching Area	Exams	
Block J	1st	J-F23	Classroom J7	25.1			Basic Teaching Area	Exams	
Block J	1st	J-F24	Classroom J8	39.8			Basic Teaching Area	Exams	
Block J	1st	J-F25	Exams Managers Office	19.8			Staff and Administration Areas		

# A. Existing Area Schedule Review

Block	Floor	Room Number	Room Name	IDP Area Schedule (m2)	DWG Measured Area (m2)	Difference (m2)	Room Type	Subject	Comments
Block R	GF	R-G01	Circulation	162.7			Non-net Area		
Block R	GF	R-G02	Classroom R7	90.7			Basic Teaching Area	Drama	
Block R	GF	R-G03	Boys Changing Room	41.9			Non-net Area		
Block R	GF	R-G04	WC	2.7			Non-net Area		
Block R	GF	R-G05	Staff WC	8.3			Non-net Area		
Block R	GF	R-G06	Staff WC	5.9			Non-net Area		
Block R	GF	R-G07	Girls Changing Room	38.5			Non-net Area		
Block R	GF	R-G08	Practice 1	7.4			Learning Resource Areas		
Block R	GF	R-G09	Practice 2	7.9			Learning Resource Areas		
Block R	GF	R-G10	Practice 3	7.9			Learning Resource Areas		
Block R	GF	R-G11	Practice 4	7.7			Learning Resource Areas		area shown on drawing too large 47.65
Block R	GF	R-G12	Circulation?	46.9			Non-net Area		in J block
Block R	GF	R-G13	Store	2.6			Storage		
Block R	GF	R-G14	Store	10.8			Storage		
Block R	GF	R-G15	Classroom R6	84.5			Basic Teaching Area	Music	
Block R	GF	R-G16	Store	4.3			Storage		
Block R	GF	R-G17	Store	2.1			Storage		
Block R	GF	R-G18	Recording Studio	34.9			Learning Resource Areas		
Block R	GF	R-G19	Store	15.4			Storage		
Block R	GF	R-G20	Classroom R4	86.4			Basic Teaching Area	Music	
Block R	GF	R-G21	Store	6.8			Storage		
Block R	GF	R-G22	Store	7			Storage		
Block R	GF	R-G23	Store	37.9			Storage		
Block R	GF	R-G24	Store	20.4			Storage		
Block R	GF	R-G25	Lift	3.1			Non-net Area		
Block R	GF	R-G26	Circulation	9.1			Non-net Area		
Block R	GF	R-G27	Store	27.7			Storage		
Block R	GF	R-G28	Dance Office	9.7			Staff and Administration Areas		
Block R	GF	R-G29	Music Office	8.8			Staff and Administration Areas		
Block R	GF	R-G30	Performing Arts Office	8.8			Staff and Administration Areas		
Block R	GF	R-G31	Classroom R2	134.1	135.6	-1.5	Large Spaces	Dance	
Block R	GF	R-G32	Classroom R1	134.9			Large Spaces	Dance	

# A. Existing Area Schedule Review

Block	Floor	Room Number	Room Name	IDP Area Schedule (m2)	DWG Measured Area (m2)	Difference (m2)	Room Type	Subject	Comments
Block R	1st	R-F01	Circulation	167.1			Non-net Area		
Block R	1st	R-F02	Classroom R16	115			Basic Teaching Area	Technology	
Block R	1st	R-F03	Office	21.3			Staff and Administration Areas		
Block R	1st	R-F04	Store	13			Storage		
Block R	1st	R-F05	Circulation	15			Non-net Area		
Block R	1st	R-F06	Stairs?	40.3	41.6	-1.3	Non-net Area		
Block R	1st	R-F07	Store	6.1			Storage		
Block R	1st	R-F08	Store	15.2			Storage		
Block R	1st	R-F09	Store	2.9			Storage		
Block R	1st	R-F10	Classroom R15	121.1			Basic Teaching Area	DT Workshop	
Block R	1st	R-F11	Classroom R14	119	110	9	Basic Teaching Area	DT Workshop	
Block R	1st	R-F12	Lift	3.1			Non-net Area		
Block R	1st	R-F13	DT Office	39.1	34.44	4.66	Staff and Administration Areas		
Block R	1st	R-F14	Classroom R13	111.6			Basic Teaching Area	DT Workshop	
Block R	1st	R-F15	Store	10.9			Storage		
Block R	1st	R-F16	Store	9.8			Storage		
Block R	1st	R-F17	Classroom R12	73.8			Basic Teaching Area	DT Workshop	
Block R	1st	R-F18	Classroom R11	101.6			Basic Teaching Area	DT Textiles	
Block R	1st	R-F19	DT Office	8.3			Staff and Administration Areas		
Block R	2nd	R-S01	Circulation	159.6			Non-net Area		
Block R	2nd	R-S02	Classroom R27	113.2			Basic Teaching Area	Art	
Block R	2nd	R-S03	Staff Kitchen	23.1			Staff and Administration Areas		
Block R	2nd	R-S04	Store	10.3			Storage		
Block R	2nd	R-S05	WC	3.4			Non-net Area		
Block R	2nd	R-S06	Store	7.1			Storage		
Block R	2nd	R-S07	Stairs?	41.7			Non-net Area		
Block R	2nd	R-S08	Circulation	16.2			Non-net Area		
Block R	2nd	R-S09	Store	2.2			Storage		
Block R	2nd	R-S10	Store	7.8			Storage		
Block R	2nd	R-S11	Store	31.7			Storage		
Block R	2nd	R-S12	Office	12			Staff and Administration Areas		
Block R	2nd	R-S13	Classroom R26	196.2			Basic Teaching Area	Art	
Block R	2nd	R-S14	Store	17.4			Storage		
Block R	2nd	R-S15	Dark room	25.4			Learning Resource Areas		labelled as store in drawing
Block R	2nd	R-S16	Store	0.6			Storage		
Block R	2nd	R-S17	Circulation	3.7			Non-net Area		labelled as store in drawing
Block R	2nd	R-S18	Circulation	3			Non-net Area		
Block R	2nd	R-S19	Classroom R23	235.8	285.9	-50.1	Basic Teaching Area	DT Graphics	Area should be large enough Graphics 202 + 83 art?
TOTAL				15231.58		-61.34			



# B. Technical Review Tracker

**Mascalls Academy**  
**Architecture - RIBA Stage 1 Feasibility Study Review**  
**Job no. 5229935**  
**Rev. V1**  
**Architecture**

**Omissions :**  
 Detailed schedule of accommodation  
 Heights of all existing and new buildings  
 Subject area floor plans

Comment Types	
A	Low Risk. Unlikely to impact overall design. Easily resolved.
B	Medium Risk. Potentially/partially non-compliant/unsafe design and/or buildability issues.
C	High Risk. Currently non-compliant with DfE Requirements. Significant design issues identified.
NA	Review not required.

Reviewer Evaluation of Response	
A1	Okay to close: satisfied with response
A2	Resolution agreed, documents to be updated
B	Requires further review
C	Response does not sufficiently address comment

Technical Advisor to complete						Design Team to complete			AtkinsRéalis evaluation on Design Team's Response		Final Closeout of Review								
Item no	Date Received	Document or Drawing No	Document/Drawing Title	Revision	Reviewer	Reviewer's Comment	Date of Review	Comment Type	Responder/Firm's Response (either revised drawing reference, or explanation why comment does not require revision to drawing)	Date of Response	Evaluation of response	Reviewer's comments/recommendations related to the response	Date of Evaluation	Design Team Closeout	Date of Design Team Response	AtkinsRéalis Team Closeout	Date of AR Response	Final Comment Type	Date of Closeout
<i>In general</i>																			
1	05/06/2024 15/05/2024		C5884 Mascalls Academy - Expansion Feasibility Report 230524 Capacity Report	Rev A	BK	Existing GIFA is shown different between Capacity report and IDP's report. Difference of 191m2. Capacity Report 16133m2 IDP 19542m2 CAD Drawing (provided on 12.6.24) measures 16081m2 with difference of 139m2. Refer to Figure 3 comparison table on page 10 of this report.	13/06/2024	B											
2	15/05/2024		Existing School drawings in Capacity Report Existing School drawings IDP used.		BK	Capacity Report existing school drawings are different to IDP's existing school drawings. E.g. room names, room areas and layouts During clarification meeting (11/6/24 with IDP), it was advised that IDP measured all the rooms shown on dwg provided and they have consulted the school for current room use.	13/06/2024	B											
3	15/05/2024		Existing School drawings in Capacity Report Existing School drawings IDP used.		BK	Number of existing teaching classrooms are different between Capacity Report and IDP's comparison notes. AR carried out separate curriculum analysis using similar existing classroom counts. Refer to report where some existing room uses are noted for clarification.	13/06/2024	B											
4	05/06/2024		C5884 Mascalls Academy - Expansion Feasibility Report 230524		BK	IDP's drawings show inconsistent multiple room area figures. E.g. Hall 153m2 or 181m2 During a clarification meeting with IDP, it was advised that some numbers were from background dwg and all areas were measured using CAD file provided. All areas shown on area schedule are measured. CAD files were not provided to AR for review. Upon review of CAD file provided on 12.6.2024, there seem to be a few discrepancies with measured areas. e.g. Hall was measured 181m2 instead of 153m2 which was included in the schedule. Refer to comparison table Figure 2 and 3 on page 10 of this report.	13/06/2024	B											
5	05/06/2024 15/05/2024		C5884 Mascalls Academy - Expansion Feasibility Report 230524 Capacity Report	Rev A	BK	Capacity Report and IDP used different pupil numbers. Therefore it is difficult to compare how Capacity Report's curriculum analysis applies to IDP's proposal. AR carried out separate curriculum analysis using data provided in Capacity report.	13/06/2024	B											
6	12/06/2024		CAD files of existing school		BK	Due to late arrival of these files, AR carried out spot checks only. Some rooms measure differently to the area shown on IDP's existing area schedule. Refer to Appendix A for details.	13/06/2024	B											

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**Mascalls Academy**  
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**Omissions :**  
 Detailed schedule of accommodation  
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 Subject area floor plans

Comment Types	
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B	Medium Risk. Potentially/partially non-compliant/unsafe design and/or buildability issues.
C	High Risk. Currently non-compliant with DfE Requirements. Significant design issues identified.
NA	Review not required.

Reviewer Evaluation of Response	
A1	Okay to close: satisfied with response
A2	Resolution agreed, documents to be updated
B	Requires further review
C	Response does not sufficiently address comment

Technical Advisor to complete							Design Team to complete			AtkinsRéalis evaluation on Design Team's Responses		Final Closeout of Review							
Item no	Date Received	Document or Drawing No	Document/Drawing Title	Revision	Reviewer	Reviewer's Comment	Date of Review	Comment Type	Responder/Firm's Response (either revised drawing reference, or explanation why comment does not require revision to drawing)	Date of Response	Evaluation of response	Reviewer's comments/ recommendations related to the response	Date of Evaluation	Design Team Closeout	Date of Design Team Response	AtkinsRéalis Team Closeout	Date of AR Response	Final Comment Type	Date of Closeout
<b>IDP Proposals</b>																			
7	15/05/2024	063-043	Preliminary Proposal (2FE Expansion) - First Floor Preliminary Proposal - First Floor		BK	Staff office in new science block is internally positioned without windows. Layout to be reviewed to provide daylight and views out to the space.	13/06/2024	B											
8	15/05/2024	067-047A	Preliminary Proposal (2FE Expansion) - Phasing Plan Preliminary Proposal - Phasing Plan		BK	Justification of Block B/G demolition not provided. During clarification meeting with IDP, it was advised that there was a condition survey carried out for the school highlighting poor condition of the building. IDP explained that Block G had more opportunity for refurbishment. The school's letter provided to AR on 11/6/24 stated that it is CLASP building. It would be worth including the findings of the survey to support the proposal.	13/06/2024	A											
9	15/05/2024	063-064-042-044	Preliminary Proposal (2FE Expansion) Preliminary Proposal - Ground Floor		BK	New science block does not show any plant room, WCs, general store space.	13/06/2024	B											
10	15/05/2024	063-064-042-044	Preliminary Proposal (2FE Expansion) Preliminary Proposal - Ground Floor		BK	New science block includes 2no. 97m2 specialist science labs where BB103 recommends 3no. 97m2 labs. Although the proposals provide larger than 83m2 science labs elsewhere to make up area and classroom count, specialist science labs should ideally be positioned near prep rooms.	13/06/2024	B											
11	05/06/2024		C5884 Mascalls Academy - Expansion Feasibility Report 230524		BK	Height of the new building undefined. Suitability of new three storey building on currently open space to be tested at the next stage.	13/06/2024	B											
12					BK	Drawings do not demonstrate how subject departments are clustered. It is recommended to review curriculum analysis and forecast aligned with expansion for suiting subject classrooms.	13/06/2024	B											
13	15/05/2024	063-064-042-044	Preliminary Proposal (2FE Expansion) Preliminary Proposal - Ground Floor - Second Floor		BK	New art room on ground floor converted from ICT room is detached from other art classrooms on the second floor. Provision of art store not shown. Provided there are surplus area for store, some of the existing store rooms could be repurposed for art room.	13/06/2024	B											
14	15/05/2024	063-064-042-044	Preliminary Proposal (2FE Expansion) Preliminary Proposal - Ground Floor - Second Floor		BK	Unclear if there will be additional toilet provision. Capacity report demonstrated deficit of toilet numbers in existing condition. WC provision throughout the school for the expansion should be carried out especially accessible WC provision. IDP clarified that there will be additional WCs to suit additional pupil and staff numbers. However, it is worth noting that there is deficit in existing school WC provision and should be addressed holistically.	13/06/2024	B											
15	15/05/2024	SCH-COMP-003 SCH-COMP-002	C5884 Mascalls Academy - IDP Building Areas Comparison Schedule 2FE PROPOSAL 090524 C5884 Mascalls Academy - IDP Building Areas Comparison Schedule PROPOSAL 230424		BK	IDP's area comparison schedule includes 1 Kin room. It is not shown on the drawing or schedule. IDP clarified this is in R-S14 currently shown as a store. This should be updated and correct area allocation should be incorporated. However upon review of areas, there may have been a mix up with Dark room.	13/06/2024	A											
16	15/05/2024	063-064-042-044	Preliminary Proposal (2FE Expansion) Preliminary Proposal - Ground Floor - Second Floor		BK	In both proposals, Block G layout shows concept arrangements of general teaching spaces to perimeter of the building, however it is unclear how the central areas would be converted. Are these considered for staff area/store/non-net and how are they currently reflected in the area schedule?	13/06/2024	B											
17	15/05/2024	SCH-COMP-003 SCH-COMP-002	C5884 Mascalls Academy - IDP Building Areas Comparison Schedule 2FE PROPOSAL 090524 C5884 Mascalls Academy - IDP Building Areas Comparison Schedule PROPOSAL 230424		BK	Area schedules for the proposals provide sums of staff, store and non-net without breakdowns. It is difficult to review how the changes in areas are captured.	13/06/2024	B											
18	05/06/2024		C5884 Mascalls Academy - Expansion Feasibility Report 230524		BK	Small discrepancy found between existing room areas calculated from pages 16-26 in report and summary area on page 31. Refer to comparison table (Figure 2) on page 10 of this report.	13/06/2024	B											
19	05/06/2024		C5884 Mascalls Academy - Expansion Feasibility Report 230524		BK	IDP's proposal include Training suite, Inclusion room and Homework Club (Block A) within basic teaching spaces. These would typically fall under LRA. Room use and location for general teaching should be reviewed with the School if they can be utilised for curriculum based teaching.	13/06/2024	B											

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Comment Types	
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Reviewer Evaluation of Response	
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Technical Advisor to complete						Design Team to complete			AtkinsRéalis evaluation on Design Team's Responses		Final Closeout of Review								
Item no	Date Received	Document or Drawing No	Document/Drawing Title	Revision	Reviewer	Reviewer's Comment	Date of Review	Comment Type	Responder/Firm's Response (either revised drawing reference, or explanation why comment does not require revision to drawing)	Date of Response	Evaluation of response	Reviewer's comments/ recommendations related to the response	Date of Evaluation	Design Team Closeout	Date of Design Team Response	AtkinsRéalis Team Closeout	Date of AR Response	Final Comment Type	Date of Closeout
20	15/05/2024	063-064 042-044	Preliminary Proposal (2FE Expansion) Preliminary Proposal - Ground Floor - Second Floor		BK	Both proposals include 3no. general teaching spaces less of 55m2 recommended area in Block G. Whilst we appreciate working with existing building has its limitations, it should be reviewed for improvements at the next stage.	13/06/2024	B											
21	05/06/2024		C5884 Mascalls Academy - Expansion Feasibility Report 230524		BK	There are a number of existing general teaching spaces that are under 55m2 (26no.) and some are less than 50m2 (13no). The proposals do not appear to address the issues apart from converting some seminar rooms into new library space and providing seminar rooms elsewhere. It should be reviewed for improvements at the next stage.	13/06/2024	B											
22	15/05/2024	063-064	Preliminary Proposal (2FE Expansion)		BK	Proposal B (2FE expansion) includes 4 seminar rooms in Block F. The layout does not show access to corner rooms which will reduce room areas accordingly.	13/06/2024	A											
23	15/05/2024	063-064	Preliminary Proposal (2FE Expansion)		BK	In Proposal B (2FE expansion), the exam room J-F04 is retained as existing where this can be subdivided for 2no. general/specialist teaching classrooms.	13/06/2024	A											
24	15/05/2024	063-064	Preliminary Proposal (2FE Expansion)		BK	Proposal B (2FE expansion) shows Graphics room retained at 202m2 which would be equivalent of 2no. graphics rooms. This could be further subdivided for other classrooms as BB103 requires only 1 graphics room for this scenario. Art room proposed on ground floor could be brought here close to art department.	13/06/2024	A											
25	15/05/2024	063-064 042-044	Preliminary Proposal (2FE Expansion) Preliminary Proposal - Ground Floor - Second Floor		BK	Proposal B (2FE expansion) includes 1no Science room positioned in existing Block C detached from new science block. 3FE proposal includes 2no. existing science labs in Block F to be retained. They will be far from the new science block and there is no prep room close by.  <i>During clarification meeting with IDP, it was advised that this was discussed with the School and they are happy with the detached arrangements.</i> However, the proposal will limit the use of lab sized science classrooms to theory based teaching as there is no prep room close by. One of the existing room retained is shown as 94m2 (3FE proposal), which would be closer to specialist science lab size of 97m2, whereas a science studio would be 69m2.  BB103 recommends 2no. 83m2 Science Labs and 3no. 97m2 Specialist Science Labs for 3FE expansion.	13/06/2024	B											
26	15/05/2024	042-044	Preliminary Proposal - Ground Floor - Second Floor		BK	Proposal A (3FE expansion) includes additional music rooms utilising exam room in J block. Similarly, small exam rooms have been converted to new library. Is there an equivalent exam room(s) reprovided elsewhere?	13/06/2024	A											
27	15/05/2024	042-044	Preliminary Proposal - Ground Floor - Second Floor		BK	In Proposal A (3FE expansion), 2no. Seminar rooms appear to be thin and long. Please check if the room allows DfE's minimum room width. <i>IDP clarified the room is currently shown as 4.1m wide and 10m long. DfE Tech Annex 1A requires min width of 7m. Teaching arrangements/orientation of the room should be considered to improve the proportion of the room and to avoid any impractical teaching space.</i>	13/06/2024	B											
28	15/05/2024	042-044	Preliminary Proposal - Ground Floor - Second Floor		BK	In Proposal A (3FE expansion), the music rooms are positioned on the upper floor close to the library. It would be ideal if the music rooms are positioned away from library. E.g. swapping with J-G19 and J-G22	13/06/2024	A											
29	15/05/2024	042-044	Preliminary Proposal - Ground Floor - Second Floor		BK	Proposal A (3FE expansion) shows one seminar room and 1 general classrooms where existing library is. It appears that both rooms would be accessed via external doors and there is no provision for internal route to ancillary spaces such as teaching store or WCs. Although areas might fit in existing library, internal connection improvement should be considered. Refurbished area would be extended beyond library space.	13/06/2024	A											
30	15/05/2024	042-044	Preliminary Proposal - Ground Floor - Second Floor		BK	Proposal A (3FE expansion) shows an existing store converted to Repro room (G-11). This was not included in refurbishment area. Existing store seems to be accessible via J-G19 room. Repro room should be accessed from circulation for general use. Minor refurbishment would be required e.g. new door opening to the other side of the room unless this is dedicated printer room for IT classroom.	13/06/2024	A											

# B. Technical Review Tracker

**Mascalls Academy**  
**Architecture - RIBA Stage 1 Feasibility Study Review**  
**Job no. 5229935**  
**Rev. V1**  
**Architecture**

**Omissions :**  
 Detailed schedule of accommodation  
 Heights of all existing and new buildings  
 Subject area floor plans

Comment Types	
A	Low Risk. Unlikely to impact overall design. Easily resolved.
B	Medium Risk. Potentially/partially non-compliant/unsafe design and/or buildability issues.
C	High Risk. Currently non-compliant with DfE Requirements. Significant design issues identified.
NA	Review not required.

Reviewer Evaluation of Response	
A1	Okay to close: satisfied with response
A2	Resolution agreed, documents to be updated
B	Requires further review
C	Response does not sufficiently address comment

Technical Advisor to complete							Design Team to complete			AtkinsRéalis evaluation on Design Team's Response		Final Closeout of Review							
Item no	Date Received	Document or Drawing No	Document/Drawing Title	Revision	Reviewer	Reviewer's Comment	Date of Review	Comment Type	Responder/Firm's Response (either revised drawing reference, or explanation why comment does not require revision to drawing)	Date of Response	Evaluation of response	Reviewer's comments/ recommendations related to the response	Date of Evaluation	Design Team Closeout	Date of Design Team Response	AtkinsRéalis Team Closeout	Date of AR Response	Final Comment Type	Date of Closeout
Curriculum Analysis - Capacity report																			
31	15/05/2024		Capacity Report	Rev A	BK	Capacity report excluded seminar rooms in general teaching space calculation, but they are typically required for timetabled basic teaching area calculation. AR's curriculum analysis included these.	13/06/2024	A											
32	15/05/2024		Capacity Report	Rev A	BK	Capacity report excluded exam room (J2 157m2) from basic teaching classroom calculation. It is unclear if this should remain as exam room or can be utilised as teaching space. IDP's proposal has counted this as teaching space.	13/06/2024	A											
33	15/05/2024		Capacity Report	Rev A	BK	Capacity report includes 2no. Inclusion rooms in LRA and training suite is not counted as teaching spaces. IDP's proposal includes these spaces as basic teaching spaces.	13/06/2024	A											
34	15/05/2024		Capacity Report	Rev A	BK	Capacity report advises total of 7 additional classrooms for Proposal A but 3no. existing classrooms are not required for 3FE expansion hence could be repurposed. Capacity report advises 5 additional classrooms for Proposal B but 8 existing rooms are not required hence could be repurposed. AR's curriculum analysis shows different requirements. Please refer to comparison table in Figure 1 on page 9 of this report	13/06/2024	A											
35	15/05/2024		Capacity Report	Rev A	BK	ICT room J6 was excluded under ICT teaching space count due to small size. If this is used for Sixth Form students, the room size is likely to be suitable. Hence AR's curriculum analysis included this under ICP teaching space count.	13/06/2024	A											
Curriculum Analysis - IDP proposals																			
36	05/06/2024		C5884 Mascalls Academy - Expansion Feasibility Report 230524		BK	IDP's proposal is based on BB103 hence AR's curriculum analysis results show differences in space requirements. For example, there is greater need for DT than Art with school's curriculum. Please refer to comparison table.	13/06/2024	B											
37	05/06/2024		C5884 Mascalls Academy - Expansion Feasibility Report 230524		BK	With Proposal A, if 3no. Art room will be sufficient to meet the curriculum need, the existing art rooms could be sufficient to provide 3 teaching areas. One of the art room is currently oversized to fit 2no. Art rooms. The room could be retained as one large open studio where two groups can work on either sides. There is no need to have Art room on ground floor and the Graphics room could be converted to provide more DT rooms to fulfill the curriculum need.	13/06/2024	A											
38	05/06/2024		C5884 Mascalls Academy - Expansion Feasibility Report 230524		BK	IDP's proposal included training suite and Inclusions rooms in Block A under basic teaching spaces. Training suite would typically be included in Staff area and Inclusions room in LRA. AR's curriculum analysis excluded these from basic teaching space count.	13/06/2024	B											
Phasing																			
40	15/05/2024	067	Preliminary Proposal (2FE Expansion) - Phasing Plan	A	BK	It is unclear if phasing incorporates timing of expansion, decanting strategy. Proposal B (2FE expansion) shows Phase 5 during school term. It is unclear if the new science block with 13no. classrooms will be taking equivalent classrooms removed from Phase 4 and Phase 5 (5+4+5=14) or other rooms elsewhere in the school need to be repurposed temporarily or higher utility timetabling. Detailed phasing strategy should be reviewed at the next stage.	13/06/2024	A											

# B. Technical Review Tracker

Mascalls Academy  
 Architecture - RIBA Stage 1 Feasibility Study Review  
 Job no. 5229935  
 Rev. V1  
 Landscape Architecture

Omissions :

Comment Types	
A	Low Risk. Unlikely to impact overall design. Easily resolved.
B	Medium Risk. Potentially/partially non-compliant/unsafe design and/or buildability issues.
C	High Risk. Currently non-compliant with DIE Requirements. Significant design issues identified.
NA	Review not required.

Reviewer Evaluation of Response	
A1	Okay to close: satisfied with response
A2	Resolution agreed, documents to be updated
B	Requires further review
C	Response does not sufficiently address comment

Technical Advisor to complete						Design Team to complete			AtkinsRéalis evaluation on Design Team's Response		Final Closeout of Review									
Item no	Date Received	Document or Drawing No	Drawing Title	Revision	Reviewer	Reviewer's Comment 28/07/2023	Date of Review	Comment Type	Responder/Firm's Response (either revised drawing reference, or explanation why comment does not require revision to drawing)	Date of Response	Evaluation of response	Reviewer's comments/ recommendations related to the response	Date of Evaluation	Design Team Closeout	Date of Design Team Response	AtkinsRéalis Team Closeout	Date of Atk Response	Final Comment Type	Date of Closeout	
<b>IDP Proposals</b>																				
1	05/06/2024	IDP Feasibility Report	C5884 / 020B	Rev B	JH	BB103 allowance for float has been missed from the calculations although it appears there is enough allowance to be covered by over provision in other elements.	11-Jun-24	B												
2	05/06/2024	IDP Feasibility Report	C5884 / 020B	Rev B	JH	A few discrepancies on allocation. Such as areas of 'soft informal and social area' being allocated as 'soft outdoor PE' which would need to be reviewed again to ensure no shortfall	11-Jun-24	B												
3	05/06/2024	IDP Feasibility Report	Page 34		JH	Numbers have been assessed against The Kent County Council parking standards of ratio of 1 space per member of staff plus 10%. We understand this equates to 134 parking spaces which are shown on the proposals. However, analysis is required by transport consultant to verify requirement.	11-Jun-24	B												
4	05/06/2024	IDP Feasibility Report	Page 34		JH	The car park during the meeting was confirmed as being for staff only. Report states it could be used for to serve the sport facilities which is assumed to be after school community use. Please confirm	11-Jun-24	B												
5	05/06/2024	IDP Feasibility Report	Page 34		JH	New car park entrance/exit point onto Mascalls Court Road. The road is narrow with restricted site visibility lines, with Ancient woodland restricting vegetation removal. This needs to be reviewed by transport consultant	11-Jun-24	B												
6	05/06/2024	IDP Feasibility Report	Page 34			Additional requirements for cycle parking have not yet been considered.	11-Jun-24	B												
7	05/06/2024	IDP Feasibility Report	General comment on all options		JH	Proposal for a new running track - challenges listed below: -Loss of existing grass provision to be used for other sports (i.e. cricket, rugby etc) -Potential use of the facility by the community and this will be managed. -Site security and access strategy when used by the community. -Cost and management implications -Ecological implications including Biodiversity Net Gain (BNG) -Agreement by Sport England as part of a wider Paddock Wood sporting strategy.	11-Jun-24	B												
8	05/06/2024	IDP Feasibility Report	General comment on all options		JH	BNG (Biodiversity Net Gain) The current proposal shows a loss of playing field and removal of several trees. Currently the report does not consider Biodiversity Net Gain (BNG). This will need to be factored in, as any removal needs to be replaced and increased by 10% to ensure approval from the planning officer.	11-Jun-24	B												
9	05/06/2024	IDP Feasibility Report	General comment on all options		JH	The topographical survey is required to understand levels, underground services and drainage provision. These factors could have a significant impact on the design. Also required to ensure all designs are BS8300 compliant.	11-Jun-24	B												
10	05/06/2024	IDP Feasibility Report	General comment on all options		JH	There are several trees onsite which are shown as requiring removal. Currently there is no reference to a tree survey or Arboricultural assessment. Trees are likely to be impacted by the design these need to be assessed to understand their value and importance for planning and BNG purposes. It is also noted there is offsite Ancient Woodland adjacent to the site which may be impacted by the new car park.	11-Jun-24	B												
11	05/06/2024	IDP Feasibility Report	General comment on all options		JH	Ecology Survey: Ecology survey required to identify any areas which need protection or were enhancements could be achieved to support biodiversity net gain. This will also identify ecological protection methods and highlight additional survey requirements.	11-Jun-24	B												



Nova North  
11 Bressenden Place  
London  
SW1E 5BY  
[www.atkinsrealis.com](http://www.atkinsrealis.com)