Benefits of a Master Plan

“Realising your short, medium & long-term goals”

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Who we are + what we do
BuckleyGrayYeoman

• 85 strong architecture & interior design practice

• Based in London, working the length & breadth of the country & mainland Europe

• Working in Education, Residential, Retail, Hotel & Office sectors

• Projects range in size from £50,000 to £50 million
This presentation will look at ...

1. Why should a school consider preparing a master plan?
2. What makes a good master plan?
3. When do master plans fail?
4. The benefits of a master plan.
5. A worked example.
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As a school *evolves* it will often face questions about the suitability of its facilities.
Questions arise such as ....
Can we upgrade our existing facilities to meet current & future demands?
Are our existing buildings adaptable, or are they at the end of their life span?
Do we need to consider new facilities to meet our aspirations?
How much will it cost, & when will we need to pay for it?
How long will it all take to deliver? How can we phase the works to suit our requirements?
By developing a master plan the complexity can be made more coherent, & ensure that decisions are sound, & resources are wisely allocated.
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A good master plan provides a road map for a school which is fully aligned with the ethos of the school, providing a logical development framework.
A good master plan identifies the **short, medium & long term** goals for a school.

- **Short Term**: 0-24 months
- **Medium Term**: 2-5 years
- **Long Term**: 5 years plus
Short, medium & long term goals help manage expectations!

• Parents
• Pupils
• Head’s
• Governors
• Statutory Authorities
• Neighbours
The master planning process involves reviewing the school's existing uses, arrangements & physical conditions.
Whilst also analysing *site issues* & developing an agreed *strategic plan* for the school & site.
A master plan helps decision makers, maintain a balance between conservation, re-use & new development.

... a master plan guides the decision making process.
At the heart of a good master plan will be the answer to 3 key questions ...
What do we have...?

What do we want...?

How do we get there...?
Good master plans are flexible. They have involved the school community & other stakeholders from the outset, giving the plan a legitimate base, & the best possible chance of success.
Master plans will vary enormously from school to school, but at their heart they should express a vision that brings together the concerns of different, interested groups.
Master plans allow early engagement with statutory authorities to determine the viability & appropriateness of your proposals.
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If we understand where master plans are not successful, then we can avoid the pitfalls!
Master plans fail when ....
...they are not set-up in the right way from the start.
...they become a ‘do-it-yourself’ project.
"A goal without a plan is just a wish."

...they are unrealistic & unachievable.
...they are not supported by all the key stakeholders.
...they cannot adapt to changing times & needs.
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A comprehensive master plan should cover 10 key areas ...
“The guiding principles & values of the school”

• Learning
• Excellence
• Citizenship
• Identity
• Commitment

... what makes a school unique
“Consultation with a diverse range of stakeholders & participants”

- Parents
- Students
- Teachers
- Governors
- Local Authority
- Neighbours
“Identify the school’s current & future educational needs”
“The school’s background, history, connection with the community & it’s cultural values”
An assessment of the school’s existing buildings & site conditions ...

opportunities & constraints

1. Science Block
2. Swimming Pool
3. Bancroft
4. Sixth Form Block
5. Sixth Form House
6. Caretaker’s House
7. Language Centre
8. 1960s Extension
9. Main Building
10. Library & Arts
11. Music Centre
12. Main School Hall
13. Old Dining Hall
14. Gym
15. New Dining Hall
An analysis of the school’s buildings in terms of:

- Renovation
- Additions
- Replacement
- Re-Use
“Cost evaluation: an overview of the scope & budgets for each of the proposals & alternatives. … not forgetting life cycle costs & funding scenarios”

… how will it be paid for?
“Timescale for implementation. Identifying the school’s short, medium & long term ambitions & requirements”
“A clear vision for the school’s ambition. Illustrated in plans, diagrams & visuals, with a series of recommendations”
“Provides a framework for future development”
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Chelmsford County High School
Masterplan For New Facilities

PRESENTATION No.1
August 2013

BuckleyGrayYeoman
THE EVOLUTION OF THE CAMPUS
a history of the site
View of the Main School in 1913 prior to the first building extension

**1906-1907 Construction**

- Main building opened in 1907
- Designed to accommodate 150 students
- 44 pupils enrolled on opening day
- Adjoining playing fields not acquired until 1918
- Pupil numbers grow steadily without change to the building until 1914
View of the main School building circa 1930's

1907-40

• 1915: First addition of new buildings
• Gabled extension to North & South of the Main Building
• New School Hall (later to become the Gym)
• 1918: Army huts are used as temporary accommodation, then used as art & teaching rooms ... remaining in place for 25 years
• Three & a half acre field is annexed to the school
• 1920s: Temporary demountable classrooms ('The Hut') are added
• New caretaker’s house is built South of the Main Building
• 1930s: New Science Labs are built as a separate block (temporarily joined by a corridor to the Main Building)
• Keene Memorial Homes are built South of the site (now a conservation area)

1939-1945: The school operates during WW2... a quarter of the school hours are spent underground in damp trenches lit using car batteries

• Pupil numbers grow to 400 ... CCHS is overcrowded
View of the main School building circa 1950's

- **1950:** New Bancroft Wing (named after the head mistress Mrs. Bancroft)
- **1957:** CCHS acquire a further six & a half acres of playing fields
- **1961:** New block for Library, Music, Art & Science
- **1962:** A new caretaker's house is built to the North of the site.
- **1964:** A new swimming pool is built adjacent to the Bancroft Wing
- **1970s:** New demountable classrooms are built to cater for growing admission numbers
- **1975:** CCHS acquire No. 120 Broomfield Rd to be used as teaching rooms for sixth formers
- **1980s:** The open area under the library is filled in as classrooms
- **1984/85:** School loses part of the sports field to the new Parkway extension to the East
- **Pupil numbers reach 700...**
New Language Centre under construction- Completion Autumn 2013

1980-2013

- 2004: Astroturf pitch is formed on the KEGS Cricket Field
- 2005: The sixth form common room is extended to include toilets and showers
- 2008: The New Music Building extends the school onto the playing fields.
- 2010: CCHS get planning permission for the new Languages Centre

Autumn 2013: New Language Centre opens

- New Dining Hall is built
- Pupil numbers reach 900...

...BuckleyGrayYeoman are appointed to create a vision for the New Masterplan

CCHS introduce a 5 minute "transit time" to allow pupils to get from one lesson to the next.
CCHS 2013
analysis of the site today
Collection of Buildings
Bounded by Two Busy Roads

**CHELMER VALLEY ROAD [A1016]**
- **50mph** speed limit.
- Busy A-road connecting A130 to A1060
- Limited number of adjoining roads
- High risk of traffic incidents

**BROOMFIELD ROAD [B1008]**
- **30mph** speed limit.
- Localised road running north/south through the northern region of Chelmsford.
- A high number of adjoining neighbourhood roads.

**Example of junction on A1016:**
- Junction to Anglia Ruskin University
- Introduction of traffic lights
  - 9m wide access road
• The existing fire brigade access is ideally located as an additional entrance

*This must be investigated further to confirm if it is feasible
CONSTRAINTS + OPPORTUNITIES

a closer look at the site
Questions we asked ourselves ...

- What works well?
- What doesn’t work very well?
- What should be improved?
- Where are the future opportunities?
What should be the rationale for retention or demolition of buildings..?

• Are the buildings arranged well on the site?
• Do the buildings relate well to one another?
  • Is the fabric of the building: durable, in good condition or easy to maintain?
• Is the building easily adaptable & is it cost effective to do so?
  • Is the building coming to the end of its ‘life cycle’?
Buildings that ‘limit development’ or with limited possibility to extend
Poor Quality Buildings
inflexible & at the end of their lifespan
Vehicle Routes
• Vehicular access predominantly to the perimeter of the School
  • Approx. 70 parking spaces in 4 zones
  • Out of school hours access for external use (Pool, Main Hall...)

Pedestrian Routes
• A number of pinch points exist
  • Improving these would reinstate clear patterns of circulation across the School
Pedestrian & Vehicles

• Routes are shared by cars and pedestrians

• Pedestrians and vehicles ‘clash’ in the positions indicated

... routes must be rationalised to provide safe access for pedestrians
Meeting the brief ... short, medium & long term goals

**SHORT TO MEDIUM TERM**

- New Sports Hall
- 4no. Science labs
- Dance Studio
- Drama Room
- 3no. General Teaching Rooms: *Maths, English, Economics*
- Adequate Sixth Form Facilities *Seminar Rooms, Classrooms, IT/Business studies, Science labs, Study Areas, Social Areas, Dining Areas*

**LONG TERM**

- 4no Science Labs
- 5no. General Teaching Rooms: *Maths, Economics, History, Geography, Religious Studies*
- 1no. Art Room
- 1no. ICT Room
- 1no. Technology Room
Existing Classroom Provision

... teaching spaces are predominantly at Ground Level
What the students said ...

“Bancroft is falling down...!”

“There are some sports we miss out on...such as Basketball”

“The standard of Dance is high but there is no purpose built Dance Studio”

“My least favorite building is the pool...it needs a refurbishment & the space is limited”

“We avoid using the changing rooms...”

“Our social area is split between the Sixth Form House & the Music Centre”

“We like the Sixth Form Block as a separate building from the rest of the school”

“There is a lot of Green Space... but no place to sit”
PROPOSED OPTIONS
Our aims

- **ORGANISATION**
  - Develop a clear understanding of the *educational agenda* & organisational implications

- **PHASING**
  - Ensure *phasing works* sensibly allowing the School to function during construction

- **ARRANGEMENT**
  - Arrange the buildings, grounds & facilities well on the site

- **CIRCULATION**
  - Make the *external circulation* routes clear & safe to meet the needs of different users

- **TOPOGRAPHY & L&SCAPE**
  - Enhance the topography & existing landscape features

- **FUTURE DEVELOPMENT**
  - Devise a strategic *vision* for the site that allows for future development & expansion

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**CREATE A VISION FOR THE SCHOOL...!**
OPTION 1

“the conservative approach”
PHASING

Phase 1

Phase 2

Phase 3

EXISTING POOL

SPORTS HALL

DANCE

GTA

TECH

SCIENCE

DRAMA

SIXTH FORM

ART

LIBRARY

NEW

REFURBISHED

DEMOLISHED
OPTION 1 CHECKLIST

**SHORT TO MEDIUM TERM**

- New Sports Hall
- 4no. Science labs
- Dance Studio
- Drama Room
- 3no. General Teaching Rooms:
  - Maths, English, Economics
- Adequate Sixth Form Facilities
  - Seminar Rooms, Classrooms, IT/Business studies, Science labs, Study Areas, Social Areas, Dining Areas

AND FUTURE GROWTH....

**LONG TERM**

- 4no. Science Labs
- 5no. General Teaching Rooms:
  - Maths, Economics, History, Geography, Religious Studies
- 1no. Art Room
- 1no. ICT Room
- 1no. Technology Room
“the ideal solution”
NEW PARKING
‘between trees’
- ideally located for visitors to the New
  sports, Dance & Drama Centre

RE-MODELLED PARKING
‘new landscaped entrance’
- reduce number of current parking spaces to
  improve pedestrian circulation and landscaping

NEW PARKING
‘behind trees’
- additional parking created by relocation of sixth
  form block
- additional planting will improve the entrance to
  the school

RE-MODELLED PARKING
‘traffic management system’
- introduce an electronic traffic system to
  resolve current ‘bottleneck’

*TOTAL approx. 97 CARS
PHASING

Phase 1

Phase 2

Phase 3

Phase 4

NEW

REFURBISHED

DEMOLISHED

SPORTS HALL

DANCE

DRAMA

POOL

SIXTH FORM

SCIENE

GTA

TECH

TECH

ART

LIBRARY
OPTION 2 CHECKLIST

SHORT TO MEDIUM TERM

- New Sports Hall
- 4no. Science labs
- Dance Studio
- Drama Room
- 3no. General Teaching Rooms:
  - Maths, English, Economics
- Adequate Sixth Form Facilities
  - Seminar Rooms, Classrooms, IT/Business studies, Science labs, Study Areas, Social Areas, Dining Areas

& FUTURE GROWTH....

LONG TERM

- 4no. Science Labs
- 5no. General Teaching Rooms:
  - Maths, Economics, History, Geography, Religious Studies
- 1no. Art Room
- 1no. ICT Room
- 1no. Technology Room
Pedestrians & vehicles are separated by an area of planting.

"The New Street"
"The New Quad"

View from existing Quad to new landscaped Quad. The landscaped area is enclosed on three sides by the existing buildings, the new teaching blocks & the new sixth form building.
"The New Sports Centre"

View from the existing astroturf pitch towards the New Sports Centre.
THE ‘MASTERPLAN’

In Summary

- Some spaces are identified as adaptable for other uses or ‘extendable’

- A number of buildings have been identified for removal as they are ‘inadequate’ & limit future development

we aim to create...

- a strategic vision for the site that allows for future development

  - a site that is legible for its users

- new elements that relate well to existing buildings & make the school into a coherent whole
Thank you for listening ... any questions?

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