St Giles' Roman Catholic Primary School, Cheadle, Staffordshire
Demolition of Mobile Block and Driveway/Car Park Alterations
11th April, 2016
Design Access Statement

Introduction
This design access statement accompanies a listed building consent application for a proposed demolition of mobile classrooms, car park alterations and re-surfacing on the site of St Giles' RC Primary School, Cheadle, and has been written to meet the requirements of the National Planning Policy Framework. Local planning policy was considered and is referred to within the Planning Statement document which also accompanies this application.

Use
The site lies in Cheadle, a small town near Stoke-on-Trent, Staffordshire. The reason for the proposed demolition of the mobile classroom is due to its dilapidation. Demolition of the unused building will allow a more open space within the school recreation areas.

Amount
The proposals are to demolition a dilapidated mobile classroom and make alterations to the current school entrance driveway and car park. The proposed driveway will lead to parking space and provide a safer pedestrian route along the side. The proposed plans also include re-surfacing the ground underneath the current mobile classroom to the surrounding ground level. Areas to be re-surfaced can be found on drawing number 2528-21-01.

Access
Access routes towards the school grounds will not be affected by proposed plans.

Appearance
The proposed will not affect the historical features of the listed school building.

Heritage Statement
This heritage statement has been produced to accompany the planning application for an area of window replacements at St Giles' Roman Catholic Primary School. This application is submitted on behalf of St Giles' Primary School and this assessment of the building and its setting has been undertaken using 'Conservation Principles, Policies and Guidance' and 'The Setting of Heritage Assets', as produced by English Heritage.

Description of Heritage Value and Significance

Historical Value
St. Giles' Primary School displays a certain degree of historical value which is Illustrative in nature. The original school building is still able to be differentiated from more modern extensions from most elevations. If the original building still existed completely unmodified then it may form a pleasant example of Victorian village schoolhouse architecture, but even then would certainly not be in anyway uncommon, remarkable or innovative.

Evidential Value
In terms of evidential value, St. Giles' can offer some degree of value in terms of telling us about the Victorian sociological movement to formalise education practices in Britain, with the acceptance by government of responsibility for education of the masses, eventually resulting in the 1870 Education Act. During this period, school-houses were constructed in most villages, although the small size of

these buildings is evidential of the fact not all the school-age population of the village would attend and that classes were mixed ages, village schools sometimes just consisting of one or two classrooms. The relationship of the school to its setting and particularly the proximity to the churches is also evidence of the practice during most of the 19th century of government granting funding to religious bodies to build schools, rather than building them directly itself.

Aesthetics

As a heritage asset, St Giles' Primary School offers some aesthetic values. The building's period features have been preserved as much as possible whilst still trying to achieve maximum potential of space within the school grounds. Extensions to the building have changed it significantly in terms of area and space; however, there still remains historical character to certain elevations.

Impact of Proposals

The impact of the proposed works will not affect the listed school building. The area of re-surfacing and driveway works is set back from the principle listed elevations of the school and is not connected to any of the original historical fabric. As mentioned before, the value of the original historical fabric of the original schoolhouse is restricted to one area of the current school grounds. Although modifications have been made over the years, the original historic building has had low diminishment overall, and modern to historic material connections have been kept as minimal as possible.