

PLANNING STATEMENT

**University Academy Long Sutton,
84 Little London,
Long Sutton,
Spalding
PE12 9LF**

PREPARED FOR:
Bowmer + Kirkland and
Department for Education

DATE:
22 March 2024



CONTENTS	PAGE NO.
1.0 Introduction	2
2.0 Background information and summary of proposals	4
3.0 Planning application submission	6
4.0 Description of the site and its surroundings	6
5.0 Relevant statutory and non-statutory designations	8
6.0 Planning history	10
7.0 The proposed development	12
8.0 District Council's Pre application advice	14
9.0 Pre-application stakeholder engagement and public consultation	16
10.0 Planning Policy context	19
11.0 Planning Assessment	24
12.0 The Planning Balance	42
13.0 Conclusions	44

List of Appendices:

Appendix 1	Copies of responses received during pre-application public consultation
Appendix 2	Statements relating to the School Rebuilding Programme

List of Figures:

Figure 1	Aerial image of University Academy Long Sutton and adjacent development/uses
Figure 2	Extract from the Policies Map for Long Sutton showing countryside, recreational open space and housing commitment areas(Inset Map No 7)
Figure 3	Map showing location of listed buildings surrounding University Academy
Figure 4	Planning History University Academy Long Sutton red line application site area
Figure 5	University Academy Long Sutton Redevelopment website home page
Figure 6	University Academy Long Sutton website extract
Figure 7	Extract from Statutory Biodiversity Metric results for UALS

1.0 Introduction

1.1 We enclose our client's full planning application for the demolition/removal of the majority of the existing school buildings at University Academy Long Sutton and erection of a three storey replacement school building. The application also involves the provision of outdoor sports, amenity and playground areas, formation of new internal access arrangements, vehicular turning space and parking areas for staff, visitors and school buses and areas of landscape planting and sustainable drainage areas. One existing building within the site would be refurbished as part of the redevelopment scheme. A temporary construction compound and construction vehicle haul road, together with a temporary replacement car parking area are also proposed, with these areas to be removed prior to completion of the development.

1.2 The full description of the development is as follows:

Demolition of existing school buildings and redevelopment to provide a new three storey building for educational purposes (Use Class F1), revised internal vehicular and pedestrian circulation routes (including creation of revised vehicular drop off / pick up areas for buses and cars), sports and informal recreational spaces, landscaping, drainage, parking areas (including temporary parking provision during the construction phase) and all associated works.

1.3 University Academy Long Sutton is situated on the north eastern edge of Long Sutton and caters for children in Years 7-11 (between the ages of 11 and 16). The Academy attracts pupils not only from Lincolnshire but also from Cambridgeshire and Norfolk. Its current Published Admission Number (PAN) is 144 for each year group with a total capacity of 720¹. Based on the current cohort of pupils, the school caters for double the national average for disadvantaged and SEND (Special Educational Needs and Disabilities) pupils and those with an ECHP (Education Health and Care Plan). The application proposes a new school capable of accommodating up to 750 pupils, within this existing age range. The increase in school capacity reflects a likely need for additional school places to meet predicted shortfalls in pupil places for some secondary year groups in the UALS local planning area.

1.4 The existing school, owned and operated by the University of Lincoln Academy Trust, comprises a large, three storey building positioned immediately behind the main school access drive, linking through to an expanse of single storey structures behind (to the east and south east). There are also a number of smaller buildings forming part of the school accommodation. The Peele Leisure Centre, and an All Weather Sports Pitch adjacent to the southern site boundary, are also owned by the Academy Trust and used as part of the school (as well as being available for public use). There is also an agreement between the Trust and Local Authority which allows the Rainbow Nursery to maintain two small blocks on site.

1.5 The application proposes the replacement of the main complex of educational buildings within the site and which have a Gross Internal / External floor area of 6292m² / 6626m². The Department of Education (DfE) has identified the school as being in a poor physical condition and in need of replacement as part of the third tranche of the

¹ Source: <https://www.get-information-schools.service.gov.uk/Search?SelectedTab=Establishments> - school URN 147268

Government's School Rebuilding Programme. The proposals would deliver a high quality school facility that meets twenty first century design and energy efficiency standards and which would ultimately provide pupils and teaching staff with a greatly improved physical learning environment. One smaller existing detached building at the southern end of the current range of school buildings (immediately north of the car park in front of the Peele Leisure Centre) would be retained and upgraded as part of the redevelopment proposals. These upgrading works do not require planning permission.

- 1.6 The new school building would provide space for up to 750 pupils within a three storey block containing all required teaching, administration, social and ancillary accommodation in a well-planned arrangement of spaces which integrate architectural design, functional requirements and sustainability objectives. The layout includes larger rooms including the main hall, an activity studio, drama room, music room and library, together with individual classrooms, science laboratories, IT / Design Technology / Construction and Food Tech rooms and multiple offices for support staff and for meetings. Externally, alterations to the existing internal access and parking areas would be carried out to enable additional staff parking space and a dedicated parking area for school buses to be provided. There are 64 car parking spaces, including disabled parking bays and electric vehicle charging facilities, are proposed in the front north western corner of the site with the bus parking area and a separate parent drop off / pick up point to the south of this, directly adjacent to the main in-out access drive. The Peele Leisure Centre and Rainbow Nursery buildings would remain in their current form and are to remain in use throughout the redevelopment of the wider site. The small school building that is proposed for retention is located just east of the Nursery buildings.
- 1.7 A new Multi Use Games Area is proposed on part of the footprint of the existing school buildings and would be constructed during the final phase of the project. The majority of the existing school playing fields to the east of the site would remain (including the marked pitches, cricket field and running track), with an additional grassed area and a habitat garden created between the new school building and the southern access drive / Leisure Centre. Additional areas of landscaping are also proposed, with the majority of existing trees retained and areas of new planting to compensate for any existing trees that are proposed for removal.
- 1.8 The new building would be sited to the northern side of the current site to enable teaching to continue within the existing buildings during the construction phase of the new school building. The design has been developed to ensure that safe separation of school and building activities can occur within the site boundaries for the duration of the build, with demolition of the majority of existing school buildings only taking place once the new facility has been completed and children have been able to move across into the new accommodation.
- 1.9 As this is an application for development which is public infrastructure development, i.e for a replacement school, The Town and Country Planning (Development Management Procedure) (England) Order 2015 Part 6 Article 34 2) (aa) confirms a 10 week period for the application to be determined, beginning with the day immediately following that on which the application is received by the local planning authority.
- 1.10 Part 1 Article 2 of the Town and Country Planning (Development Management Procedure) (England) Order 2015 (as amended) defines a school as a type of public service infrastructure as follows:

"public service infrastructure development" means major development, which is not EIA development, where the main purpose of the development is—

(a) the provision of—

- (i) a health service hospital;*
- (ii) a school or institution within the further education sector; or*
- (iii) an institution within the higher education sector within the meaning of section 91(5) of the Further and Higher Education Act 1992; or*
- (iv) criminal justice accommodation; or*

(b)

works for the extension or alteration of—

- (i) a health service hospital;*
- (ii) a school or institution within the further education sector; or*
- (iii) an institution within the higher education sector within the meaning of section 91(5) of the Further and Higher Education Act 1992; or*
- (iv) criminal justice accommodation*

- 1.11 Part 6 Article 34 (10) of the Town and Country Planning (Development Management Procedure) (England) Order 2015 confirms the relevant timescales applying to necessary consultations undertaken during the course of a submitted application.

(10) In the case of an application for public service infrastructure development, in sub-paragraphs (d),(e), and (g) of paragraph (9), in each place it occurs, "21 days" is to be read as if it were a reference to "18 days".

- 1.12 Assuming that the development as proposed is granted planning permission in line with the above target timescales, it is anticipated that development would be able to commence on site in Autumn 2024 with a final completion date (including demolition of all existing buildings and setting out/landscaping of the proposed external areas) of Autumn 2026. The project is Government funded through the Department for Education with the design specification required to meet specific Government standards.

2.0 Background information and summary of proposals

- 2.1 On 29 June 2020 the Government announced what the Education Secretary described in the House of Commons as "a 10-year, multi-wave rebuilding programme for schools," to replace "poor-condition and ageing school buildings, with modern, energy-efficient designs." The first 100 projects for the School Rebuilding Programme were announced in two stages in February 2021 and July 2021, with a further tranche of 61 schools added in July 2022. From a total of 1105 nominations made for SRP funding in 2022, University Academy Long Sutton was the sole Lincolnshire school to be included within the third group of 61 sites where a major rebuilding of existing facilities was to occur.
- 2.2 As part of the application for SRP funding, Long Sutton University Academy was identified as being affected by three primary infrastructure concerns: classrooms where

temperature was inefficient (either too hot or cold), water ingress in certain areas of the school and the wooden infrastructure in many areas was past its useful economic life. Additionally, the existing water, gas and electric systems were confirmed to be dated and inefficient compared to modern counterparts.

- 2.3 Since the school was identified as a priority case where the replacement rather than repair of buildings was necessary, an extensive multi-disciplinary team has been working with the school and the DfE to prepare detailed plans for the redevelopment of the site. At the forefront of those discussions has been the need to ensure continuity of local educational provision for existing pupils. No obvious temporary alternative school sites in the local area were identified and the use of temporary accommodation within the site was not considered to be a practical and viable option for a secondary school of this scale where all existing buildings were to be replaced. This has meant that a focus has had to be on retaining buildings and teaching activity on the current site, alongside the proposed on-site works to construct the much-needed new facilities.
- 2.4 This approach would enable a seamless transition from one set of buildings to another at the end of this phase of the build programme to take place, with demolition of the existing school buildings only occurring towards the latter stages of the project. This strategy is explained in more detail in a later section of this Statement, with accompanying plans and construction management details also provided within a separate Construction Management Plan document which forms part of this planning application. These documents set out how construction and educational activities would be safely arranged and managed during the period of overlap.
- 2.5 The Lincolnshire Educational Trust Limited owns the school site, with transfer of ownership from the County Council having taken place in July 2019. Existing lease agreements involving the Peele Leisure Centre, Rainbow Nursery, an electricity substation and the all weather pitch to the south of the Leisure Centre formed part of the land transfer agreement. The school redevelopment does not directly affect the operation of any of these separate leased facilities.
- 2.6 The proposed school development proposes the construction of a new three-storey school building within the northern half of the site, on land that is currently hard surfaced and used for a variety of purposes including the parking and manoeuvring of school buses at the end of the school day. A small section of grassed space on the edge of the school playing fields is also within the area where the new building would be constructed. Public access to the new building would be from its western side, facing Little London, with a separate pupil entrance on the southern side of the building, further back into the site. Once the current school buildings are demolished, the majority of the existing building footprint would be used to create replacement open space and sports facilities, including a fenced Multi Use Games Area (MUGA). The new building is intended as a direct replacement for existing school facilities, with a slightly increased maximum capacity of 750 children to cater for future increases in pupil place demand.

3.0 Planning application submission

3.1 This Planning Statement sets out the specific planning justification and analysis of identified key planning issues relating to the development and includes a summary of conclusions contained within a series of separate technical reports. The following documents form part of the planning application submission and should be read alongside this Statement:

1. Planning application forms
2. Ownership certificate
3. Site location Plan
4. Block plan (existing and proposed)
5. Floorplans (existing and proposed)
6. Elevations and relevant cross sections (existing and proposed)
7. Topographical survey
8. Landscape and site layout plans
9. Design and Access Statement (including landscape strategy)
10. Ecological survey reports (including bat survey)
11. Biodiversity Net Gain Matrix and associated Assessment Report
12. Transport Assessment
13. School Travel Plan
14. Tree Removal, Tree Protection and Tree Retention Pack (including tree survey plans)
15. Arboricultural Impact Assessment
16. Fire Strategy Report
17. Building Services Strategy Report (incorporating extraction/ventilation details, lighting and energy information)
18. External lighting plan
19. Plan of solar PV locations
20. Energy Strategy Report
21. Structural Design Philosophy
22. Preliminary Archaeology and Heritage Survey
23. Noise Assessment Report
24. Flood Risk Assessment
25. Drainage Strategy Report (including utility mapping information)
26. Construction Management Plan
27. Geo-Environmental Phase 2 Assessment (including Ground Investigations and Contaminated Land Survey)

4.0 Description of the site and its surroundings

4.1 University Academy Long Sutton is situated towards the north eastern edge of Long Sutton, on the eastern side of Little London. Dating originally from the late 1950s, the current school building complex is characterised by a large three storey block set just behind the principal in-out access drive, with an extensive range of single storey buildings behind this, extending eastwards towards the centre of the site. There is a staff car park off the entrance drive in the front north western corner of the site with a hard-surfaced area beyond, occupying the space between the northern elevation of the school buildings and the northern site boundary. A large expanse of school playing fields, including space for a summer cricket field and 400m grass running track, occupies the entire eastern side

of the site. The site frontage is defined by a combination of hedging and wooden post and rail fencing with open areas of grass and tree planting providing a landscaped setting for the buildings on their western side. Trees are also present around the northern, eastern and southern site boundaries.

- 4.2 There is an additional vehicular access leading into the site at the southern end of the road frontage with Little London. This leads to the Peele Leisure Centre which is owned by the Trust but currently operated by a third party organisation. The school is able to use parts of the Leisure Centre during school hours, with the remaining elements open to use by the general public. Public use of the whole facility is available outside school hours. Two buildings on the northern side of the southern access are leased to Rainbow Nursery and used as a pre-school nursery facility. There is an all-weather pitch which is held on a long lease by a local hockey club adjacent to the southern site boundary, with the school having access to the facility by arrangement. All these additional buildings/uses lie within the land owned by the Trust and within the current red line application area.
- 4.3 Residential development fronting directly onto Little London is located opposite the school on the western side of Little London with dwellings also present on the eastern side of the road to both the north and south of the school site. The adjoining dwelling on the northern side is a single storey bungalow (90 Little London) with a pair of semi-detached dormer bungalow properties occupying the land immediately south of the southern site access.
- 4.4 Behind 90 Little London, and with access via a track from Monmouth Lane to the north, is an open field which is currently in use as a commercial dog exercise area (Fenland Dog Park) where dog owners can take their pets to be exercised off-lead in a fenced and secure environment. This abuts much of the northern boundary of the school. The land is enclosed with 2m high mesh fencing and is largely open with mown grass. There are a small number of features such as tyre 'hoops', raised platforms, a balance beam and a 'tunnel' for dogs to use, together with a small shelter for dog owners. The Dog Park is in the same ownership as the agricultural land (in arable use) which wraps around the eastern edge of the school site.
- 4.5 To the south of the school playing fields is a rectangular field which is in use as a solar farm. West of this, extending through to the Little London highway, is a larger area of open land which has planning permission for residential development. There appears to have been a material commencement of development through the construction of part of the site access, though the dwellings themselves have yet to be built.
- 4.6 There are no public footpaths crossing the school land. All vehicular and pedestrian access is via Little London to the west.
- 4.7 The Google Maps image in Figure 1 below shows the extent of the existing school buildings and associated areas of outside space, together with the land uses present in the immediate surrounding area as described above.

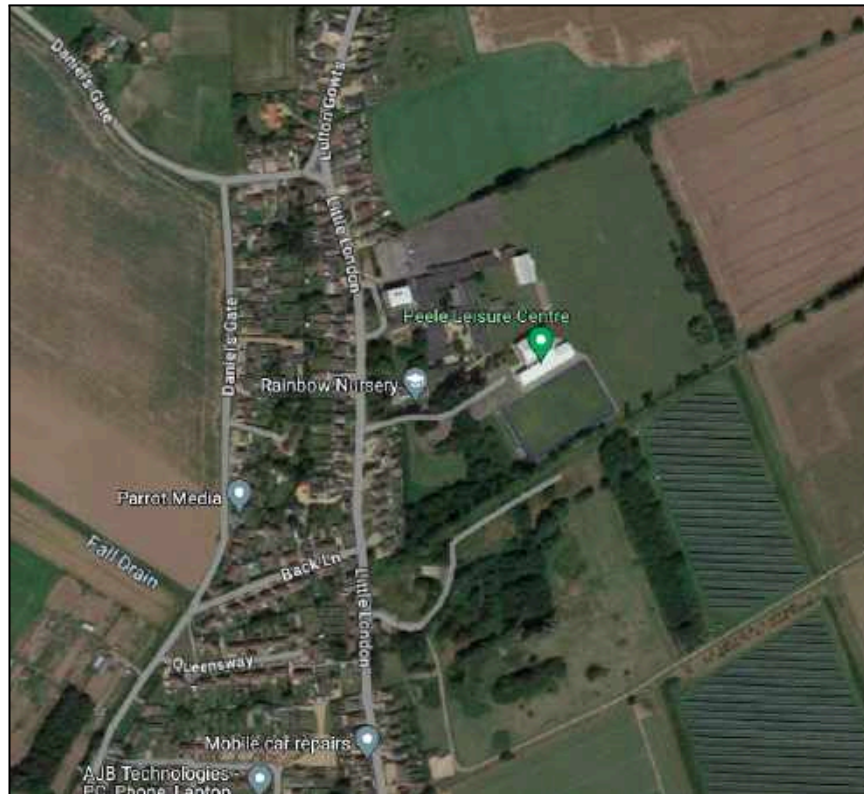


Figure 1: Aerial image of University Academy Long Sutton and adjacent development/uses
(Source: Google Maps)

5.0 Relevant statutory and non-statutory designations

- 5.1 The site lies within the settlement boundary of Long Sutton and is not subject to any statutory landscape or heritage designations. The hard surfaced land to the north of the existing buildings, playing fields to the east and the all weather pitch to the south east are designated on the map forming part of the South East Lincolnshire Local Plan as areas of Recreational Open Space (shaded dark green on the map in Figure 2 below). The settlement boundary is defined in red.
- 5.2 Land beyond the defined settlement boundary - to the north, east and south east of the school site - is defined as open countryside in the adopted Local Plan, as shaded in light green on the Figure 2 map extract below.



Figure 2: Extract from the Policies Map (Inset Map No 7) for Long Sutton showing countryside, recreational open space and housing commitment areas (Source: adopted South East Lincolnshire Local Plan)

- 5.3 The nearest listed buildings are Sneaths Mill, a Grade I listed tower windmill located off Lutton Gowts to the north west, Monmouth House, a Grade II listed late C18 house located on Monmouth Lane to the north east, and Harrisons Mill, a Grade II listed former tower windmill at Roman Bank to the south. These listed buildings are shown as blue dots on the map extract within Figure 3 below. Other listed buildings lie further away, to the south west, primarily as a cluster of heritage designations in the historic centre of Long Sutton.



Figure 3: Map showing location of listed buildings (shown in blue) surrounding University Academy Long Sutton (Source: Historic England)

- 5.4 The town's Conservation Area is limited to streets in the centre of the town, and areas of recreational open space to the east and west of the High Street. Little London lies well beyond the nearest edge of this designated heritage area.

6.0 Planning history

- 6.1 The school was initially established as The Peele School in 1958, on land owned by Thomas Peele. The Academy Trust holds the land on a freehold basis, having previously been a Foundation School. In addition to the school, the site as a whole contains a nursery, the Peele Leisure Centre and an all-weather pitch. The Leisure Centre and all weather pitch are owned by the Trust, but leased to outside bodies, with academy use retained during the school day. The Leisure Centre has been used for school examinations but this use needs to move into the main secure part of the school site (away from areas that are publicly accessible) as a long term measure which the redevelopment scheme is designed to address.
- 6.2 In 2019, The Peele Community College (as it was then called) joined the University of Lincoln Academy Trust as a sponsored academy; at the request of Lincolnshire County

Council and the Regional Schools Commissioner. On joining it was renamed University Academy Long Sutton (UALS).

- 6.3 Responsibility for determining planning applications for Academy schools falls to South Holland District Council. The most recent planning applications for the site are shown in the table below:

South Holland District Council application ref. no.	Description of development	Decision and date
University Academy Long Sutton		
H12/0529/22	Demolition of existing modular classrooms and replace with double single storey modular classroom	Approved - 15th July 2022
H12/1190/19	Replace external end of life window walling to main school building with energy efficient aluminium replacement units	Approved - 12th February 2020
H12/0133/19	Erection of mobile classroom (retrospective) - approved under H12-0067-14 -Modification of Condition 2 to allow classroom to be retained for a further period of time	Approved 13th March 2019
H12/0006/17	Siting of playgroup building - approved under H12-0990-13 - Modification of Condition 2 to allow a further time period	Approved - 26th January 2017
H12/0067/14	Erection of mobile classroom (Retrospective)	Approved - 18th February 2014
H12/0873/12	Siting of two classrooms (retrospective)	Approved -19th November 2012
H12/0406/10	Create additional car park and hardstanding	Approved- 18th June 2010
H12/0047/09	Proposed Stable Block	Withdrawn - 24th February 2009
H11/0061/86	Erect a 'chance to share' facilities comprising kitchenette, covered ways, new room and sports hall store.	Approved - 6th March 1986

H11/0467/86	Retain a mobile home	No objections raised - 29th May 1987
H11/0537/73	Extension to Peele School Playing field off Little London, Long Sutton (Parish of Lutton).	Permitted - 9th October 1973
H11/0157/70	Alterations and extensions to school buildings at Peele School, Long Sutton (Parish of Lutton).	13th May 1970
Rainbow Day Nursery		
H12/0091/24	Erection of mobile classroom (retrospective) - approved under H12-0133-19 - Modification of Condition 2 to allow the retention of the mobile classroom for a further 5 years	Undecided
H12/1046/21	Siting of Play Group Building - approved under H12-0006-17. Modification of Condition 1 to retain the building for a further 5 years	Approved - 3rd November 2021
H12/0067/14	Erection of mobile classroom (retrospective)	18th February 2014 - Approved
H12/0990/13	Retain playgroup building	5th December 2013 - Approved

Figure Figure 4: Planning History University Academy Long Sutton red line application site area

7.0 The proposed development

- 7.1 The existing school was constructed in the late 1950s and provides educational facilities for secondary-level children through to the age of 16 (Years 7 - 11).
- 7.2 Notwithstanding the maintenance programme that has been carried out to the existing buildings and physical adaptations that have been undertaken to improve the educational space, parts of the school are now in a poor condition and in need of significant investment. The school performs extremely poorly against modern thermal/energy efficiency standards and require replacement or very extensive improvements to achieve targeted improvement levels.
- 7.3 These deficiencies were recognised by the Government when considering candidate schools for inclusion on the list of sites qualifying for replacement under the School Rebuilding Programme (as described in Section 2 above). UALS is one of 61 schools forming the third tranche of sites to come forward under this programme. A replacement school, rather than a comprehensive refurbishment, was felt to provide the best solution to addressing identified defects within the existing school buildings and offered the potential to increase the size of outside spaces, optimise internal layouts, minimise the building footprint and enhance the school's sustainability credentials. This option also

enables an increase in the school's student capacity (to 750 pupils) to be achieved to meet predicted need for places in the coming years.

- 7.4 The new school, as now proposed, would be of three-storey form with functions typically clustered into specific zones to aid efficient teaching and operational management. It would measure 83.9m from front to back (east to west) with the front section having a width of 29.9m. The rear wing would be set further away from the northern site boundary with a maximum width (north to south) of 41.8m and a projection southwards from the inner corner of the L-shaped building form of 24.4m. It would have a vertical height at the front NW corner (closest to the neighbour at 90 Little London) of 12.42m, stepping down in height on its northern side above the hall and activity studio. The building would be 14.86m high to the top of the tallest rooftop element above the stairwell next to the student entrance. The building would sit on a raised platform with finished floor levels set at 4.8m AOD compared with a level of 3.4m AOD within the car park area to the front of the site. The car park would be at the same level as the neighbours' side boundary fence (to the side of their garage).
- 7.5 On the ground floor, the more public spaces (reception area, offices, meeting rooms and kitchen with a servery area connecting to the adjacent dining room) are located within the front portion of the building (closest to the car park and access road). This makes access convenient for visitors and for delivery vehicles bringing supplies to the site.
- 7.6 The main areas where larger numbers of students would congregate internally (the school hall, dining area, activity studio and drama studio) occupy ground floor space within the central portion of the building, with a dedicated pupil entrance with reception area also located in this area. The hall and activity studio would provide dedicated space for examinations, away from the principal teaching areas, at key times during the year, as well as providing performance and assembly space for students and teachers to utilise. The hall also has tiered bleacher seating which can be easily pulled out when required and folded away when not required.
- 7.7 The rear portion of the ground floor accommodation would house rooms containing specialist equipment and involving more 'hands on' forms of learning, including the school's Design Technology (DT) workshop, construction workshop, food tech room and music room.
- 7.8 On the first floor, the library occupies the prominent front corner of the building with an art room and the Head's office on either side. Classrooms (for English and Humanities/Languages) and SEND facilities occupy the rear wing of the block and the space overlooking the areas of hard and soft outside space to the south east.
- 7.9 Classrooms and laboratories associated with the teaching of maths, science subjects and IT, together with a staff room and plant room are located on the upper floor of the building.
- 7.10 The building is designed to have both stairwell and lift access to all floors to facilitate access for staff or students with a mobility impairment. Student WCs, including WCs that are wheelchair accessible, would also be located on each floor.
- 7.11 Externally, to the south of the building, the student entrance would open onto the main pupil access path and the area of hard surfaced amenity/social space beyond. Secure

access gates beyond the main area of car parking (close to the side of the MUGA) can be opened if required to enable access to this external area by emergency vehicles, along with the annual Armed Forces Event day. A mobile snack facility for pupils, would also continue to be able to access the site via this route. The large area of grassed amenity space between the hard surfaced playground area and the Leisure Centre building would also be available to pupils for recreational purposes, as well as forming part of the larger area of playing fields.

- 7.12 A waste and recycling area is proposed adjacent to the NW boundary of the MUGA, with covered space for cycle parking beyond. The MUGA itself is proposed to accommodate 3 hard-surfaced games courts within a fenced boundary. As a safeguarding measure, the MUGA would allow for the safe arrival and departure of pupils via bus which would be managed by school staff.
- 7.13 The building is designed to be highly sustainable and energy efficient as set out in more detail within the Design and Access Statement. It would incorporate solar panels and an Air Source Heat Pump on the roof and is designed to have the potential to be Net-Zero Carbon in Operation and fossil fuel free with excellent daylighting levels and acoustics, passive cooling and use of natural ventilation (where feasible) and individual room controls. The finished structure would either meet or exceed DfE requirements and would be constructed using high quality and robust materials that would stay fresh and current long into the future. The inevitable scale of a school building means it will always be seen as a stand-alone piece of development rather than replicating the design of any of the nearby residential properties. Its design is unashamedly contemporary and intended to inspire and excite future pupils both through the choice of external materials and its light and spacious internal environment.
- 7.14 Extensive modelling of available space within the site has been carried out to ensure that construction vehicles and plant can safely enter and manoeuvre within the boundary during the construction phase of the development and that an area to replace current areas of parking that would be unavailable during the construction phase is provided. A temporary car park with a gravelled surface is proposed to be formed within an existing area of open land towards the southern edge of the site. The construction compound is proposed to the eastern side of the new school building, with access via a temporary haul road running from the existing southern access drive, with a route then crossing the land to the north of the Leisure Centre. Full details of Construction Management measures are contained within the Construction Management Plan which is submitted as part of this application.
- 7.15 The need for the existing school to remain in use while the new building is under construction is a significant constraint which has had to be taken into account in designing both the siting of the new building and the management of spaces within the site during the course of the building project. Detailed phasing information is contained within the Construction Management Plan and summarised within this Planning Statement and the Design and Access Statement.

8.0 District Council's Pre application advice

- 8.1 An initial pre-application advice inquiry was submitted to the Council in April 2023 by the Planning Agent acting for the DfE at that time. An initial written response from the

Council was sent on 24 April 2023, with a meeting held with a Planning Officer on 24 May 2023. A further written response was provided by the Council on 31 May 2023, confirming a number of points discussed at the meeting. The pre-application response letter indicated that the principle of redevelopment was considered to be acceptable and no fundamental objection was raised to the general siting strategy involving use of land to the north of the existing building footprint. An increase in the capacity of the school could be considered as there was an identified need for additional places in the area. The relationship with the neighbour at 90 Little London did, however, needed to be carefully considered to avoid harm through overshadowing or overlooking. A Flood Risk Assessment and drainage strategy would be required. It was recommended that floor levels within the building be raised to mitigate against flood risk.

- 8.2 Bowmer + Kirkland were subsequently appointed as the main contractor for the school rebuilding project and assembled a design team to move the project forward from the concept stage described within the initial pre-application advice submission. The District Council's original pre-application advice was taken into account in helping to shape the plans as the scheme evolved.
- 8.3 A further written pre-application advice request was submitted to the Council on 15 December 2023. This retained the proposed building towards the northern edge of the site - as had been proposed within the original pre-application advice submission. The draft layout plan showed the existing school retained for the duration of the main construction phase for the new building with a reconfiguration of outside recreational areas, drop-off arrangements and parking also involved. The public leisure centre and nursery buildings towards the southern end of the site would be unaffected, though a temporary car parking area was shown on open land behind the properties fronting onto Little London at this southern end of the site. Additional information regarding access, parking, flooding, levels, the relationship between the new school building and nearby residential dwellings to the north of the site, landscaping and changes to sports provision within the school site were also included as part of the pre-application submission.
- 8.4 The Council provided a written response on 17 January and confirmed the list of relevant planning policies against which any planning application would be assessed. The principle of development was again confirmed as being acceptable, particularly as Policy 5 of the Local Plan references the need for secondary school capacity in Long Sutton to be extended. The design approach for the building was considered to represent a betterment compared with the appearance of the existing buildings, particularly as the footprint would be smaller and the school would be pushed further back into the site. The increased use of brick within the elevations, compared to the heavily clad frontage of the existing building, was supported.
- 8.5 The response was generally supportive of the separation distance which had been maintained between the school building and the nearest neighbour and the fact that any potential overlooking issues appeared to have been taken into account as part of the draft design. No concerns were raised regarding overshadowing, though it was recommended that this issue was reviewed via a daylight assessment study.
- 8.6 The draft layout - with parking adjacent to the neighbouring property and student activity concentrated further back into the site - was considered to reduce the potential for noise impacts, with a requirement for this impact to be demonstrated as part of the planning submission. Highway and Transport information was also required to consider highway

impacts, parking provision and cycle parking. A Travel Plan to encourage more use of sustainable transport methods was likely to be required, together with a Construction Management Plan to reduce the impact of construction traffic.

- 8.7 The advice confirmed the location of the site in Flood Zone 3 and there would be a requirement for a Flood Risk Assessment and the sensitive raising of floor levels as part of flood mitigation measures. SuDS drainage methods should also be explored, alongside a requirement for biodiversity net gain, a bat survey and use of renewables as part of the design.

9.0 Pre-application stakeholder engagement and public consultation

- 9.1 The applicant has sought to actively engage with stakeholders and the local community as part of the process to design the proposed replacement school. Representatives from both the school and the Academy Trust have been present at meetings with the applicant's wider design team to ensure that the layout and appearance of the new building would meet necessary day-to-day teaching requirements. A number of design changes have been incorporated to take account of comments received during this consultation exercise.
- 9.2 Pre-application advice has also been obtained from Sport England. A pre-application advice submission was initially made by the DfE's Planning advisors, Mott MacDonald, in May 2023, with a response to that correspondence received in June 2023. Sport England confirmed that where a development that resulted in the loss of playing fields, it would only be supported where one of five specific exceptions applied, as set out in Sport England's published Playing Fields Policy and Guidance document. Sport England would be likely to object to a planning submission that did not satisfy one or more of the exception tests.
- 9.3 Sport England noted that the proposed location of the new school building close to the northern boundary, as outlined on a plan in use at that time, would cause the loss of a hard surfaced court area and some encroachment onto the marked area of grass pitches to the east. Encroachment onto the outfield area of the cricket pitch was also referenced. A requirement to satisfy one of the five exception tests therefore applied. The response also advised that to assess the benefit of the MUGA, details of its construction including lighting, fencing and surface construction would be required and that proposed use of this facility as a playground may reduce its benefit to sport due to the impact on its surface. The potential requirement for a Community Use Agreement was also referenced.
- 9.4 Further email correspondence has since taken place with Sport England between November 2023 and January 2024. Clarification of cricket pitch size requirements and separation distances to surrounding buildings has been obtained.
- 9.5 On 14 February 2024, a letter was sent to 742 properties within approximately 0.5 miles of the school site, making local residents aware of the proposals and advising that a public consultation event was to be held on 4 March 2024 (with details of this provided via a dedicated website, the web address of which was included in the letter). A similar letter and email was also sent to the Parish Council, the tenants within the site (the Peele Leisure Centre, Long Sutton Hockey Club, Rainbow Nursery), three local Ward Members for Long Sutton, the local County Councillor, Long Sutton and District Society, Martin Hill -

Leader of the Council, Heather Sandy - Director of Children's Services and Patricia Radwell - Portfolio holder of Children's Services.

- 9.6 An initial telephone conversation and email with the Parish Council took place on 14 February 2024 with an online meeting with representatives from the Parish Council (Karen Treacher and John Clarey) subsequently taking place on 28 February. This allowed images of the draft redevelopment plans to be shown and further details regarding the proposals to be described. Dobson-Grey confirmed that the public consultation event was taking place on 4 March 2024. The Parish Council provided positive feedback regarding the new proposals which discussed the approach to a number of earlier concerns raised on 14 February 2024 (see Consultation feedback).
- 9.7 An email introduction, information regarding the school proposal and date of the public consultation were also communicated to the local MP. A conversation was subsequently held with the local Constituency Office in Spalding which provided helpful and positive feedback. This conversation also yielded information about the school and the local area. An online meeting with the MP, Sir John Hayes, then took place on 5 March with a subsequent face-to-face meeting between the Planning Agent, the DfE and the Academy CEO on 15 March to discuss design, Net Zero credentials of the school and local need in South Lincolnshire for school places. The meeting culminated in changes to the elevations.
- 9.8 The Academy's website <https://www.uals.org.uk/> SRP page provided a link to <https://www.universityacademylongsutton.co.uk/> which contained copies of the draft site and building plans and a detailed description of the scheme. A telephone number and email address were both provided should a local resident or local political representative require further information beyond what was initially available online. Details of the date and time of the planned public consultation event were also provided.
- 9.9 A letter from the applicants' planning agent, providing a summary of the proposals, was circulated directly via the school to the parents of all existing pupils and a copy was attached to the School Rebuilding Programme page of the school's own website. The letter provided details of the dedicated redevelopment scheme website and scheduled public consultation event and made parents aware that an application for the replacement of the school buildings was being prepared.
- 9.10 A full public consultation event was held at the school between 4pm and 7pm on 4 March 2024. The event was advertised by the following means:
- Via the dedicated website <https://www.universityacademylongsutton.co.uk/> with details of the time/date of the public consultation event on the home page as shown below:
 - Mailer issued to 742 residents within 0.5 miles of the school.
 - Press release featured on LincsOnline and Spalding Voice. dated 14 February 2024.
 - Flyers and direct contact via email/phone call were circulated and erected in the school, the Peele Leisure Centre, Long Sutton Hockey Club and Rainbow Nursery.

The image shows a purple banner with white text that reads: "UNIVERSITY ACADEMY LONG SUTTON PROPOSED REDEVELOPMENT PUBLIC CONSULTATION HAVE YOUR SAY!". The background of the banner features a stylized architectural drawing of a building with a large circular feature.	"TO PROVIDE A BROAD GENERAL EDUCATION TO PRODUCE WELL ADJUSTED, BALANCED INDIVIDUALS WHO WORK HARD AND RESPECT THEMSELVES AND THOSE AROUND THEM." The original intention of University Academy Long Sutton is to provide a broad general education to produce well adjusted, balanced individuals who work hard and respect themselves and those around them. The academy is a new school for the town of Long Sutton, Lincolnshire. It will be a new school for the town of Long Sutton, Lincolnshire. It will be a new school for the town of Long Sutton, Lincolnshire. It will be a new school for the town of Long Sutton, Lincolnshire. We hope that you will provide your comments and suggestions to help us to develop the academy into a school that will be a new school for the town of Long Sutton, Lincolnshire. It will be a new school for the town of Long Sutton, Lincolnshire. It will be a new school for the town of Long Sutton, Lincolnshire. It will be a new school for the town of Long Sutton, Lincolnshire. A planning application is proposed for the academy and the academy is a new school for the town of Long Sutton, Lincolnshire. It will be a new school for the town of Long Sutton, Lincolnshire. It will be a new school for the town of Long Sutton, Lincolnshire. It will be a new school for the town of Long Sutton, Lincolnshire. We would like to see you at a public consultation event at University Academy Long Sutton on Monday, 26th March 2024. The event will be from 6pm to 8pm. It will be a new school for the town of Long Sutton, Lincolnshire. It will be a new school for the town of Long Sutton, Lincolnshire. It will be a new school for the town of Long Sutton, Lincolnshire. It will be a new school for the town of Long Sutton, Lincolnshire. Representatives from the academy and the academy is a new school for the town of Long Sutton, Lincolnshire. It will be a new school for the town of Long Sutton, Lincolnshire. It will be a new school for the town of Long Sutton, Lincolnshire. It will be a new school for the town of Long Sutton, Lincolnshire. The academy is a new school for the town of Long Sutton, Lincolnshire. It will be a new school for the town of Long Sutton, Lincolnshire. It will be a new school for the town of Long Sutton, Lincolnshire. It will be a new school for the town of Long Sutton, Lincolnshire. ABOUT UNIVERSITY ACADEMY LONG SUTTON REDEVELOPMENT University Academy Long Sutton is a new school for the town of Long Sutton, Lincolnshire. It will be a new school for the town of Long Sutton, Lincolnshire. It will be a new school for the town of Long Sutton, Lincolnshire. It will be a new school for the town of Long Sutton, Lincolnshire. The academy is a new school for the town of Long Sutton, Lincolnshire. It will be a new school for the town of Long Sutton, Lincolnshire. It will be a new school for the town of Long Sutton, Lincolnshire. It will be a new school for the town of Long Sutton, Lincolnshire. The academy is a new school for the town of Long Sutton, Lincolnshire. It will be a new school for the town of Long Sutton, Lincolnshire. It will be a new school for the town of Long Sutton, Lincolnshire. It will be a new school for the town of Long Sutton, Lincolnshire.
Figure 5: University Academy Long Sutton Redevelopment website home page (Source: Google)	Figure 6: University Academy Long Sutton website extract (Source: Google)

- 9.11 Details of the proposed site layout and building design were displayed on 10 separate display boards and a video 'fly through' presentation was also arranged to provide more of a '3-D' visualisation of the site layout. DfE's and Bowmer + Kirkland Project Teams were present to explain the detailed proposals and answer any questions posed by members of the public, along with the scheme architect, landscape architect, planning consultancy team, The Head Teacher and Deputy Head Teacher of UALS, a School Governor and CEO of the Academy Trust.
- 9.12 A separate face-to-face meeting between the applicants' Planning Agent and the neighbours from the adjacent dwelling at 90 Little London took place at the neighbours property immediately prior to the main consultation event, with clarification of separation distances between the proposed new building and their property (rear garden boundary and rear wall of dwelling) being provided. The proximity of the pedestrian path adjacent to their boundary was also discussed and the neighbours' key comments/concerns were noted. This was the third in a series of meetings with these neighbours who subsequently also attended the main consultation event within the school and spoke to other members of the project team.
- 9.13 In total, 36 individuals attended the consultation event, comprising a mixture of teachers, parents, pupils, local residents, users of the leisure centre, representatives from the local hockey club and nursery. Both the hockey club and nursery separately lease parts of the wider school site. Those attending the consultation were invited to make written comments, either by filling in paper forms that were available at the consultation event, or via email. A total of 32 forms were completed during the evening with 1 additional representation being separately received via email. Of the written responses received, 29 specifically ticked the box indicating their support for the proposals with the remaining 3 responses neither supporting nor objecting to the development.

- 9.14 The contents of the presentation boards displayed at the consultation event were uploaded to the <https://www.universityacademylongsutton.co.uk/> website to enable those unable to attend in person to view the information that had been displayed at the 'in person' event.
- 9.15 Comments made by individuals who attended the consultation indicated strong support from respondents for the principle of replacing the existing buildings, with the poor condition of the existing school also recognised. There was general support for the proposed siting and design of the new building (including the incorporation of sustainable construction technologies) and for improvements to parking/drop off arrangements for buses and parents arriving by car. Of the other comments relating to matters of detail, most related to the construction phase of the development and the practicalities of managing the building project within an existing residential area and with the existing school continuing to operate alongside the active building site. The need to minimise the impact of construction work on nearby residents (through traffic management (especially lorry traffic), working hours, dust generation during demolition and provision of adequate temporary parking provision for the school, nursery and leisure centre) were all cited as specific areas where sensitive site management would be required.
- 9.16 Verbal questions/comments made by attendees at the consultation event itself largely mirrored those provided in writing. Attendees were also keen to discuss energy-efficiency measures proposed within the building, provision of SEND space and lift provision, retention of trees, drainage measures and the arrangement of spaces within the new building. More detailed discussions between Rainbow Nursery and Bowmer + Kirkland relating to parking during the construction phase, and likely changes to existing utility arrangements for the nursery building. Details of construction phasing were displayed as part of the visual display and were discussed with numerous individuals during the consultation.
- 9.17 A more detailed summary of the consultation event, including the specific comments made in writing, are included within Appendix 1 to this Statement.
- 9.18 The principal issues raised during the consultation are referenced elsewhere within this Planning Statement.

10.0 Planning Policy context

The National Planning Policy Framework (NPPF) 2023

- 10.1 The NPPF was revised in December 2023 and sets out the Government's planning policies for England and how these should be applied. The Framework is a material consideration in planning decisions. It confirms the requirement, as specified in Section 38(6) of the Planning and Compulsory Purchase Act 2004 and Section 70(2) of the Town and Country Planning Act 1990 for planning applications to be determined in accordance with the development plan, unless material considerations indicate otherwise.
- 10.2 At the heart of the NPPF is the presumption in favour of sustainable development (para 11), with economic, social and environmental objectives identified as interdependent goals needing to be pursued in mutually supportive ways.

- 10.3 Schools are specifically considered within Section 8 (Promoting healthy and safe communities). Para 97 seeks to ensure that existing services and facilities are able to develop and modernise. Para 99 highlights the importance of providing a sufficient choice of school places to meet the needs of existing and new communities and requires local planning authorities to take a proactive, positive and collaborative approach to meeting this requirement. Great weight should be given to the need to create, expand or alter schools through the preparation of plans and decisions on applications.
- 10.4 Within sub-section (b) of para 99, local planning authorities are encouraged to work with school promoters, delivery partners and statutory bodies to identify and resolve key planning issues before applications are submitted.
- 10.5 Para 102 discusses open spaces and opportunities for sport and physical activity and considers the importance of such facilities. Planning policies for any new provision should be based on robust and up-to-date assessments of the need for open space, sport and recreation facilities. Para 103 then states that recreational land, including playing fields, should not be built on unless one of three specific criteria applies as follows:
- a) an assessment has been undertaken which has clearly shown the open space, buildings or land to be surplus to requirements; or b) the loss resulting from the proposed development would be replaced by equivalent or better provision in terms of quantity and quality in a suitable location; or c) the development is for alternative sports and recreational provision, the benefits of which clearly outweigh the loss of the current or former use.
- 10.6 Section 9 para 108 seeks to promote sustainable transport and requires transport issues to be considered from the earliest stages of development proposals so that the potential impacts of development on transport networks can be addressed. Patterns of movement, streets, parking and other transport considerations should be integral to the design of schemes and contribute to making high quality places. Para 111 discusses local parking standards and para 114 seeks to ensure that access to a site is safe and secure and that opportunities to maximise sustainable methods of transport are maximised.
- 10.7 Para 116 also highlights the requirement for applications for development to create places that are safe, secure and attractive - which minimise the scope for conflicts between pedestrians, cyclists and vehicles, avoid unnecessary street clutter and respond to local character and design standards.
- 10.8 Section 11 para 128 refers to planning policies and decisions supporting development that makes an effective use of land, taking into account (amongst other things) viability, the availability and capacity of infrastructure and services, the desirability of maintaining an area's prevailing character and setting, or of promoting regeneration and change and the importance of securing well-designed, attractive and healthy places.
- 10.9 Section 12 confirms that the creation of high quality, beautiful and sustainable buildings and places is fundamental to what the planning and development system should achieve with good design being a key aspect of sustainable development, as well as making development acceptable to communities. Engagement between applicants, local communities, local planning authorities and other interests is also referenced. Good architecture, layout, appropriate and effective landscaping (including trees) and materials are all cited as elements that should be at the centre of development proposals, with

proposals able to demonstrate early, proactive and effective engagement with the community being looked upon more favourably than those that cannot (para 137).

- 10.10 Section 14 considers the challenge of climate change and expects development to be designed to reduce greenhouse gas emissions, utilise decentralised energy supply where local policies require this and to minimise energy consumption taking account of landform, layout, building orientation, massing and landscaping. Flood risk issues should be considered via a site-specific flood risk assessment and propose the use of sustainable drainage techniques.) Where a development cannot be located in an area with a lower risk of flooding, an exception test may need to be applied. Para 170 confirms that, in such cases it should be demonstrated that a) the development would provide wider sustainability benefits to the community that outweigh the flood risk; and b) the development will be safe for its lifetime taking account of the vulnerability of its users, without increasing flood risk elsewhere, and, where possible, will reduce flood risk overall. Para 173 goes on to cite the need for flood resilience measures and sustainable drainage measures amongst a list of measures to minimise and manage flood risk.
- 10.11 Section 15 seeks to ensure that impacts on the natural environment are minimised, opportunities for a biodiversity net gain are provided and that proposals are not at unacceptable risk from, or are affected by, unacceptable levels of soil, air, water or noise pollution or land instability.
- 10.12 Section 16 considers the conservation and enhancement of the historic environment with heritage assets including sites and buildings of local historic value as well as those of national or international significance. In determining applications which affect a heritage asset, local authorities should require an applicant to describe the significance of any heritage assets affected, including the contribution made by their setting. The level of detail should be proportionate to the assets' importance and no more than is sufficient to understand the potential impact of the proposal on their significance.

Planning Practice Guidance

- 10.13 The following documents within the suite of publications comprising the National Planning Practice Guidance are considered to be of particular relevance:
- Climate Change
 - Flood Risk and Coastal Change
 - Healthy and Safe Communities
 - Historic Environment
 - Light Pollution
 - Natural Environment
 - Biodiversity Net Gain
 - Noise
 - Open Space, Sports and Recreation Facilities, Public Right of Way and Local Green Space
 - Renewable and Low Carbon Energy
 - Travel Plans, Transport Assessments and Statements
 - Water Supply, Wastewater and Water Quality

Planning (Listed Buildings and Conservation Areas) Act 1990

- 10.14 Section 66 of the Planning (Listed Buildings and Conservation Areas) Act 1990 imposes a duty on a local authority to have special regard to the desirability of preserving a listed building or its setting when considering whether to grant a planning permission which affects a listed building or its setting. Section 72 of the Act also requires the local authority to pay special attention to the desirability of preserving or enhancing the character of a Conservation Area. *[Note: none of the buildings within the site are listed and the site is not within or immediately adjacent to a Conservation Area but the Planning (Listed Buildings and Conservation Areas) Act 1990 is referenced due to listed buildings and a Conservation Area being present within 1km of the site and discussed within the Heritage Statement accompanying the application].*

Other Central Government Statements / other publications

- 10.15 Government Statements relating to the School Rebuilding Programme have been issued as reported in the documents within Appendix 2².
- 10.16 Sport England guidance also exists in the form of Playing Fields Policy and Guidance March 2018 (updated December 2021)³.

The Development Plan:

Adopted South East Lincolnshire Local Plan 2011-2036

- 10.17 The application proposals have been assessed against the policies of the South East Lincolnshire Local Plan which was adopted on 8 March 2019. The settlement of Long Sutton as a whole is defined as a Main Service Centre in the Local Plan and lies within a Flood Hazard Area.
- 10.18 The site lies within the settlement boundary of Long Sutton as defined on the Local Plan Policies Map (Inset Map No 7) with adjoining open land to the north, east and south east lying beyond the settlement boundary and defined as open countryside. Land immediately to the south is within the settlement boundary and defined as a housing commitment. Within the site itself, the land to the north, east and south east of the school buildings is defined as recreational open space.
- 10.19 The following policies are highlighted as being of particular relevance to the proposals for the redevelopment of the school site:

Policy 1 (Spatial Strategy) - policy support for the provision of development within settlement boundaries that supports the role of the settlement as a service centre, helps sustain existing facilities or helps meet the service needs of other local communities.

² <https://www.gov.uk/government/news/pm-announces-transformative-school-rebuilding-programme>
<https://www.gov.uk/government/publications/school-rebuilding-programme-schools-in-the-programme/school-rebuilding-programme-methodology-for-prioritising-schools-in-2022-for-the-third-and-fourth-set-of-schools-totalling-300>
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1125096/School_Rebuilding_Programme_-_List_of_all_schools_selected_FINAL.xlsx
³ <https://sportengland-production-files.s3.eu-west-2.amazonaws.com/s3fs-public/2021-12/Playing%20Fields%20Policy%20and%20Guidance%20%E2%80%93%20Last%20updated%20December%202021.pdf?VersionId=2gSKc.DNZ7CfiMQJQZTyBvpI2AMDljHn>

Policy 2 (Development Management) - requirement to meet sustainable development considerations including:

- Scale, size, layout, density and specific impact on its surroundings;
- Quality of design and orientation;
- Maximising use of sustainable materials and resources;
- Access and traffic considerations;
- Impact on existing services and infrastructure;
- Impact on neighbouring land uses by reason of noise, odour, disturbance or visual impact;
- Sustainable drainage and flood risk
- Impact on habitats and/or heritage assets

Policy 3 (Design of New Development) - Design and layout to be high quality and inclusive and to include consideration of public/private spaces, transport accessibility, lighting, car/cycle parking, refuse storage, residential amenity, flood risk mitigation measures, public accessibility, landscaping.

Policy 4 (Approach to Flood Risk) - requirement for the sequential test to be passed, for benefits to outweigh the risk and for a site-specific Flood Risk Assessment to support applications. Sustainable Drainage Systems to be incorporated.

Policy 5 (Meeting Physical Infrastructure and Service Needs) - requirement for sufficient physical infrastructure and service needs capacity to support and meet identified needs. Specific Reference To Expansion of Secondary Education Provision At Long Sutton.

Policy 28 (The Natural Environment) - requirement for biodiversity net gain within developments.

Policy 29 (The Historic Environment) - consideration of the impact of development upon designated and non-designated heritage assets

Policy 30 (Pollution) - requirement for developments to consider air quality, noise, light levels, and water quality, with necessary mitigation measures to be proposed.

Policy 31 (Climate Change and Renewable and Low Carbon Energy) - includes requirements for flood mitigation measures, biodiversity net gain and use of renewable energy measures within the design of development.

Policy 32 (Community, Health and Well-being) - replacement of existing facilities permitted where equivalent or better alternative provision is proposed.

Policy 36 (Vehicle and Cycle Parking) - development to meet minimum parking standards as set out in Appendix 6 of the Local Plan, including provision of conveniently-located cycle storage and provision of electric vehicle charging points. A Transport Assessment and Travel Plan to be submitted.

Appendix 6 (Parking Standards) - Car parking standard of 1 space per 2 staff for Secondary Schools. Cycle parking at 1 space per 3 employees with pupil requirement to be on a site-by-site basis.

Supplementary Planning Documents and other relevant publications

- South East Lincolnshire Strategic Flood Risk Assessment
- Design and Access Statements guidance note
- Cycling Considerations for planning applications

Long Sutton Neighbourhood Plan

10.20 Long Sutton Parish Council formally applied to South Holland District Council to designate their Parish area as a neighbourhood area on 27 July 2017. The District Council has now formally designated the Parish as a neighbourhood area for the purposes of producing a Neighbourhood Plan, though a draft Neighbourhood Plan document has yet to be published. The school lies just outside the defined Neighbourhood Plan boundary.

11.0 Planning Assessment

Need and deliverability

- 11.1 As detailed in Section 7 above, the application proposes a comprehensive redevelopment of the existing University Academy Long Sutton school site as a means of addressing significant physical defects and other shortcomings associated with the current arrangement of educational buildings. The running and maintenance costs associated with the existing building fabric is prohibitively expensive and, even with continued 'ad hoc' investment, the form and layout of the existing buildings would make it extremely unlikely that optimum standards of energy/thermal efficiency could ever be achieved.
- 11.2 As highlighted in Section 2, the school is one of just 61 nationwide to have been recommended for comprehensive redevelopment as part of the third tranche of sites selected under the Government's School Rebuilding Programme (following an initial 100 schools progressing in Tranches 1 and 2). This followed a detailed condition survey and recognition that there are significant defects which justify wholesale redevelopment as an alternative to refurbishment.
- 11.3 The need to create a school which is designed to twenty first century environmental and design standards, while respecting the established surroundings of the site, the amenity of neighbouring dwellings and the need for children to continue to attend school during the construction phase of the new school facilities, have all been central to the process to determine a suitable layout and design. The design has also taken into account a requirement to increase the maximum capacity of the school to 750 pupils (though staff numbers are currently not expected to rise). In bringing forward the proposals, it has also been important to take into account the views of local residents and elected representatives. At the public consultation event held at the school on 4 March 2024, local residents appeared to recognise the need for the existing school to be physically upgraded and were generally supportive of the principle of a high quality replacement building.
- 11.4 The needs case for the new school does have to be considered alongside the DfE budgetary constraints within which the redevelopment scheme has to progress. The scheme is to be funded through the capital expenditure budget of the DfE as part of the national School Rebuilding Programme and has been carefully costed. The requirement to

retain the existing buildings as an operational school facility and to accommodate site compounds etc within the site boundary during the build are important considerations that help to ensure the development remains within budgeted limits and is able to be delivered within the DfE's planned timescales.

Layout, Design and Visual impact

- 11.5 The layout of the redeveloped site sees the school building relocated to the north of the existing building complex, with a single, three-storey, L-shaped building positioned just inside the northern site boundary. This siting reflects the requirement for existing and proposed buildings to co-exist within the site in the short term, and for space for an on-site construction compound and vehicular loading/unloading/turning space to be provided during the active construction phase. Details of the routing of vehicles delivering to the site during construction have been provided within the Construction Management Plan. This primarily involves use of the southern site access with a temporary haul road to be constructed from the north side of the Leisure Centre to a construction compound area on the eastern side of the proposed new building.
- 11.6 Constraints in the form of the Peele Leisure Centre and Rainbow Nursery, both of which will need to remain in use throughout the construction phase of the school redevelopment and require safe and unimpeded access for members of the public, have also had to be taken into account. Access to the all weather pitch by the local hockey club who lease this facility also needs to be retained. The proposed layout will ensure that there is continuity of educational provision within the site and will help to use available redevelopment funds effectively. If the existing buildings cannot be retained during the construction phase, extensive temporary accommodation would need to be brought onto site which does not form part of costed budgets for the redevelopment works.
- 11.7 The new building is set back approximately 89m from the front highway boundary which helps to minimise its prominence within the wider street scene and ensures that generous separation from the nearest neighbouring property to the north of the site is achieved. The principal public entrance is located within the front elevation closest to the road with several pedestrian routes providing a convenient approach from both northerly and southerly directions. The location of the proposed car park, bus parking area and the spaces for parental drop off and pick up immediately adjacent to the existing in-out access drive are all designed with traffic management, safety and convenience in mind. The outside playground/amenity space around the building can be securely fenced off from this public approach so as to comply with pupil safeguarding requirements.
- 11.8 The design of the building itself, as described in Section 7 and in the separate Design and Access Statement, is contemporary and involves the use of high quality and thermally efficient materials. The internal layout has been devised in close collaboration with the school staff and members of the Academy Trust. It aims to deliver the strategic aims set out by the DfE for excellence in education and skills for a changing world, capable of being Net Zero in Operation, resilient to climate change and a better environment for future generations⁴. The use of colour on the upper sections of the walls, with brick below, provides visual interest with the flat rooftop area enabling discreet siting of photovoltaics behind the edge parapet. Positive reactions to its design and internal layout were received from residents attending the public consultation event.

⁴ Sustainability and climate change: a strategy for the education and children's services systems Updated 20 December 2023

- 11.9 As is already the case with the existing school buildings, the scale of the school accommodation contrasts with the smaller massing of nearby residential dwellings. The increased set back from the road reduces the extent of this visual contrast, particularly with extensive landscape planting within the intervening spaces. The building is proposed to be offset by just over 8.5m from the northern site boundary to enable landscape screening along this edge to be retained/enhanced, with part of the central part of the building containing the school hall and activity studio stepping down in height on its northern side, adjacent to this boundary with open countryside. This variation in height is intended to break up the perceived bulk and mass of the structure. The use of three storeys elsewhere within the building has the advantage of reducing the size of the building footprint and increases the size of the outside space that is available to pupils for recreational and sporting purposes. The use of brick as a material on the lower sections is intended to tie the appearance of the building to the most common local building material, with shades of green and yellow on the upper storeys intended to add visual interest whilst appearing sympathetic to its rural surroundings.
- 11.10 Although views of the building would be obtained from the surrounding area, it would be seen as an attractive piece of development of high visual quality that is appropriate on an educational site. The layout and design of the development therefore accords with the requirements of the NPPF and policies 2 and 3 of the adopted Local Plan.

Impact on existing playing fields / areas of open space

- 11.11 The proposed new school building would be positioned within an area that is currently in use as a hard-surfaced area which is used for a variety of purposes including use for the parking and manoeuvring of up to eight school buses at the end of the school day. The surface of this area is of tarmac construction, unfenced and with notable irregularities in the quality of the surface.
- 11.12 To achieve adequate separation distances from the closest neighbour to the north of the site, the building sits further back into the site with its rear (east) elevation extending onto the edge of the existing playing field. Sport England's comments received in June 2023, and in more recent correspondence, have been fully taken into account in the designing of the application as now submitted and the site layout will ensure that there is no qualitative or quantitative loss of sporting facilities within the site following the completion of the development.
- 11.13 The existing playing fields provide a number of marked pitches, including two 11 v 11 pitches and a 9 v 9 pitch. There is also an area with grid markings, a marked 400m grass running track and a junior cricket pitch which is used in the summer months. The school also has access to the all-weather pitch adjacent to the leisure centre, and to part of the Leisure Centre itself during school hours. The layout as proposed retains the cricket field and running track in their original locations, with the 11 v 11 and 9 v 9 pitches slightly repositioned but retained in the same eastern part of the site. A buffer would exist between the edge of the cricket outfield boundary and the eastern elevation of the new school building with the building elevated above the level of the sports field area. In addition, a fully fenced MUGA with three marked courts suitable for netball, basketball and tennis is proposed towards the front of the site (on the footprint of part of the original school building) with a large additional area of soft outdoor space and an area of

hard informal playground also created to the south of the new school accommodation (again principally utilising space previously filled with existing buildings).

- 11.14 The majority of the existing school playing fields would remain in use during the construction phase, though the MUGA and areas between the new building and the existing Leisure Centre would only be brought into use as part of the final Phase of site development as detailed in the Construction Management Plan. Physical site constraints and the need to retain the existing school in use during construction do require a short term loss of additional areas of outside space (to accommodate the construction compound and haul road) during the initial Phases of construction. The land would be restored to its original use as part of the phasing proposals for the site.
- 11.15 Plan SRP1155-ONE-00-ZZ-D-L-0017 P01 compares existing and proposed levels of dedicated sports provision as follows:

Type of sports provision	Existing (sq m)	Proposed (sq m)
Natural Turf Sports Area	35,190	33,610
All Weather Sports Surface (ATP)	6,729	6,729
All Weather Sports Surface (MUGA)	0	1,854

- 11.16 This represents an increase in the quantum of provision (42,193 sq m compared to a like for like existing area of 41,919 sq m. Additional hard surfaced areas for informal recreation are also to be created as part of the redevelopment proposals as shown on the site layout plan with a further area of informal soft planted space around the proposed pond to the south of the MUGA. The proposed plan of sports/amenity space excludes land areas to the south of the running track and marked pitch areas which forms part of the SuDS drainage scheme. The sloping ground around the building perimeter has also been excluded.
- 11.17 While the new building extends onto the edge of an existing playing pitch, the rearrangement of pitch positions within the eastern area of the school site has ensured that the existing level of marked pitch provision remains unchanged. Care has also been taken to ensure that the running track and cricket field remain as key sporting facilities. There is some loss of peripheral areas around the main area of marked pitches but a significant gain in grassed open space to the south of the school building. The MUGA would offer three fenced hard-surfaced courts that represent new, dedicated sports facilities of a high standard and which will offer more options for sports participation than currently exists. The delivery of sport and physical education within the school site will be enhanced. This is considered to outweigh the loss of any existing areas beyond the extent of defined playing pitches and meet the requirements of Exception 5 of Sport England's playing fields policy.
- 11.18 The All Weather Pitch used for hockey and the sports facilities already used by the school within the Leisure Centre would remain available for the school to use, both during and following the construction phase of the development.

Residential amenity / Impact on neighbouring residents

- 11.19 As described in paragraph 11.7 above, the new school building would be sited 89m back from the edge of the highway and would be further away from residential properties to the west and south than the existing school complex. Although the building would move closer to the northern site boundary than the existing school, the increased set back from the road would ensure that an acceptable separation distance was also maintained from the neighbour to the north at 90 Little London.
- 11.20 The front (west) elevation of the new school would be of three storey height and would measure 12.42m on its NW front corner (closest to the neighbour at 90 Little London) from the top of a new raised ground level to the top of the rooftop parapet. Ground levels around the new building are proposed to increase by just over a metre to minimise risks associated with flooding. Existing ground levels are 3.61m adjacent to the neighbour's boundary with the new, raised level accommodating the new building achieving an internal finished floor level of 4.8m on this western edge of the building. A separation distance of 39.8m would be achieved to the nearest corner of the neighbour's rear garden fence and 57.5m to the rear elevation of the habitable part of the bungalow (excluding the garage and any garden outbuildings). These distances would ensure that the building, which is offset from the neighbour's property rather than being located directly behind it, would not appear overbearing or cause unacceptable overlooking from the upper floor windows.
- 11.21 A Sunlight/Daylight Assessment report has been undertaken to assess the specific impact of the building. This shows that any effects caused by shadows would be limited to a time very early in the morning (7am) around the Equinox period when a small part of the lower garden of 90 Little London would be affected by shadow. There would be no overshadowing for the majority of the day even at this time of year and the bungalow itself would be unaffected. No shadow would fall beyond the neighbour's boundary during the summer months when the sun was higher in the sky. Shadows associated with landscape planting already exist along the northern boundary and within the garden of the neighbouring dwelling.
- 11.22 The upper floor rooms at the front of the school comprise the library and an art room on the first floor and a science laboratory and prep room, plus a staff room, at second floor level. Most classrooms are located towards the southern and eastern sides of the building. The proposed separation distances of nearly 40m to the edge of the plot boundary of 90 Little London and over 57m to the rear wall of the habitable part of the bungalow are designed to ensure that unacceptable overlooking does not occur. The presence of landscape planting along the site boundary, and the presence of outbuildings within the neighbour's garden would also serve as a visual screen and limit views towards this residential property from the school site.
- 11.23 Pre-application meetings with the neighbours at 90 Little London enabled feedback to the plans to be obtained at an early stage in the process. In addition to questions regarding separation distances, the neighbours queried the proximity of the new pedestrian pathway running adjacent to their boundary and the potential visual impact of the car park to the front of the school building. The pedestrian path was initially proposed to be sited 2.55m away from the neighbours' boundary where it enters the site. To take account of the neighbours' concerns, the pedestrian access point onto the highway pavement has now been moved further to the south to provide greater separation from

the neighbours' driveway area. Landscape planting is also proposed between the new path and the boundary line as a means of ensuring neighbours' privacy is not unacceptably affected in this area. An existing timber fence along the northern site provides physical screening between the neighbouring property and the section of path proposed to run along the northern edge of the school car park.

- 11.24 Information within the Transport Statement shows that the majority of children arrive at school by bus or car rather than on foot, with only 119 pupils (17%) walking to school. As the school is located to the northern end of Long Sutton, many local children will be approaching from the central and southern parts of the settlement, rather than from the north. Several other pedestrian paths are proposed which enter the school site to the south of the main access drive and will provide a more direct line of approach to the building than the path next to 90 Little London. This will limit numbers using the more northerly route.
- 11.25 Issues associated with noise, traffic, access and parking all have the potential to affect neighbouring residents but are considered to meet required standards in this case. These matters, and their potential impacts, are discussed under specific headings later in this Statement. The specific impact of additional lorry traffic, vibration, dust generation and noise (particularly during demolition) was raised by near neighbours at the public consultation event. These potential issues are acknowledged and are matters which the contractor will seek to minimise through measures set out in the Construction Management Plan. Bowmer + Kirkland are scheme partners of the Considerate Constructors Scheme and strive to ensure that all construction work minimises effects on nearby residents.

Impact on trees

- 11.26 A detailed survey of all trees within the site was undertaken by Apex Environmental on 25 October 2022. The results were used to inform the design of the school redevelopment scheme. The survey was conducted in full accordance with BS5837 (British Standard 5837:2012 'Trees in Relation to Design, Demolition and Construction - Recommendations'). The Root Protection Area (RPA) for each tree was also calculated.
- 11.27 A total of 218 trees and tree groups were inspected with plans showing the extent to which the development would affect this existing tree planting contained within the Tree Removal, Tree Protection and Tree Retention Pack document which forms part of the planning submission. A separate Arboricultural Impact Assessment report has also been prepared.
- 11.28 The site currently contains 13 Category A trees, 85 Category B trees, 106 Category C trees and 14 trees regarded as Category U and which are likely to require removal regardless of the development within a short timeframe. No trees are covered by statutory protection via a Tree Preservation Order, Conservation Area controls or Ancient Woodland designation. The existing tree planting is primarily located to the outer edges of the site with those along the northern boundary partly planted on third party land.
- 11.29 The proposed school building is to be located in an area currently forming a hard surfaced area and its footprint does not directly impact upon trees. Other elements of the redevelopment require the loss of 7 trees, one of which is a Category U specimen. The other 6 trees proposed for felling are all Category B trees and would be affected by works

to form the MUGA, the altered in-out access road and the new pond. The creation of new open spaces and the landscaped area around the new pond provides the opportunity for additional tree planting to take place as mitigation for the loss of these trees within the site. This replacement (and additional) planting will be delivered via the comprehensive landscape strategy.

- 11.30 The arboricultural consultant recommends the use of tree protection fencing to protect retained trees during the course of the construction project. This is a measure that applicants are willing to implement as part of any planning permission for the proposed development.
- 11.31 Any impact on trees needs to be considered alongside the wider package of significant environmental and educational benefits that will be associated with the school redevelopment proposals. It also needs to be borne in mind that the vast majority of trees, including the mature planting along the site frontage, will remain and will continue to contribute to the landscape character of the area. New trees will, over time, enhance the appearance and ecological value of the wider site. There is a significant Biodiversity Net Gain associated with new landscape planting and pond creation which exceeds policy requirements.
- 11.32 Overall the benefits associated with the development justify the impacts on trees, including the loss of the Category B trees as proposed. The requirements set out within policies 3 and 28 of the Local Plan and relevant paragraphs of the NPPF are therefore not contravened.

Ecology

Bats

- 11.33 A Preliminary Bat Roost Assessment of the existing buildings and trees within the site was undertaken in September 2023. This comprised a visual assessment during daylight hours to determine the presence of any Potential Roost Features, together with a general appraisal of the suitability of the site for foraging and commuting bats. An update to the original survey was provided in January 2024 to take into account changes to the school redevelopment layout that had been made during the intervening months.
- 11.34 The Study confirmed that the main school building appeared to hold high bat roost potential due to the presence of a number of external features that could provide potential roosting opportunities or access routes into the building. Two trees (T3 and T4) were considered to hold moderate bat roost potential due to the presence of the small cavities and small amounts of minor lifted bark which may provide opportunistic roosting features for single bats. Other buildings and trees provided low or negligible roosting potential though the woodland, dense scrub and treelines on site provide excellent foraging/dispersal opportunities for bats and linking with further potentially valuable habitat off-site.
- 11.35 The proposed demolition works would involve the loss of the building and one of the trees considered to have roosting potential. Tree T3 is proposed to be retained. The Assessment report recommends that further dusk emergence surveys are undertaken at a time between May and September to confirm the presence/absence of bats in these locations. If bats are present, a Natural England Licence will be required before works of

demolition/tree works can commence. The existing school buildings are proposed to remain in use until the new school building is complete and, in the event that the presence of bats is confirmed, should enable appropriate mitigation measures to be implemented as part of the planned timescale for phased development on the site. Tree T4, located to the front of the existing school buildings, adjacent to the main in-out access drive, is proposed to be felled. Works in this part of the site are, alongside building demolition, scheduled for Phase 3 of the construction scheme, not at the start of the project.

Other Ecological Considerations

- 11.36 A Preliminary Ecological Appraisal of the site was initially undertaken in September 2022 and was updated in January 2024. The latest report, by Middlemarch, is included as part of the planning submission. The initial Appraisal comprised both a Desk Based Assessment and a walk-over survey of the site. The site also falls within a SSSI Impact Risk Zone for The Wash, which is located approximately 5.8 km east of the site and is designated as a SSSI, SAC, SPA and RAMSAR site. The Wash SSSI is capable of being a material consideration for the proposed development. The site itself currently includes a mixture of amenity grassland, hardstanding, broadleaved scattered trees, ornamental planting and buildings with the potential to support a variety of amphibians, birds and mammals, as well as bats.
- 11.37 The Assessment does not identify any specific concerns from an ecological perspective that are likely to act as a major constraint to development, providing appropriate measures are secured in the form of a Construction Ecological Management Plan (CEcMP).
- 11.38 Ecological enhancement of the site is proposed in the form of additional landscape planting and the formation of a new pond within the school grounds. This will achieve a Biodiversity Net Gain in accordance with the principles of the Environment Act 2021. Lighting within the site will also avoid unnecessary light spill to ensure that wildlife is not affected by light pollution.
- 11.39 The BNG assessment undertaken as part of the application indicates that a 25.08% increase in habitat units, 66.46% increase in hedgerow units and 86.72% increase in watercourse units would be achieved. Trading rules have been satisfied. This significantly exceeds national BNG targets for new developments and would ensure that the requirements of Local Plan Policy 28 are satisfied.

Headline results		
Onsite baseline	Habitat units	28.59
	Hedgerow units	4.92
	Watercourse units	2.47
Onsite post-intervention	Habitat units	35.76
	Hedgerow units	8.19
	Watercourse units	4.61
Total unit change	Habitat units	7.17
	Hedgerow units	3.27
	Watercourse units	2.14
Total % change	Habitat units	25.08
	Hedgerow units	66.46
	Watercourse units	86.72
Trading rules satisfied	Yes	

Figure 7: Extract from Statutory Biodiversity Metric results for UALS

Heritage/archaeology

- 11.40 A Preliminary Archaeology and Heritage Survey, prepared by Mott MacDonald and dated December 2022, has been submitted as part of this planning application. The Survey report considers the heritage value of the existing school buildings and the heritage impact of the proposed redevelopment scheme, both in terms of the loss of the existing educational structures and the impact of the planned new school upon the setting of any heritage assets in the surrounding area. The potential for archaeological remains to exist within the site, and the potential archaeological impact of the redevelopment are also considered within the Survey document.
- 11.41 The current school dates from the late 1950s and was designed by the prominent architect, Sir Anthony Wakefield Cox, who designed many system-built schools which were constructed during the post World War 2 era of the school rebuilding programme, to meet a growing population and to replace the 20% that were lost or damaged nationwide during the war. Sir Edward Boyle MP who later became Minister for Education opened the school.
- 11.42 The Survey describes UALS as a system-built school in the Modernist style, with a planned layout that is considered to compare well with designated examples. It appears to be a rare or isolated example in the rural South Holland area. It has, however, been altered and does not represent an innovative or well-preserved example of its type. It would not meet the criteria for listing, but may be considered as a non-designated heritage asset and worthy of inclusion on a local list due to its surviving fabric, plan form and function and the association with this well-known architect and with Sir Edward Boyle MP.
- 11.43 Where non-designated heritage assets are affected by development, para 200 of the NPPF requires applicants to provide an assessment proportionate to the importance of the asset to enable the potential impact of the proposed development on the significance of the asset to be reviewed. Para 209 states that where an application will affect the

significance of a non-designated heritage asset, a balanced judgement is required, having regard to the scale of harm or loss and the significance of the heritage asset.

- 11.44 The Survey considers that this heritage value represents a minor constraint to development but that there would likely be no objection to the demolition of the buildings as part of a redevelopment proposal. Sufficient understanding of the architectural and historic interests of block EFAA - the main complex of school buildings - could be gained via a level 2 scheme of historic building recording, in accordance with Historic England's document 'Understanding Historic Buildings: A Guide to Good Recording Practice'.
- 11.45 The Heritage Survey has also assessed the impact of development on the setting of the Conservation Area and nearby listed buildings as referenced in Section 5 of this Planning Statement. It concludes that due to the separation distances involved, and the lack of intervisibility between these heritage assets and the school site, no heritage harm would result from the school redevelopment as proposed.
- 11.46 There has been no previous archaeological investigation of the site and much of it has already been subject to ground disturbance. The archaeological potential of the site is considered to be low. The Archaeology and Heritage report does acknowledge, however, the complexity of the Fens geology, hydrology, geoarchaeology and archaeology potential means that the full potential for discovery and survival in this site remains unknown.

Noise / pollution / contamination

- 11.47 Policy 30 of the adopted Local Plan and Section 15 of the NPPF seek to ensure that new development does not cause unacceptable pollution of an application site, or its wider surroundings. Pollution impacts can include those associated with air, water, noise, light or other forms. A number of specialist reports have been submitted as part of the application which consider these identified pollution/environmental risks as separately summarised below.

Noise

- 11.48 The Noise Report produced by Environoise confirms that noise surveys were undertaken on Monday 8 and Tuesday 9 January 2024, both representing typical weekdays when the school would be in use. These surveys provided confirmation of existing background noise levels (daytime and night-time) in different parts of the site. The survey data has been used to inform a Building Bulletin 93, 2015 noise ingress assessment for proposed spaces and associated outdoor spaces, and noise limits for proposed fixed plant.
- 11.49 Readings were taken from four separate positions. Two lay within the central section of the site: set back from the road near the western site boundary and also within the area of sports pitches to the east. The two further monitoring locations were also used to the northern and southern ends of the application site. These latter positions were adjacent to the boundaries of the closest residential properties on the eastern side of Little London. The surveys confirmed the dominance of passing traffic as a background noise source.
- 11.50 The report considers that the internal spaces within the new building can be constructed with appropriate levels of noise insulation, both to safeguard these areas from noise disturbance and to prevent unacceptable noise leakage (either between internal areas or to receptors beyond the building envelope). The school hall and activity studio will

function as examination rooms for key exams (such as GCSEs) and have been designed with additional features such as entrance lobbies to assist in reducing noise transfer into these rooms from surrounding parts of the building. In considering the potential for noise spill beyond the building, reference has been made to DEFRA 'Noise from Pubs and Clubs, Phase 1' and a music break out target of NR25 in living spaces of nearby dwellings between the hours of 07:00 and 23:00. This assumes potential use of the Hall and Activity Studio for musical/dance performances. The report concludes that a building in the proposed location within the site can be constructed so as to avoid unacceptable levels of noise impacting on nearby residents.

- 11.51 Noise from fixed building services plant such as the proposed rooftop ASHP, and from a proposed new substation, has been considered as part of the noise assessment of the site and no fundamental concerns have been identified. Sound attenuation measures will be applied to the services plant to meet the targets as appropriate.
- 11.52 Modelling of noise associated with the proposed MUGA and other outdoor spaces shows that these will also remain within acceptable limits through a combination of design techniques (primarily associated with the type and method of fixing used on perimeter fencing) and management practices. The main playground and sports areas are located to the south and east of the new building, minimising the effect of noise on neighbours from these areas.
- 11.53 Noise associated with the proposed new staff car park adjacent to 90 Little London and from the new bus parking area has been considered and has taken account of both engine noise and noise associated with the slamming of car doors. Overall noise levels within the neighbouring property are predicted to be very similar to those already experienced, with no additional mitigation therefore necessary.
- 11.54 It should be noted that the site is already in use as a school and the hard surfaced area upon which the new building would be located is an existing generator of noise in this part of the site. This includes noise from school buses which use this area as a parking and pupil boarding area at the end of the school day.

Air Quality

- 11.55 The pre-application advice response from the Council in January 2024 confirmed that there were no concerns relating to Air Quality and a specific Air Quality Assessment would not be required as part of the planning submission.

Geo-environmental issues

- 11.56 A Phase 2 Ground Investigation Report has been prepared by Geosphere Environmental Ltd and included on-site investigation works carried out between 12-14 February 2024. These works included the collection of samples from 5 sampler boreholes (to a depth of 5m), 2 monitoring wells to enable monitoring of ground gas and groundwater, soil sampling (to enable lab analysis), 5 trial pits to test for infiltration capacity, and 7 TRL Dynamic Cone Penetrometer tests to ascertain the California Bearing Ratio for the site. A separate Structural Design Philosophy document has also been prepared by consultants, Morgan Structural and considers specific ground conditions and the need for mitigation of any identified contamination associated with the site. These documents update earlier

Phase 1 Desk Study and Phase 2 Preliminary Ground Investigation Reports prepared by Geotechnics for the DfE in December 2022 and July 2023 respectively.

- 11.57 The Geosphere Environmental 2024 survey data confirmed ground conditions to comprise a mixture of topsoil and/or Made Ground over cohesive Tidal Flat deposits. Ground water levels were also confirmed as being relatively high.
- 11.58 Soil testing to ascertain the presence of any contamination found one example where concentrations of the hydrocarbon EC Group were elevated and a small number of PAH congeners exceeding the adopted screening criteria. No ground gas was encountered. Previous tests undertaken by Geotechnics in 2023 on behalf of the DfE had identified a single instance of asbestos in ground below an area of asphalt with naphthalene which slightly exceeded human health limits also found in one sample. Neither substances were recorded in the latest set of testing results.
- 11.59 The presence of existing asphalt areas within the site may have been responsible for the contaminants identified. It is recognised that appropriate mitigation will be required to address the contamination that has been identified but that the risk associated with contamination as a whole is low. The removal of existing areas of made ground, importation of material to form areas of hardstanding and the raising of the building above existing ground level (using additional imported material) should sever the pathway for contaminants to reach end users of the site. Implementation of a 'discovery strategy' approach is recommended whereby any further areas of poor quality soil or contamination are investigated as necessary during the construction phase of the development.
- 11.60 It is also proposed to raise the height of the building above existing ground level to both create additional clearance above ground water levels and to improve flood risk resilience as further described within the Flooding and Drainage section of this Statement. This is as recommended in the latest Geo-environmental (Geosphere Environmental) report. The use of pile foundations is also recommended to achieve a satisfactory means of dealing with the high water table. The recommendation to utilise SuDS drainage that does not rely on infiltration also forms part of the proposed drainage strategy for the site. The ground water issue precludes the use of standard infiltration techniques.
- 11.61 The applicant is aware that a detailed survey of the existing school building will be required prior to its demolition to ensure that safe methods of removal of building fabric are employed. Due to the potential presence of materials containing asbestos within the fabric of the building, and the need to avoid disturbing these materials while the building is in active use, this cannot be undertaken until the building is vacant.

Lighting

- 11.62 Four key principles have been adopted regarding the overall lighting strategy for the redeveloped site. These are:
- External lighting should only be used where it is required
 - Proposed lux levels should not be excessive and should accord with design guidance
 - The design of external lights should ensure that there is no upward light spill

- Lighting controls (including the use of photocells and time clocks) should be included to minimise energy consumption
- 11.63 The submitted Building Services Strategy Report considers lighting and, at p26/27, confirms that the internal lighting will be designed to minimise energy use and will incorporate daylight dimming with absence detection technology to ensure that lights automatically switch off in spaces that are not in active use. This will have an energy efficiency benefit but will also reduce the impact of internal lights viewed from outside the building.
- 11.64 All external lighting will incorporate LEDs and will be provided in accordance with CIBSE Lighting Guide 5, BSEN 13201, BS 5489 and ILP GN01 – The Reduction of Obtrusive Light. This will ensure that its impact on the surrounding area, and upon wildlife (particularly birds and bats) is minimised.
- 11.65 External lighting is proposed to new pedestrian walkways, roads and building entrances and bin and cycle storage areas in accordance with LG5 and building control requirements. Further details of lighting Lux levels within different parts of the site are provided within Section 8.04 of the Design and Access Statement. A separate External Lighting Plan has been submitted as part of the application.
- 11.66 The adoption of these key principles will ensure that the development accords with the requirements of policy 30 of the adopted Local Plan and sustainability and pollution avoidance objectives as set out in the NPPF and PPG.

Energy efficiency/sustainability

- 11.67 The redevelopment of the school site involves the use of land that lies within the built confines of Long Sutton. The site is readily accessible to users by sustainable means of transport including to those arriving on foot, cycle and by bus.
- 11.68 The lack of energy efficiency of the existing school buildings is part of the justification for proposing a completely new school building rather than attempting to adapt the current mix of buildings on the site. In contrast, the proposed new building has been purpose-designed to be thermally efficient and capable of achieving Net Zero Carbon in Operation. The Design and Access Statement submitted as part of the application highlights the key design features of the proposals and shows that this will represent a significant benefit over the current situation in energy efficiency / sustainability terms. The new building is designed to exceed the requirements of Part L2A:2021 of the Building Regulations.
- 11.69 The Energy Strategy produced by Chord provides detailed information relating to energy usage within the proposed building but in summary, the proposals include the following:
- Energy demand minimisation through effective building form and orientation, good envelope design and proficient use of services such that the building itself forms the primary environmental modifier - i.e adoption of a 'fabric first' approach
 - Primarily three storey design reduces exposed surface area to reduce heat loss and improve efficiency

- Use of roof-mounted PV panels and Air Source Heat Pumps with heat recovery
- All-electric design (fossil fuel free other than the gas supply to science laboratories) to accord with Government's low-carbon roadmap
- Use of solar performance glazing and design which maximises the amount of natural light entering the building to reduce reliance on artificial lighting
- Use of low energy LED lighting and motion sensors and daylighting dimming controls to ensure that lights are only switched on in parts of the school when actually required
- Use of high-level ventilation turrets and openable windows where feasible to drive natural ventilation air flow and reduce the need for artificial cooling with a heat recovery unit to provide winter fresh air requirement.
- Use of water-efficient fittings to reduce hot and cold water consumption
- Use of zoning within the building to prevent energy wastage in unused areas
- Effective systems monitoring of energy use to encourage efficiency

11.70 The location of the site and inclusion of sustainable energy technologies and other design features cited above as part of the redevelopment scheme accord with the requirements of policies 2 and 31 of the adopted Local Plan and with sustainability/low carbon objectives set out within the NPPF and PPG.

Economic and educational benefits

11.71 The redevelopment of the school will ensure that the site retains its ability to provide quality educational provision for local children in the long term. The physical defects and thermal and layout inefficiencies within the existing school buildings currently detract from the physical educational environment within which teachers have to operate. The improved facilities and levels of comfort within the proposed building should enhance the learning environment and benefit both children and teachers within the site. The new building will also safeguard existing teaching and other support jobs within the site with the potential for additional roles to be added in the future if pupil numbers increase.

Drainage and flooding

11.72 Long Sutton as a whole, including the entirety of the application site, lies within Flood Zone 3 as defined on the Environment Agency's Flood Map for Planning in England. Flood Zone 3 shows areas with the highest probability of flooding. For areas such as Long Sutton, where the risk is associated with coastal/tidal flooding rather than river flooding, the chance of flooding in any one year is greater or equal to 0.5% (i.e. a 1 in 200 chance). The Flood Zone 3 classification is the starting point for applying the Sequential Test and also triggers a requirement for a Flood Risk Assessment which has been undertaken in this case. Its conclusions have been used to inform the overall design of the new school building, and the corresponding treatment of surrounding drainage infrastructure.

11.73 The FRA assumes an estimated lifetime for the new school of between 50 and 100 years and acknowledges that a school is a 'More Vulnerable' use having regard to the Environment Agency's vulnerability classification categories. Risks associated with surface water flooding, groundwater flooding, sewer flooding and reservoir flooding are considered to be low, with the Flood Zone 3 classification associated with tidal flooding (associated with a breach in existing tidal defences rather than overtopping of those defences by waves). Some shallow ponding of surface water does occur in localised areas

of the site. Existing coastal defences are assessed by the Environment Agency as being in fair condition and there is no historic evidence of flooding of the site from tidal sources.

- 11.74 A Sequential Test has been undertaken which confirms that the site is already in use as a school and alternative land in the same ownership and a less vulnerable location within the Long Sutton area is not available. There are therefore no other sites that can accommodate the development. The Sequential Test is therefore passed. There is a requirement for the NPPF's Exception Test to be applied due to the school being a 'More Vulnerable' use within a Flood Zone 3 area. As such, the development is required to show that it would provide wider sustainability benefits to the community that outweigh the flood risk and that it will be designed to be safe for its lifetime, taking account of the vulnerability of its users, without increasing flood risk elsewhere and where possible, reducing flood risk overall.
- 11.75 Maximum flood levels (associated with a tidal defence breach) are predicted at 4.6m AOD based on a 2115 date which includes an allowance for climate change. Ground levels are proposed to be raised under/around the footprint of the proposed school building with finished floor levels set above the maximum predicted extreme flood event. Flood resilience techniques would also be incorporated into the building (including use of materials with low permeability where these are likely to come into contact with water, and appropriate placement of new services and fittings).
- 11.76 There are separate foul and surface water drainage systems within the site with foul flows pumped via two pumping stations to the foul sewer on Little London. Surface water appears to utilise a combination of soakaways, an infiltration feature near the main school entrance and discharge to ditches which run along the site boundary.
- 11.77 The existing infiltration feature is to be retained, with remaining surface water flows positively drained and discharged to the main ditch south of the site, with use of a pumped system likely to be necessary. Use of infiltration directly into the ground is not a viable solution due to the high level of the water table in this part of the settlement. Foul water flows would continue to connect to the main sewer on Little London, via a new pump and connection point. The pump is proposed to be sized to accommodate 24-hour emergency storage as required by Part H of the Building Regulations, based on a flow of 50 l/person/day and a peak flow rate of 6l/s.
- 11.78 Use of SuDS principles are proposed within the site, with discharge rates set at the lowest practicable flow rate (2l/s) that will enable Building Regulations Part H requirements to be satisfied. Predicted discharge rates, as set out in para 4.2.1 of the submitted Drainage Strategy Report, would achieve a betterment of at least 97% compared with the current situation (and 99.8% taking a 40% climate change allowance into account). Use of rain gardens, swales, permeable paving and open attenuation ponds are proposed as a means of temporarily holding water within the site during a rainfall event with between 600 m³ and 1000 m³ of additional volume created.

Access and parking

- 11.79 The development has been designed with the requirements of the NPPF and local planning policy in mind, namely that it should:
- Give priority to pedestrians and cyclists and maximise the ability to use public transport

- Address the needs of those with a disability and/or reduced mobility
- Create places that are safe, secure and attractive and, amongst other things, avoid scope for conflict between vehicles and pedestrians or cyclists
- Provide space for efficient delivery of goods and access by service and emergency vehicles; and
- Enable recharging of electric vehicles

11.80 A Transport Assessment (TA) has been prepared by Gutteridge Haskins & Davey Limited (GHD) and is separately enclosed as part of the planning application submission.

11.81 The existing vehicular access to the school is from Little London to the west via a one-way loop with separate access and egress. Pedestrian access into the school grounds is also obtained from this western side. Little London runs north-south and is characterised by residential development to the north and south of the school. The section of road outside the school is a School Safety Zone with a 20mph speed limit, street lighting and pavements on both sides. Parking outside the school is limited by zig zag highway markings, though is permitted beyond this marked limitation. The site currently provides 48 staff and 10 visitors car parking spaces, located in two areas, either side of the large three storey building which sits immediately behind the access road. There is a second access further to the south which is used to access the Leisure Centre, all-weather pitch and Rainbow Nursery, but is also used by teaching staff to access a second area of parking if there is no available space in the main school car parks.

11.82 Current drop off arrangements for pupils arriving by bus or as a passenger in a car both involve use of the access road loop, with no dedicated space for buses to park up clear of the access and only 2 spaces where pupils can alight from a car. When a bus is dropping off, access for other vehicles along the loop road is impeded with acknowledged congestion on Little London at such times. Buses currently use the area of hardstanding to the north of the school to park and pick up pupils at the end of the school day.

11.83 The application proposes that the existing in-out access will be retained, with improved pedestrian access routes, segregated from vehicular traffic, provided to both the north and south of the access junctions. As the school building is proposed to be pushed further back into the site, space has been released behind the access road for a dedicated bus parking area where 8 buses can discharge or take on pupil passengers whilst leaving the access road itself clear. An additional parent drop off space is also proposed, resulting in three such spaces in total being available and a separate area for parents' vehicles to queue if these spaces are all in use. These measures are all designed to reduce the existing vehicular congestion outside the school at the start and end of the school day and enable a more efficient form of traffic management to operate within the site itself. Delivery vehicles arriving at other times during the school day (when buses are not present on site) would use the bus parking area. This area is conveniently situated to enable goods to be transferred into the school (particularly to the kitchen) and is also close to the waste/recycling area.

11.84 A single area of parking is proposed to the front of the school building, with access gained directly off the existing access road. This would contain 64 parking spaces, of which 8 would be disabled spaces. This is an increase of 6 over the current level of provision. There would be a double electric vehicle charging point provided which in accordance with the requirements of Local Plan policy.

- 11.85 Swept path analyses have been carried out for all types of vehicle using the proposed new access/parking arrangements and have been shown to be safe and adequate for the intended purpose.
- 11.86 Cycle parking for 40 cycles is proposed within a covered area to the side of the proposed new MUGA facility. Existing cycle parking spaces are underutilised and measures to encourage pupils and staff to use more sustainable methods of travel to and from school are being considered as part of work to agree a School Travel Plan (STP) as discussed below. The proposed level of provision does, however, exceed current levels of demand (staff and pupils combined) so is considered adequate, with available capacity to accommodate some increase in demand in the future. Space is available nearby for further cycle parking areas to be created if demand increases beyond the proposed level of provision.
- 11.87 As part of the work to prepare the STP, surveys to determine staff and pupil baseline travel patterns and behaviour were undertaken. Data shows that just over half of children (52%) walk to school with a further 24% by car (with an average of 2.3 pupils per car) and a further 5% by taxi or minibus. Only 2% (13 students) cycled to school and 17% walked. 97% of staff travelled by car, either as a driver or passenger.
- 11.88 The potential for the new school to take up to 750 pupils - an increase over current levels - has been considered as part of the TA. This increase is not, however, anticipated to cause any highway concerns. There would be limited additional traffic generation and this is capable of being absorbed by the local highway network. If existing travel patterns apply to these additional pupils, the majority of these extra journeys would be by bus with only 3 additional car journeys predicted. 5 additional pedestrian trips would result, spread across numerous routing directions and with good pavement infrastructure in place to ensure safe walking routes for students. The existing buses would be able to absorb the additional demand for seats, comprising an average of 2 additional students per bus. Accident statistics do not suggest any clustering of incidents in the area with any accidents appearing to be isolated and unlikely to be exacerbated by the proposed changes on the school site.
- 11.89 The Transport Statement does not raise any highway concerns associated with the access, parking or pedestrian arrangements for the proposed development and no other highway safety issues have been identified. There is therefore no conflict with Appendix 6 and Policies 3 and 36 of the Local Plan or Section 9. of the NPPF.
- 11.90 Notwithstanding the conclusions within the TA, it is proposed to implement a School Travel Plan to increase awareness of sustainable travel options and to encourage their use. Some of the primary initiatives proposed are as follows:
- a. Local authority and school transport for students enabling travel by buses rather than the private car. The school will highlight this to families in pre-joining information.
 - b. Staff to marshal forecourt and access area during morning and afternoon peak to prevent conflict between students and vehicular movements.
 - c. Introduction of car sharing policy for staff to encourage car sharing by allocated dedicated parking spaces.
 - d. Introduction of car parking policy which prioritises car parking allocation for car sharers and staff who live furthest away from the site.

- e. Provision of 40 cycle parking spaces to encourage staff and students to cycle to school.
- f. Implementation of cycle to work scheme for staff in which school contributes towards staff bicycle purchase.
- g. Cycling awareness programme for staff, parents and students sharing knowledge on local cycle routes and facilities.
- h. Free bike training programme for staff and students to support learning and safety requirements.
- i. Mode shift targets to reduce single occupancy car use, encourage car sharing, improved road safety and cycle awareness programmes have been proposed as part of the Travel Plan.

Construction management

- 11.91 A Construction Management Plan (CMP) has been prepared by Bowmer + Kirkland. This document describes how the company, as main contractor for the project, proposes to manage the Construction Phase of the development to meet the requirements of the District Council and the DfE, utilising best practice and to help cut congestion on local roads whilst easing pressure on the environment.

Key objectives of the CMP are as follows (as set out in the TA and the CMP documents):

- a. Demonstrate that construction materials can be delivered, and waste removed, in a safe, efficient, and environmentally friendly way.
 - b. Help cut congestion on local roads and ease pressure on the environment.
 - c. Improve the reliability of deliveries to the site.
 - d. Reduce freight operators' fuel costs.
 - e. Avoid the deposition of dust and construction material onto the public highway.
 - f. Reduce the risk for people plant interface within working adjacent to a live school environment.
- 11.92 The development is to be undertaken in four distinct phases to enable the existing school to remain in use while the new school building is built. Phase 1 would see the establishment of a site compound and site offices to the east of the proposed new building, erection of site hoardings, tree protection fencing, signage and the creation of temporary parking and bus drop-off arrangements and temporary areas of outdoor space for pupils. Most of the playing field space would be retained, though a temporary haul road providing access to the construction compound from the existing southern site access would need to be formed to the north of the existing Leisure Centre. A plan showing the position and number of spaces within a temporary car park to the south of the southern access drive is included as part of the application (One-Environments drawing SRP1155-ONE-ZZ-ZZ-D-L-0019 P01). This car park would retain the existing area and number of spaces used by Rainbow Nursery (within the area shown outlined in red on the drawing) with additional provision for vehicles displaced from elsewhere on the site created beyond this on land that is currently laid to grass. Gravel would be laid to provide a suitable surface for use by up to 71 vehicles and would upgrade the current uneven / potholed surface of the existing nursery parking area. Surrounding trees would be retained.
- 11.93 Phase 2 would involve the construction of the new school building which, once complete, would enable teaching to move from the original school into the new facility. Demolition

of the existing school buildings would then occur (Phase 3) with creation of all additional areas of recreational and sporting open space (including the MUGA), the new site access arrangements and site landscaping, being undertaken as Phase 4. Detailed plans of the different phases, including management of hoarding around the perimeter of 'active' areas of the construction site, are provided within the CMP document.

11.94 It is hoped that, subject to Planning Permission being granted, Phase 1 works can commence in Autumn 2024 with completion of the project occurring in Autumn 2026.

11.95 The CMP contains a list of measures to support the objectives, including the following:

- a. Limit the number of deliveries to 10-14 vehicles per day.
- b. Identify and liaise with other contractors in the vicinity of the site and coordinate deliveries and removals from the site so as to minimise impacts on the road network.
- c. Normal working hours will be limited to 7.30am – 6.00pm Monday to Friday and 7:30am – 1:00pm on Saturdays, with working operations commencing at 08.00am. There will be no working on Sundays or Bank Holidays to minimise disruption to the local community.
- d. Wheel cleaning facilities will be provided in a designated area within the contractor's compound area. A mechanical road sweeper will be used throughout the construction programme, as required, to ensure the public highways local to the site are kept clean & free of debris.
- e. Continual review of sub-contractor method statements throughout every aspect of the construction sequence to ensure that adequate noise, dust and vibration dampening is always used across the construction site.

11.96 A full time gate man will be employed to manage vehicle movements into and out of the site along the southern site access and temporary haul road with movements of larger vehicles timed to avoid busy periods. The CMP provides details of the number and type of vehicle expected to visit the site in connection with the project. A safe crossing point for children moving between the current school buildings and the unaffected areas of the school playing fields would be created close to where the gate man would be based, to ensure that the safety of children is guaranteed.

12.0 The Planning Balance

12.1 The NPPF sets out the three overarching objectives of the planning system - economic, social and environmental - which are interdependent and together determine whether a proposal can be considered sustainable. At the heart of the Framework is a presumption in favour of sustainable development. Great weight is also given, via para 99 of the NPPF - to the need to create, expand or alter schools, both through the preparation of plans and via decisions on applications. In considering the benefits of the proposal against the three objective headings listed in the NPPF, there is a strong case to argue that the UALS proposals constitute sustainable development. Additional weight can then be added to the planning balance by virtue of this being a much needed proposal for a replacement school on an existing site with buildings acknowledged by Government to be in a poor condition and in need of redevelopment rather than repair.

12.2 The list of key benefits under each of the three headings is as follows:

Economic

- The existing school is a long-established educational facility employing over 100 Full- and Part-time staff. Its redevelopment will ensure that the fabric of the school is of a standard to support continued operation of the school and its associated employment role in the coming years.
- The development as proposed is a programmed and costed scheme, selected on grounds of the poor condition of the existing buildings. It is to be funded by the Department for Education as a capital project. With additional pressures from other sites - including those recently confirmed as requiring work to resolve issues associated with RAAC - it is important that the replacement school is delivered on budget and in accordance with planned timescales.
- The appointed main contractor, Bowmer + Kirkland, is an experienced Midlands-based company and the development will support numerous construction jobs in the wider region.
- The provision of quality facilities may enable community use of additional facilities to be agreed, generating a revenue stream for the school.

Social

- Provision of enhanced facilities for local children between the ages of 11 and 16 with associated health, wellbeing and educational benefits.
- Enhanced teaching environment for teaching and support staff with a greatly improved internal layout.
- Provision of quality facilities that may be available for community use by agreement with the school.
- Strengthening of social bonds between different children and families within the community through school events and directly through enhanced classroom experiences.
- Provision of improved facilities to cater for the specific support needs of children within the school (including provision of lifts to facilitate access to upper floors and provision of additional well-designed spaces for use by children with autism and other special educational needs).
- Accessible and purpose-designed school office facilities with private meeting rooms to facilitate communication and privacy during discussions between school and visitors
- Continuity of educational provision within the existing school buildings while the new school is being constructed.
- Support for the principle and general appearance of the proposed new school, as expressed through the public consultation event.

Environmental

- Substantial improvement in levels of thermal and operational efficiency compared with the existing buildings
- Biodiversity enhancement of the site - increase in total numbers of trees within the site and 10% biodiversity net gain target significantly exceeded (25.08% increase in habitat units / 66.46% increase in hedgerow units / 86.72% increase in watercourse units / trading rules satisfied).
- Implementation of surface water attenuation (SuDS technologies) which provide significant betterment in runoff from the site during rainfall events

- Use of solar PV and ASHP technology with heat recovery.
- The building would be designed to have the potential to be Zero Net Carbon in Operation.
- Fabric first design of the proposed building.
- All electric / fossil fuel free energy design (other than gas used within science laboratory equipment).
- Use of LED lighting to maximise efficiency, control light spill and minimise usage through sensitive control system.
- Proposed use of quality materials and sustainable technologies in the construction of the building can be used as part of the educational teaching at the site.
- Provision of an increased area of outdoor space with more green areas.
- Intention to implement a Travel Plan to maximise sustainable travel patterns.
- Provision of dedicated car and cycle parking spaces, including disabled parking and provision of EV charging facilities.

12.3 Although the development would involve the loss of most of the existing school buildings (which have some historic value) and removal of a small number of Category B trees, when balanced against the scale of benefits in this case, the weight of advantages swings very clearly in support of the application. The ability to adopt a number of mitigation measures to reduce any identified harm adds weight to the argument in favour of permission being granted. Policy strongly supports the enhancement of educational facilities and the creation of efficient buildings with high levels of performance.

12.4 Other technical aspects of the proposal, including compliance with parking standards, separation distances, etc meet all adopted standards and do not conflict with policy on technical grounds. The planning balance remains in favour of the development.

13.0 Conclusions

13.1 The application proposes a comprehensive redevelopment of a school site which has been recognised as being one of the first 200 in England most in need of physical upgrading following a comprehensive national school condition survey. University Academy Long Sutton is the sole Lincolnshire school to be included within the third group of 61 sites where a major rebuilding of existing facilities was to occur. The redevelopment seeks to deliver the strategic aims set out by the DfE for excellence in education and skills for a changing world, an ability to be Net Carbon Zero in Operation, resilient to climate change and a better environment for future generations. The current proposals have evolved following an extensive design period and the involvement of a large multi-disciplinary team both with the DfE and Bowmer + Kirkland over a 12 month design period. The project is a fully costed development that will be constructed using capital funding from the DfE and, subject to planning approval being obtained, will be delivered in accordance with a detailed programme for implementation.

13.2 The design of the building is attractive, does not cause identified harm to any neighbour and represents a quality environment which will provide greatly improved teaching spaces and an increase in available outdoor sports and recreational areas. The proposed layout and positioning addresses Local Policy 5 Meeting Physical Infrastructure and Service Needs and more particularly a requirement for sufficient physical infrastructure and service needs capacity to support and meet identified needs as specifically referenced to the expansion of Secondary Education Provision at Long Sutton.

- 13.3 The development will be sustainable having regard to the definition of sustainable development set out within the NPPF.
- 13.4 We therefore trust that the application can be supported as proposed.

Appendix 1 - Copies of responses received during pre-application public consultation

1 Alscot Studio, Alscot Park,
Atherstone on Stour,
Stratford upon Avon, CV37 8BL
Telephone: 01789 298 006
www.dobson-grey.co.uk



Public Consultation Feedback**University Academy Long Sutton, 84 Little London, Long Sutton, Spalding, PE12 9LF**

Name:	[REDACTED]
Address:	[REDACTED] [REDACTED] [REDACTED]
Who are you?	parent/student/teacher/nearby resident/ <u>stakeholder</u> /local business/local authority/ other _____ (please circle)
Reason(s) for your interest in the proposed development	Seeing the improvements, for new facilities for youngsters..

Tick box	
I am in favour of the proposed development	☒
I am neither in favour nor against the proposed development	☐
I am against the proposed development	☐
Reason(s) for choice Impressive facility for young people to learn in and for teachers to work in. Well set back from the road in an impressively open and green site. Very much needed.	

For further information please visit
www.universityacademylongsutton.co.uk



Public Consultation Feedback**University Academy Long Sutton, 84 Little London, Long Sutton, Spalding, PE12 9LF**

Name:	[REDACTED]
Address:	[REDACTED] [REDACTED] [REDACTED]
Who are you?	parent/student/teacher/nearby resident/stakeholder/local business/local authority/ other _____ (please circle)
Reason(s) for your interest in the proposed development	LOCAL RESIDENT.

Tick box	
I am in favour of the proposed development	☒
I am neither in favour nor against the proposed development	☐
I am against the proposed development	☐
Reason(s) for choice I SUPPORT THE APPLICATION. MY CONCERNS ARE WHETHER THE MUGA AREA WILL BE FLOODIT IN THE FUTURE. THE PLAN ENHANCES OUR OUTLOOK AND I DON'T SEE ANY DIFFICULTIES WITH VERTICALITY ACCESS.	

For further information please visit
www.universityacademylongsutton.co.uk



Public Consultation Feedback**University Academy Long Sutton, 84 Little London, Long Sutton, Spalding, PE12 9LF**

Name:	
Address:	
Who are you?	parent/student/teacher/nearby resident/stakeholder/local business/local authority/ other <u>Staff</u> (please circle)
Reason(s) for your interest in the proposed development	employment, involvement in the local community. Improvement for local children

Tick box	
I am in favour of the proposed development	☒
I am neither in favour nor against the proposed development	☐
I am against the proposed development	☐
Reason(s) for choice Improvement for local children, Improve working space & environment. What the children deserve!	

For further information please visit

www.universityacademylongsutton.co.uk

Public Consultation Feedback**University Academy Long Sutton, 84 Little London, Long Sutton, Spalding, PE12 9LF**

Name:	[REDACTED]
Address:	[REDACTED]
Who are you?	parent/student/teacher/nearby resident/stakeholder/local business/local authority/ other _____ (please circle) <i>work at Rainbow Nursery</i>
Reason(s) for your interest in the proposed development	<i>Parent of child in year 9. Work at Rainbow Nursery. Local resident.</i>

	Tick box
I am in favour of the proposed development	☒
I am neither in favour nor against the proposed development	☐
I am against the proposed development	☐
Reason(s) for choice <i>The school building was old when we were in it 20+ years ago, it needs replacing. Mold in classrooms etc</i>	

For further information please visit
www.universityacademylongsutton.co.uk



Public Consultation Feedback**University Academy Long Sutton, 84 Little London, Long Sutton, Spalding, PE12 9LF**

Name:	
Address:	
Who are you?	parent/student/teacher/nearby resident/stakeholder/local business/local authority/ other <u>student</u> (please circle)
Reason(s) for your interest in the proposed development	<u>the PE + maths + english + dt</u>

Tick box	
I am in favour of the proposed development	☒
I am neither in favour nor against the proposed development	☐
I am against the proposed development	☐
Reason(s) for choice <u>FAT REV PEOPLE (come and have a look at the school).</u>	

For further information please visit
www.universityacademylongsutton.co.uk



Public Consultation Feedback**University Academy Long Sutton, 84 Little London, Long Sutton, Spalding, PE12 9LF**

Name:	[REDACTED]
Address:	[REDACTED] [REDACTED] [REDACTED]
Who are you?	parent/student/teacher/nearby resident/stakeholder/local business/local authority/ other _____ (please circle)
Reason(s) for your interest in the proposed development	OUR BUNGALOW BORDERS SCHOOL. BOUNDARY -

Tick box	
I am in favour of the proposed development	☒
I am neither in favour nor against the proposed development	☐
I am against the proposed development	☐
Reason(s) for choice ALL OUR QUESTIONS HAVE BEEN ANSWERED	

For further information please visit
www.universityacademylongsutton.co.uk



Public Consultation Feedback**University Academy Long Sutton, 84 Little London, Long Sutton, Spalding, PE12 9LF**

Name:	[REDACTED]
Address:	[REDACTED]
Who are you?	parent/student/teacher/nearby resident/stakeholder/local business/local authority/ other _____ (please circle)
Reason(s) for your interest in the proposed development	Workplace -

	Tick box
I am in favour of the proposed development	☒
I am neither in favour nor against the proposed development	☐
I am against the proposed development	☐
Reason(s) for choice much needed replacement to an ageing building.	

For further information please visit
www.universityacademylongsutton.co.uk



Public Consultation Feedback**University Academy Long Sutton, 84 Little London, Long Sutton, Spalding, PE12 9LF**

Name:	[REDACTED]
Address:	[REDACTED] [REDACTED] [REDACTED] [REDACTED]
Who are you?	parent/student/teacher/nearby resident/stakeholder/local business/local authority/ other _____ (please circle)
Reason(s) for your interest in the proposed development	want more info regarding the demolition of the building + the mess etc that may come with it.

Tick box	
I am in favour of the proposed development	☐
I am neither in favour nor against the proposed development	☒
I am against the proposed development	☐
Reason(s) for choice need more reassurance of the mess etc that will come	

For further information please visit
www.universityacademylongsutton.co.uk



Public Consultation Feedback**University Academy Long Sutton, 84 Little London, Long Sutton, Spalding, PE12 9LF**

Name:	[REDACTED]
Address:	[REDACTED]
Who are you?	parent/student/teacher/nearby resident/stakeholder/local business/local authority/ other <u>STAFF</u> (please circle)
Reason(s) for your interest in the proposed development	WORKING ENVIRONMENT & FACILITIES FOR STUDENTS

Tick box	
I am in favour of the proposed development	☒
I am neither in favour nor against the proposed development	☐
I am against the proposed development	☐
Reason(s) for choice PROPOSALS APPEAR TO OFFER HUGE IMPROVEMENTS IN LEARNING ENVIRONMENT FOR STUDENTS	

For further information please visit
www.universityacademylongsutton.co.uk



Public Consultation Feedback**University Academy Long Sutton, 84 Little London, Long Sutton, Spalding, PE12 9LF**

Name:	[REDACTED]
Address:	[REDACTED] [REDACTED] [REDACTED]
Who are you?	parent/student/teacher/nearby resident/stakeholder/local business/local authority/ other _____ (please circle)
Reason(s) for your interest in the proposed development	Just interested in what it will look like and the facilities that will be available for students. I would ~~say~~ think it would be a good idea to consider a Zebra Crossing as we see many near misses happen.

	Tick box
I am in favour of the proposed development	☒
I am neither in favour nor against the proposed development	☐
I am against the proposed development	☐
Reason(s) for choice No issues in the building of a new school. I am really looking forward to seeing it finished, exciting times for Long Sutton.	

For further information please visit
www.universityacademylongsutton.co.uk



Public Consultation Feedback**University Academy Long Sutton, 84 Little London, Long Sutton, Spalding, PE12 9LF**

Name:	
Address:	
Who are you?	parent/student/teacher/nearby resident/stakeholder/local business/local authority/ other _____ (please circle)
Reason(s) for your interest in the proposed development	Live nearby.

Tick box	
I am in favour of the proposed development	☒
I am neither in favour nor against the proposed development	☐
I am against the proposed development	☐
Reason(s) for choice Building in need of refurbishment and modernisation. Attention to parking / drop off welcome as has become a problem to residents. Relocation of playground area should limit noise to residents.	

For further information please visitwww.universityacademylongsutton.co.uk

Public Consultation Feedback**University Academy Long Sutton, 84 Little London, Long Sutton, Spalding, PE12 9LF**

Name:	[REDACTED]
Address:	[REDACTED] [REDACTED] [REDACTED]
Who are you?	parent/student/teacher/nearby resident/stakeholder/local business/local authority/ other <u>LOCAL SPORTS CLUB - TREASURER</u> (please circle)
Reason(s) for your interest in the proposed development	CONCERNED WITH IMPLICATIONS OF CONSTRUCTION ON PRE-EXISTING ASTROTUFF PLAYING SURFACE, & PLANS FOR AFTER CONSTRUCTION FINISHED

Tick box	
I am in favour of the proposed development	☒
I am neither in favour nor against the proposed development	☐
I am against the proposed development	☐
Reason(s) for choice LOOKS TO MAKE PRE-EXISTING ASSETS SECURE WHILE NOT ASSUMING MORE CONTROL OVER THEM.	

For further information please visit
www.universityacademylongsutton.co.uk



Public Consultation Feedback**University Academy Long Sutton, 84 Little London, Long Sutton, Spalding, PE12 9LF**

Name:	[REDACTED]
Address:	[REDACTED]
Who are you?	parent/student/teacher/nearby resident/stakeholder/local business/local authority/ other _____ (please circle)
Reason(s) for your interest in the proposed development	working environment

Tick box	
I am in favour of the proposed development	☒
I am neither in favour nor against the proposed development	☐
I am against the proposed development	☐
Reason(s) for choice Better working environment	

For further information please visit
www.universityacademylongsutton.co.uk



PTO

* I am concerned that there is no
fencing around the car park -
yet pupils can walk all
around the cars.

Public Consultation Feedback**University Academy Long Sutton, 84 Little London, Long Sutton, Spalding, PE12 9LF**

Name:	[REDACTED]
Address:	[REDACTED] [REDACTED]
Who are you?	parent/student/teacher/nearby resident/stakeholder/local business/local authority/ other _____ (please circle)
Reason(s) for your interest in the proposed development	Really pleased with proposal. Question to Council, could we get Speed humps & Zebra crossing

Tick box	
I am in favour of the proposed development	☒
I am neither in favour nor against the proposed development	☐
I am against the proposed development	☐
Reason(s) for choice Fantastic progress for Local area, great modern design.	

For further information please visit
www.universityacademylongsutton.co.uk



Public Consultation Feedback**University Academy Long Sutton, 84 Little London, Long Sutton, Spalding, PE12 9LF**

Name:	[REDACTED]
Address:	[REDACTED] [REDACTED]
Who are you?	parent/student/teacher/nearby resident/stakeholder/local business/local authority/ other _____ (please circle)
Reason(s) for your interest in the proposed development	Local resident and parent of Current Student.

Tick box	
I am in favour of the proposed development	☒
I am neither in favour nor against the proposed development	☐
I am against the proposed development	☐
Reason(s) for choice modern facility to the community. Keep to existing intake of children. Better access to school (safer)	

For further information please visit
www.universityacademylongsutton.co.uk



Public Consultation Feedback**University Academy Long Sutton, 84 Little London, Long Sutton, Spalding, PE12 9LF**

Name:	[REDACTED]
Address:	[REDACTED]
Who are you?	parent/student/teacher/nearby resident/stakeholder/local business/local authority/ other _____ (please circle)
Reason(s) for your interest in the proposed development	Employed at UAS

Tick box	
I am in favour of the proposed development	☒
I am neither in favour nor against the proposed development	☐
I am against the proposed development	☐
Reason(s) for choice Current site is in major need of improvement for benefit of pupils and staff	

For further information please visit
www.universityacademylongsutton.co.uk



Public Consultation Feedback**University Academy Long Sutton, 84 Little London, Long Sutton, Spalding, PE12 9LF**

Name:	[REDACTED]
Address:	[REDACTED] [REDACTED] [REDACTED]
Who are you?	parent/student/teacher/nearby resident/stakeholder/local business/local authority/ other <u>Governor</u> (please circle)
Reason(s) for your interest in the proposed development	Governor Working in the local Community

Tick box	
I am in favour of the proposed development	☒
I am neither in favour nor against the proposed development	☐
I am against the proposed development	☐
Reason(s) for choice urgently needed!!	

For further information please visit
www.universityacademylongsutton.co.uk



Public Consultation Feedback**University Academy Long Sutton, 84 Little London, Long Sutton, Spalding, PE12 9LF**

Name:	[REDACTED]
Address:	[REDACTED] [REDACTED]
Who are you?	parent/student/teacher/nearby resident/stakeholder/local business/local authority/ other _____ (please circle)
Reason(s) for your interest in the proposed development	I currently work for UALS as part of the Senior Leadership team and am obviously very interested in the current plans and the development of the overall Site which looks spectacular!

Tick box	
I am in favour of the proposed development	☒
I am neither in favour nor against the proposed development	☐
I am against the proposed development	☐
Reason(s) for choice Fantastic design and much improved facilities and environment for the current and future Pupils of UALS.	

For further information please visit
www.universityacademylongsutton.co.uk



Public Consultation Feedback**University Academy Long Sutton, 84 Little London, Long Sutton, Spalding, PE12 9LF**

Name:	[REDACTED]
Address:	[REDACTED] [REDACTED] [REDACTED] [REDACTED]
Who are you?	parent/student/teacher/nearby resident/stakeholder/local business/local authority/ other <u>LOCAL SPORTS CLUB</u> (please circle) <u>CHAIR</u>
Reason(s) for your interest in the proposed development	AN INTEREST IN ENSURING THAT ACCESS + USE OF THE HOCKEY PITCH IS NOT IMPACTED BY THE DEVELOPMENT.

	Tick box
I am in favour of the proposed development	☒
I am neither in favour nor against the proposed development	☐
I am against the proposed development	☐
Reason(s) for choice THE BUILDING OF A NEW SCHOOL WILL ENHANCE THE TOWN + WILL HAVE A POSITIVE IMPACT ON THE IMMEDIATE SURROUNDINGS OF THE HOCKEY PITCH	

For further information please visit
www.universityacademylongsutton.co.uk



Public Consultation Feedback**University Academy Long Sutton, 84 Little London, Long Sutton, Spalding, PE12 9LF**

Name:	[REDACTED]
Address:	[REDACTED]
Who are you?	parent/student/teacher/nearby resident/stakeholder/local business/local authority/ other <u>Teacher</u> (please circle)
Reason(s) for your interest in the proposed development	<u>Employed at JALS</u>

Tick box	
I am in favour of the proposed development	☒
I am neither in favour nor against the proposed development	☐
I am against the proposed development	☐
Reason(s) for choice <u>Enhancement of learning experiences for community.</u>	

For further information please visit
www.universityacademylongsutton.co.uk



Public Consultation Feedback**University Academy Long Sutton, 84 Little London, Long Sutton, Spalding, PE12 9LF**

Name:	[REDACTED]
Address:	[REDACTED]
Who are you?	parent/student/teacher/nearby resident/stakeholder/local business/local authority/ other _____ (please circle)
Reason(s) for your interest in the proposed development	<i>Wanted to know what is planned for our area.</i>

	Tick box
I am in favour of the proposed development	☒
I am neither in favour nor against the proposed development	☐
I am against the proposed development	☐
Reason(s) for choice <i>Great for Long Sutton and even better for future students</i>	

For further information please visit
www.universityacademylongsutton.co.uk



Public Consultation Feedback**University Academy Long Sutton, 84 Little London, Long Sutton, Spalding, PE12 9LF**

Name:	
Address:	
Who are you?	parent/student/teacher/nearby resident/stakeholder/local business/local authority/ other _____ (please circle)
Reason(s) for your interest in the proposed development	a new school is needed

Tick box	
I am in favour of the proposed development	☒
I am neither in favour nor against the proposed development	☐
I am against the proposed development	☐
Reason(s) for choice a new school is needed	

For further information please visit
www.universityacademylongsutton.co.uk



Public Consultation Feedback**University Academy Long Sutton, 84 Little London, Long Sutton, Spalding, PE12 9LF**

Name:	[REDACTED]
Address:	[REDACTED]
Who are you?	parent/student/teacher/nearby resident/stakeholder/local business/local authority/ other _____ (please circle)
Reason(s) for your interest in the proposed development	ENSURE PUPILS ARE SAFELY CATERED FOR DURING BUILDING

Tick box	
I am in favour of the proposed development	☒
I am neither in favour nor against the proposed development	☐
I am against the proposed development	☐
Reason(s) for choice IT WILL BE A CREDIT TO THE AREA WHEN COMPLETED	

For further information please visit
www.universityacademylongsutton.co.uk



Public Consultation Feedback**University Academy Long Sutton, 84 Little London, Long Sutton, Spalding, PE12 9LF**

Name:	
Address:	
Who are you?	parent/student/teacher/nearby resident/stakeholder/local business/local authority/ other <u>Teacher</u> (please circle)
Reason(s) for your interest in the proposed development	

Tick box	
I am in favour of the proposed development	☒
I am neither in favour nor against the proposed development	☐
I am against the proposed development	☐
Reason(s) for choice <u>Long Sutton needs a new Secondary School.</u> <u>could do with a fence around Staff Carpark</u>	

For further information please visit
www.universityacademylongsutton.co.uk



Public Consultation Feedback**University Academy Long Sutton, 84 Little London, Long Sutton, Spalding, PE12 9LF**

Name:	[REDACTED]
Address:	[REDACTED] [REDACTED]
Who are you?	parent/student/teacher/nearby resident/stakeholder/local business/local authority/ other _____ (please circle)
Reason(s) for your interest in the proposed development	Member of teaching staff of UASLS and a member of the Senior Leadership Team.

Tick box	
I am in favour of the proposed development	☒
I am neither in favour nor against the proposed development	☐
I am against the proposed development	☐
Reason(s) for choice The new build suits the educational needs of the project, and provides a fit-for-purpose teaching and learning space	

For further information please visit
www.universityacademylongsutton.co.uk



Public Consultation Feedback**University Academy Long Sutton, 84 Little London, Long Sutton, Spalding, PE12 9LF**

Name:	
Address:	
Who are you?	parent/student/teacher/nearby resident/stakeholder/local business/local authority/ other _____ (please circle)
Reason(s) for your interest in the proposed development	I get my own departmental space (SEN) and an office. SEN children will be better catered for (provision)

Tick box	
I am in favour of the proposed development	☒
I am neither in favour nor against the proposed development	☐
I am against the proposed development	☐
Reason(s) for choice Better facilities for the local community	

For further information please visit
www.universityacademylongsutton.co.uk



Public Consultation Feedback**University Academy Long Sutton, 84 Little London, Long Sutton, Spalding, PE12 9LF**

Name:	[REDACTED]
Address:	[REDACTED]
Who are you?	parent/student/teacher/nearby resident/stakeholder/local business/local authority/ other _____ (please circle)
Reason(s) for your interest in the proposed development	[REDACTED]

Tick box	
I am in favour of the proposed development	☐
I am neither in favour nor against the proposed development	☒
I am against the proposed development	☐
Reason(s) for choice <i>Don't want to live next to a building as long as children are not around there due to their language.</i>	

For further information please visit
www.universityacademylongsutton.co.uk



Public Consultation Feedback**University Academy Long Sutton, 84 Little London, Long Sutton, Spalding, PE12 9LF**

Name:	[REDACTED]
Address:	[REDACTED]
Who are you?	parent/student/teacher/nearby resident/stakeholder/local business/local authority/ other _____ (please circle)
Reason(s) for your interest in the proposed development	To have a look at what the new School will look like and what it will offer. Think it would benefit from offering a 6th form

	Tick box
I am in favour of the proposed development	☒
I am neither in favour nor against the proposed development	☐
I am against the proposed development	☐
Reason(s) for choice The present School is in need of a lot of repair,	

For further information please visitwww.universityacademylongsutton.co.uk

Public Consultation Feedback**University Academy Long Sutton, 84 Little London, Long Sutton, Spalding, PE12 9LF**

Name:	
Address:	
Who are you?	parent/ <u>student</u> /teacher/nearby resident/stakeholder/local business/local authority/ other <u> </u> (please circle)
Reason(s) for your interest in the proposed development	Looks nice and bigger play area

Tick box	
I am in favour of the proposed development	☒
I am neither in favour nor against the proposed development	☐
I am against the proposed development	☐
Reason(s) for choice My brother will see it	

For further information please visit
www.universityacademylongsutton.co.uk



Public Consultation Feedback**University Academy Long Sutton, 84 Little London, Long Sutton, Spalding, PE12 9LF**

Name:	[REDACTED]
Address:	[REDACTED] [REDACTED] [REDACTED]
Who are you?	parent/student/teacher/nearby resident/stakeholder/local business/local authority/ other _____ (please circle)
Reason(s) for your interest in the proposed development	Worried about demolition to old building affecting House.

Tick box	
I am in favour of the proposed development	☐
I am neither in favour nor against the proposed development	☒
I am against the proposed development	☐
Reason(s) for choice	

For further information please visit
www.universityacademylongsutton.co.uk



Public Consultation Feedback**University Academy Long Sutton, 84 Little London, Long Sutton, Spalding, PE12 9LF**

Name:	
Address:	
Who are you?	parent/student/teacher/nearby resident/stakeholder/local business/local authority/ other <u>Staff</u> (please circle)
Reason(s) for your interest in the proposed development	Work space. Concerns with the IEC being so isolated to the school building.

Tick box	
I am in favour of the proposed development	☒
I am neither in favour nor against the proposed development	☐
I am against the proposed development	☐
Reason(s) for choice School due to be upgraded. Better for local community.	

For further information please visit
www.universityacademylongsutton.co.uk



Summary of feedback received from Public Consultation

Held on: 4 March 2024

At: University Academy Long Sutton, 84 Little London, Long Sutton, Spalding, PE12 9LF



Proposed new academy school - University Academy Long Sutton, 84 Little London, Long Sutton, Spalding, PE12 9LF

Demolition of existing school buildings and redevelopment to provide a new three storey building for educational purposes (Use Class F1), revised internal vehicular and pedestrian circulation routes (including creation of revised vehicular drop off / pick up areas for buses and cars), sports and informal recreational spaces, landscaping, drainage, parking areas and all associated works.

Prepared by: Dobson Grey Ltd

Feedback Dated: 7 March 2024

Contents Page	Page No.
1.0 Background	3
2.0 Purpose of this document	4
3.0 Timetable of events	4
4.0 Summary of Feedback	6
5.0 Summary of Comments	6
5.1 Comments for the new school	6
5.2 Comments against the new school	8
5.2.1 Heritage	8
5.2.2 Comments about Traffic/ Access/ Car Parking	8
5.3 Health and Safety Concern during the works	8
5.4 Comments neither in favour nor against the proposed development	9

1.0 Background

This document is the public consultation feedback for the proposed new school at University Academy, Long Sutton for the period from 13 December 2024 to date. Public consultation set out in this document has been coordinated by Dobson-Grey Ltd.

The applicant, the Department for Education and Bowmer + Kirkland, recognise the important role that consultation plays when assessing the planning application, giving local people a voice and an opportunity to influence important decisions. This document sets out the listening and learning from local people before the proposed plans have been submitted to South Holland District Council.

This document sets out the outcomes and summary of what residents and local businesses think about the significant changes to University Academy Long Sutton and the proposals that affect them.

Existing Photos of University Academy Long Sutton



2.0 Purpose of this document

Dobson-Grey has prepared this document to support the National Planning Policy Framework requirement for pre application engagement and front loading (Para 39 and 40). The Applicant, Bowmer + Kirkland and Department For Education recognise the importance of early engagement.

A pre application submission was made on 15 December 2023 to South Holland District Council.

We have not met in person with South Holland Council but they have been very collaborative and provided assistance via telephone and through a formal pre application response dated 17 January 2024.

We have engaged with the local community and statutory and non statutory consultees ahead of submission of the planning application. This document provides a summary of the engagement undertaken.

3.0 Timetable of events

Date	Stage	Action
13/12/23	Pre public consultation	Introduction email issued to Sport England. Followed up with pre application submission on 15 December 2023.
13/12/23	Pre public Consultation	Introduction email to South Holland District Council. Followed up with pre application submission on 15 December 2023.
08/02/24	Pre public Consultation	Email introduction to key stakeholders: - MP for South Holland and The Deepings - Parish and Town Councillors - Rainbow Nursery Providing an update on the school proposal and dates for public consultation.
13/02/24	Pre public Consultation	Contact with key stakeholders and access to Public Consultation website. Access may be found at https://www.uals.org.uk/SRP/
13/02/24	Pre public Consultation	742 residents within 0.5 miles from school were issued a letter notifying of the proposal and forthcoming public consultation.
13/02/24	Pre public Consultation	Letter to parents of students inviting them to the public consultation distributed via school email.
14/02/24	Pre public Consultation	Discussions with the Parish Council's clerk (Karen Treacher).
14/02/24	Pre public Consultation	Email to immediate neighbours of the school at 90 Little London, Long Sutton, PE12 9LF.
14/02/24	Pre public Consultation	A public notice of consultation was issued to Spalding Voice, Lincolnshire Free Press and Spalding Guardian published online at: https://www.spaldingvoice.co.uk/plans-for-school-rebuild-revealed/

Date	Stage	Action
		https://www.lincsonline.co.uk/spalding/news/public-consultation-launched-on-major-school-redevelopment-9352947/
14/02/24	Pre public Consultation	Reminder issued to all councillors (County, District and Parish) to arrange meetings and discuss proposed works.
15/02/24	Official letters to stakeholders	All stakeholders and tenants issued an official letter informing them of the proposal and public consultation.
15/02/24	Pre public Consultation	University Academy Long Sutton Redevelopment website goes live. Electronic form via website for easy response and direct email available.
19/02/24	Pre public Consultation	Confirmation from PA to Principal that the website link was emailed to staff, parents, carers and had been placed on their website.
19/02/24	Pre public Consultation	Email received from immediate neighbours at 90 Little London discussing the proposal. A follow up meeting in person was arranged for 04/03/2024.
19/02/24	Pre public Consultation	Email response to resident mailer sent on 13/02/2024 received from residents at 22 Park Road, Long Sutton.
23/02/24	Pre public Consultation	Dobson Grey issued flyers about the public consultation to the school, leisure centre, nursery and hockey club.
23/02/24	Pre public Consultation	Call with MP for South Holland and the Deepings (Sir John Hayes). In person meeting arranged for 29/02/2024.
26/02/24	1 week prior to public consultation	PA to Principal confirmed flyers to be placed around the Academy and in Main Reception.
26/02/24	1 week prior to public consultation	Online call & presentation with Peele Leisure Centre Manager Lucy Wheatley and Scott Higgins of Parkwood.
28/02/24	5 days ahead of public consultation	Online meeting with Parish Council (Karen Treacher and John Clarey).
04/03/24	Day of public consultation	In person meeting with owners of 90 Little London.
04/03/24	Public consultation drop-in session	A public drop-in session was held in the library at University Academy Long Sutton which ran from 4pm to 5pm for parents and students and from 5pm to 7pm for stakeholders, residents and tenants. The design team for the project were available for the whole event to answer questions and record any feedback.
05/03/24	Post public consultation	Letter sent to Ms Carole Hearle from Long Sutton and District Society.
05/03/24	Post public	Online meeting with MP for South Holland and the Deepings (Sir

Date	Stage	Action
	Consultation	John Hayes).
06/03/24	Post public consultation	Teams call with Lincolnshire County Council (Julie Grindley and Ben Rush) about proposed new school and phasing of the construction works.
06/03/24	Post public consultation	Letter and link to public consultation website issued to Leader of Council, Director of Children's services, and Portfolio of Children's services.
07/03/24	Post public consultation	Email update to owners of 90 Little London.
15/03/24	Post public consultation	Face to face meeting with Sir John Hayes and school visit.

4.0 Summary of Feedback

This is a summary of the feedback received at the public consultation held on 5 March 2024.

During the 12-week representation period a total of 32 responses were received:

- 29 **did** support the proposal and left comments.
- 3 **neither in favour nor against** the proposed development (nearby residents).

5.0 Summary of Comments

The following comments on the evening of the public consultation were received:

- Health and safety of children during the construction works.
- Fence around the staff car park.
- Implement speed humps and zebra crossing.
- Offering of a sixth form.
- Dust affecting properties on Little London during the work.
- Concerns of demolition works and impact on neighbouring properties.
- Concerns with construction on pre-existing astro playing surface and plans after construction finished.
- Temporary car park and whether measures will be taken regarding flooding.
- Concerns whether the MUGA area will be floodlit in the future.
- Concerns regarding children running on residents' gravel driveway and proximity of new footpath next to neighbour's driveway entrance.

5.1 Comments for the new school

Below are the comments received regarding the proposed new school:

Enhancement of learning experiences for the community.

Current site is in major need of improvement for the benefit of pupils and staff.

Fantastic design and much improved facilities and environment for the current and future pupils of UALS.

No issues in the building of a new school. I am really looking forward to seeing it finished, exciting times for Long Sutton!

The new building fulfils the educational needs of the pupils, and provides a fit for purpose teaching and learning space.

Urgently needed!!!!

Better working environment.

Fantastic progress for the local area, creating modern design.

Looks nice and has a bigger play area! My brother will see it!

Proposals appear to offer huge improvements in the learning environment for students.

Modern facility to the community. Keep existing in take of children. Better access to school (safer).

Much needed replacement to an ageing building.

Improvement for local children, improved working space and environment. What the children deserve!

Better facilities for the local community.

Impressive facility for young people to learn in and for teachers to work in. Well set back from the road in an impressively open and green site. Very much needed!

School due to be upgraded. Better for the local community.

Building in need of refurbishment and modernisation. Attention to parking / drop off welcome has become a problem to residents. Relocation of the playground area should limit noise to residents.

A new school is needed!

The school building was old when we were in it 20 + years ago, it needs replacing. Mould in classrooms etc.

The building of the new school will enhance the town and will have a positive impact on the immediate surroundings of the hockey pitch.

*Looks to make pre existing assets secure while rest assuming more control over them.
Great for Long Sutton and even better for the students.*

Thank you for the presentation. The new build proposals look fantastic, and represent much needed, but high quality investment in Education in the locality. The proposed facilities look fantastic and will really help further raise the profile of education in Long Sutton and surrounding areas.

5.2 Comments against the new school

There were **no comments against the school**. An overview of comments/considerations raised are summarised below along with mitigations measures actioned by the applicant.

5.2.1 Heritage

No comment.

5.2.2 Comments about Traffic/ Access/ Car Parking

Long Sutton needs a new secondary school. Could do with a fence around the staff car park.

Just interested in what it will look like and the facilities that will be available for students. I would think it would be a good idea to consider a zebra crossing. We see many near misses happen.

Question to council "could we get speed humps and zebra crossing?"

The driveway is a concern as at times it is very congested with not only our parents, UALS and the gym all use it and double parking is a regular occurrence at times and access for emergency vehicles if needed

Mitigation Measures

At the public consultation 90 Little London raised concerns regarding the proximity of the new pedestrian entrance adjacent to their property. There is an open stepped area which directly accesses the school property. The resident appreciated he could add a fence here to stop the children running up his driveway from the school. With the resident it was discussed that the new footpath would be pulled away from the residents boundary in the location of the gravel driveway and then return back to the line of the proposed footpath. Shrubs would be added to stop children using this area as a shortcut and congregating at the end of the residents driveway.

5.3 Health and Safety Concern during the works

Worried about demolition to old building affecting my house.

Want more information regarding the demolition of the building and the mess etc that may come with it. Need more reassurance of the mess etc that will come.

Concerned with implementations of construction on pre-existing astro playing surface, and plans for after construction finished.

Temporary car park whether steps are going to be taken regarding flooding.

Concerns regarding leisure centre parking and construction traffic conflicts.

Mitigation Measures

Bowmer + Kirkland have produced a detailed Construction Design Management Plan which has provided management of health and safety during the works.

Bowmer + Kirkland have been made aware about the flooding and condition of the car park close to Rainbow Nursery and the proximity to 67 Little London to alleviate any flooding in this area as part of the temporary car park works.

5.4 Comments neither in favour nor against the proposed development

"I would like to have more information on how the building will affect the light to the rear of my property".

Mitigation Measures

Bowmer + Kirkland to provide more information on the impact to the neighbour requesting further information as part of the planning submission in the form of overshadowing. Arups produced a study and shows no impact other than a small impact on the garden during equinox at 7am. This information was shared with the neighbour (90 Little London).

Update provided by Keri Dobson FRICS Managing Director on 6 March 2024.

Appendix 2 - Statements relating to the School Rebuilding Programme

1 Alscot Studio, Alscot Park,
Atherstone on Stour,
Stratford upon Avon, CV37 8BL
Telephone: 01789 298 006
www.dobson-grey.co.uk



Press release

PM announces transformative school rebuilding programme

Prime Minister Boris Johnson sets out a transformative ten-year rebuilding programme for schools across England.

From: [Prime Minister's Office, 10 Downing Street \(/government/organisations/prime-ministers-office-10-downing-street\)](#), [Department for Education \(/government/organisations/departments-for-education\)](#), and [The Rt Hon Boris Johnson MP \(/government/people/boris-johnson\)](#)

Published 29 June 2020



Schools across England are set for a transformative ten-year rebuilding programme under radical plans to be set out by the Prime Minister today [Monday 29 June].

Representing the first major rebuilding programme to be launched since 2014, schools will benefit from substantial additional investment. Schools and colleges will also receive funding this year to refurbish buildings in order to continue raising standards across the country.

The rebuilding programme will start in 2020-21 with the first 50 projects, supported by over £1 billion in funding. Further details of the new, multi-wave ten-year construction programme will be set out at the next Spending Review.

Investment will be targeted at school buildings in the worst condition across England – including substantial investment in the North and the Midlands – as part of the Prime Minister's plan to level up opportunity for all.

Prime Minister Boris Johnson said:

- “ All children deserve the best possible start in life – regardless of their background or where they live.
- “ As we bounce back from the pandemic, it's important we lay the foundations for a country where everyone has the opportunity to succeed, with our younger generations front and centre of this mission.
- “ This major new investment will make sure our schools and colleges are fit for the future, with better facilities and brand new buildings so that every child gets a world-class education.”

He will commit:

- Over £1bn to fund the first 50 projects of a new, ten-year school rebuilding programme, starting from 2020-21. These projects will be confirmed in the autumn, and construction on the first sites will begin from September 2021.
- £560m and £200m for repairs and upgrades to schools and FE colleges respectively this year.

Rebuilding projects will be greener, helping meet the government's net zero target, and will focus

on modern construction methods to create highly skilled jobs and boost the construction sector.

Investment in schools will be prioritised on the basis of buildings' condition and further details of the programme, including the approach to eligibility will be confirmed following the Spending Review.

The £560m for school repairs and upgrades comes on top of over £1.4bn in school condition funding already committed in 2020-21.

The £200m for FE colleges this year brings forward plans announced by the Chancellor at Spring Budget this year for £1.5bn of investment over five years to transform the FE college estate.

This fast tracked activity will further support the government's wider plans to protect jobs and incomes and drive forward the country's economic recovery from the pandemic.

Later this year government will launch a competition for further funding to ensure that all of England is covered by Institutes of Technology, making sure everyone has the chance to gain higher technical skills and helping unlock growth across the country.

Earlier this month, the Education Secretary announced a £1bn Covid catch-up plan to tackle the impact of lost teaching time.

This included new measures to help primary and secondary pupils catch up, including £650m for state schools to lift educational outcomes and a £350m tutoring scheme specifically for the most disadvantaged

This one-off grant to support pupils in state education during the 2020/21 academic year recognises that these young people have lost time in education as a result of the pandemic, regardless of their income or background.

In his first months in office, the Prime Minister announced an extra £14.4 billion in funding for schools over three years. That translates to £135

million a week and means that every secondary school will receive at least £5,000 a year for each pupil, and primaries at least £4,000 a year.

Published 29 June 2020

Explore the topic

[School and academy funding \(/education/school-and-academy-funding\)](/education/school-and-academy-funding)

OGI

All content is available under the [Open Government Licence v3.0](#), except where otherwise stated

[© Crown copyright](#)

[Home](#) > [Education, training and skills](#) > [Running and managing a school](#)
> [School buildings and land](#)
> [School rebuilding programme: schools in the programme](#)

[Department
for Education](#)

Transparency data

School rebuilding programme: methodology for prioritising the first 50 schools

Published 16 December 2022

Applies to England

Contents

[Introduction](#)

[Methodology for prioritising the first 50 projects](#)

[Prioritisation of specific construction types](#)

[Prioritisation using condition data](#)

[Types of schools included in the methodology](#)



© Crown copyright 2022

This publication is licensed under the terms of the Open Government Licence v3.0 except where otherwise stated. To view this licence, visit nationalarchives.gov.uk/doc/open-government-licence/version/3 or write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gov.uk.

Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

This publication is available at <https://www.gov.uk/government/publications/school-rebuilding-programme-schools-in-the-programme/school-rebuilding-programme-methodology-for-prioritising-the-first-50-schools>

Introduction

On 29 June 2020, [the Prime Minister announced that the government would establish a 10-year school rebuilding programme](https://www.gov.uk/government/news/pm-announces-transformative-school-rebuilding-programme) (<https://www.gov.uk/government/news/pm-announces-transformative-school-rebuilding-programme>). The school rebuilding programme (SRP) will undertake major rebuilding and refurbishment projects, with investment targeted at school and sixth-form college^{[footnote 1](#)} buildings in the worst condition across England.

This document describes the principles and methodology used to identify the first 50 projects in the programme.

Methodology for prioritising the first 50 projects

The department has prioritised schools for the first 50 projects based on the condition of their buildings. Schools have been prioritised that:

- are known to have Laingspan or Intergrid buildings – 2 types of system buildings explained below
- have buildings that are in the poorest condition, as identified in data collected by the department in the Condition Data Collection (CDC)

Prioritisation of specific construction types

Laingspan and Intergrid are 2 types of system buildings used to construct schools in the post-war period, which are reaching the end of their design life and have potential structural weaknesses that mean they should not be retained beyond that. The department has prioritised these for replacement and included in the first 50 projects all identified school buildings of these types that are still in service. Twenty-two of the 50 schools have been prioritised for this reason.

Any remaining school buildings of these types that are identified later will be prioritised in future rounds of the programme.

Prioritisation using condition data

The CDC dataset brings together condition data covering almost all schools in the English school estate^[footnote 2]. The data was collected between 2017 and 2019, with schools having the opportunity to review their information before the data was finalised. A full explanation of how CDC data was collected can be found at [Condition Data Collection programme: information and guidance](https://www.gov.uk/guidance/condition-data-collection-programme-information-and-guidance) (<https://www.gov.uk/guidance/condition-data-collection-programme-information-and-guidance>).

Schools have been prioritised where CDC data shows that poor condition is most highly concentrated and urgent. 28 of the 50 schools have been prioritised in this way.

The methodology for prioritisation consists of the following steps:

1. Calculation of condition need per metre squared for each block

Condition need in each block^[footnote 3] was calculated using the sum of the condition need in C and D rated external walls, roofs, mechanical equipment and electrical equipment, as identified in CDC data. These building elements were used to give the most representative view of whether a block has a need for rebuilding. C and D ratings mean elements are “exhibiting major defects and/or not operating as intended” or are “life expired and/or have serious risk of imminent failure” respectively. The calculated need was divided by the gross internal floor area (GIFA) to produce a value for the condition need per metre squared, for each block.

This step was completed for every block of every school in the CDC dataset.

2. Calculation of condition need per metre squared for the highest-need area of each school

For each site, blocks were ordered from highest need per metre squared, to lowest. Blocks were then added in order of need, until their combined GIFA met or exceeded a minimum threshold of 300m². We grouped blocks in this way to create a minimum project size and avoid prioritising very small projects that are less suitable for a centrally delivered rebuilding programme, while allowing sites with a collection of small buildings to be considered as one project. The total need in the blocks above was divided by the total GIFA

of the blocks, to give the condition need per metre squared for the collection of the highest-need blocks on each site.

In practice, on some sites a single block was included in the calculation while on other sites several blocks were included, depending on the size of blocks that had the highest level of need on each site. On some sites the GIFA used for comparison was close to 300m² while on others a greater GIFA was used because the method always included whole blocks. Where a school's total site GIFA was below 300m² an exception was made and the average of the need across all of the site's blocks was taken, so that all schools were included in the methodology.

This step was completed for every school in the CDC dataset.

3. Verification of current condition need and prioritisation of schools

Having completed the above steps, schools showing the greatest need were investigated in detail to verify the condition need on each site, before taking decisions to prioritise schools for the programme.

Schools were not prioritised if:

- the school had closed since the CDC data was collected
- the need identified in CDC had since been resolved
- following review, the need identified through CDC did not require a rebuilding or significant refurbishment project to resolve it

This step was completed only for those schools showing the greatest need in step 2.

4. Inclusion of special educational needs (SEN) schools and alternative provision (AP) schools

To ensure these school types were represented in the first round of 50 projects some schools were prioritised specifically from these categories. The special educational needs (SEN) schools and alternative provision (AP) schools showing the greatest need in step 2 were identified as high priority candidates for the programme and taken to step 3. Three SEN schools and one AP school were included in the 50 projects, broadly in line with the proportion of these schools in the school estate.

Types of schools included in the methodology

School types in scope of the school rebuilding programme are:

- maintained schools, including maintained nursery schools
- foundation schools
- voluntary-aided schools
- voluntary-controlled schools
- academies (including free schools, studio schools and UTCs)
- maintained and non-maintained special schools
- sixth-form colleges
- alternative provision (including pupil referral units)
- city technology colleges

-
1. Where references are made to schools throughout this document, this includes sixth-form colleges.
 2. There are 22,031 schools in the CDC dataset. This is all publicly funded schools and sixth-form colleges in England as of September 2019, with the exception of 46 schools not included due to having ongoing major building works at the time of the CDC visits. Any schools that have opened since September 2019 are also not included in the CDC dataset.
 3. The CDC dataset holds data by block. One building can consist of more than one block. For example if a building was extended after originally being built, those separate parts will be categorised as separate blocks, because their age, construction type and condition could differ.

[↑ Back to top](#)

OGL

All content is available under the [Open Government Licence v3.0](#), except where otherwise stated

[© Crown copyright](#)

Data quality
Data correct as of 1 December 2022

Column header definitions for the school lists

Column	Definition
URN	URN is the unique reference number for that school, at the date this list was published
School Name	This is the name of the school, at the date this list was published
School Phase / Type	The age range or type of provision of the school
Responsible Body	Responsible Body is the body that is responsible for the school including for capital expenditure, typically a local authority, academy trust
Local Authority	The local authority the school is located in
Region	The region the school is located in

List of all schools announced in SRP

For definitions, see the Contents tab

Set of schools announced in	URN	School Name	School Phase/Type	Responsible Body	Local Authority	Region
Set 4 - December 2022	101241	Barking Abbey School, A Specialist Sports and Humanities College	Secondary	Barking and Dagenham	Barking and Dagenham	London
Set 4 - December 2022	131359	Menorah Foundation School	Primary	Menorah Foundation School	Barnet	London
Set 4 - December 2022	146972	Beechen Cliff School	Secondary	Midsomer Norton Schools Partnership	Bath and North East Somerset	South West
Set 4 - December 2022	145716	St Michaels Junior Church School	Primary	The Bath and Wells Diocesan Academies Trust	Bath and North East Somerset	South West
Set 4 - December 2022	140524	Bishop Walsh Catholic School	Secondary	St. John Paul II Multi Academy Company	Birmingham	West Midlands
Set 4 - December 2022	143435	Fortis Academy	Secondary	The Shaw Education Trust	Birmingham	West Midlands
Set 4 - December 2022	141610	Green Meadow Primary School	Primary	Excelsior Multi Academy Trust	Birmingham	West Midlands
Set 4 - December 2022	143869	Hodge Hill Primary School	Primary	Create Partnership Trust	Birmingham	West Midlands
Set 4 - December 2022	147440	King Edward VI Balaam Wood Academy	Secondary	King Edward VI Academy Trust Birmingham	Birmingham	West Midlands
Set 4 - December 2022	140502	Leigh Primary School	Primary	Leigh Trust	Birmingham	West Midlands
Set 4 - December 2022	103388	Little Sutton Primary School	Primary	Birmingham	Birmingham	West Midlands
Set 4 - December 2022	146268	St Mary and St John Junior and Infant School	Primary	St. John Paul II Multi Academy Company	Birmingham	West Midlands
Set 4 - December 2022	147111	Sutton Park Primary	Primary	PA Community Trust	Birmingham	West Midlands
Set 4 - December 2022	103544	Walmley Infant School	Primary	Birmingham	Birmingham	West Midlands
Set 4 - December 2022	105209	St James CofE Primary School, Daisy Hill	Primary	Bolton	Bolton	North West
Set 4 - December 2022	136574	Corfe Hills School	Secondary	Corfe Hills School Academy Trust	Bournemouth, Christchurch and Poole	South West
Set 4 - December 2022	142101	Heathlands Primary Academy	Primary	Coastal Learning Partnership	Bournemouth, Christchurch and Poole	South West
Set 4 - December 2022	136763	Highcliffe School	Secondary	Highcliffe School	Bournemouth, Christchurch and Poole	South West
Set 4 - December 2022	113736	Somerford Primary School	Primary	Bournemouth, Christchurch and Poole	Bournemouth, Christchurch and Poole	South West
Set 4 - December 2022	113955	Winchelsea School	Special School	Bournemouth, Christchurch and Poole	Bournemouth, Christchurch and Poole	South West
Set 4 - December 2022	146536	Shipley CofE Primary School	Primary	Bradford Diocesan Academies Trust	Bradford	Yorkshire and the Humber
Set 4 - December 2022	137685	Kingsbury High School	Secondary	Kingsbury High School	Brent	London
Set 4 - December 2022	110516	St Michael's Catholic School	All-through	Buckinghamshire	Buckinghamshire	South East
Set 4 - December 2022	107507	Central Street Infant and Nursery School	Primary	Calderdale	Calderdale	Yorkshire and the Humber
Set 4 - December 2022	107533	Cross Lane Primary and Nursery School	Primary	Calderdale	Calderdale	Yorkshire and the Humber
Set 4 - December 2022	107529	Riverside Junior School	Primary	Calderdale	Calderdale	Yorkshire and the Humber
Set 4 - December 2022	107522	Shade Primary School	Primary	Calderdale	Calderdale	Yorkshire and the Humber
Set 4 - December 2022	107510	Stubbings Infant School	Primary	Calderdale	Calderdale	Yorkshire and the Humber
Set 4 - December 2022	149531	The Brooksbank School	Secondary	The Brooksbank School Sports College	Calderdale	Yorkshire and the Humber

Set 4 - December 2022	107562	The Calder Learning Trust	All-through	Calderdale	Calderdale	Yorkshire and the Humber
Set 4 - December 2022	107556	Todmorden CofE J, I & N School	Primary	Calderdale	Calderdale	Yorkshire and the Humber
Set 4 - December 2022	107564	Todmorden High School	Secondary	Calderdale	Calderdale	Yorkshire and the Humber
Set 4 - December 2022	135862	Walsden St Peter's CE (VC) Primary School	Primary	Calderdale	Calderdale	Yorkshire and the Humber
Set 4 - December 2022	107528	Woodhouse Primary School	Primary	Calderdale	Calderdale	Yorkshire and the Humber
Set 4 - December 2022	136442	Linton Village College	Secondary	Anglian Learning	Cambridgeshire	East of England
Set 4 - December 2022	137491	Sandbach School	Secondary	Sandbach School	Cheshire East	North West
Set 4 - December 2022	136383	Bodmin College	Secondary	Bodmin College	Cornwall	South West
Set 4 - December 2022	143649	Callington Community College	Secondary	Westcountry Schools Trust	Cornwall	South West
Set 4 - December 2022	140897	Mawgan-In-Pydar Primary School	Primary	ASPIRE Academy Trust	Cornwall	South West
Set 4 - December 2022	147442	Poltair School	Secondary	Cornwall Education Learning Trust	Cornwall	South West
Set 4 - December 2022	114018	Bournmoor Primary School	Primary	Durham	County Durham	North East
Set 4 - December 2022	140359	Browney Primary Academy	Primary	North East Learning Trust	County Durham	North East
Set 4 - December 2022	114311	Durham Community Business College for Technology and Enterprise	Secondary	Durham	County Durham	North East
Set 4 - December 2022	114143	Hesleden Primary School	Primary	Durham	County Durham	North East
Set 4 - December 2022	131168	Lanchester Endowed Parochial Primary School	Primary	Durham	County Durham	North East
Set 4 - December 2022	114039	Leadgate Primary School - Split Site	Primary	Durham	County Durham	North East
Set 4 - December 2022	148206	Our Lady Queen of Martyrs Catholic Primary School, Esh Winning	Primary	Bishop Wilkinson Catholic Education Trust	County Durham	North East
Set 4 - December 2022	147345	Bishop Ullathorne Catholic School	Secondary	Holy Cross Catholic Multi Academy Company	Coventry	West Midlands
Set 4 - December 2022	146436	Foxford Community School	Secondary	Castle Phoenix Trust	Coventry	West Midlands
Set 4 - December 2022	133475	Limbrick Wood Primary School	Primary	Coventry	Coventry	West Midlands
Set 4 - December 2022	101787	All Saints CofE Primary School	Primary	Croydon	Croydon	London
Set 4 - December 2022	149113	The Minster Junior School	Primary	SDBE Multi-Academy Trust	Croydon	London
Set 4 - December 2022	149114	The Minster Nursery and Infants Church of England Academy	Primary	SDBE Multi-Academy Trust	Croydon	London
Set 4 - December 2022	142306	Cockermouth School	Secondary	Cockermouth School Academy	Cumbria	North West
Set 4 - December 2022	112378	Samuel King's School	Secondary	Cumbria	Cumbria	North West
Set 4 - December 2022	112393	Ullswater Community College	Secondary	Cumbria	Cumbria	North West
Set 4 - December 2022	112790	Mickleover Primary School	Primary	Derby	Derby	East Midlands
Set 4 - December 2022	112757	Ridgeway Infant School	Primary	Derby	Derby	East Midlands
Set 4 - December 2022	138622	Saint Benedict, A Catholic Voluntary Academy	Secondary	St Ralph Sherwin Catholic Multi Academy Trust	Derby	East Midlands
Set 4 - December 2022	142710	John Flamsteed Community School	Secondary	East Midlands Education Trust	Derbyshire	East Midlands

Set 4 - December 2022	146374	Kirk Hallam Community Academy	Secondary	Nova Education Trust	Derbyshire	East Midlands
Set 4 - December 2022	137908	Saint John Houghton Catholic Voluntary Academy	Secondary	St Ralph Sherwin Catholic Multi Academy Trust	Derbyshire	East Midlands
Set 4 - December 2022	142042	St Philip Howard Catholic Voluntary Academy	Secondary	St Ralph Sherwin Catholic Multi Academy Trust	Derbyshire	East Midlands
Set 4 - December 2022	149380	William Allitt Academy	Secondary	Derbyshire	Derbyshire	East Midlands
Set 4 - December 2022	147643	Dawlish College	Secondary	Estuaries Multi Academy Trust	Devon	South West
Set 4 - December 2022	146735	River Dart Academy	Alternative Provision	Wave Multi Academy Trust	Devon	South West
Set 4 - December 2022	113455	Swimbridge Church of England Primary School	Primary	Devon	Devon	South West
Set 4 - December 2022	145336	Tavistock College	Secondary	Dartmoor Multi Academy Trust	Devon	South West
Set 4 - December 2022	113438	Tipton St John Church of England Primary School	Primary	Devon	Devon	South West
Set 4 - December 2022	113548	Tiverton High School	Secondary	Devon	Devon	South West
Set 4 - December 2022	146600	Whipton Barton Infants and Nursery School	Primary	The Ted Wragg Multi Academy Trust	Devon	South West
Set 4 - December 2022	106737	Bawtry Mayflower Primary School	Primary	Doncaster	Doncaster	Yorkshire and the Humber
Set 4 - December 2022	147443	Budmouth Academy Weymouth	Secondary	Aspirations Academies Trust	Dorset	South West
Set 4 - December 2022	138471	The Gryphon School	Secondary	Sherborne Area Schools' Trust	Dorset	South West
Set 4 - December 2022	137705	Beacon Hill Academy	Secondary	Dudley Academies Trust	Dudley	West Midlands
Set 4 - December 2022	145593	The Pedmore High School	Secondary	Invictus Education Trust	Dudley	West Midlands
Set 4 - December 2022	101907	Stanhope Primary School	Primary	Ealing	Ealing	London
Set 4 - December 2022	138475	The Cavendish School	All-through	Cavendish Education Trust	East Sussex	South East
Set 4 - December 2022	146935	Fleecefield Primary School	Primary	Children First Academy Trust	Enfield	London
Set 4 - December 2022	102053	St Anne's Catholic High School for Girls	Secondary	Enfield	Enfield	London
Set 4 - December 2022	102058	St Ignatius College	Secondary	Enfield	Enfield	London
Set 4 - December 2022	141869	Chigwell Primary Academy	Primary	REAch2 Academy Trust	Essex	East of England
Set 4 - December 2022	115238	St John Payne Catholic School, Chelmsford	Secondary	Essex	Essex	East of England
Set 4 - December 2022	139181	The Bromfords School	Secondary	Compass Education Trust Ltd	Essex	East of England
Set 4 - December 2022	108349	Blaydon West Primary School	Primary	Gateshead	Gateshead	North East
Set 4 - December 2022	148809	St Joseph's Catholic Infant School, Birtley	Primary	Bishop Wilkinson Catholic Education Trust	Gateshead	North East
Set 4 - December 2022	137360	Whickham School	Secondary	Whickham School and Sports College	Gateshead	North East
Set 4 - December 2022	144472	Moat Primary School	Primary	Phoenix Learning Alliance	Gloucestershire	South West
Set 4 - December 2022	136767	Ribston Hall High School	Secondary	Ribston Hall High School Academy Trust	Gloucestershire	South West
Set 4 - December 2022	147116	The Milestone School	Special School	SAND Academies Trust	Gloucestershire	South West
Set 4 - December 2022	147726	The Willow Primary Academy	Primary	SAND Academies Trust	Gloucestershire	South West
Set 4 - December 2022	100120	Ealdham Primary School	Primary	Greenwich	Greenwich	London

Set 4 - December 2022	138966	Shooters Hill Sixth Form College	16 plus	Shooters Hill Sixth Form College	Greenwich	London
Set 4 - December 2022	141617	The Hurlingham Academy	Secondary	United Learning Trust	Hammersmith and Fulham	London
Set 4 - December 2022	116617	Baycroft School	Special School	Hampshire	Hampshire	South East
Set 4 - December 2022	116432	Cranbourne	Secondary	Hampshire	Hampshire	South East
Set 4 - December 2022	116292	Horndean Church of England Junior School	Primary	Hampshire	Hampshire	South East
Set 4 - December 2022	116603	Lakeside School	Special School	Hampshire	Hampshire	South East
Set 4 - December 2022	116299	Marchwood Church of England Infant School	Primary	Hampshire	Hampshire	South East
Set 4 - December 2022	116224	Orchard Lea Infant School	Primary	Hampshire	Hampshire	South East
Set 4 - December 2022	130708	Peter Symonds College	16 plus	Peter Symonds College	Hampshire	South East
Set 4 - December 2022	116422	The Hurst School	Secondary	Hampshire	Hampshire	South East
Set 4 - December 2022	146245	The Sacred Heart Language College	Secondary	Blessed Holy Family Catholic Academy Trust	Harrow	London
Set 4 - December 2022	148986	St Helen's Primary School	Primary	Northern Lights Learning Trust	Hartlepool	North East
Set 4 - December 2022	102299	Parklands Primary School	Primary	Havering	Havering	London
Set 4 - December 2022	117055	Westfield School	Special School	Herefordshire	Herefordshire, County of	West Midlands
Set 4 - December 2022	148989	Peartree Primary School	Primary	Ivy Learning Trust	Hertfordshire	East of England
Set 4 - December 2022	117496	Pope Paul Catholic Primary School	Primary	Archdiocese of Westminster	Hertfordshire	East of England
Set 4 - December 2022	137995	St Mark's Catholic School	Secondary	The Diocese of Westminster Academy Trust	Hounslow	London
Set 4 - December 2022	118167	Hunnyhill Primary School	Primary	Isle of Wight	Isle of Wight	South East
Set 4 - December 2022	136010	Medina College	Secondary	Isle of Wight	Isle of Wight	South East
Set 4 - December 2022	118164	Nine Acres Primary School	Primary	Isle of Wight	Isle of Wight	South East
Set 4 - December 2022	118227	St George's School	Special School	Isle of Wight	Isle of Wight	South East
Set 4 - December 2022	136013	The Bay Church of England School	All-through	Isle of Wight	Isle of Wight	South East
Set 4 - December 2022	141931	The Cardinal Vaughan Memorial RC School	Secondary	Saint John Southworth Catholic Academy Trust	Kensington and Chelsea	London
Set 4 - December 2022	118693	Birchington Church of England Primary School	Primary	Kent	Kent	South East
Set 4 - December 2022	136382	Chatham & Clarendon Grammar School	Secondary	Chatham & Clarendon Grammar School	Kent	South East
Set 4 - December 2022	146376	Rosherville Church of England Academy	Primary	Aletheia Academies Trust	Kent	South East
Set 4 - December 2022	137609	Saint George's Church of England School	All-through	Aletheia Academies Trust	Kent	South East
Set 4 - December 2022	140874	St Anselm's Catholic School, Canterbury	Secondary	Kent Catholic Schools' Partnership	Kent	South East
Set 4 - December 2022	140537	St Simon Stock Catholic School	Secondary	Kent Catholic Schools' Partnership	Kent	South East
Set 4 - December 2022	143954	The Lenham School	Secondary	Valley Invicta Academies Trust	Kent	South East
Set 4 - December 2022	138579	Water Meadows Primary School	Primary	The Stour Academy Trust	Kent	South East
Set 4 - December 2022	138679	Hall Road Academy	Primary	Academies Enterprise Trust	Kingston upon Hull, City of	Yorkshire and the Humber
Set 4 - December 2022	100642	London Nautical School	Secondary	Lambeth	Lambeth	London

Set 4 - December 2022	148231	Castle View Primary Academy	Primary	Cidari Education Limited	Lancashire	North West
Set 4 - December 2022	139130	Colne Primet Academy	Secondary	Pendle Education Trust	Lancashire	North West
Set 4 - December 2022	119767	Haslingden High School and Sixth Form	Secondary	Lancashire	Lancashire	North West
Set 4 - December 2022	136742	Lancaster Royal Grammar School	Secondary	Lancaster Royal Grammar School	Lancashire	North West
Set 4 - December 2022	144356	The Hyndburn Academy	Secondary	United Learning Trust	Lancashire	North West
Set 4 - December 2022	143238	Brigshaw High School	Secondary	The Brigshaw Learning Partnership	Leeds	Yorkshire and the Humber
Set 4 - December 2022	108119	John Jamieson School	Special School	Leeds	Leeds	Yorkshire and the Humber
Set 4 - December 2022	148527	Oulton Academy	Secondary	Falcon Education Academies Trust	Leeds	Yorkshire and the Humber
Set 4 - December 2022	139351	St. Mary's Menston, a Catholic Voluntary Academy	Secondary	The Bishop Wheeler Catholic Academy Trust	Leeds	Yorkshire and the Humber
Set 4 - December 2022	108088	Wetherby High School	Secondary	Leeds	Leeds	Yorkshire and the Humber
Set 4 - December 2022	144629	Orchard Mead Academy	Secondary	The Mead Educational Trust	Leicester	East Midlands
Set 4 - December 2022	120037	Shenton Primary School	Primary	Leicester	Leicester	East Midlands
Set 4 - December 2022	139739	Brocks Hill Primary School	Primary	Lionheart Educational Trust	Leicestershire	East Midlands
Set 4 - December 2022	138298	De Lisle College Loughborough Leicestershire	Secondary	St Thomas Aquinas Catholic Multi Academy Trust	Leicestershire	East Midlands
Set 4 - December 2022	137640	Rawlins Academy	Secondary	Rawlins Academy	Leicestershire	East Midlands
Set 4 - December 2022	137828	The Martin High School Anstey	Secondary	Lionheart Educational Trust	Leicestershire	East Midlands
Set 4 - December 2022	148713	Horncastle Primary School	Primary	Wellspring Academy Trust	Lincolnshire	East Midlands
Set 4 - December 2022	136537	Lincoln Castle Academy	Secondary	Harbour Learning Trust	Lincolnshire	East Midlands
Set 4 - December 2022	138839	Sir William Robertson Academy, Welbourn	Secondary	Aspire Schools Trust	Lincolnshire	East Midlands
Set 4 - December 2022	104742	Clifford Holroyde Specialist Sen College	Special School	Liverpool	Liverpool	North West
Set 4 - December 2022	142310	Cardinal Newman Catholic School A Specialist Science College	Secondary	St Thomas Catholic Academies Trust	Luton	East of England
Set 4 - December 2022	139438	The Willows Primary School	Primary	Children of Success Schools Trust	Manchester	North West
Set 4 - December 2022	141466	The Howard School	Secondary	The Howard Academy Trust	Medway	South East
Set 4 - December 2022	145628	Angel Road Infant School	Primary	Evolution Academy Trust	Norfolk	East of England
Set 4 - December 2022	148826	King Edward VII Academy	Secondary	Inspiration Trust	Norfolk	East of England
Set 4 - December 2022	138542	Yarborough Academy	Primary	Yarborough Academy	North East Lincolnshire	Yorkshire and the Humber
Set 4 - December 2022	118112	Sir John Nelthorpe School	Secondary	North Lincolnshire	North Lincolnshire	Yorkshire and the Humber
Set 4 - December 2022	108639	George Stephenson High School	Secondary	The North Tyneside Lea	North Tyneside	North East
Set 4 - December 2022	108635	Marden Bridge Middle School	Middle deemed secondary	The North Tyneside Lea	North Tyneside	North East
Set 4 - December 2022	108599	Redesdale Primary School	Primary	The North Tyneside Learning Trust	North Tyneside	North East
Set 4 - December 2022	148233	Alanbrooke Academy	Primary	Elevate Multi Academy Trust	North Yorkshire	Yorkshire and the Humber
Set 4 - December 2022	148602	Lady Lumley's School	Secondary	Coast And Vale Learning Trust	North Yorkshire	Yorkshire and the Humber

Set 4 - December 2022	141463	Roseberry Academy	Primary	The Enquire Learning Trust	North Yorkshire	Yorkshire and the Humber
Set 4 - December 2022	121491	Sleights Church of England Voluntary Controlled Primary School	Primary	North Yorkshire	North Yorkshire	Yorkshire and the Humber
Set 4 - December 2022	142148	St Peter's Church of England Primary School	Primary	Yorkshire Causeway Schools Trust	North Yorkshire	Yorkshire and the Humber
Set 4 - December 2022	140698	All Saints Catholic Voluntary Academy	Secondary	Our Lady of Lourdes Catholic Multi-Academy Trust	Nottinghamshire	East Midlands
Set 4 - December 2022	122854	Chilwell School	Secondary	Nottinghamshire	Nottinghamshire	East Midlands
Set 4 - December 2022	138411	Meden School	Secondary	Nova Education Trust	Nottinghamshire	East Midlands
Set 4 - December 2022	139062	The Dukeries Academy	Secondary	Academy Transformation Trust	Nottinghamshire	East Midlands
Set 4 - December 2022	144687	The Garibaldi School	Secondary	Nova Education Trust	Nottinghamshire	East Midlands
Set 4 - December 2022	139956	The Holgate Academy	Secondary	Diverse Academies Trust	Nottinghamshire	East Midlands
Set 4 - December 2022	138490	Didcot Girls' School	Secondary	Ridgeway Education Trust	Oxfordshire	South East
Set 4 - December 2022	136261	Oxford Spires Academy	Secondary	Anthem Schools Trust	Oxfordshire	South East
Set 4 - December 2022	148528	Corpus Christi Catholic Primary School	Primary	Edith Stein Catholic Academy Trust	Portsmouth	South East
Set 4 - December 2022	144192	Springfield School	Secondary	The De Curci Trust	Portsmouth	South East
Set 4 - December 2022	102838	John Bramston Primary School	Primary	Redbridge	Redbridge	London
Set 4 - December 2022	137088	The Palmer Catholic Academy	Secondary	The Good Shepherd Catholic Trust	Redbridge	London
Set 4 - December 2022	111531	Lingdale Primary School	Primary	Redcar and Cleveland	Redcar and Cleveland	North East
Set 4 - December 2022	111533	Lockwood Primary School	Primary	Redcar and Cleveland	Redcar and Cleveland	North East
Set 4 - December 2022	138845	Nunthorpe Academy	Secondary	Nunthorpe Multi-Academy Trust Limited	Redcar and Cleveland	North East
Set 4 - December 2022	143894	Kilnhurst Primary School	Primary	White Woods Primary Academy Trust	Rotherham	Yorkshire and the Humber
Set 4 - December 2022	143141	Swinton Academy	Secondary	Aston Community Education Trust	Rotherham	Yorkshire and the Humber
Set 4 - December 2022	137340	Casterton College Rutland	Secondary	Casterton College Rutland	Rutland	East Midlands
Set 4 - December 2022	140140	Ocker Hill Academy	Primary	Ocker Hill Academy Trust	Sandwell	West Midlands
Set 4 - December 2022	148267	Perryfields Academy	Secondary	Broadleaf Partnership Trust	Sandwell	West Midlands
Set 4 - December 2022	137604	Greenbank High School	Secondary	Southport Learning Trust	Sefton	North West
Set 4 - December 2022	104881	Woodlands Primary School	Primary	Sefton	Sefton	North West
Set 4 - December 2022	107047	Ballifield Primary School	Primary	Sheffield	Sheffield	Yorkshire and the Humber
Set 4 - December 2022	107087	Carfield Primary School	Primary	Sheffield	Sheffield	Yorkshire and the Humber
Set 4 - December 2022	106997	Lowfield Community Primary School	Primary	Sheffield	Sheffield	Yorkshire and the Humber
Set 4 - December 2022	106998	Lydgate Junior School	Primary	Sheffield	Sheffield	Yorkshire and the Humber
Set 4 - December 2022	134751	Pipworth Community Primary School	Primary	Sheffield	Sheffield	Yorkshire and the Humber
Set 4 - December 2022	145373	Windmill Hill Primary School	Primary	Steel City Schools Partnership	Sheffield	Yorkshire and the Humber
Set 4 - December 2022	136333	Arden	Secondary	Arden Multi Academy Trust	Solihull	West Midlands

Set 4 - December 2022	148089	Our Lady of Compassion Catholic Primary School	Primary	Our Lady and All Saints Catholic Multi Academy Company	Solihull	West Midlands
Set 4 - December 2022	147420	Milford Junior School	Primary	The Huish Academy Trust	Somerset	South West
Set 4 - December 2022	148275	St Aloysius Catholic Infant School, Hebburn	Primary	Bishop Chadwick Catholic Education Trust	South Tyneside	North East
Set 4 - December 2022	142076	Tanners Brook Primary School	Primary	HISP Multi Academy Trust Ltd	Southampton	South East
Set 4 - December 2022	143337	Blenheim Primary School	Primary	Learning in Harmony Multi Academy Trust	Southend-on-Sea	East of England
Set 4 - December 2022	136665	Dulwich Hamlet Junior School	Primary	The Charter Schools Educational Trust	Southwark	London
Set 4 - December 2022	142193	Blessed William Howard Catholic School	Secondary	The Painsley Catholic Academy	Staffordshire	West Midlands
Set 4 - December 2022	140802	St John Fisher Catholic College	Secondary	Christ the King Catholic Collegiate	Staffordshire	West Midlands
Set 4 - December 2022	134883	Moorfield Primary School	Primary	Stockport	Stockport	North West
Set 4 - December 2022	138162	Castle Manor Academy	Secondary	Unity Schools Partnership	Suffolk	East of England
Set 4 - December 2022	137674	Ormiston Endeavour Academy	Secondary	Ormiston Academies Trust	Suffolk	East of England
Set 4 - December 2022	137433	Priory School	Special School	SENDAT	Suffolk	East of England
Set 4 - December 2022	136322	Samuel Ward Academy	Secondary	Unity Schools Partnership	Suffolk	East of England
Set 4 - December 2022	124802	Thurston Community College	Secondary	Suffolk	Suffolk	East of England
Set 4 - December 2022	148781	St Mary's Catholic Primary School, Sunderland	Primary	Bishop Chadwick Catholic Education Trust	Sunderland	North East
Set 4 - December 2022	144990	Thornhill Academy	Secondary	Consilium Academies	Sunderland	North East
Set 4 - December 2022	136828	Collingwood College	Secondary	Collingwood College	Surrey	South East
Set 4 - December 2022	143808	de Stafford School	Secondary	GLF Schools	Surrey	South East
Set 4 - December 2022	139965	Harris Junior Academy Carshalton	Primary	Harris Federation	Sutton	London
Set 4 - December 2022	136860	Highworth Warneford School	Secondary	Highworth Warneford School	Swindon	South West
Set 4 - December 2022	144773	Lawn Manor Academy	Secondary	Ascend Learning Trust	Swindon	South West
Set 4 - December 2022	148884	Wroughton Infant School	Primary	Grove Learning Trust	Swindon	South West
Set 4 - December 2022	106206	Russell Scott Primary School	Primary	Tameside	Tameside	North West
Set 4 - December 2022	130352	Arnhem Wharf Primary School	Primary	Tower Hamlets	Tower Hamlets	London
Set 4 - December 2022	144649	Barton Clough Primary School	Primary	Bright Futures Educational Trust	Trafford	North West
Set 4 - December 2022	106375	Sale High School	Secondary	Trafford	Trafford	North West
Set 4 - December 2022	106368	Stretford Grammar School	Secondary	Trafford	Trafford	North West
Set 4 - December 2022	136633	Castleford Academy	Secondary	Castleford Academy Trust	Wakefield	Yorkshire and the Humber
Set 4 - December 2022	140312	Glasshoughton Infant Academy	Primary	Castleford Academy Trust	Wakefield	Yorkshire and the Humber
Set 4 - December 2022	136462	Ossett Academy and Sixth Form College	Secondary	Accord Multi Academy Trust	Wakefield	Yorkshire and the Humber
Set 4 - December 2022	143003	Sharlston Community School	Primary	Waterton Academy Trust	Wakefield	Yorkshire and the Humber
Set 4 - December 2022	137274	Bloxwich Academy	All-through	Matrix Academy Trust	Walsall	West Midlands
Set 4 - December 2022	147480	Pheasey Park Farm Primary School and Early Years Centre	Primary	Elston Hall Learning Trust	Walsall	West Midlands

Set 4 - December 2022	140957	Eden Girls' School, Waltham Forest	Secondary	Star Academies	Waltham Forest	London
Set 4 - December 2022	101094	Oak Lodge School	Special School	Wandsworth	Wandsworth	London
Set 4 - December 2022	145174	King Edward VI College	16 plus	Better Futures Multi-Academy Trust	Warwickshire	West Midlands
Set 4 - December 2022	125714	St Peter's Catholic Primary School	Primary	Warwickshire	Warwickshire	West Midlands
Set 4 - December 2022	136986	The Coleshill School	Secondary	The Arthur Terry Learning Partnership	Warwickshire	West Midlands
Set 4 - December 2022	142822	John O'Gaunt School	Secondary	Excalibur Academies Trust	West Berkshire	South East
Set 4 - December 2022	146274	Littlegreen Academy	Special School	Solent Academies Trust	West Sussex	South East
Set 4 - December 2022	126085	Oathall Community College	Secondary	West Sussex	West Sussex	South East
Set 4 - December 2022	106525	Golborne High School	Secondary	The Golborne and Lowth	Wigan	North West
Set 4 - December 2022	106424	R L Hughes Primary School	Primary	Wigan	Wigan	North West
Set 4 - December 2022	131295	Rowan Tree Primary School	Special School	Wigan	Wigan	North West
Set 4 - December 2022	146421	Noremarsch Junior School	Primary	Ascend Learning Trust	Wiltshire	South West
Set 4 - December 2022	136849	Pewsey Vale School	Secondary	Pewsey Vale School	Wiltshire	South West
Set 4 - December 2022	148145	Silverwood School	Special School	Wiltshire	Wiltshire	South West
Set 4 - December 2022	138505	Arrow Vale School	Secondary	Central Region Schools Trust	Worcestershire	West Midlands
Set 4 - December 2022	144367	Baxter College	Secondary	Severn Academies Educational Trust	Worcestershire	West Midlands
Set 4 - December 2022	121720	All Saints RC School	Secondary	York	York	Yorkshire and the Humber
Set 3 - July 2022	131920	Four Oaks Primary School	Primary	Birmingham	Birmingham	West Midlands
Set 3 - July 2022	134774	New Oscott Primary School	Primary	Birmingham	Birmingham	West Midlands
Set 3 - July 2022	103295	Welsh House Farm Community School and Special Needs Resources Base	Primary	Birmingham	Birmingham	West Midlands
Set 3 - July 2022	136905	Ilkley Grammar School	Secondary	Moorlands Learning Trust	Bradford	Yorkshire and the Humber
Set 3 - July 2022	101554	Malorees Junior School	Primary	Brent	Brent	London
Set 3 - July 2022	111422	Upton-by-Chester High School	Secondary	Cheshire West and Chester	Cheshire West and Chester	North West
Set 3 - July 2022	114078	Ferryhill Station Primary School	Primary	Durham	County Durham	North East
Set 3 - July 2022	137696	Framwellgate School Durham	Secondary	The Excel Academy Partnership	County Durham	North East
Set 3 - July 2022	143583	St Leonard's Catholic School	Secondary	Bishop Wilkinson Catholic Education Trust	County Durham	North East
Set 3 - July 2022	101821	Thomas More Catholic School	Secondary	Croydon	Croydon	London
Set 3 - July 2022	142174	Polam Hall School	All-through	Woodard Academies Trust	Darlington	North East
Set 3 - July 2022	112717	Becket Primary School	Primary	Derby	Derby	East Midlands
Set 3 - July 2022	112728	Pear Tree Infant School	Primary	Derby	Derby	East Midlands
Set 3 - July 2022	145966	Friesland School	Secondary	The Two Counties Trust	Derbyshire	East Midlands
Set 3 - July 2022	112635	Newhall Community Junior School	Primary	Derbyshire	Derbyshire	East Midlands
Set 3 - July 2022	101943	Northolt High School	Secondary	Ealing	Ealing	London
Set 3 - July 2022	102049	Chace Community School	Secondary	Enfield	Enfield	London

Set 3 - July 2022	137094	Enfield Grammar School	Secondary	Enfield Grammar School	Enfield	London
Set 3 - July 2022	137975	Helena Romanes School	All-through	Saffron Academy Trust	Essex	East of England
Set 3 - July 2022	137058	St Mark's West Essex Catholic School	Secondary	St. Mark's West Essex Catholic School	Essex	East of England
Set 3 - July 2022	148844	St Joseph's Catholic Junior School, Birtley	Primary	Bishop Wilkinson Catholic Education Trust	Gateshead	North East
Set 3 - July 2022	133545	William Morris Sixth Form	16 plus	Hammersmith and Fulham	Hammersmith and Fulham	London
Set 3 - July 2022	138286	Beaumont School	Secondary	Beaumont School	Hertfordshire	East of England
Set 3 - July 2022	142051	Haileybury Turnford	Secondary	Haileybury Academy Trust	Hertfordshire	East of England
Set 3 - July 2022	146440	Laureate Academy	Secondary	Future Academies	Hertfordshire	East of England
Set 3 - July 2022	117468	St Cuthbert Mayne Catholic Junior School	Primary	Archdiocese of Westminster and foundation trust/GB	Hertfordshire	East of England
Set 3 - July 2022	146859	St John Catholic Primary School	Primary	All Saints Catholic Academy Trust	Hertfordshire	East of England
Set 3 - July 2022	147879	Woodside Primary School	Primary	Ivy Learning Trust	Hertfordshire	East of England
Set 3 - July 2022	137009	Rivers Academy West London	Secondary	Aspirations Academies Trust	Hounslow	London
Set 3 - July 2022	147534	Co-op Academy Smithies Moor	Primary	The Co-Operative Academies Trust	Kirklees	Yorkshire and the Humber
Set 3 - July 2022	107747	Gomersal St Mary's Church of England Voluntary Controlled Primary School	Primary	Kirklees	Kirklees	Yorkshire and the Humber
Set 3 - July 2022	119880	Lostock Hall Moor Hey School	Special School	Lancashire	Lancashire	North West
Set 3 - July 2022	119765	Penwortham Girls' High School	Secondary	Lancashire	Lancashire	North West
Set 3 - July 2022	119723	Wellfield Academy	Secondary	Lancashire	Lancashire	North West
Set 3 - July 2022	147268	University Academy Long Sutton	Secondary	University Of Lincoln Academy Trust	Lincolnshire	East Midlands
Set 3 - July 2022	104622	St Anne's (Stanley) Junior Mixed and Infant School	Primary	Liverpool	Liverpool	North West
Set 3 - July 2022	108459	Benton Park Primary School	Primary	Newcastle upon Tyne	Newcastle upon Tyne	North East
Set 3 - July 2022	147290	Sacred Heart Catholic Voluntary Aided Primary School	Primary	Diocese of East Anglia and foundation trust	Norfolk	East of England
Set 3 - July 2022	121254	Sidestrand Hall School	Special School	Norfolk	Norfolk	East of England
Set 3 - July 2022	142059	The Hewett Academy Norwich	Secondary	Inspiration Trust	Norfolk	East of England
Set 3 - July 2022	142855	Weasenham Church of England Primary Academy	Primary	The Diocese Of Norwich Education And Academies Trust	Norfolk	East of England
Set 3 - July 2022	108649	Wellfield Middle School	Middle deemed secondary	North Tyneside	North Tyneside	North East
Set 3 - July 2022	137457	Cramlington Learning Village	Secondary	Cramlington Learning Village	Northumberland	North East
Set 3 - July 2022	122585	Broomhill Junior School	Primary	Nottinghamshire	Nottinghamshire	East Midlands
Set 3 - July 2022	138897	Gosford Hill School	Secondary	River Learning Trust	Oxfordshire	South East
Set 3 - July 2022	136331	Wales High School	Secondary	Wales High School Academy Trust	Rotherham	Yorkshire and the Humber
Set 3 - July 2022	104891	Lydiate Primary School	Primary	Sefton	Sefton	North West
Set 3 - July 2022	104959	Savio Salesian College	Secondary	Sefton	Sefton	North West
Set 3 - July 2022	107069	Brunswick Community Primary School	Primary	Sheffield	Sheffield	Yorkshire and the Humber

Set 3 - July 2022	146609	Brindley Heath Junior School Academy	Primary	Manor Multi Academy Trust	Staffordshire	West Midlands
Set 3 - July 2022	106079	Thorn Grove Primary School	Primary	Stockport	Stockport	North West
Set 3 - July 2022	138506	Ormiston Sudbury Academy	Secondary	Ormiston Academies Trust	Suffolk	East of England
Set 3 - July 2022	139538	St Aidan's Catholic Academy	Secondary	Bishop Chadwick Catholic Education Trust	Sunderland	North East
Set 3 - July 2022	148452	St Patrick's Catholic Primary School, Ryhope	Primary	Bishop Chadwick Catholic Education Trust	Sunderland	North East
Set 3 - July 2022	138691	Chingford Foundation School	Secondary	Chingford Academies Trust	Waltham Forest	London
Set 3 - July 2022	145157	Penketh High School	Secondary	The Challenge Academy Trust	Warrington	North West
Set 3 - July 2022	126098	Holy Trinity CofE Secondary School, Crawley	Secondary	Diocese of Chichester and foundation trust/GB	West Sussex	South East
Set 3 - July 2022	148221	Steyning Grammar School	Secondary	Bohunt Education Trust	West Sussex	South East
Set 3 - July 2022	104996	Riverside Primary School	Primary	Wirral	Wirral	North West
Set 3 - July 2022	105103	The Mosslands School	Secondary	Wirral	Wirral	North West
Set 3 - July 2022	143509	Tang Hall Primary Academy	Primary	Pathfinder Multi Academy Trust	York	Yorkshire and the Humber
Set 2 - July 2021	139520	Hill West Primary School	Primary	The Arthur Terry Learning Partnership	Birmingham	West Midlands
Set 2 - July 2021	148545	Trinity Academy Bradford	Secondary	Trinity Multi Academy Trust	Bradford	Yorkshire and the Humber
Set 2 - July 2021	101556	The Kilburn Park School Foundation	Primary	Brent Council	Brent	London
Set 2 - July 2021	107520	Castle Hill Primary School	Primary	Calderdale	Calderdale	Yorkshire and the Humber
Set 2 - July 2021	114207	Sugar Hill Primary School	Primary	Durham	County Durham	North East
Set 2 - July 2021	138717	Woodham Academy	Secondary	Eden Learning Trust	County Durham	North East
Set 2 - July 2021	131241	Spon Gate Primary School	Primary	Coventry	Coventry	West Midlands
Set 2 - July 2021	140113	Forest Academy	Primary	Inspire Partnership Academy Trust	Croydon	London
Set 2 - July 2021	137251	Appleby Grammar School	Secondary	Appleby Grammar School	Cumbria	North West
Set 2 - July 2021	143588	Woldgate School and Sixth Form College	Secondary	Wolds Learning Partnership	East Riding of Yorkshire	Yorkshire and the Humber
Set 2 - July 2021	137694	Burnt Mill Academy	Secondary	BMAT Education	Essex	East of England
Set 2 - July 2021	146601	Endeavour Co-Operative Academy	Special School	Keys Co-Operative Academy Trust	Essex	East of England
Set 2 - July 2021	116225	Orchard Lea Junior School	Primary	Hampshire	Hampshire	South East
Set 2 - July 2021	137861	Little Reddings Primary School	Primary	Bushey St James Trust	Hertfordshire	East of England
Set 2 - July 2021	117500	The Hemel Hempstead School	Secondary	Hertfordshire	Hertfordshire	East of England
Set 2 - July 2021	137077	Rosedale College	Secondary	The Rosedale Hewens Academy Trust	Hillingdon	London
Set 2 - July 2021	136304	Orchards Academy	Secondary	The Kemnal Academies Trust	Kent	South East
Set 2 - July 2021	145951	Pilgrims' Way Primary School	Primary	Veritas Multi Academy Trust	Kent	South East
Set 2 - July 2021	141065	St Mary's Catholic Primary School	Primary	Kent Catholic Schools' Partnership	Kent	South East
Set 2 - July 2021	139542	Wrotham School	Secondary	Character Education Trust	Kent	South East

Set 2 - July 2021	107737	St Peter's Church of England Voluntary Aided Junior, Infant and Early Years School	Primary	Diocese of Leeds and the school governing body	Kirklees	Yorkshire and the Humber
Set 2 - July 2021	135614	Iqra Primary School	Primary	The Iqra Governing Body	Lambeth	London
Set 2 - July 2021	147565	All Saints' Roman Catholic High School, a Voluntary Academy	Secondary	Romero Catholic Academy Trust	Lancashire	North West
Set 2 - July 2021	119285	Seven Stars Primary School	Primary	Lancashire	Lancashire	North West
Set 2 - July 2021	140399	Holy Trinity Church of England Academy, Rothwell	Primary	Abbey Multi Academy Trust	Leeds	Yorkshire and the Humber
Set 2 - July 2021	108097	Mount St Mary's Catholic High School	Secondary	Diocese of Leeds (RC) and the school governing body	Leeds	Yorkshire and the Humber
Set 2 - July 2021	142667	The Priory School	Special School	Community Inclusive Trust	Lincolnshire	East Midlands
Set 2 - July 2021	108440	Regent Farm First School	Primary	Newcastle upon Tyne	Newcastle upon Tyne	North East
Set 2 - July 2021	142840	Firside Junior School	Primary	The Wensum Trust	Norfolk	East of England
Set 2 - July 2021	143520	Smithdon High School	Secondary	West Norfolk Academies Trust	Norfolk	East of England
Set 2 - July 2021	139649	Beacon Academy	Secondary	Wellspring Academy Trust	North East Lincolnshire	Yorkshire and the Humber
Set 2 - July 2021	121609	Michael Syddall Church of England Aided Primary School	Primary	Diocese of Leeds and the school governing body	North Yorkshire	Yorkshire and the Humber
Set 2 - July 2021	139482	The Woodlands Academy	Special School	The Woodlands Academy Scarborough	North Yorkshire	Yorkshire and the Humber
Set 2 - July 2021	122247	Ringway Primary School	Primary	Northumberland	Northumberland	North East
Set 2 - July 2021	131005	Southglade Primary and Nursery School	Primary	Nottingham	Nottingham	East Midlands
Set 2 - July 2021	137981	Ashfield Comprehensive School	Secondary	The Two Counties Trust	Nottinghamshire	East Midlands
Set 2 - July 2021	138481	Kirkby College	Secondary	Kirkby College Trust	Nottinghamshire	East Midlands
Set 2 - July 2021	136878	Toot Hill School	Secondary	Nova Education Trust	Nottinghamshire	East Midlands
Set 2 - July 2021	140319	Skelton Primary School	Primary	Skelton Primary School	Redcar and Cleveland	North East
Set 2 - July 2021	139565	George Betts Primary Academy	Primary	The Elliot Foundation Academies Trust	Sandwell	West Midlands
Set 2 - July 2021	123500	St Andrew's CofE Primary School	Primary	Shropshire	Shropshire	West Midlands
Set 2 - July 2021	145124	Patchway Community School	Secondary	The Olympus Academy Trust	South Gloucestershire	South West
Set 2 - July 2021	142736	St Joseph's Catholic Primary School	Primary	Bishop Hogarth Catholic Education Trust	Stockton-on-Tees	North East
Set 2 - July 2021	142739	St Paul's Catholic Primary School	Primary	Bishop Hogarth Catholic Education Trust	Stockton-on-Tees	North East
Set 2 - July 2021	133284	St Ann's RC Primary School	Primary	Diocese of Salford (RC) and the school governing body	Trafford	North West
Set 2 - July 2021	139501	Carleton High School	Secondary	Pontefract Academies Trust	Wakefield	Yorkshire and the Humber
Set 2 - July 2021	137328	Burnside Secondary PRU	Pupil referral unit	Waltham Forest	Waltham Forest	London
Set 2 - July 2021	137558	Highams Park School	Secondary	Highams Park Academy Trust	Waltham Forest	London
Set 2 - July 2021	104323	Stow Heath Primary School	Primary	Wolverhampton	Wolverhampton	West Midlands
Set 2 - July 2021	142844	Hempland Primary School	Primary	Pathfinder Multi Academy Trust	York	Yorkshire and the Humber

Set 1 - February 2021	138937	King Edward VI Handsworth Wood Girls' Academy	Secondary	King Edward VI Academy Trust Birmingham	Birmingham	West Midlands
Set 1 - February 2021	139037	Oak Academy	Secondary	Ambitions Academy Trust	Bournemouth, Christchurch and Poole	South West
Set 1 - February 2021	136775	Sawston Village College	Secondary	Anglian Learning	Cambridgeshire	East of England
Set 1 - February 2021	147346	Cardinal Newman Catholic School	Secondary	Holy Cross Catholic Multi Academy Company	Coventry	West Midlands
Set 1 - February 2021	138023	Coundon Court	Secondary	Coundon Court	Coventry	West Midlands
Set 1 - February 2021	137209	West Coventry Academy	Secondary	West Coventry Academy Trust	Coventry	West Midlands
Set 1 - February 2021	144949	Somerlea Park Junior School	Primary	LEARNERS' Trust	Derbyshire	East Midlands
Set 1 - February 2021	146451	Wilsthorpe School	Secondary	The Two Counties Trust	Derbyshire	East Midlands
Set 1 - February 2021	137066	Ash Hill Academy	Secondary	Delta Academies Trust	Doncaster	Yorkshire and the Humber
Set 1 - February 2021	137603	Ridgewood School	Secondary	The Academy @ Ridgewood Trust	Doncaster	Yorkshire and the Humber
Set 1 - February 2021	136868	The King Edmund School	Secondary	The King Edmund School Trust	Essex	East of England
Set 1 - February 2021	137033	Katharine Lady Berkeley's School	Secondary	Katharine Lady Berkeley's School	Gloucestershire	South West
Set 1 - February 2021	137059	Thomas Keble School	Secondary	Thomas Keble School	Gloucestershire	South West
Set 1 - February 2021	139364	Fulham Cross Academy	Secondary	The Fulham Cross Academy Trust	Hammersmith and Fulham	London
Set 1 - February 2021	137791	Bay House School	Secondary	GFM Education	Hampshire	South East
Set 1 - February 2021	141251	Pinewood School	Special School	Pinewood School Academy Trust	Hertfordshire	East of England
Set 1 - February 2021	137859	Coombe Boys' School	Secondary	Coombe Academy Trust	Kingston upon Thames	London
Set 1 - February 2021	130538	Greenhead College	16 plus	Greenhead College Corporation	Kirklees	Yorkshire and the Humber
Set 1 - February 2021	119740	Lytham St Annes High School	Secondary	TFSP LSA Learning Trust	Lancashire	North West
Set 1 - February 2021	137768	Tarleton Academy	Secondary	Endeavour Learning Trust	Lancashire	North West
Set 1 - February 2021	119753	Whitworth Community High School	Secondary	Lancashire	Lancashire	North West
Set 1 - February 2021	120002	Catherine Infant School	Primary	Leicester	Leicester	East Midlands
Set 1 - February 2021	138478	The Castle Rock School	Secondary	Apollo Partnership Trust	Leicestershire	East Midlands
Set 1 - February 2021	105469	Sandilands Primary School	Primary	Manchester	Manchester	North West
Set 1 - February 2021	108638	Whitley Bay High School	Secondary	North Tyneside	North Tyneside	North East
Set 1 - February 2021	122677	Sutton Bonington Primary School	Primary	Nottinghamshire	Nottinghamshire	East Midlands
Set 1 - February 2021	144643	Yeoman Park Academy	Special School	Diverse Academies Trust	Nottinghamshire	East Midlands
Set 1 - February 2021	148790	Kingsway Park High School	Secondary	Rochdale	Rochdale	North West
Set 1 - February 2021	105785	Littleborough Community Primary School	Primary	Rochdale	Rochdale	North West
Set 1 - February 2021	147875	Newhouse Academy	Secondary	Hollingworth Learning Trust	Rochdale	North West
Set 1 - February 2021	137533	Deyes High School	Secondary	Lydiate Learning Trust	Sefton	North West
Set 1 - February 2021	146506	Belvidere School	Secondary	Central Shropshire Academy Trust	Shropshire	West Midlands
Set 1 - February 2021	104777	Longton Lane Community Primary School	Primary	St. Helens	St. Helens	North West

Set 1 - February 2021	141343	Wombourne High School	Secondary	Invictus Education Trust	Staffordshire	West Midlands
Set 1 - February 2021	139852	Farringdon Community Academy	Secondary	Brighter Academy Trust	Sunderland	North East
Set 1 - February 2021	136800	Greenshaw High School	Secondary	Greenshaw Learning Trust	Sutton	London
Set 1 - February 2021	106167	St John Vianney School	Special School	St John Vianney School Governing Body and the RC Diocese of Salford	Trafford	North West
Set 1 - February 2021	137011	Minsthorpe Community College	Secondary	Minsthorpe Academy Trust	Wakefield	Yorkshire and the Humber
Set 1 - February 2021	100994	Francis Barber Pupil Referral Unit	Pupil referral unit	Wandsworth	Wandsworth	London
Set 1 - February 2021	138644	Hartshill Academy	Secondary	The Midland Academies Trust	Warwickshire	West Midlands
Set 1 - February 2021	147432	Kineton High School	Secondary	Stowe Valley MAT	Warwickshire	West Midlands
Set 1 - February 2021	143905	Southam College	Secondary	Stowe Valley MAT	Warwickshire	West Midlands
Set 1 - February 2021	138492	Greenway Junior School	Primary	Castle Trust	West Sussex	South East
Set 1 - February 2021	137448	Fred Longworth High School	Secondary	Lateral Academy Trust	Wigan	North West
Set 1 - February 2021	106535	St John Fisher Catholic High School	Secondary	Archdiocese of Liverpool and the school Governing Body	Wigan	North West
Set 1 - February 2021	106448	St Thomas' CofE Primary School, Leigh	Primary	Diocese of Manchester and the school Governing Body	Wigan	North West
Set 1 - February 2021	138699	The Byrchall High School	Secondary	Makerfield Academy Trust	Wigan	North West
Set 1 - February 2021	138852	St Peter's Collegiate Academy	Secondary	S. Peter's Collegiate Church of England Academy Trust	Wolverhampton	West Midlands
Set 1 - February 2021	136925	Pershore High School	Secondary	Avonreach Academy Trust	Worcestershire	West Midlands
Set 1 - February 2021	138664	Waseley Hills High School	Secondary	Waseley Hills High School	Worcestershire	West Midlands