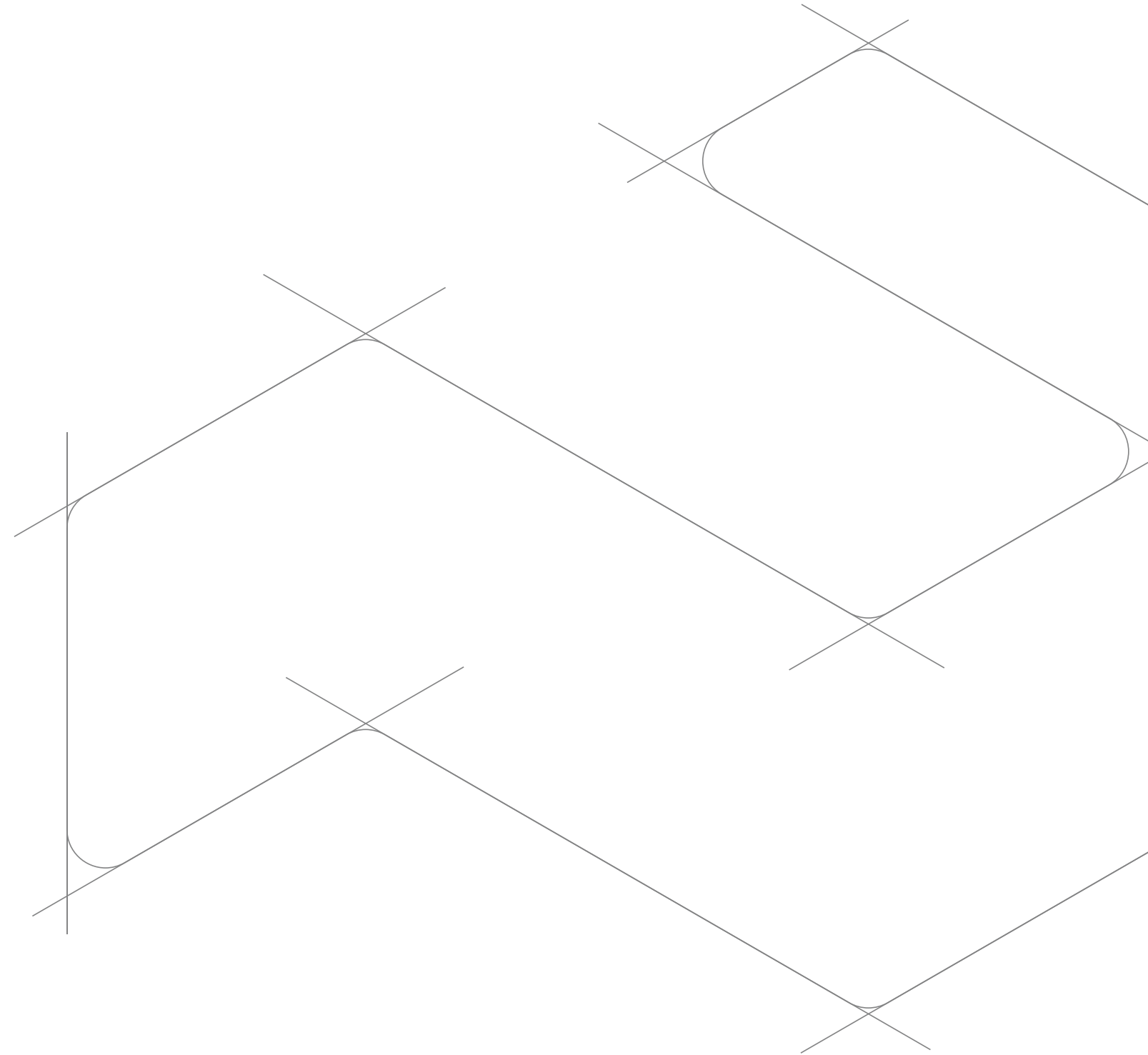


51° 5' 9.236" N
1° 50' 8.401" W



Sarum Academy Expansion Project (SAEP) Design and Access Statement

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2	S4	P02	26.01.2026	Planning Issue.

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1.0

Project Overview

1.0 Project Overview

1.1 Introduction

Sarum Academy, located on Westwood Road, on the north-west side of Salisbury, is a Voluntary Controlled Church of England Academy founded in 2010. The Academy is a member of the Magna Learning Partnership Multi Academy Trust and provides mainstream secondary education to pupils aged 11–19 years. The school has a current capacity of 900 pupils (6 FE/180 PAN), plus an additional 250 sixth form places. The school is currently operating as a 5 form entry provision, with a further 90 pupils in the sixth form. Sarum Academy have confirmed that they will no longer operate a sixth form provision, with no new intake in September 2025.

As a consequence of the proposed expansion of the city, as highlighted in the Local Plan, Wiltshire Council have identified an expected future rise in demand for pupil places at Sarum Academy. The council have identified a need to increase capacity through year groups 7–11 from 6FE (900 pupils) to 10FE (1,500 pupils) over at least the next ten years, across multiple phases.

Wiltshire Council have also highlighted that a parcel of land, to the north of the site, is to be transferred to the school to accommodate the expansion. Wiltshire Council hold a right to this land under an existing Facilitation Agreement.

1.2 Design Summary

A comprehensive feasibility study and curriculum analysis was carried out by the contractor's design team, and involved engagement with the school, multi-academy trust and Wiltshire Council, to identify the suitability of expanding the school and the key design drivers. The Curriculum Analysis and review of the Department for Education's (DfE) Building Bulletin 103: Area Guidelines for Mainstream Schools (BB103) identified that the school site could support the proposed expansion, following incorporation of the adjacent parcel of land. It also highlighted a number of areas where additional teaching space was needed to support the planned expansion, and revealed shortcomings in the existing science and changing facilities.

Following confirmation of the feasibility of increasing capacity for Years 7–11 by 600 pupils over two phases, a scheme has been developed to deliver a new science block and reorganise existing areas of the building in Phase 2, with a focus on maintaining consolidated faculties. Additional teaching, parking and sports facilities will be provided in Phase 3.

New-build accommodation was considered essential to support the expansion, despite the relatively modest increase in pupil numbers beyond the existing capacity. This decision was influenced by several key factors: the need to keep the school fully operational with minimal disruption, ongoing challenges associated with the existing building, and the differing curricular requirements of secondary and sixth form education.

A context study and programme analysis was carried out to ensure that the

design was coherent and characterised by the local vernacular, providing a sense of place. A form and material palette has been developed that is reflective of the local Georgian vernacular and geological context, whilst considering the massing, scale and context of a contemporary science building.

1.3 Proposed Works and Phasing Strategy

1.3.1 Phase 1

Enabling works will be carried out to address existing deficiencies and pressures identified in the Curriculum Analysis. This will consist of minor internal reconfiguration works, and will not require planning consent. This includes:

- Converting professional cookery to provide an additional science classroom.
- Re-configuring maths to enable dining to be expanded.

1.3.2 Phase 2

The proposed expansion from a 900 to a 1,200 secondary pupil capacity, adding 300 places, will be delivered as part of phase 2, which will be split into to two stages and will involve the following.

Phase 2A

- Construction of a new science block with 7x Science Labs, 2x Science Classrooms, ICT, LRC, a group room, as well as other ancillary accommodation, including admin, WC provision and plant.
- There is an aspiration for the new building to achieve Net Zero Carbon in Operation (NZCiO), this will be achieved through the provision of a solar PV array, heating provided by air source heat pumps, and a highly airtight and efficient thermal envelope.
- The design strategy for the new building is as follows:
 - Structure: Steel frame.
 - Ground Floor: ground bearing slab, insulated and screeded.
 - First Floor: Hollow-core concrete planks to first floor with screed for thermal mass and enhanced fire resistance.
 - Roof: Hollow-core concrete planks to falls. The roof is to be waterproofed with a reinforced bitumen membrane. High parapets will provide guarding and conceal rooftop mounted plant/PV.
 - External Walls: facing brick with an insulated SFS internal leaf.
 - Doors and Windows: double glazed aluminium framed.
- A link canopy is to be installed between the new and existing building to provide weather protection.
- New landscaping and surface water attenuation is to be developed around the new teaching block.
- The existing underutilised sports pitch is to be redeveloped into an floodlit MUGA facility.
- Additional cycle parking is to be provided to address both the expansion

and current shortfall in secure parking provision.

Phase 2B

Internal alterations will be carried out to the existing buildings following the completion of the new teaching block. The works to the existing buildings include:

- Removal of the current Fitness Suite to provide a 'link' access out to the new building.
- Conversion of the current Behaviour Support area into additional Music Practice facilities.
- Conversion of the current Science faculty into Art.
- Conversion of the current Art faculty into MFL/Group Rooms.
- Re-allocation of a number of existing classrooms by the school to ensure consolidated faculties. This does not require any construction activity.
- The existing 'curved building' is to be refurbished to provide additional changing facilities and a fitness suite.

1.3.3 Phase 3

Phase 3 aims to further expand the school from a 1,200 to a 1,500 secondary pupil capacity, providing an additional 300 places. Following consultation with Wiltshire Council, it was agreed that the 10FE expansion is a long-term objective, to be developed as required in the future.

2.0

Client Engagement

2.0 Client Engagement

A series of Client Engagement Meetings (CEMs) were held during the early design stages to gather input from the school, trust, and local authority. These meetings aimed to understand the educational priorities and specific requirements for the design.

The CEM process identified a number of key aspirations and drivers, which have been carefully considered and integrated into the proposed expansion, as outlined below.

2.1 Minimising Disruption

The school will remain operational throughout the proposed works. Minimising disruption so far as possible and safeguarding students by limiting crossover is essential.

Outcome:

The new teaching block has been designed as a standalone building, positioned in an underutilised area of the site. This location was selected in consultation with the school and contractor, as it allows for easy access and the ability to segregate the construction zone, helping to minimise disruption and avoid crossover for appropriate safeguarding.

2.2 Disconnected Site

The school highlighted that the existing main school (4592) and the 'curved' building (4593) feel disconnected from each other, and that the landscaped area between is rarely used.

Outcome:

The expansion offers a unique opportunity to unify both parts of the site, introducing a new building and landscaped courtyard that will serve as the heart of the school. A proposed canopy will connect the new and existing buildings, providing shelter from the elements, while encouraging outdoor interaction and movement across the campus.

2.3 Avoiding Split Faculties

Split departments present operational challenges that is difficult for the school to manage. Faculties need to be contained where possible to create a cohesive learning environment.

Outcome:

The Curriculum Analysis and review of the DfE's Building Bulletin 103: Area Guidelines for Mainstream Schools (BB103) identified several areas where additional teaching space was needed to support the planned expansion. It also revealed significant shortcomings in the existing science facilities. As a result, it was agreed that relocating the science department to a new, purpose-built facility would provide the best opportunity to reconfigure the existing building and expand overall teaching provision, while maintaining departmental structure.

2.4. External Sports Provision

The school noted that they currently lack an external sports facility for hockey and tennis, which they would like to incorporate into the curriculum. They also highlighted that the existing grass sports pitch, located to the west of the 'curved' building, is rarely used due to poor drainage.

Outcome:

The existing under-utilised sports pitch is to be redeveloped into a new 2G artificial grass pitch, offering provision for a wide range of sports. This will enable the school to expand their current PE curriculum, whilst the all-weather surface will increase the external soft sports provision to be in line with the DfE's BB103 guidance.

2.5 Community Offering

Both the school and trust emphasised that the site is a key part of the local community, regularly used outside of school hours for a variety of activities, classes, and events. They expressed a desire to enhance these facilities and expand opportunities for wider community use.

Outcome:

At the outset of the design process, it was confirmed that the school would be closing its sixth form facility, as it is no longer viable to operate. This decision has created an opportunity to re-purpose the existing 'curved' building (4593), which currently houses the sixth form.

An analysis of BB103 also identified shortcomings in the school's current changing facilities. In response, it is proposed that the 'curved' building will be converted into dedicated sports facility, with a larger, relocated fitness suite, along with additional changing provision.

Its location, next to the visitor parking, allows the school to manage access effectively, supporting secure community use outside of school hours without disrupting daily operations or compromising safeguarding. It also provides a clear and dedicated new entrance for community users.

2.6 Cycle Parking

The school noted that there is currently no secure cycle parking on site, and suggested that the availability of such facilities would likely encourage more students to cycle to school.

Outcome:

New secure cycle parking is to be provided to support the expansion in accordance with the Wiltshire parking standards. Refer to the transport assessment for more information.

2.7 Materials

It was highlighted by the school and trust that the existing rendered facades at first floor level are difficult to maintain and require regular ongoing cleaning and maintenance.

Outcome:

The new building has been designed with a facing brick facade to provide a robust finish that reduces the maintenance burden for the school. This is in-keeping with the local context, and also offers significant thermal mass and fire resistance benefits.

3.0

The Site

3.0 The Site

3.1 Existing Site

Sarum Academy is located in Bemerton Heath, an area to the west of the historic city of Salisbury. The site is bounded by a residential area to the east, the former Quidhampton Quarry to the south, and agricultural land to the west. To the north of the site is Fugglestone Red, an area currently under development for new housing by Persimmon Homes, as well as a parcel of undeveloped land, which is to be transferred to the school to accommodate the expansion under a Section 106 Agreement.

The primary access for both vehicles and pedestrians is to the northeast of the site via Westwood Road. Here there are plans to introduce a future access road to the new housing, which is currently under development.

The school currently comprises of three existing buildings:

- Block 4592: The main school two-storey school building, which was constructed around the existing sports halls in 2012, under the former Building Schools for the Future programme.
- Block 4593: A 'curved' shaped single story building, which was operated separately by Springfields South as an SEN facility until 2023. The building is currently being used for sixth form, however the academy is in the process of closing the current sixth form provision, and the building will be vacated in July 2027.
- Block 6593: A single storey DT facility adjacent to the main school, which contains two workshops and a store.

The school has number of existing external sports facilities, including:

- Sports fields to the south of the main school building, marked for football.
- An 3G MUGA, which is let-out for community use outside of school hours.
- A hard surfaced netball court directly west of the existing sports halls.
- A grass pitch, adjacent to the curved building, which currently under-utilised by the school due to poor drainage.



3.0 The Site

3.2 Site Appraisal

A site options appraisal was undertaken during RIBA Stage 1 to assess the feasibility of four potential development options for expanding accommodation on the site. The options considered were:

- Option A: Extending the existing school by constructing a new 'petal' on the current netball court, located west of the existing sports hall. The school was originally designed with intention of adding a future 'petal' to the western elevation when required for expansion.
- **Option B: Developing a standalone building, with its own identity, situated between the main school and the curved building.**
- Option C: Extending each of the existing 'petals' to create additional classrooms.
- Option D: Adding an additional storey to the existing school building to create a three-storey structure.

Options C and D were discounted due to numerous constraints, primarily the significant disruption they would cause to the operation of the school, as well as the health and safety risk.

Options A and B were presented to the school for consideration. Extending the existing building to the west was not favoured, as it raised concerns about long corridors and a feeling of disconnection from the school's central areas. The school also noted that the expansive circulation created by the original tapering 'petal' design was unsuitable for teaching, contrary to its intended purpose, resulting in unusable space. Additionally, meeting current Department for Education guidelines and building regulations, particularly in relation to daylight, ventilation, and thermal performance, would make it difficult to match the existing school's fenestration, appearance, and height.

Option B was selected as the preferred solution by both the school and the contractor team, due to greater build-ability and the close proximity to existing facilities. This also presented an opportunity to link the two disconnected parts of the site, with a new building and landscaped courtyard, offering a new identity and heart of the school.



OPPORTUNITIES

- ① OPPORTUNITY TO CREATE A NEW CENTRAL COURTYARD AND HEART OF THE SCHOOL LINKING EACH BUILDING.
- ② REDUCED IMPACT ON EXISTING SCHOOL FACILITIES DURING WORKS.
- ③ CLOSE PROXIMITY TO NEW AND EXISTING SPORTS PROVISION.
- ④ OPPORTUNITY TO CREATE A NEW COMMUNITY ENTRANCE/FACILITY.

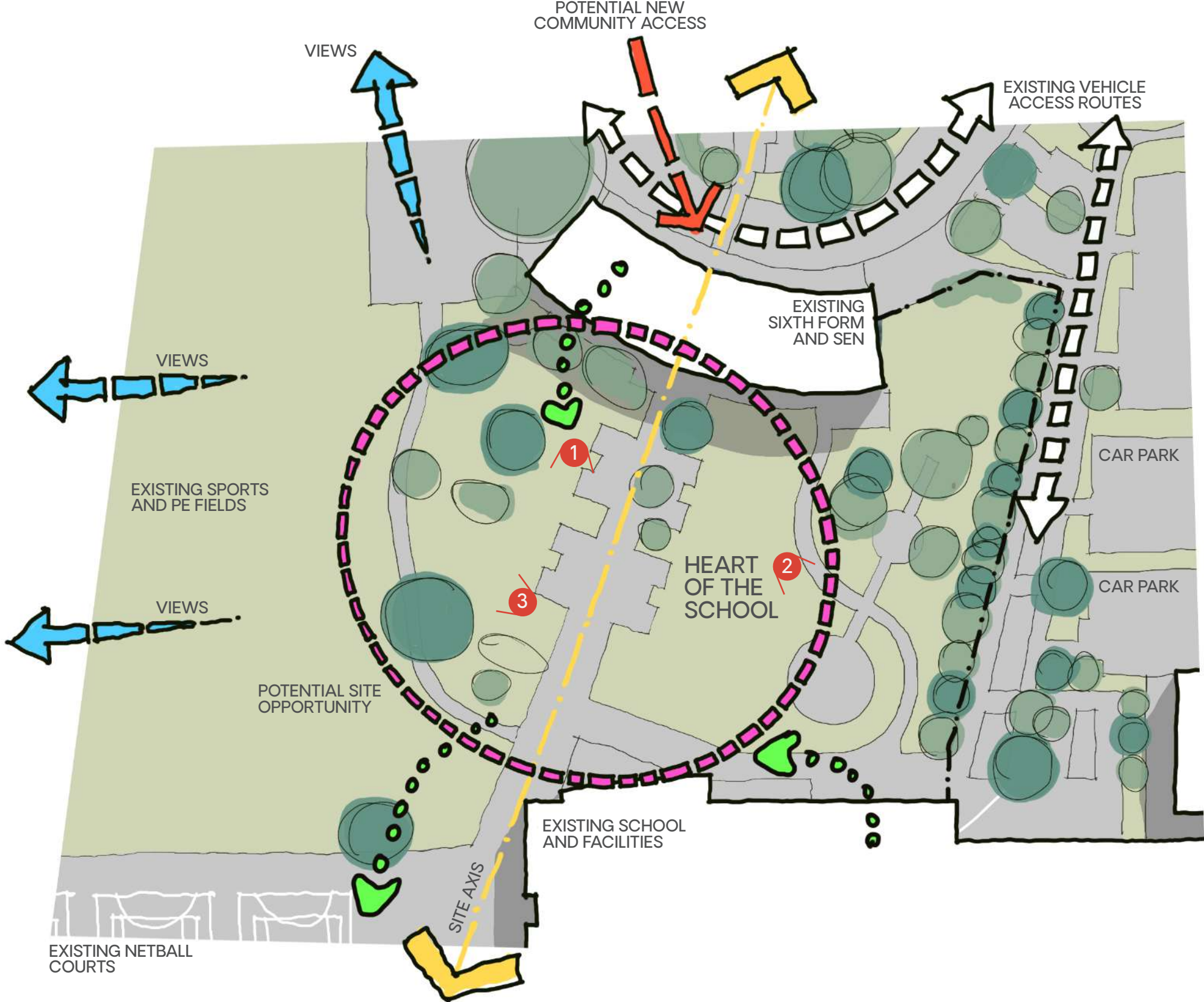
- ⑤ IMPACT UPON NEIGHBOURING PROPERTIES IS REDUCED.
- ⑥ OPPORTUNITY TO DEVELOP A NEW, MODERN TEACHING FACILITY WITH ITS OWN IDENTITY AND AESTHETIC.
- ⑦ SCHOOL CAMPUS IS CONTAINED/ BUILDINGS CAN BE LINKED TOGETHER SO AS NOT TO FEEL DISCONNECTED OR FAR AWAY FROM THE HEART OF THE SCHOOL.
- ⑧ WORKS CAN BE SEPARATED FROM THE MAIN SCHOOL AND CROSSOVER MANAGED MORE EFFECTIVELY.

CONSTRAINTS

- ⑨ GREATER LOSS OF EXISTING SPORTS PROVISION.
- ⑩ INCREASED NEGATIVE BIODIVERSITY IMPACT.

3.0 The Site

3.3 Site Analysis



3.0 The Site

3.4 Existing Site Overview | 6FE



External Area Provision	Existing Provision	BB103 Recommendation (6FE)
Soft Outdoor PE (Zone U) (3G pitch counted twice as per BB103)	47,525 sqm	39,075 sqm
Hard Outdoor PE (Zones X - W)	2,887 sqm	1,818 sqm
Soft Informal and Social (Zones W - V)	11,802 sqm	2,490 sqm
Hard Informal and Social (Zones Y - X)	5,311 sqm	1,145 sqm
Habitat (Zones Z - Y)	1,867 sqm	473 sqm

3.0 The Site

3.5 Proposed Site Overview | 8FE (Phases 1 & 2)

BB103 guidelines confirm that an additional 2,575sqm of soft outdoor PE provision is required to support an 8FE secondary school. Through consultation with the school, it was identified that the existing grass pitch, located to the west of the 'curved' building, is currently underutilised due to poor drainage. The school also highlighted a current lack of multi-use sports provision for hockey and tennis, which they wish to incorporate into the curriculum.

To address these issues, it is proposed that the existing pitch be upgraded to a floodlit, 2G artificial grass multi-use games area (MUGA), suitable for a wide range of sports. This all-weather facility will enable year-round use, including out-of-hours access for community and club activities.

Under BB103 guidance, all-weather pitches may be counted as double area due to their significantly greater usability compared to natural grass pitches, which are assumed to provide only seven hours of use per week. This will ensure that the school's soft outdoor PE provision meets the DfE requirements for an 8FE secondary school.



External Area Provision	Existing Provision	BB103 Recommendation (8FE)	Proposed Provision (8FE)
Soft Outdoor PE (Zone U) (3G pitch counted twice as per BB103)	47,525 sqm	50,100 sqm	53,841 sqm
Hard Outdoor PE (Zones X - W)	2,887 sqm	2,290 sqm	2,887 sqm
Soft Informal and Social (Zones W - V)	11,802 sqm	3,120 sqm	10,515 sqm
Hard Informal and Social (Zones Y - X)	5,311 sqm	1,460 sqm	5,724 sqm
Habitat (Zones Z - Y)	1,867 sqm	630 sqm	1,867 sqm

3.0 The Site

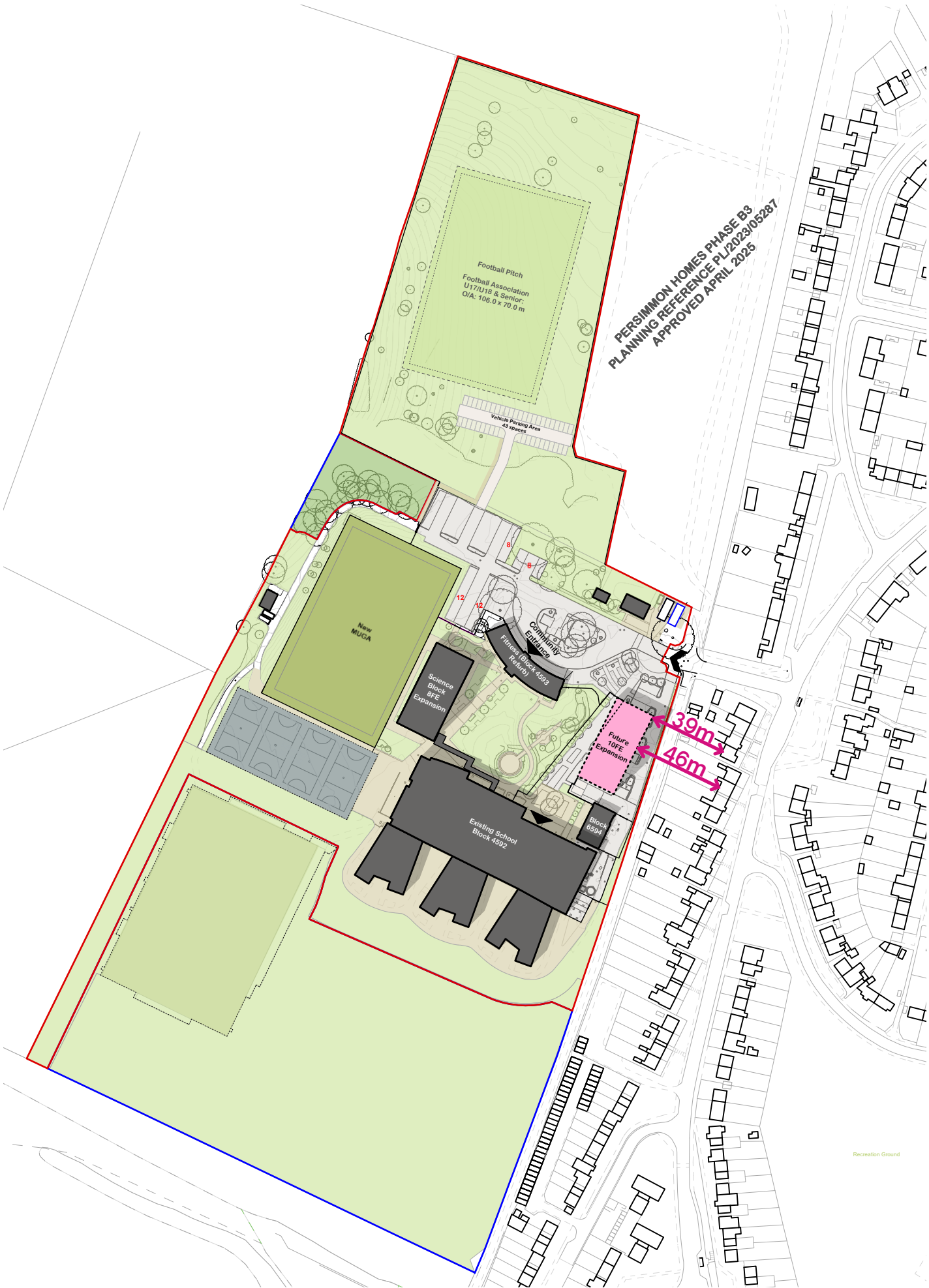
3.6 Proposed Site Overview | 10FE (Phase 3)

The BB103 analysis identifies the need for an additional teaching facility to support future expansion to a 10 form-entry (10FE) secondary school. To meet this requirement, it is proposed that a new teaching block be constructed to the north-east of the existing school. This will create a coherent campus arrangement focused around a central courtyard. The proposed building is expected to be of a similar scale and form to the existing school buildings and the proposed science block.

The siting of the new teaching block has been carefully considered in relation to neighbouring amenity. The eastern boundary of the site is separated from nearby residential dwellings by Penning Road, with established boundary vegetation offering a degree of screening. The proposed building would be located a minimum distance of 39 metres from the rear elevations of neighbouring dwellings, which significantly exceeds the 20 metre separation distance recommended within the Wiltshire Design Guide (2024, Sections 4.2.9 and 9.2.5).

Further BB103 analysis confirms that the existing gross site area falls approximately 6,083 sqm below the Department for Education (DfE) guideline requirement for a 10FE secondary school. To address this shortfall, the northern parcel of land will be required to support the proposed expansion. It is anticipated that this area will be used to provide additional vehicle parking to accommodate increased pupil, staff, and visitor numbers, as well as to replace parking spaces lost as a result of constructing the new 10FE teaching block.

In addition, an extra 7,284 sqm of outdoor soft PE space is required to meet the DfE guidance for a 10FE school, beyond that required for an 8FE provision. The proposals include utilising the northern field to deliver this additional PE space, including the provision of a new grass football pitch. This will bring outdoor sports provision in line with DfE guidance. Locating the pitch in this area will also allow for potential shared use by the local community or nearby primary schools, without disrupting the day-to-day operation of Sarum Academy.



External Area Provision	Existing Provision	BB103 Recommendation (10FE)	Proposed Provision (10FE)
Soft Outdoor PE (Zone U) (3G pitch counted twice as per BB103)	47,525 sqm	61,125 sqm	61,261 sqm
Hard Outdoor PE (Zones X - W)	2,887 sqm	2,763 sqm	2,887 sqm
Soft Informal and Social (Zones W - V)	11,802 sqm	3,750 sqm	10,515sqm
Hard Informal and Social (Zones Y - X)	5,311 sqm	1,775 sqm	5,947 sqm
Habitat (Zones Z - Y)	1,867 sqm	788 sqm	2,468 sqm

3.0 The Site

3.7 Proposed Site Access Strategy

The following outlines the proposed intent for the site access and use strategy.

3.7.1 Community Access

From the outset of the project, the school highlighted that the site has a strong community presence, and is regularly used out-of-hours for a variety of community clubs, events, and activities. There is an aspiration by the school to extend this offering to the community through the expansion, particularly through the use of the 'curved building' for changing and fitness, and by letting the resurfaced MUGA. Access will also need to be maintained to the existing MUGA and Sports Halls. It is not proposed that the new science building will be used out-of-hours by the community, and will be closed down and locked during the evenings.

The existing fence line will be retained to maintain a secure line between the vehicle parking area and the school site for safeguarding. Community and visitors will not be able to access the school site without first entering the curved building, or the main school entrance, which will be managed with an access control system. The new science building has been positioned to be

within the secure line and will be accessible from the main building via a new external canopy from the existing fitness area.

3.7.2 Vehicular Access

The transport assessment demonstrates that the existing vehicle parking provision is sufficient to support an 8FE expansion. At Phase 3 the vehicle parking area is to be extended onto the adjacent parcel of land to the north to support the 10FE expansion, and to re-provide spaces lost to the 10FE new build. This has been positioned to limit the ecological impact upon the existing scrub-land.

3.7.3 Pedestrian Access

Staff, students, and visitors currently access the school via the existing formal pathway to the main entrance, and no changes are proposed to this access arrangement.

A proposed pathway will provide pedestrian access to the new sports pitch on the northern parcel of land. This has been positioned to limit crossover with vehicle traffic and ensure that the secure line is not compromised.

3.7.4 Cycle Parking

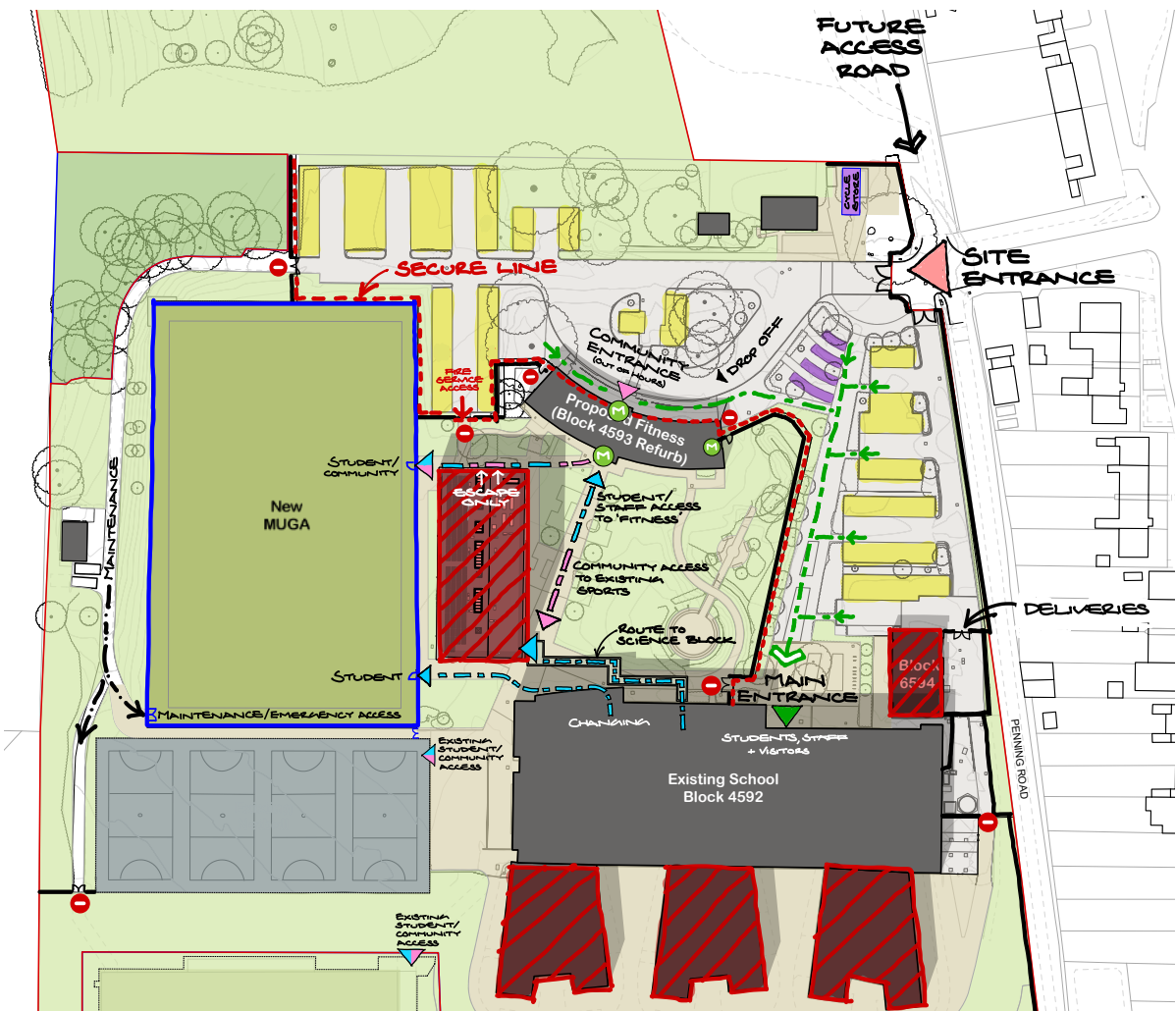
Additional secure cycle parking is to be provided at 8FE and expanded further at 10FE to support the expansion. Refer to the transport consultants report for more information regarding the vehicle and cycle parking provision.

3.7.5 Servicing, Deliveries and Refuse

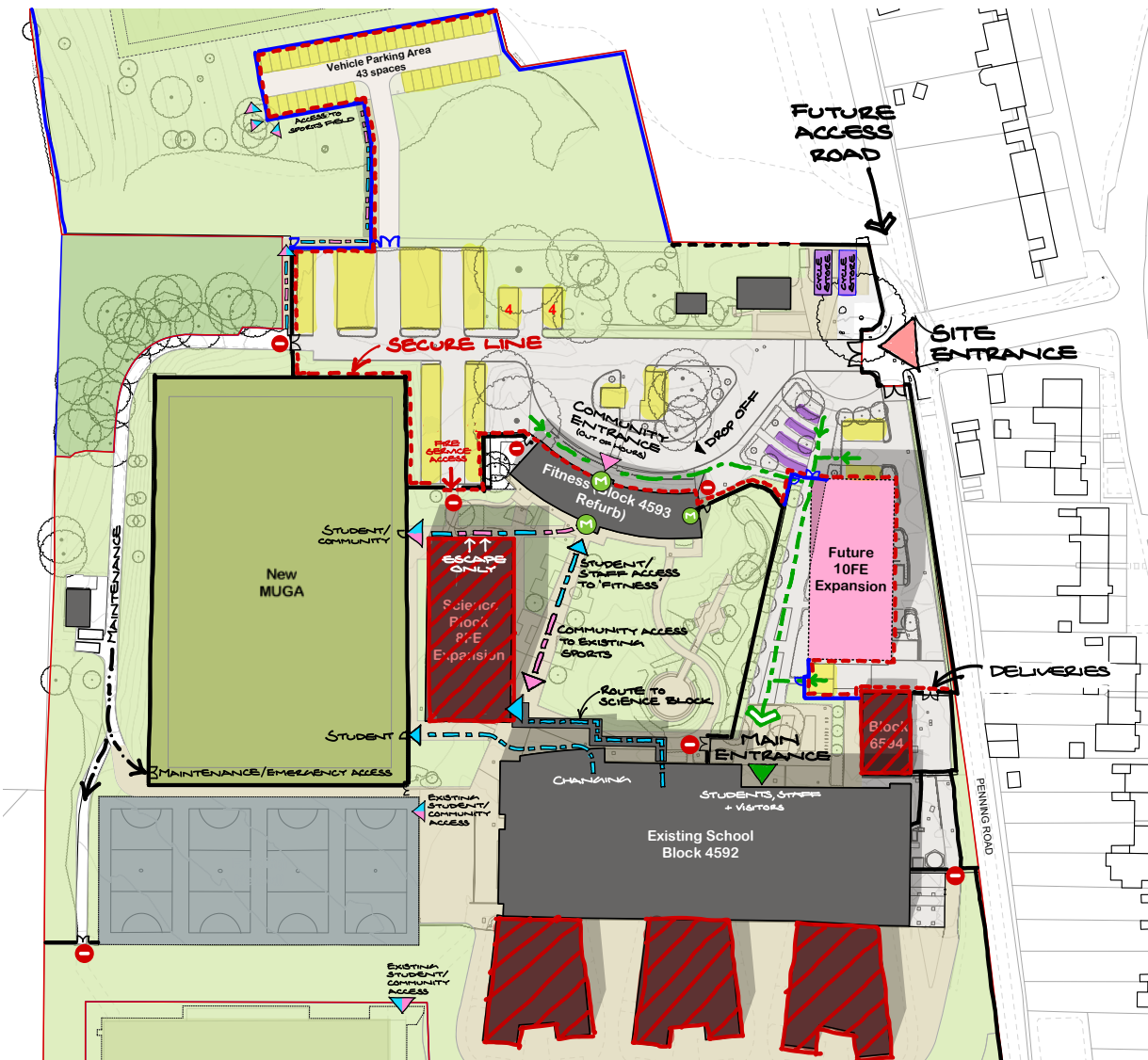
All servicing, site deliveries and refuse collection will be as existing, which currently access the site via the main entrance from Westwood Road.

3.7.6 Emergency Access

No changes are proposed to the site access strategy for the emergency services, which currently access the site via the main entrance from Westwood Road.



Site Access Strategy | 8FE



Indicative Site Access Strategy | 10FE

- CYCLE PARKING
- VEHICLE PARKING
- ACCESS CONTROL TO MAINTAIN A SECURE LINE FOR THE SCHOOL DURING THE DAY
- EXISTING FENCE LINE
- PROPOSED FENCE LINE
- BUILDING LOCKED OUT OF HOURS. NO EXTERNAL ACCESS CONTROL REQUIRED.
- NO ACCESS (FIRE/MAINTENANCE ACCESS ONLY)

4.0

New Build Concept Design

A context analysis study has been carried out to ensure that any proposal put forward has an identity that carefully considers the language of the existing school, as well as the local area. This ensures that the proposal is coherent and is appropriate for the context, enabling the building to exhibit a sense of place.

This is in-line with the Wiltshire Core Strategy 2015 'Core Policy 57 Ensuring high quality design and place shaping' as outlined below.

'6.129. Good design helps to provide a sense of place, creates or reinforces local distinctiveness, and promotes community cohesiveness and social well-being.'

'Development is expected to create a strong sense of place through drawing on the local context and being complementary to the locality. Applications for new development must be accompanied by appropriate information to demonstrate how the proposal will make a positive contribution to the character of Wiltshire through:

i. enhancing local distinctiveness by responding to the value of the natural and historic environment, relating positively to its landscape setting and the existing pattern of development...

v. the maximisation of opportunities for sustainable construction techniques, use of renewable energy sources and ensuring buildings and spaces are orientated to gain maximum benefit from sunlight and passive solar energy...

xi. taking account of the needs of potential occupants, through planning for diversity and adaptability, and considering how buildings and space will be used in the immediate and long term future...'

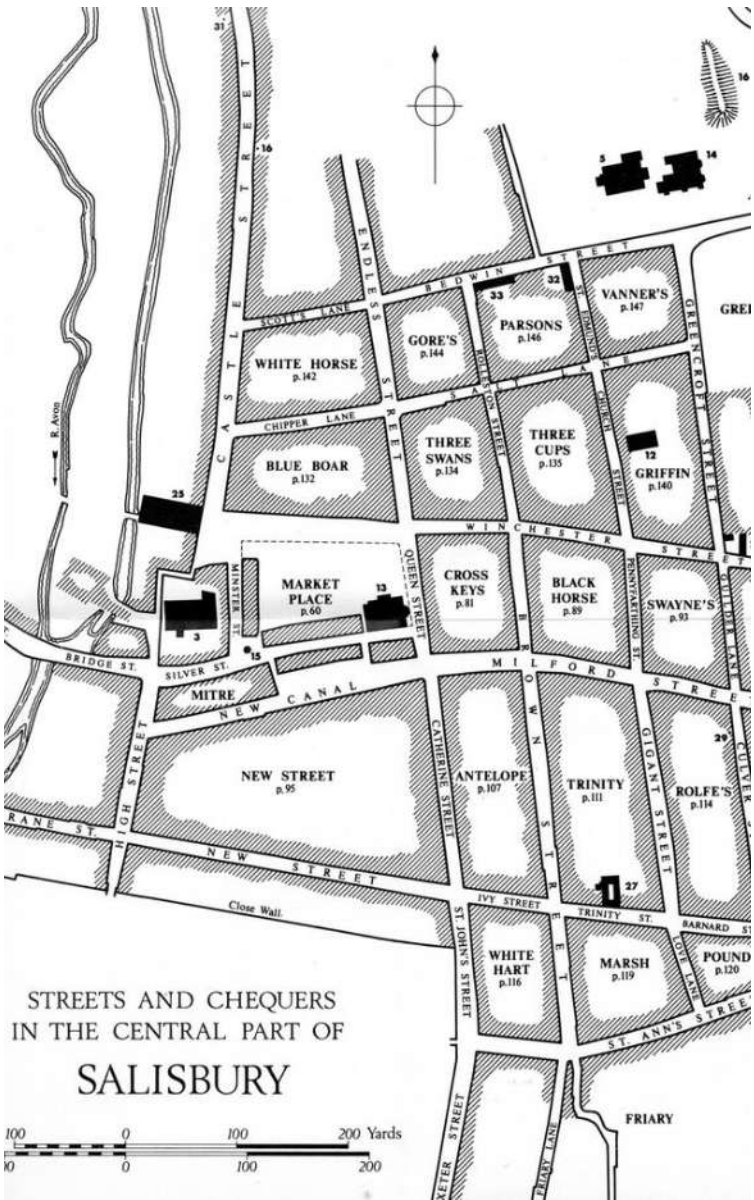
4.0 New Build Concept Design

4.1 Local Context

The City of Salisbury was arranged in a grid by Elias de Dereham, the builder of the Cathedral.

The areas within the grid were known as Chequers, and the masterplan the city reflected this in checkered fashion.

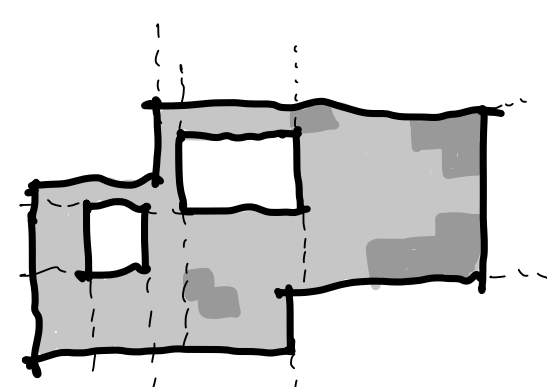
As well as being the 7th oldest in England, Salisbury was one of the first cities to be planned, ordered and arranged in this functional grid arrangement.



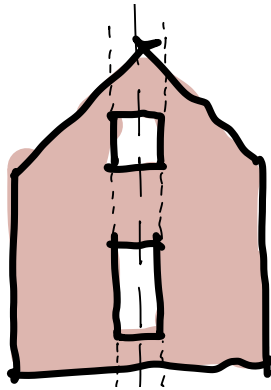
Anon.

In the 18th Century, many properties were modernised using mathematical to suit the popular Georgian style, which represented symmetry, balance and order.

Street frontages were updated to reflect their function and the principal facade. However, many of the older, more informal facades remained, resulting in two distinct vernaculars.



'INFORMAL' FACADE
ORIGINAL FACADE RETAINED
AWAY FROM THE STREET FRONTAGE



'FORMAL' FACADE
SYMMETRICAL AND 'FORMAL'
UPDATE OF THE STREET-FACING
FACADE ONLY.



Historic England/David Lovell (n.d)

STONE KEYSTONES WERE REGULARLY USED IN GEORGIAN ARCHITECTURE TO SUBTLY EMPHASISE HEIGHT + PROPORTION.

GEORGIAN SALISBURY



FLOOR LEVELS DEFINED.



WHITE WINDOW FRAMES WERE USED TO OFFER DURABILITY, REFLECT LIGHT + PROVIDE AN ELEGANT AESTHETIC.

SYMMETRY, BALANCE + ORDER.



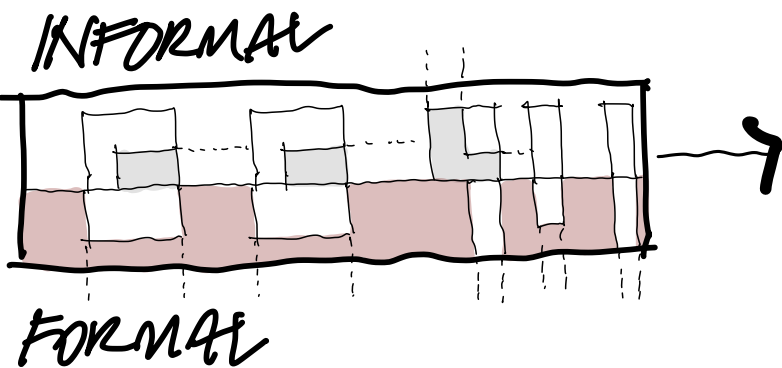
Google Streetview (2025)

4.0 New Build Concept Design

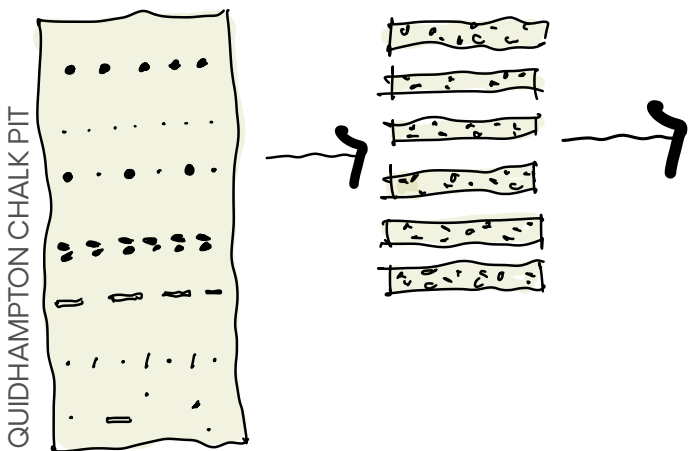
4.4 Existing School Analysis

Key

- 1 Existing building materials consist of brick, render, flint accents with dark grey aluminium glazing
- 2 The school have noted that the render is in a weathered condition and difficult to maintain



- 3 Flint detail to front entrance referencing historic Salisbury identity and contextual materials



- 4 Existing sixth form building features buff brick with light grey aluminium-framed glazing, Glulam timber rafters and standing seam roofing
- 5 Existing buildings have unique materials, scale and forms that identify themselves

