



## BLOXHAM SCHOOL MASTERPLAN - SEPTEMBER 2020



**Bloxham** School





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# I. INTRODUCTION: BLOXHAM SCHOOL

## Introduction

Bloxham School is a thriving, independent, co-educational boarding and day school for pupils aged 11-18. It is a medium-sized school located within the northern part of the village of Bloxham, Oxfordshire. The school is characterised by its close, family-orientated community and is home to a growing number of pupils. Currently the school roll is 494 pupils.

Bloxham School was founded in 1860 by P.R.Egerton, Curate of Deddington, with the aim of advancing education and supporting children in reaching their potential in all areas of their activity at school and in the wider community. It has been part of the Woodards School group since 1896.

The school is a registered charity and, in this capacity, promotes education in accordance with the principles of the Church. Among the objectives of Bloxham School is a commitment to providing bursarial and scholarship support that will allow local children to benefit from a Bloxham School education.

The Bloxham School vision is: *To deliver a strong ethos to prepare young people with the skills they require to flourish in an ever-changing world, encouraging individuals to grow, explore, learn and reach their full potential. A Bloxham education consists of five key hallmarks:*

- *A Passion for Learning – Fostering creativity and the capacity for dynamic, independent and critical thought.*
- *A Balanced Curriculum – A challenging academic program, complemented by a broader curriculum which inspires curiosity, rigor and ambition.*
- *A Gold Standard of Pastoral Care – Nurturing the well-being of all within the setting of a boarding community.*
- *The Development of Character – Through promotion of responsibility, generosity, resilience and imagination.*
- *Christian Values – Nurturing a compassionate spirit so that our students become a force for good in an ever-changing world.*

The school campus occupies a series of historic and modern buildings, playing fields and ancillary space across the northern part of Bloxham with the main campus consolidated to the east of the High Street (A361) – the main arterial route through the village. The siting of key teaching, boarding and ancillary facilities is detailed in chapter 2.

Much of the school falls within the Bloxham Conservation Area and occupies multiple listed building and non-heritage assets. The school serves as a custodian to these historic assets.

To continue to realise its vision, strengthen its outreach to local schools and the wider community and to ensure its commitment to the preservation and enhancement of the village, Bloxham School must ensure that it grows and evolves to deliver an exceptional learning environment that safeguards its resilience in the competitive education market.

*'We are a small school but one with big ambitions and a strong ethos. The individual matters at Bloxham and the expectation is that every child will flourish.'*

*Paul Sanderson, Headmaster.*





# I. INTRODUCTION: PURPOSE, PROCESS AND STRUCTURE OF DOCUMENT

## Purpose of Document

This Masterplan is an evidence led document that, with regard to the collated evidence base and in light of the needs, deficiencies and aspirations of the school, establishes the Bloxham School Masterplan Vision (and its associated development objectives) for the next 5-10 years. The Masterplan serves six purposes:

- Demonstrating the contribution which the school makes to Bloxham and the wider district;
- Providing a comprehensive evidence base to enable more informed decision-making;
- Assessing the needs, deficiencies and aspirations of the school to demonstrate the rationale and establish the vision for its future growth and evolution;
- Planning the future of Bloxham School with a vision-led approach;
- Exploring strategic opportunities to unlock development potential; and
- Facilitating transparent communication with key stakeholders including Cherwell District Council, Bloxham Parish Council, Oxfordshire County Councils and local residents and businesses.

This Masterplan has been informed and guided by the school vision, the Five-year Strategic Masterplan 2018-2023 business document (which assessed the operation of the school and identifies the objectives necessary to ensure its continued success) and an evidence base prepared by qualified technical consultants in relation to heritage, architectural, landscape, and highways matters.

Each consultant has researched the attributes and spatial qualities of Bloxham School with respect to their individual disciplines and presents this information in supplementary documents appended to this Masterplan. The Masterplan draws together this evidence base and sets it within the context of planning policy and legislation.

The business assessment and evidence base research has enabled the school to analyse its operational requirements and deficiencies, constraints and opportunities and strategic development opportunities to formulate a Masterplan Vision (with associated projects and phasing) necessary to address and positively respond to these considerations.

The resulting Masterplan therefore represents a clear, rational and justified approach to addressing the operational requirements and deficiencies in a considered manner. Therefore, this document provides a comprehensive understanding of the Bloxham School context for current and future development proposals.

Given the strong connection of Bloxham School with the local community and its physical integration with the village, this Masterplan has been prepared to facilitate transparent communication and should therefore act as a springboard for clear and constructive dialogue with District, Parish and County Councils and the local residents and businesses.

This Masterplan will be a live document, subject to change and ongoing reflection, as inevitable a Masterplan is a plan made at a moment in time, and therefore in future years will need to be reviewed in the context of national and local political or regulatory changes.



Figure I: Comparison of historic and current chapel - showing the how Bloxham School has grown and retained its key historic character.



# I. INTRODUCTION: PURPOSE, PROCESS AND STRUCTURE OF DOCUMENT

## Process of Document

The inception and preparation of the Masterplan has been the result of a comprehensive multidisciplinary collaboration, undertaken in close connection with the school and involving public stakeholder engagement.

Initially, Masterplan inception discussions were held with the school and the business documents (including the Strategic Masterplan) were analysed to distil the key development objectives necessary to safeguard the future resilience and success of the school.

The multidisciplinary team was assembled and instructed to prepare the evidence base and to provide project masterplanning input. Regular project team meetings and site visits were undertaken to identify, share and discuss the evidence base and comprehensive development strategy, enabling the Masterplan Vision to be forged in accordance with consultant expertise.

Initial meetings were held with the Cherwell District Council Planning Department to discuss the Masterplan purpose, process and evidence base, as well as to open a dialogue with a view to facilitate further engagement. Following this meeting and further project team collaboration on the evidence base analysis, development opportunities and strategy, the Masterplan Vision, including its projects and phasing was presented to and approved by the school for further stakeholder engagement.

## Contributors and Acknowledgements

Edgars would like to acknowledge the generous assistance of Charlie Little and Tim Seton (Bloxham School), Jody O'Reilly (Heritage Collective), Brett Farmery and Ben East (Cole Easdon), Mark Smith and Rachel Hartwell (Acanthus Clews), and Charlie Clews (Clews LA) in compiling this Masterplan.

We also acknowledge the generous assistance and dialogue with key stakeholders, including Cherwell District Council, Bloxham Parish Council and Oxfordshire County Council.

## Structure of Document

This document is structured to demonstrate how the Masterplan Vision, projects and phasing have been formulated and is structured as follows:

- **Chapter 2:** Background and Context – Outlines the historic and present character of Bloxham School and sets out the important contributions the school makes to the local community and wider district. This chapter also establishes the education planning policy context, recent planning history and the future of Bloxham School, in order to understand the broad challenges of the school's growth.
- **Chapter 3:** Operational Requirements and Deficiencies – Evaluates the operational requirements of Bloxham School and evidences its current and expected future deficiencies, using this information to identify the key needs to be addressed in the Masterplan Vision.
- **Chapter 4:** Masterplan Vision – Sets out the comprehensive Masterplan Vision, its development objectives and associated deliverables that meet the immediate and longer-term strategic needs of Bloxham School.
- **Chapter 5:** Opportunities and Constraints – summarises and illustrates the landscape, heritage, architectural, highways and planning opportunities and constraints of Bloxham School and, where relevant, its surroundings. This exercise enables the key considerations to be understood at a strategic scale.
- **Chapter 6:** Masterplan Projects – Identifies and assesses the development opportunities at a site-specific scale, with regard to the Masterplan Vision and considerations arising from the opportunities and constraints review. This chapter also identifies the strategic implications of each development option, enabling the relationship between opportunity areas and development options to be understood. In addition, this chapter outlines the project phasing and timescales necessary to realise the Masterplan Vision.
- **Chapter 7:** Conclusion – Summarises the importance of Bloxham School in both the local community and wider district and reviews the Masterplan Vision and its associated projects.



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## 2. BACKGROUND AND CONTEXT: *HISTORY OF BLOXHAM SCHOOL*

### Origins of Bloxham & Founding of Bloxham School

Bloxham is an early medieval settlement, founded in the 6th century forming part of a royal estate. It developed as two separate sites situated either side of the Sor Brook. In the 19th century a farmstead including farmhouse and outbuildings as well as cottages was situated at the northern end of the village at the convergence of Banbury Road, Courtington Lane, High Street and Water Lane. The site attracted the attention of J W Hewitt, a local curate who was looking to found a new school.

Hewitt founded the All Saint's Grammar School supported by Samuel Wilberforce, Bishop of Oxford. Hewitt had grand plans for the school, and commissioned architect GE Street to design a collegiate complex forming a large quadrangle, complete with chapel, gatehouse and cloisters. Ultimately, however, only one range was completed (in 1855) with other functions housed in the earlier farm buildings. Following a deterioration in finances, by 1860 the school was derelict and abandoned.

The derelict school, now on the market, was seen by P R Egerton (depicted below), also a local curate and influenced by the Oxford movement himself, who purchased it soon after and founded the present school.

### Continued Evolution of Built Form

Over the following decades there have been significant waves of investment in the school and in particular its built form. It is a key continued theme that the built form is invested, enhanced and grown to respond to the changing educational demands and overall number of pupils and staff.

Most notably:

- Significant investment in the early buildings, under the leadership of Egerton. This included the construction of the main school block and key outlying buildings.
- In the late 19th Century the completion of central buildings that form the principle school quadrangle, including the opening of a new dining hall range. The late 19th Century also saw the completion of the construction of the school chapel, along with the acquiring of land north of the main block and along Courtington Lane. At a similar time, properties were purchased on the High Street of Bloxham, and completed Egerton Library.
- An outbreak of Scarlett fever focused attention on the need for medical provision at the school which resulted in the planning and construction of an isolation hospital (now Exham House) positioned 200 yards away from the main school buildings along Brickle Lane.
- In the early 20th Century there were refurbishment works, particularly to Egerton's schoolroom range, as well as acquisition of buildings in the village, most notably Merton Cottage situated over the High Street in 1917 (which is occupied by Merton House) which was used for accommodation. In terms of new construction, a gymnasium was constructed in the 1900's.
- In the interwar period, fire escapes were installed to Egerton's original block and key spaces were refurbished. The memorial archway, Great Hall and new sports facilities were



Figure 2: Reverend Philip Egerton, the founder of Bloxham School.



## 2. BACKGROUND AND CONTEXT: HISTORY OF BLOXHAM SCHOOL

constructed. The memorial gateway was built in 1934 and was designed by Thomas Falconer. The arch formalised the main approach to the school, meanwhile The Great Hall was designed by G T Gardner and opened in 1937.

- On the main school site, post-war development focused particularly on the eastern parts of the site, in particular investment in classroom provision, a science block (now the Thompson block) and Wilberforce House (now Seymour House).
- In the Late 20th Century/21st Century, the science block was doubled in size, a two storey classroom block was added to the Great Hall, and there was great attention on the development of new house blocks, particularly aimed at improving the living conditions of the school and meeting the needs of modern students. Egerton House (the 19th century master's house on Rose Bank) was also enlarged with an extension in 1977. The school has continued to undergo changes in the more recent past. A new Design and Technology Centre was constructed on part of the former garden to the Isolation Hospital, replacing an earlier lecture theatre. Botany Bay was converted to a music school in the 1980s with the addition of a contemporary extension in 2008. The Vallance Library was opened in 2006 and a new swimming pool was also constructed on the site of the earlier open-air pool.
- Recently, the school has sought to extend its role and integration in the community, with the opening of a school café, in the high street of Bloxham.

The above points offer a concise overview of the rich history that the school has, and further baseline detail relating to each phase of history of Bloxham School is contained at **appendix I**, as a standalone Heritage Baseline Statement. This baseline evidence provides a comprehensive understanding of how the school has changed and provides insight into those parts which have historical significance and why.

A small selection of historic records are shown at **figure 3** to provide context to the changing scene and layout of Bloxham School.



Figure 3: historic images



**1935-45 1:10,000 OS:** Resurvey did not occur in this area and the middle of the century OS maps show early 20th century changes primarily, including here the gymnasium, clearance of buildings on the north edge of the core and the footprint of the Great Hall



## 2. BACKGROUND AND CONTEXT: *BLOXHAM SCHOOL AT PRESENT*

### Overview

Bloxham School is characterised by its close family-orientated community and is currently home to 461 pupils. Following a recent Independent Schools Inspectorate (ISI) inspection of the school, Bloxham was granted permission to grow to 494 students and the increased levels of demand suggests it will reach this figure in the next two years. Bloxham School comprises the Lower and Senior Schools. The Lower School includes the First and Second forms and accommodates 85 pupils aged 11-13, most of whom attend on a daily basis. The Senior School includes the Third, Fourth, Fifth and Sixth Forms and accommodates 409 pupils aged 13-18, most of whom are full and part-time boarders.

The school campus occupies a series of historic and modern buildings, playing fields and ancillary space across the northern part of the village. The main campus adjoins and lies to the east of the High Street (A361) – the main arterial route through the village. The wider campus encompasses the broader northern portion of the village and the siting of key teaching, boarding and ancillary facilities is detailed in chapter 2.

### Attendance Types

Bloxham School operates a number of attendance formats, to enable flexibility in how students are enrolled. There are 3 key types of attendance, as follows:

- Full boarders (a full or working week boarding experience);
- Flexible boarders (a flexible boarding option where students may board for up to two nights per week and attend the school from 8AM up to 9PM on non-boarding days); and
- Day attendance (which does not include any boarding experience and pupils attend the school from 8AM to 6PM).

The existence of differing attendance formats allows the school to adapt to what is a challenging school market and, in particular, allows the school to respond to the long-term changing trends of the sector. It has been noted that in recent years there has been an increased emphasis on the more flexible types of attendance compared to the traditional boarding model. At present the current Senior School attendance ratio is 34% full boarders, 52% flexible boarders and 14% day pupils with the optimum mix targeted at 40%, 50%, 10% respectively. The Lower School attendance ratio is 5% flexible boarders and 95% day attendance.

At Bloxham School there is a strong drive to provide students with appropriate spaces, which cater for all attendance types.

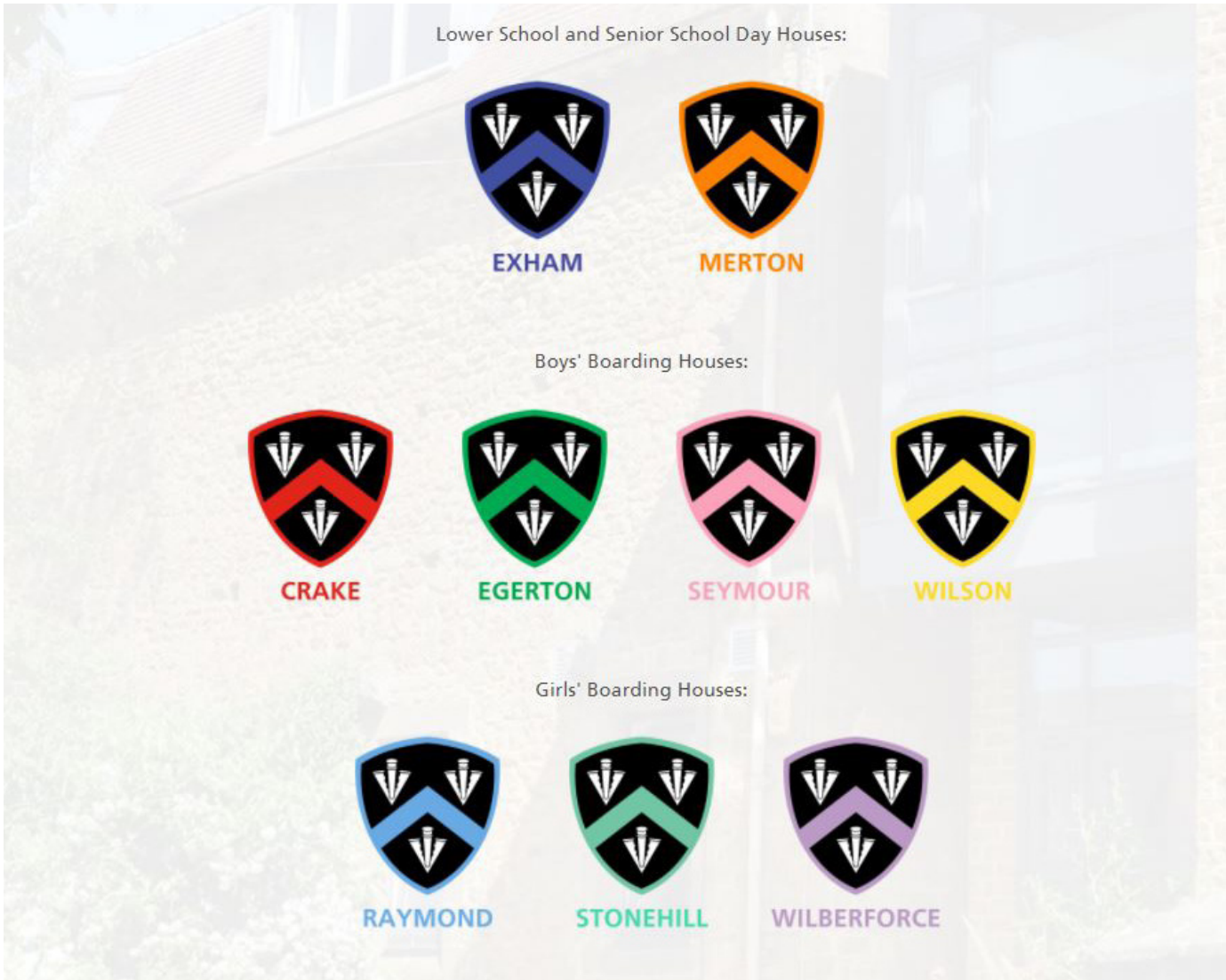


Figure 4: Bloxham School Houses



## 2. BACKGROUND AND CONTEXT: *BLOXHAM SCHOOL AT PRESENT*

In the case of the traditional full boarding model, the school provide boarding houses, with rooms for residing, as well as independent learning and social spaces. What is unique to Bloxham and allowing the school to be at the forefront of a competitive market, is that the flexible boarders also receive the same space as a full boarder. The addition of a ‘day house’ within the school environment is also key though, to allow independent learning and social spaces for those students in the day attendance model. This new product was launched in September 2017 and provides a more viable entry point to Bloxham School. It is especially popular with local families who live in or near to the village of Bloxham.

Both boarding houses and day houses are supervised by appropriate staff members. Where overnight accommodation is provided for students there is a requirement upon the school to have staff living within the same property environment, this role is referred to as a House Master / Assistant House Master.

### Boarding Houses and Student Numbers

The boarding capacity of the Senior School at Bloxham is currently 377 available bed spaces, split as follows:

- Crake Boys’ Boarding House: 57
- Egerton Boys’ Boarding House: 56
- Seymour Boys’ Boarding House: 65
- Wilson Boys’ Boarding House: 62
- Raymond Girls’ Boarding House: 60
- Stonehill Girls’ Boarding House: 22
- Wilberforce Girls’ Boarding House: 55

The day attendance capacity is based largely on the business model of 10% of the Senior School population, but it is also affected by which year group the day students are in. The Sixth Form has smaller classes and therefore it is possible to increase numbers in the day house as these pupils require less physical space per head. Merton House could accommodate up to 60 pupils but Bloxham remains a school with a boarding ethos and therefore it encourages growth in this market. In terms of present occupation levels, the Senior School comprises 352 full or flexible boarders and 57 day pupils.

The boarding capacity of the Lower School, also known as Exham House, is currently 27 bed spaces, located at Park Close. The total numbers in First and Second Forms is capped at 90 students. In terms of present occupation levels, the Lower School comprises 85 pupils, 95% of which are day pupils with the option to board at Park Close on a first come, first served basis.

### Spatial Challenges

Whilst the flexibility of the attendance types offered by the school allow it to respond to changing trends and demands over time, this does also mean that the built environment of the school must too adapt to the changing and updating needs of its pupils and staff. A Masterplan is necessary to plan ahead, proposing to undertake changes in a holistic, scheduled and robust manner.

The challenges on Bloxham School are not, however, limited to pupil accommodation. As the school excels and grows in the coming years, spatial challenges must also be identified and opportunities unlocked for both academic and sports specialties. This process is a key task for this Masterplan. The review of the present and future challenges and the need to identify key areas for growth, rationalisation and/or investment is set out later in this chapter (see ‘Future of Bloxham School’ and is detailed in chapter 3.

### Recent Changes to Built Environment

In recent years Bloxham School has submitted a number of minor planning and listed building consent applications. appendix 2 sets out the relevant recent planning history of the school campus.

A notable recent addition was the opening of the White Lion Café in the front part of its sixth form block, which fronts on the main road in Bloxham. The approval and opening of the school café has created a vibrant and high quality space within which school visitors and the local community can interact. The School has previously been praised in school inspections for its role in engaging pupils with experiences of the wider community and the wider world, and this dedicated space provides further opportunities for outreach and integration.

The school also received consent to update a number of its entrance signs to correlate to its updated branding, and have additionally renovated the internal environment of a number of teaching and learning buildings, ensuring that the school represents a high quality learning environment, whilst also respecting, conserving and enhancing the heritage assets which lie within its ownership.

Most recently, the School was granted Listed Building Consent for the conversion of Repton and Merton Cottages from the Bursary offices to the Senior School day house (now known as Merton House). Stonehill House has reverted back to its previous boarding house use.

The present layout of Bloxham School is shown at **figure 5**, overleaf.


### Next Steps

Therefore, it is clear that Bloxham School operates within a challenging sector, and there is a need to plan ahead in a holistic manner to address the current and future opportunities and challenges (as set out below), engaging with others in authority and in the local community.

2. BACKGROUND AND CONTEXT: SITE PLAN



CLIENT		Governors of Bloxham School	
PROJECT		Proposed Development Plan	
TITLE		Existing Site Plan	
SCALE		1:1000 @ A1	
DATE		Oct 20	DRAWN JLM
JOB N°		18_095	DRAWING N° 13



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Figure 5: Site plan



2. BACKGROUND AND CONTEXT: BLOXHAM SCHOOL IN THE COMMUNITY

Bloxham School is an integral part of the village; it makes a substantial positive contribution to the local community and the wider district.

Employment

The school employs 220 members of staff, 43% of which live within Bloxham and further 47% live within 5 miles of the village. Therefore, the school is the largest employer in the local area and is a major employer at the district level. With 90% of its staff within 5 miles of the village, the school is committed to promoting sustainable employment.

Furthermore, the operation of the school requires external input (i.e. deliveries, contractors and materials) which generates wider economic benefits for local and regional services.

Community Support

As part of its charity status, the school shares its education expertise and facilities with the wider community, devoting significant time and resources to partnerships with local institutions, schools and other interested groups. In particular, Bloxham School provides sport and academic education opportunities, social mobility support and services to the local community, including a services programme. These are set out below:

**Education opportunities:** Bloxham School runs an outreach programme which invites local primary school pupils (aged 8-11) to enjoy education sessions which give access to equipment and training expertise not otherwise available. More than 1,000 local school pupils have benefited from this programme which ranges from writing workshops to science investigations.

In terms of sport, Bloxham School provides sports coaching to 700 local school children and provides local school and community access to the Dewey Sports Centre facilities including:

- The swimming pool;
- Astro-turf, courts and pitches;
- Sports hall and studio;
- Squash courts;
- Gym; and
- Climbing wall.

170 children attend swimming lessons each term and 10 primary schools are timetabled to use the pool annually. The pool also offers adult and family swimming opportunities. A number of local primary schools benefit from free access to the sporting grounds and the school also hosts competitions including the Road to Wimbledon, U11 Sainsbury’s Games Festival and primary school sports days.

Furthermore, the school hosts Bloxham Primary School holiday camp during Easter and Summer and provides local groups, youth organisations and charities with free access to facilities during available slots. In addition, public memberships are also available for access to the above sports facilities.



Figure 6: Outreach programme (as above):AstroTurf: (at bottom of page)



## 2. BACKGROUND AND CONTEXT: *BLOXHAM SCHOOL IN THE COMMUNITY*

**Supporting social mobility:** The school provides a variety of Bursaries and Scholarships to allow pupils to benefit from a Bloxham education with approximately 13-15% of annual income allocated to this purpose. In addition, the Day House (opened in 2017) provides a more affordable offering to local children and proposals are forthcoming for increasing Day House accommodation to widen this offering.

**Services to the local community:** Bloxham School has a strong relationship with Jubilee Park, it supports the summer fete, provides overflow car parking and helps maintain the Council pitches and parking area.

The school supports the winter safety program, helping to grit roads and make the village safer during winter. It also provides services and facilities to support local events and groups. For example, supporting the Bloxham village memorial service, accommodating first aid training and minibus training (enabling local volunteers to provide a village bus service for elderly and disabled residents).

The school also does its part to bring Christmas to the village, delivering a Carols Concert at Godswell Park Care Home, providing Christmas lunch for community groups and assisting Bloxham Flower Club with Christmas tree and decorative operations.

**Services Programme:** As part of the school's commitment to its Christian ethos, Senior School students are involved in the service program which is run by the Chaplain and supports 21 external organisations including Banbury Food Bank, dementia patients, disabled visitors, Youth Cancer Trust, Compassion UK and Mary's Meals.

### Heritage Support

The school is a custodian to many heritage assets (including listed buildings, non-designated heritage assets and the wider Conservation Area) and allocates a budget of approximately £1m per annum for the upkeep of Bloxham heritage. 85% of maintenance and repair jobs are contracted to local businesses.

### Summary

Having regard to the substantial positive contribution the school makes to Bloxham's heritage, the local community and the wider district, its future viability is essential to vitality of the village and the opportunities for the local population.



**Figure 7:** Images showing community service projects and the historic environment maintained by the school.



## 2. BACKGROUND AND CONTEXT: PLANNING POLICY CONTEXT

### National Planning Policy

The long-term vision for Bloxham School should be read in the context of the national planning policy, in particular, the National Planning Policy Framework (NPPF). In particular, the NPPF sets out a supportive approach to the education sector. Paragraph 94 of the NPPF states that:

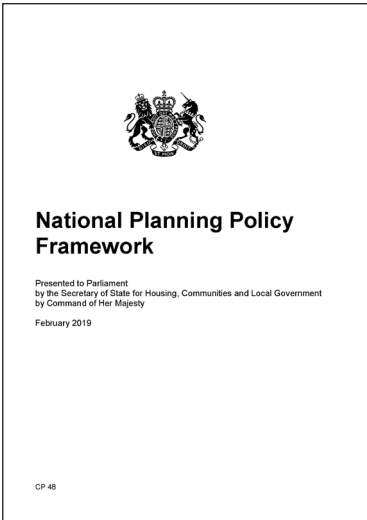
*‘It is important that a sufficient choice of school places is available to meet the needs of the existing and new communities. Local planning authorities should take a proactive, positive and collaborative approach to meeting this requirement, and to development that will widen choice in education. They should:*

- 1. Give great weight to the need to create, expand or alter schools through the preparation of plans and decisions on applications, and*
- 2. Work with schools promoters, delivery partners and statutory bodies to identify and resolve key planning issues before applications are submitted’*

The purpose of preparing a Masterplan for Bloxham School is to engage with key stakeholders, to identify the planning issues and opportunities of the site and wider area, and to evaluate the ways in which the school require to ‘expand’ or ‘alter’, and the ways in which the built environment and educational offer can be enhanced.

The NPPF is additionally clear that good design is a key aspect of sustainable development, and that the creation of high-quality buildings and places is fundamental to what the planning and development process should achieve. The NPPF contains relevant sections related to conserving and enhancing the historic environment which are of particular relevance given the history context of the School and the wider village.

The relevant polices of the NPPF and the Development Plan documents (to the right) are detailed at **appendix 3**.



### Local Planning Policy

Bloxham School sits within the Oxfordshire authority of Cherwell District Council. The Development Plan of the local planning authority comprises:

- Adopted Cherwell Local Plan 2011-2031 (Part 1)
- Saved Policies of the Cherwell Local Plan 1996
- Non-statutory Cherwell Local Plan 2011 (2004)
- Bloxham Neighbourhood Plan

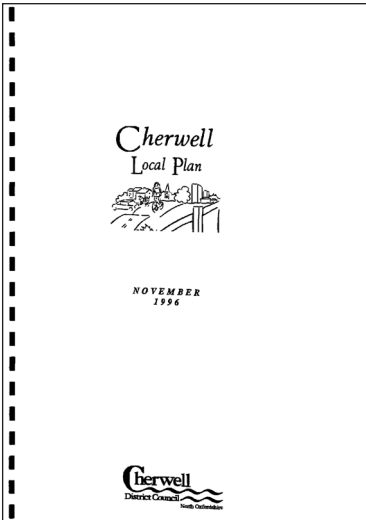
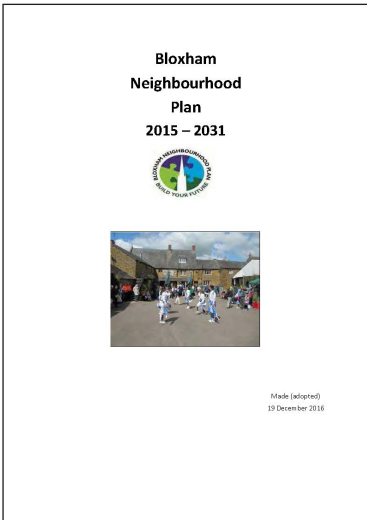
The Cherwell Local Plan Part 1 (2011-2031) was adopted July 2015 and sets out the Districts’ policies for proposals and key directions for local growth in the plan period to 2031.

The Saved Policies of the Cherwell Local Plan 1996 and some of the non-statutory Local Plan 2011 (2004) are of relevance in certain circumstances.

The Bloxham Neighbourhood Plan was adopted in 2016, and this contains a set of policies relevant to considering new development within the village. The policies are afforded full weight, and cover matters such as housing, connectivity, parking, rural heritage, economic vitality and health. It is useful to note some of the ‘issues raised by residents’ at page 14 of the Plan, for example:

- ‘Protect open spaces, key landscapes and views from both within the village and key viewpoints along Public Rights of Way’
- ‘Reduce traffic congestion with more effective off-street parking, safe cycle and walking routes’.
- ‘Protect valued green area and recreation spaces’

It is additionally useful to note some of the key themes, which again have potential relevance to a School Masterplan in this context including ‘Protect and enhance our rural heritage’, ‘promote economic vitality’, and ‘ensure a safe, healthy and cohesive community’.



## 2. BACKGROUND AND CONTEXT: *THE FUTURE OF BLOXHAM SCHOOL*

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### Strategic Opportunities and Challenges

To continue to realise its vision of delivering a strong ethos to prepare young people with the skills they require to flourish in an ever-changing world, Bloxham School must ensure that it safeguards its resilience in the challenging educational market, facilitates the reinvestment necessary to provide a competitive learning environment of exceptional quality and strengthens its outreach and services offering to local schools and the wider community.

To ensure the resilience and continued enhancement of Bloxham School, it must positively respond to the opportunities and challenges associated with the current operation of the school and those arising from the public boarding school market and other external factors. These are considered to include the following matters, addressed in turn below:

- Affordability;
- The boarding market;
- The political environment; and
- Market competition.

**Affordability:** The affordability of school fees, set against rising costs of living, is a significant issue. Already approximately 34% parents are struggling to meet school fees and fee assistance is increasing. Should these trends continue, struggling parents may no longer be able to afford school fees. The resultant impact being a potential reduction in the student roll, an increased shift towards lower-cost flexible boarding arrangements and an increasing need for fee assistance. These trends place a significant risk on the viability of the school.

Furthermore, the challenge of affordability is being exacerbated by the substantial economic impact of the coronavirus lockdown and the economic uncertainty surrounding the forthcoming Brexit Withdrawal Agreement. As a result of the former, parents are experiencing a loss of income associated with the furlough scheme and the wider impacts upon business. This loss of income means that school fees are likely to place a greater financial burden upon parents. In terms of Brexit, while the impacts of the Withdrawal Agreement are yet to be confirmed, it represents a threat to the financial security of parents.

Having regard to the above, it is highly likely that a larger proportion of parents will struggle to meet school fees in these circumstances. Moreover, there are additional future threats that could increase school fees, such as adding a 20% VAT to school fees (as detailed under 'political environment' below).

To summarise, standard trends, recent events and potential future threats are collectively increasing cost of living and school fees while reducing income levels. These impacts are both individually and cumulatively reducing the affordability of the school fees and will compound the resultant impact as described above, thereby placing an even greater risk upon the viability of the school.

**Boarding demand:** While the independent sector is experiencing general growth in the South East, the boarding market is changing. Specifically, domestic demand for full boarding places is decreasing with UK parents increasingly seeking more affordable flexible boarding and day attendance arrangements. Conversely, overseas demand for full boarding arrangements is increasing.

In line with these trends, Bloxham School has seen a decrease in full boarding demand and an increase in demand for flexible boarding and day attendance arrangements – particularly from local families who want their children to enjoy the benefits of a Bloxham education.

This domestic shift towards flexible boarding and day attendance arrangements has created an income shortfall. In addition, just 4-5% of the school student population is made up of overseas full boarding students and this represents an under-utilised opportunity to support the full boarding shortfall.

**Political environment:** The political landscape is subject to uncertainty arising from the coronavirus lockdown and Brexit. The coronavirus pandemic will affect the business of education in the same way as it impacts other areas of commerce. Schools will disappear, merge or be acquired by large institutions and the future of Bloxham School has arguably never been so uncertain.

The school was recently under lockdown with a significant proportion of the staff on furlough. Fee discounts had to be offered during the Summer Term of 2020 when pupils were taught remotely at home and price freezes were announced for the 2020/21 academic year. Currently, the school is operating in a socially distanced capacity and some staff remain on furlough. These measures are impacting the viability of the school as costs have increased and this impact will be exacerbated as the Government support for the furlough scheme decreases. Staffing and associated costs represents 70% of income at Bloxham and therefore the risk to the business as the furlough scheme ends is significant. The school was also unable to benefit from the Coronavirus Business Interruption Loan scheme due to being a part of The Woodard Corporation.

In terms of Brexit, the full impacts of this process have not yet materialised, however there has already been a significant impact upon the recruitment of service level support jobs due to a diminished workforce.

In addition, the school is already facing rising costs associated with 2016 Apprenticeship Levy and the 2019 teacher pension increases. Adding to these costs is the increased teacher starting salary (to commence from 2022), increased business rates charges (to commence from 2023) and the Independent School Inspector (ISI) requirement for a residential houseparent/housemaster in every boarding house.

Moreover, while the December 2019 election provided some political certainty on independent education sector policy for the next 5 years, some proposed party policies included adding VAT to school fees, increasing corporation tax and the removal of charitable school status. These policies pose significant threats to the viability of the school that could resurface in the future.

These events are highly likely to have significant economic impact upon financial planning and viability of Bloxham School. In addition, and as aforementioned, they may further affect affordability of school fees (due to increasing living costs and reduced income and financial security for parents).



## 2. BACKGROUND AND CONTEXT: *THE FUTURE OF BLOXHAM SCHOOL*

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**Market competition:** The above matters are set in the context of strong market competition where key competitors are adapting their boarding models to meet market trends and are continuing to advance in education excellence by developing high-quality facilities and offering highly competitive teacher salaries.

Bloxham School must ensure that it has the facilities, staff and resources to remain competitive in this environment and must adapt and invest accordingly. Specifically, the school must address any competitive disadvantages, including the operational requirements and deficiencies in chapter 3. Should the school be unable to remain competitive in this regard, parents will approach other schools, thereby resulting in a loss of income that will substantially impact the viability of the school.

**Summary:** Together, the above matters constitute threats that cumulatively increase the current operation costs of the school and require solutions that are likely to incur significant additional costs, all of which will lessen the viability of the school. It is therefore necessary to increase the current inefficient surplus levels to address these challenges.

### Future of the School

The school has considered these opportunities and challenges and has concluded that to realise its vision, safeguard its resilience and facilitate the reinvestment necessary to advance its educational excellence, Bloxham School must grow its student capacity.

However, the school recognises the importance of managing this growth in a manner that reinforces its character as a medium-sized boarding school, distinguished by its Christian values, close family-oriented community and integration with Bloxham village – which is its principle benefit in the marketplace.

The school has therefore tested several models of student growth and boarding mix suitable to its character and has identified that a capacity of 500 pupils is likely to meet the immediate challenges and a capacity of 535 pupils (from September 2021) is considered necessary to address foreseeable increasing costs and to futureproof the school against those matters subject to political uncertainty.

The school has assessed that the required growth can be accommodated within the limits of the school campus and the wider village and has identified a series of operational requirements and deficiencies that must be addressed to achieve this growth and to ensure that Bloxham School remains competitive in the marketplace – These are explored in the following chapter.

### 3. OPERATIONAL REQUIREMENTS AND DEFICIENCIES: ASSESSMENT OF NEEDS

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There are a series of operational requirements and deficiencies that must be addressed to enable Bloxham School to grow its capacity and evolve to deliver an exceptional learning environment that safeguards its resilience in the competitive education market. These are listed below in broad order of priority and are addressed in turn:

- Boarding facilities
- Access, parking and highway safety
- Student safeguarding
- Campus layout
- Sports facilities
- Performing arts facilities
- Teaching space
- Asset management

#### Boarding Facilities

In light of the identified need to grow the student population (initially to 500, and later to 535) and to adapt to current boarding market trends, Bloxham School is experiencing a significant student accommodation shortfall – both in terms of day house and boarding house accommodation.

In terms of the initial student population target of 500, it is anticipated that the Lower School would accommodate circa 80 students (most of whom would attend the school on a day attendance basis) and the Senior School would accommodate approximately 420 students – to be split as follows:

- 40% full boarders;
- 50% flexible boarders; and
- 10% day attendance.

It is anticipated that this target mix will be applied for the later student population target of 535. However, the school recognises the need to remain dynamic to the changing boarding marketplace and, as such, has investigated alternative student mix models with lower proportions of full boarding and increased levels of flexible boarding and day attendance arrangements.

The school will continue to analyse the boarding market to identify appropriate models as part of its five-year business review process. Though, regardless of which model is selected at this stage, there is an identified need to significantly increase both day and boarding house accommodation.

**Co-educational experience:** There is a requirement to increase the female cohort to deliver a more balanced co-educational experience. Currently, 39% of the student population is female (approximately 180 students) and, with respect to the Senior School, there were, up until very recently, only two female boarding houses compared to four male boarding houses. This is an issue as the school needs to increase the number of female students to ensure continuity in recruitment and to maintain competitiveness.

There is high demand for a co-educational independent boarding school experience. However, parents wanting this experience for their children are seeking schools with a more balanced cohort. With respect to sporting teams, each Senior School year group requires about 30 girls to facilitate sports teams, currently, some year groups are falling short of this number. As such, there is an urgent need to accommodate a greater proportion of female students and the school has set a target male to female ratio of 55:45.

A third girls' boarding house opened at Stonehill House in September 2020 as the first step towards addressing this need. The new boarding house has a capacity of 22. However, to fully meet the identified co-educational needs, the capacity must be upgraded to accommodate 38 girls by September 2021 and up to 50 girls by September 2022.

**Overseas demand:** The existing boarding facilities are currently insufficient to meet the increasing overseas demand for a full English boarding education. While there is a clear need to meet this demand, this is balanced with the need for Bloxham School to maintain its character, rather than become over-populated with overseas students.

In this respect, the school has set a modest target of increasing the overseas student population from just 4-5% to around 10% (an increase of 20-30 students). This modest target allows the school to lightly expand its international outreach while partially addressing the income shortfall associated with the shifting domestic demand for flexible boarding arrangements.

**Compliance with boarding standards:** A space audit has been undertaken to ensure that existing boarding facilities are being optimised in accordance with boarding space standards. The school is pleased to report that its facilities comply with the relevant standards and as such, there are no deficiencies in this capacity.

Having regard to the ISI Regulations, there is an operational requirement for each boarding house to accommodate residential houseparents. Currently, there is no residential houseparent accommodation at Crake and Wilson boarding houses (situated within the Main Building) and there is a need to expand and/or alter the existing facilities at Stonehill and Old Park Farm Annexe to better integrate them with the boarding houses.

In light of the above and with regard to the identified need to grow the student population, there is an operational need for Bloxham School to increase and adapt both its day and boarding house accommodation, the specifics of this need are as follows:

**Day house accommodation:** Stonehill House, which was the day house until September 2020, was significantly struggling to support more than 40 students. To meet the rising demand for day attendance places, particularly from local families, the school accepted an intake of 57 Senior School day students from September 2020. This number is again projected to rise to around 65 day students from September 2021.



### 3. OPERATIONAL REQUIREMENTS AND DEFICIENCIES: ASSESSMENT OF NEEDS

Accordingly, there is an urgent and immediate need to deliver a larger day house. A temporary solution has already been actioned to meet the demand for September 2020 and this comprises the approved conversion of the Bursary offices to the new day house known as Merton House.

The long-term solution is to locate the day house within the Main Building from September 2021. This is central to the efficient operation of the school and will further expand the day house accommodation. The relocation of the day house to the Main Building will displace Crake boarding house.

**Boarding house accommodation:** Having regard to the required student population growth target of 535, the identified boarding mix and recent provision of the third girls' boarding house at Stonehill House, it is anticipated that an additional circa 25-30 beds would be required. However, this figure does not account for the junior and senior students in shared and single accommodation nor the desire to move towards a 55:45 boy-to-girl ratio.

The redevelopment of Crake boarding house will displace approximately 55 beds and a further 10 beds will be displaced from Wilson boarding house to make room for the residential houseparent accommodation, required by the ISI Regulations. These operations will create a shortfall of approximately 65 beds by September 2021.

To facilitate a more balanced co-educational experience, there is an immediate need to accommodate a further 16 female boarders by September 2021, rising to 28 by September 2022. As such, there is an urgent requirement to expand the new third girls' boarding house at Stonehill to meet this target.

Furthermore, there is a need to make quality of life improvements to existing boarding facilities to remain competitive in terms of pastoral care. These are anticipated to include general refurbishment works and internal access and circulation improvements. Some small-scale external works may be necessary.

#### Access, Parking and Highway Safety

It is critical that Bloxham School provides adequate access arrangements and sufficient vehicle parking to ensure the safe movement of its students and staff and the efficient operation of the school. In this respect, the school is subject to several deficiencies including the main access, other access points and insufficient car, coach and minibus parking. These deficiencies are compounded by the impractical location of the main reception and campus access control matters that are addressed in respect of student safeguarding, below.

**Access arrangements:** The main school entrance and its relationship to the A361 junction is contrived and represents a potential highway safety hazard. The existing entrance features two two-way access points that merge into a one-way circular system that is difficult to understand and pedestrian facilities into the school and across the access are poor.

The main entrance complicates vehicle movements and there have been several near misses (involving local Warriner and Bloxham schoolchildren) as well as multiple traffic incidents at the junction. In addition, the current access arrangements do not facilitate coach access and turning within the main school grounds.

There are further access deficiencies across the school campus and these are as follows:

- The Dewey Sports Centre – The pedestrian connection between the Dewey and the main campus is substandard in terms of visibility and dropped kerb provision. The on-street parking along Barley Close, the pinch-point access to Jubilee Park (through which the Dewey is accessed) and the narrow driveway serving the Dewey all limit passing opportunities and generate highway conflict by mixing pedestrian and vehicle movement. The Dewey access arrangements are currently not ideal for coach access and turning and are challenging for minibuses.
- Rose Bank – The narrow width of the carriageway, the restrictive width and limited visibility of the access point and the complicated circulation arrangements of the parking area.
- Repton Cottage (Merton House) – The limited visibility at the site access.

Having regard to the above, there is an urgent need to deliver safer and simpler access arrangements as soon as possible and the school has identified a deliverable target of September 2021.



Figure 8: Views of Main Entrance and Rosebank access



### 3. OPERATIONAL REQUIREMENTS AND DEFICIENCIES: ASSESSMENT OF NEEDS

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**Parking and drop-off deficiencies:** The school lacks coach parking and drop-off facilities and this leads to informal parking and associated congestion, particularly at the main entrance (as described above). There is also no formalised drop-off capacity at the Dewey which complicates the access arrangements for coaches carrying local school children and other community groups to the school's sports facilities. As such, there is an urgent need to accommodate coach parking and drop-off facilities both at the main entrance and at the Dewey.

In terms of car parking, the current parking and drop-off facilities at peak times and during sporting events are at capacity and therefore not fit for purpose. The school provides up to 152 parking spaces across the campus which is insufficient to accommodate staff, student and parent vehicles.

The low level of car parking at the main school campus results in congestion and parking overflow both within the school grounds and around the village. For example, it is understood that the on-street parking at Barley Close is associated with Bloxham School and contributes to the access complications described above.

Furthermore, parking pressures are likely to increase as a result of the proposed school growth and shift towards flexible boarding and day attendance arrangements. This will require additional staff members and will naturally generate increased levels of commuting movements and parent visitation, although the school's managed transport service is also flourishing.

In addition, some required development will displace existing parking. For example, the recent conversion of the Bursary to Merton House and later boarding house accommodation will permanently displace the Maintenance and Estates functions and the majority of associated parking which are to be relocated to the Park Close CCF building. There is a functional need to locate these vehicles within immediate proximity of the Maintenance and Estates operations and as such, there is a specific need to provide additional parking at Park Close by September 2020.

To meet the existing and future parking needs, there is an immediate requirement to expand and better utilise the existing parking space at the main campus (specifically adjacent to the main entrance and adjacent to Brickle Lane), the Dewey and Rose Bank. There are further opportunities to provide parking at Courtington Lane and Park Close.

In terms of better utilising existing parking, the Dewey car park is unmarked and as a result is under-utilised due to informal parking. Rose Bank accommodates outdated garages that no longer comply with modern parking needs and County Council parking standards. As such, there is an immediate need to formalise the Dewey car park and to replace the Rose Bank garages with parking.

The provision of additional parking is required to enable the growth of Bloxham School and as such, there is an urgent need for solutions to the above identified needs to be in place by September 2021.

In addition to accommodating a more efficient use of coach and minibus services, car parking pressure can be reduced as part of a wider travel strategy. Bloxham School is committed to the preparation of a Travel Plan to promote and accommodate more sustainable movement for staff, students and parents.

#### Student Safeguarding

The safety and security of students and staff is the top priority of Bloxham School, the school has a caretaking responsibility towards its pupils and this includes providing appropriate safeguarding measures. The physical and community integration of the school within the village presents some safeguarding challenges.

**Main reception:** The school reception is located within the Main Building and is accessible via the southern entrance. This means that visitors must proceed to the heart of the campus to be approved for admission. This presents a safeguarding issue and as such, there is a clear need to relocate the reception to a more convenient location where visitors can be processed without needing to enter the heart of the campus.

Given its proximity to the main entrance and its siting between the main car park and Public Right of Way (PRoW), the Art Block demonstrably lends itself to a reception function. There is also a key opportunity to integrate the new reception with the required main access and car park alterations (to be completed September 2021).

**The Dewey Sports Centre:** The Dewey is a fantastic asset that is frequently used by the school and the local community. However, it lacks a main reception area and the changing and toilet facilities are currently shared by students and visitors. This presents a safeguarding risk and accordingly, there is an urgent need to provide these facilities. The swimming pool is also subject to these deficiencies though given the aspirations for this building, it is considered these deficiencies can be addressed as part of the wider Masterplan proposals.

**Access control:** In respect of broader safeguarding matters, Bloxham School is committed to enhancing access control measures and security infrastructure across the campus.

In terms of PRoWs, bridleway 136/1f/10 runs through the main campus (connecting the main entrance to Rose Bank via Water Lane). In addition, various PRoWs adjoin or are in close proximity to the wider campus.

In the interest of safeguarding, diverting 136/1f/10 to the north of the school Pavilion and the Sixth Form Art Block is advisable as the existing route currently separates these buildings from the main teaching facilities. The diversion of the path would clearly differentiate the teaching facilities and the sports pitches whilst further consolidating the teaching space for the school. It would improve security and visibility for all users of the PRoW. While the use of PRoWs is not an activity that can be controlled by the school, at the very least it is necessary for the school to investigate opportunities to increase supervision and surveillance of these routes.



### 3. OPERATIONAL REQUIREMENTS AND DEFICIENCIES: ASSESSMENT OF NEEDS

#### Campus Layout

While the school campus is broadly consolidated within the northern portion of Bloxham, it is still somewhat dispersed. The separation of key facilities from the main campus generates deficiencies in terms of spatial efficiency. Accordingly, there is an operational need for all functions of the school to have a closer relationship with the main campus.

**Sports facilities:** The sports facilities are spread over the main campus, the Dewey Sports Centre and the Courtington Lane and Park Close playing fields. The spatial inefficiency of this layout is compounded due to the lack of separate changing and washing facilities at the Dewey and the lack of any such facilities at Courtington Lane and Park Close. Currently, students must return to their boarding and day accommodation to change and must then walk to the sports field.

This process is time consuming and causes timetabling issues that limits the efficient use of sports facilities by both the school and the local community. As such, the school has identified a broad need to consolidate its sports offering at the Dewey Sports Centre, given its convenient location and strong provision of sports facilities (that are to be further enhanced as part of the Masterplan).

**Day house accommodation:** There is a need to establish a closer relationship between the day house accommodation and main campus such that day pupils are able to maximise the efficiency of their school day. This reinforces the need to locate the day house at the Main Building (from September 2021).

#### Sports Facilities

The Dewey Sports Centre is the current and future focus of the sports offering at Bloxham School and, as identified above, there is an overarching operational requirement to consolidate sports facilities at the Dewey. Having regard to this requirement and the existing student numbers and projected growth of the school, the sports facilities are not operationally fit for purpose and the key deficiencies relate to the:

- Sports centre building;
- Playing fields and courts;
- Fives court; and
- Swimming pool.

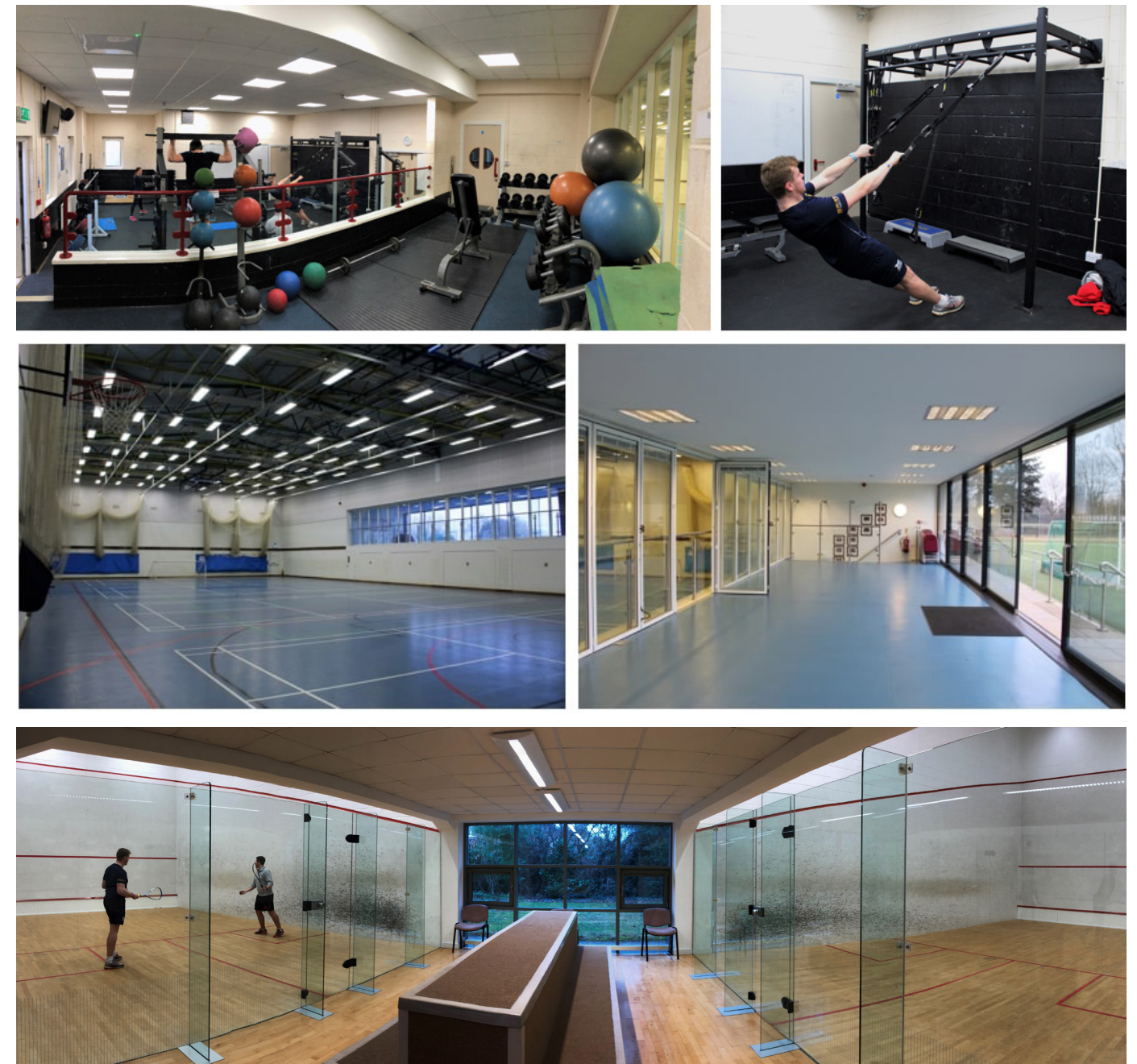


Figure 9: Several facilities of the Dewey Sports Centre



### 3. OPERATIONAL REQUIREMENTS AND DEFICIENCIES: ASSESSMENT OF NEEDS

**Sports centre building:** As mentioned in the context of safeguarding, there is no main reception and there are no separate changing or toilet facilities for visitors. The absence of such facilities means that there is a lack of changing rooms to support the 2 hockey pitches, 3 rugby pitches, 2 netball courts, 2 squash courts, gym and sports hall that could all be in use at the same time. In addition, the gym is not fit for purpose and requires expansion to support the current student population and its projected future growth. Furthermore, there is no internal connection to the squash courts which complicates access control. As such, there is an operational need to expand the Dewey Sports Centre to provide the additional space required to address these deficiencies.

**Playing fields and courts:** The key deficiencies relate to the inefficient use of the Dewey AstroTurf pitches and the spatial inefficiency of the existing playing fields and courts (as mentioned in respect of the campus layout above).

With respect to the Dewey AstroTurf pitches, these excellent modern facilities cannot be used beyond daylight hours without floodlighting due to health and safety concerns. This restriction substantially shortens the day and limits sporting opportunities. Being able to fully utilise the Dewey AstroTurf until the evening is critical to expanding the sporting opportunities and fulfilling the school's charitable commitments of providing local schools and community groups with access to high-quality sports coaching and facilities.

Moreover, block fixtures against certain schools are not possible due to limited time and by placing physical activity during the middle of the day, there is a negative impact on the timetable and delivery of education. As such, the lack of floodlighting places Bloxham School at a competitive disadvantage to other independent schools in a tough marketplace.

With regard to the coronavirus pandemic, this deficiency is now greatly exacerbated due to the increased need for outdoor sports space due to the limitations placed upon indoor environments.

In terms of the consolidation of playing fields and courts at the Dewey, there is an immediate need to relocate the Park Close courts at the Dewey by January 2021. In addition, the Park Close cricket nets also need to be relocated on the main field by April 2021. This is necessary to limit the volume of traffic at Park Close and to provide temporary parking and operational facilities for Maintenance and Estates staff and functions.

**Fives courts:** Fives is an important aspect of Bloxham's rich sporting heritage and the school's 157-year history with the sport has been celebrated by the Rugby Fives Association. As the school has grown, the Fives Court has become isolated within the main academic campus; its location now relates poorly to changing rooms and other sports facilities of the school. Given the aspirations to enhance the sports offering at the Dewey through the spatial consolidation of sports facilities, there is a strong rationale to relocate the two Fives Courts.

At this stage the relocation of the Fives Courts to the Dewey is speculative, though its relocation would enable the current facility to be repurposed to meet academic or performing arts needs (set out below).

**Swimming pool:** The current pool is a highly valuable community asset, however it is subject to several deficiencies including the lack of a reception area and separate changing facilities for visitors, its 25yd length (that is insufficient for competitive purposes which typically require a 25m pool) and its location within the main school campus (which poses safeguarding and spatial efficiency issues). Ac-

cordingly, there is clear need to improve and relocate the pool to provide a state-of-the-art facility suitable for competitive purposes that is appropriately safeguarded.

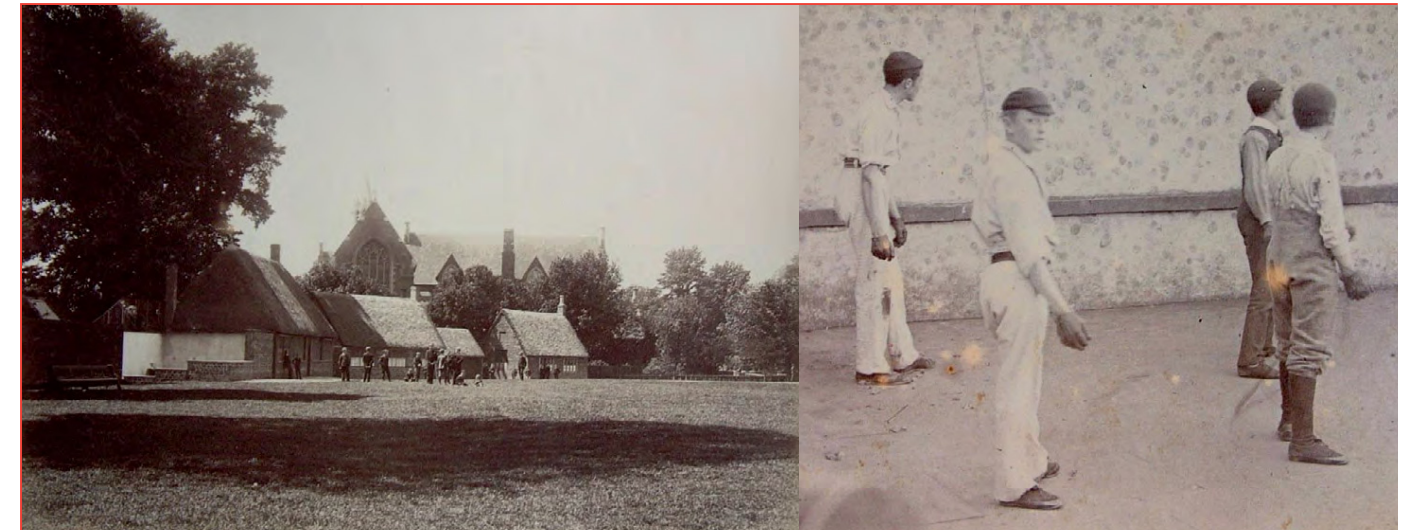


Figure 10: Historic images of the Fives Courts, players and teams.



### 3. OPERATIONAL REQUIREMENTS AND DEFICIENCIES: ASSESSMENT OF NEEDS

#### Performing Arts Facilities

The current performing arts facility is the Wesley Theatre. This small building is located off campus and has no associated parking. By reason of its size and location, it is insufficient to meet education needs and has minimal capacity to accommodate performances, audiences and community use. As such, there is an immediate need to provide a new Performing Arts Centre (PAC) within the main school campus.

The PAC will be a state-of-the-art 250-seat auditorium where performing arts students can flourish and put on performances for parents and the local community. The centre will allow Bloxham School to further enhance its offering to the local community by providing a high-quality venue able to host community groups including drama, music, ballet and dance.

The location of the PAC is to be confirmed. Due to its size, there are very limited locations where the building can be accommodated. The school has been exploring several options including the:

- Existing swimming pool;
- Land adjoining Brick Lane (north of Exham House);
- Part of the Sam Khan Music School and the Fives Court; or
- Part of Wilberforce House and land east of Wilberforce (Ivy Cottage and Egerton garden).

#### Teaching Space

As identified above, Bloxham School will grow by circa 40 pupils in the immediate term and a further 35 in the short-term. To maintain the teaching benefits of lower set sizes (20 pupils per class), more classrooms will be required.

Specifically, the school has identified a need to deliver four new classrooms for teaching business studies and economics. In addition, the aspirations to repurpose the Art Block as the main reception will displace two classrooms of art teaching space. The school is exploring opportunities to facilitate the delivery of new teaching space and has identified that the relocation of Crake House from the main building and the relocation of the Fives Court may provide some teaching space. This is subject to further investigation and the school intends to confirm whether there is need for additional teaching space following the delivery of the immediate and short-term Masterplan projects.

#### Asset Management

As set out in respect of the future of Bloxham School, the school must grow its student capacity and must continue to deliver a competitive learning environment to safeguard its resilience within the challenging educational marketplace. The necessary growth will require a substantial level of funding. While funding has been secured for some of the immediate and short term-projects, there is a need to explore opportunities to generate funding for the long-term betterment of the school.

In this capacity, Bloxham School is the custodian of multiple assets, some of which contribute to the current deficiencies of the school. The operation and maintenance costs of assets negatively impacts the viability of the school and accounts for at least 10% of the annual budget. As such, there is a broad need to explore opportunities to maximise the use of existing assets and to identify strategic oppor-



Figure 11: Construction of new teaching space at Bloxham School.

tunities to invest in beneficial acquisitions and to divest unnecessary assets.

Having regard to the aspirations of consolidating the sports offering at the Dewey, the school is seeking to explore acquisition or land sharing opportunities to expand the Dewey sports grounds and to improve the contrived access arrangements of the Dewey sports centre via Brickle Lane and Barley Court.

In particular, the agricultural land to the east of the Dewey sport pitches (known as land north of The Ridgeway, owned by New College, Oxford University) and Jubilee Park to the north and west (owned by Bloxham Parish Council) present opportunities. There is also an opportunity to explore the best use of the Jubilee Park community facilities (including the Bloxham FC football pitches, the children's playground and recently refurbished pavilion), given the proximity of similar offerings at the Dewey.

Through the consolidation of sports facilities at the Dewey and the review of the school's existing sporting needs, Bloxham School may have land that becomes either surplus to its requirements or more suitable to an alternative use. While at the heart of the village and highly accessible to local residents, the playing fields at Courtington Lane and Park Close contribute negatively to the spatial inefficiency of the school's sports facilities and therefore conflicts with the aspirations to consolidate the Bloxham School sports offering at the Dewey.

There is also a need to explore opportunities to better manage additional assets that are likely to become redundant through the implementation of the Masterplan. For example, the provision of a new performing arts facility would leave the Wesley Theatre vacant.

As such, there is an operational requirement to explore the asset management opportunities for these sites to support and fund the appropriate growth of the school. Evidence suggests that other Woodard Schools have been in similar situations in recent years. Being a major landowner within a small village setting is not uncommon and trying to allow the school to adapt to current demands within a competitive marketplace is a well-travelled path.

## 4. MASTERPLAN VISION: VISIONS, OBJECTIVES AND DELIVERABLES

Further to the evaluation of the operational requirements and deficiencies in chapter 3 and with regard to the school vision ('to deliver a strong ethos to prepare young people with the skills they require to flourish in an ever-changing world, encouraging individuals to grow, explore, learn and reach their full potential'), the key assessed needs of the school have been distilled and formulated into the Bloxham School Masterplan Vision:

**The Masterplan Vision:**

*To deliver a strong ethos and close family-orientated community that prepares young people with the skills they require to flourish in an ever-changing world. The vision comprises four components:*

**Education:** *Nurture the growth of students in a safe learning environment of the highest standard, underpinned by excellent pastoral care.*

**Spatial:** *Reinforce the historic relationship and physical integration of Bloxham School with the village.*

**Community:** *Enhance community outreach by fostering partnerships with local schools and groups and by bringing state-of-the-art sports and performance facilities to Bloxham.*

**Business:** *Futureproof the resilience of Bloxham School in the educational market and generate long-term funding for the betterment of the school.*

The Masterplan Vision is the key thread of this document; it is a comprehensive statement that is formulated from the assessed needs of Bloxham School and translates these needs into specific deliverable projects. The vision comprises three elements:

Components – The key drivers for change at Bloxham School.

Objectives – Goals that address the operational requirements and deficiencies of Bloxham School.

Deliverables – Specific deliverable mechanisms that comprise either development projects or actions.

The components, objectives and deliverables are interrelated, and each must be fulfilled/completed to fully realise the Masterplan Vision. In specific terms, the implementation of deliverables partially or wholly completes their associated objective, the completion of objectives in turn partially or wholly fulfils their associated component and the collective fulfilment of the components realises the vision.

**Objectives and Deliverables:**

Each objective and deliverable relates to specific the Masteplan projects/actions set out in chapter 6 of this document. The objectives and deliverables have therefore been numbered and are referenced in chapter 6 to establish the link with the specific Masterplan projects.

The Masterplan Vision **objectives** include:

- *Improve student safeguarding.*
- *Improve access, parking and highway safety.*
- *Consolidate teaching, boarding and sports facilities.*
- *Expand the sports offering and experience at the Dewey.*
- *Create an environment where academia and performing arts can flourish.*
- *Grow the student population and expand flexible boarding opportunities.*
- *Deliver a balanced co- educational experience with more overseas students.*
- *Maximise asset use and explore asset acquisition and disposal opportunities.*

The Masterplan Vision **deliverables** include:

- *Relocate the reception towards the main entrance and enhance security.*
- *Redevelop the main entrance and provide coach and car parking and drop-off facilities.*
- *Improve the Dewey Sports Centre building.*
- *Provide floodlighting at the Dewey Astro turf pitches.*
- *Relocate the Fives Court to the Dewey.*
- *Relocate the swimming pool to the Dewey.*
- *Relocate outdoor sports facilities to the Dewey.*
- *Review asset development potential and identify strategic opportunities (including acquisitions and land-sharing).*
- *Provide new teaching space commensurate to the growth of the school.*
- *Deliver a state-of-the-art Performing Arts Centre.*
- *Provide additional Boarding House accommodation with residential houseparent facilities.*
- *Provide additional Day House accommodation.*

The below list outlines those elements of the Masterplan Vision that address each operational requirement and deficiency set out in chapter 3:



## 4. MASTERPLAN VISION: VISIONS, OBJECTIVES AND DELIVERABLES

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- Boarding facilities (including the need to accommodate the growth of the student population, adapt to the domestic market demand for flexible boarding and the overseas demand for full boarding, deliver a balanced co-educational experience and provide houseparent accommodation) – addressed by objectives 6 and 7, through deliverables 11 and 12.
- Access, parking and highway safety (including the need to improve the main entrance and other access points of the school campus and to provide sufficient coach, minibus and car parking and circulation space) – addressed by objective 2, through deliverable 2.
- Student safeguarding (including the need to relocate of the main reception, provide a reception area and separate visitor changing and washing rooms for sports facilities and to improve access control measures) – addressed by objective 1, through deliverables 1 and 3.
- Campus layout (including the need to consolidate the sports offering at the Dewey Sports Centre and to improve the spatial relationship between student accommodation and teaching facilities) – addressed by objective 3, through deliverables 7 and 8.
- Sports facilities (including the need to expand and improve the sports offering and facilities at the Dewey) – addressed by objectives 3 and 4, through deliverables 3, 4, 5, 6, 7 and 8.
- Performing arts facilities (including the need to provide a Performing Arts Centre) – addressed by objective 5, through deliverable 10.
- Teaching space (including the need to provide additional classrooms) – addressed by objective 5, through deliverable 9.
- Asset management (including the need to maximise the use of existing assets and to explore acquisition and disposal opportunities) – addressed by objective 8, through deliverables 7 and 8.

By addressing the operational requirements and deficiencies as above, the Masterplan Vision enables Bloxham School to grow and evolve in a manner that safeguards its resilience in the competitive education market and enables the school to continue to with its aim of advancing education and supporting children in reaching their potential in all areas of their activity at school and in the wider community.

The full vision is illustrated at **figure 12**, below. This diagram visualises the relationship between the components, objectives and deliverables and demonstrates how each element contributes realisation of the Masterplan Vision.

4. MASTERPLAN VISION: THE COMPREHENSIVE VISION

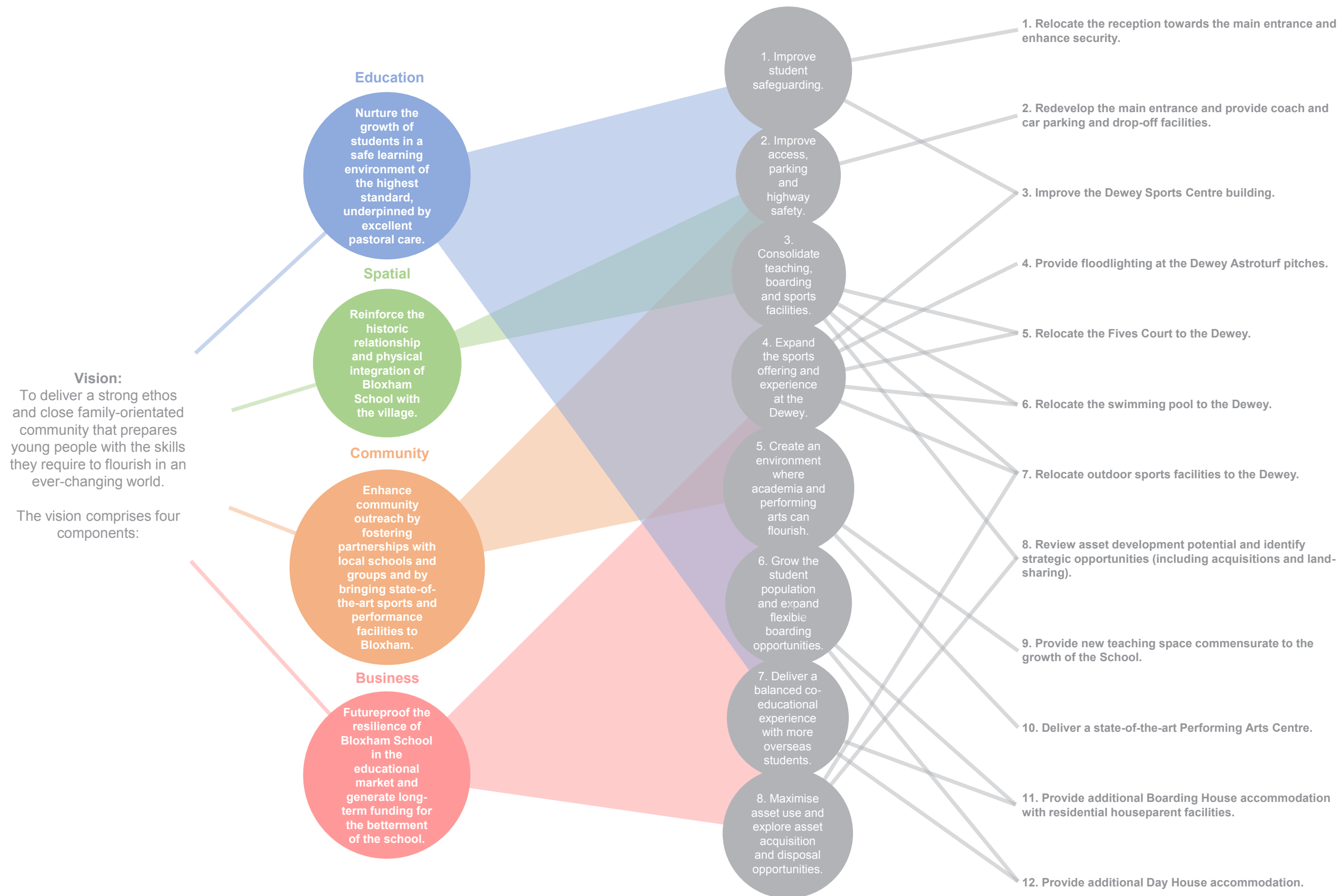


Figure 12: The Bloxham School Masterplan Vision (including its components, objectives and deliverables).



## 5. OPPORTUNITIES AND CONSTRAINTS: LANDSCAPE

This chapter is supported by the Landscape Assessment prepared by the Clews Landscape Architecture (attached at appendix 4). Bloxham as a village has a strong landscape setting, set by open countryside, defined as 'Pasture Hills' within the Oxfordshire Wildlife and Landscape Character Assessment. The village and its surroundings are designated as an Area of High Landscape Value in the Cherwell Local Plan 1996. The surrounding land to the village is often in use as arable farming, and fields are commonly enclosed by hedgerow.

In terms of topography, the Bloxham occupies the valley of the Sor Brook tributary (rising from the brook to Hobb Hill to the north-west of the village). The historic central part of the village slopes sharply with the valley while the more modern built environment occupies the flatter terrain between the brook and the surrounding hills. Views overlooking the village are available from Hobb Hill (to the north) and the rising fields (to the west). The land to the east of the village is generally much flatter and while there are views towards the village, these are limited due to the relief of the land. The topography of the land is illustrated at **figure 13**.

In landscaping terms, the main school campus is amalgamated at the historic core area within the built-up area of the village. However, some properties and landholdings within the school's ownership are set within the landscape context of the village. These properties are scattered around the village, often being used for staff houses or for boarding accommodation. The school landholdings typically relate to playing fields and include Dewey Sports Centre (located at the eastern periphery of the village) or at sports fields either side of Courtington Lane.

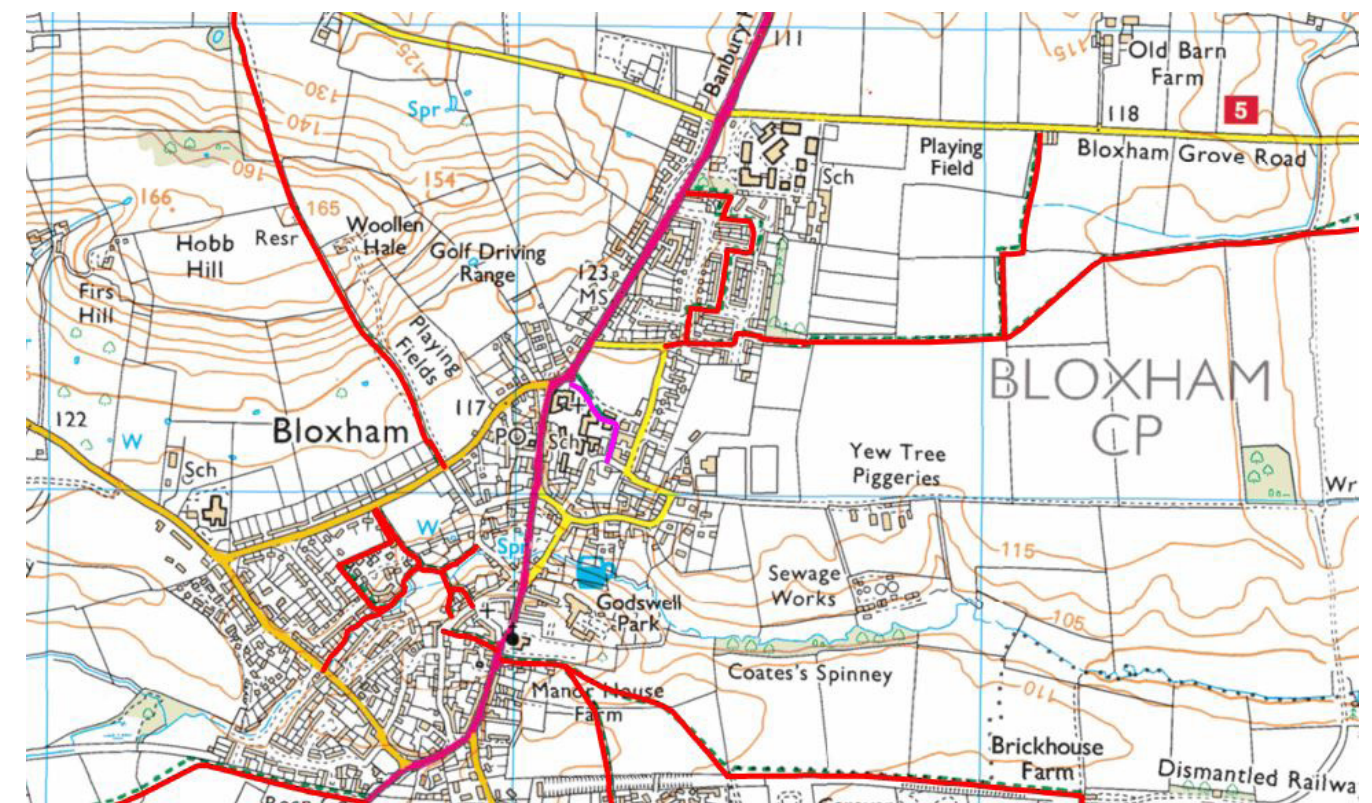
### Constraints

- The main school area is part of an important view towards the school from the north where the road appears to lead straight to the school entrance before veering to the right and down toward the village centre.
- There is a network of footpaths within the village (as indicated at **figure 13**), many of these have views towards the church spire, which is a landmark in the wider landscape context.
- Public Right of Way (PRoW) 136/1F running through the main school area. This route enables localised views of the main campus and views across the main school playing fields.
- PRoW 136/6/20 adjoins the school campus along the western boundary of the Courtington Lane playing fields and northern boundary of the Dewey playing fields. This route overlooks the Courtington Lane playing fields and the wider village from the west and provides localised views of the Dewey from the east.
- Within the village the playing fields and views across the school are highlighted as making a significant contribution to the school zone of the Conservation Area.
- Some sports facilities of the school are located on the periphery of the village and are therefore set against the backdrop of open countryside beyond (Dewey and Courtington Lane).
- The school campus contains a large selection of trees and it is also adjoined by trees and tree belts in a few places. Given much of the school campus and the village falls within the Conservation Area, many of these trees are protected.

### Opportunities

There is general opportunity to conserve and enhance the character and appearance of the landscape, particularly through the visual softening of urban fringe locations and the school campus with landscaping provision (including tree planting).

Much of the school campus is screened from the highway and PRoWs as a result of intervening built form and vegetation. As such, there is opportunity to utilise natural and built features to sensitively locate new development in a manner that limits landscape impact.



**Figure 13** - OS Map showing high-level topography and Public Rights of Way in and around Bloxham.



## 5. OPPORTUNITIES AND CONSTRAINTS: *LANDSCAPE*



Figure 14: Landscape view from footpath I36/6/20 towards Park Close and Courtington Lane.



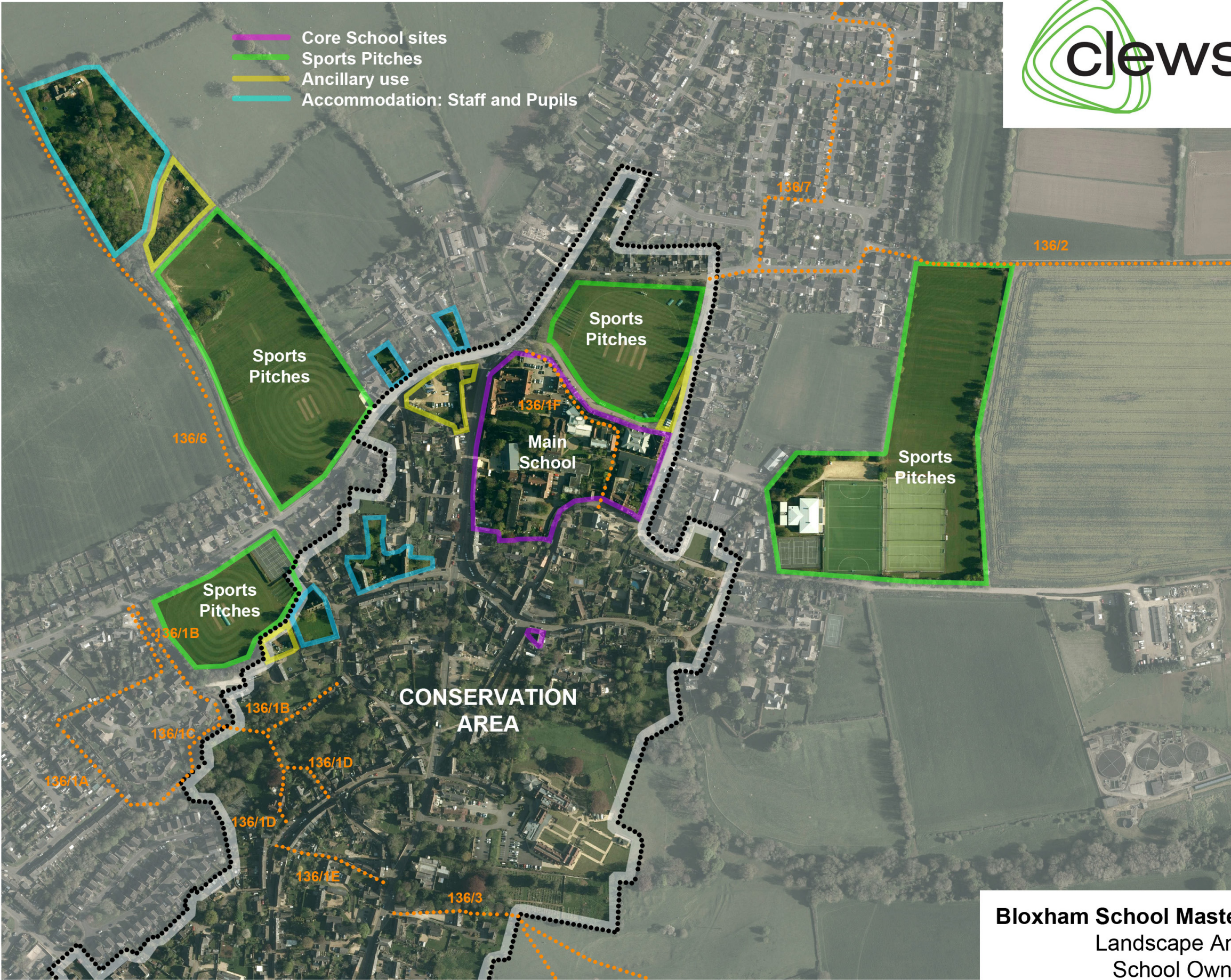


Figure 15: Landscape Analysis.



## 5. OPPORTUNITIES AND CONSTRAINTS: *HERITAGE*

This chapter is supported by the Heritage Assessment prepared by the Heritage Collective (attached at appendix I). There are numerous designated and non-designated heritage assets within the village of Bloxham, and the Bloxham Conservation Area (CA) covers a broad area of the village, reflective of its significant historic development. It displays architectural, historic and archaeological areas of interest.

Bloxham School has been interwoven into the fabric of the village and has had a substantial influence on its development in an architectural, historic and social sense. As a result, the school represents a highly significant part of the CA, and the potential future built environment of the school is intrinsically important within the wider locality.

### Constraints

Bloxham School owns a variety of heritage assets, many of which are designated as grade II listed buildings. The school has a duty to conserve and maintain these heritage assets under the statutory duty of the Planning (Listed Buildings and Conservation Areas) Act 1990. Some areas of the school's ownership are more constrained in heritage terms, with a higher concentration of listed buildings. This includes the main entrance and the older, more central parts of the main school campus. The grade II listed properties include:

- The Art Block;
- Bloxham School and Chapel, and associated curtilage buildings (Gymnasium, Great Hall, 6th Form Art Block, Vaughan Pavilion and Exham House);
- Memorial Arch;
- 11 & 12 High Street;
- Repton Cottage (Bursary);
- Ivy Cottage;
- Stonehill House;
- Stonehill Cottage; and
- Park Close and associated curtilage buildings.

These are set out in more detail by Heritage Collective, with description, assessment of significance and the contribution of setting, within **appendix I**. The Baseline Heritage Report also covers other buildings in school ownership considered to have some historic or aesthetic merit within the settlement but are not designated. It is noted that these are identified within the draft CAA 2020 but are not yet formally adopted as non-designated assets.

There are, comparatively, some areas of school ownership which have a lower concentration of heritage assets and are less constrained in terms of built form. These areas include, for example, the Dewey Sports Centre located eastwards of the central area of school ownership. It is acknowledged that this area forms part of the setting of the conservation area.

Beneath the ground, there are areas of potential archaeological interest. This includes Park Close, with recognised 'potential to yield evidence about medieval aristocratic occupation of the area' (page 21, **appendix I**).

### Opportunities

Bloxham School maintains all the buildings in their ownership and has given them an active and viable use as part of the school. The significance of buildings in their ownership is, in this way, preserved for the future. Opportunities have been identified in some areas to enhance the ongoing contribution that the built environment of the school makes to the CA and wider area. These potential heritage related opportunities can be unlocked through the careful and considered design of the site layout and built form as part of a Masterplan, and could include the following:

- Improvements to the setting of the grade II listed memorial archway at the main entrance, through improved landscaping and a legible layout. The reorganisation of the internal layout of the main car park can enhance the role of the memorial archway, as a landmark in the positive sense of arrival to Bloxham School.
- Enhancements to the rear of Repton Cottage (the existing Bursary), a grade II listed building.
- Restoration and conservation of ancillary features behind Stonehill, including an important archway which is a prominent feature within the street scene.
- Wider opportunities to improve the built environment and seek to improve the setting of heritage assets.





The map illustrates the layout of Bloxham village, focusing on the central area around High Street and Courtington Lane. Key features include:

- Streets:** Strawberry Terrace, Brick Lane, High Street, Courtington Lane, Chapel Street, Hogg End, Old Bridge Road, and The Gorge.
- Buildings:** Various residential and commercial buildings are shown, some highlighted in red (Listed Buildings) or blue (Unlisted buildings making a positive contribution to the CA).
- Conservation Area Boundary:** Indicated by a dashed line.
- School Character Zone:** Shaded in light green.
- Views and Landmarks:** Negative view points (red dots), Positive view points (blue dots), Negative landmark (red circle), and Positive landmark (blue circle).
- Other Features:** Playing Fields, Recreation Ground, Play Area, El Sub Sta, Sports Hall, Bowling Green, Lightbroom, Waters Court, Barnstone, Conacre, Ridgecroft, Ridgeway House, Ebbes Neuk, Kabale, Beauchamp House, Beam Ends, Rosebank Cottage, The Cottage, The Flat, Ruston Cottage, Hawkins Cottage, Garden Lee Cottage, Woodbine Cott, Pump, Spring, War, Joiners Arms, Red Lion (PH), Elephant and Castle (PH), Little Bennetts, Bennetts, Tall Trees, Rose Bank, El Bakery, Elon Cottage, Elon House, Bank Cottage, Rowley Cottage, Little Bennetts, Bennetts, The Shippon, The Coach House, Forealls, Fawn House, Colgras, Old Wells, Kinnysga, Ebbes Neuk, Ridgecroft, Ridgeway House, Ebbes Neuk, Conacre, Barnstone, Lightbroom, Waters Court, Bowling Green, Play Area, El Sub Sta, Recreation Ground, Sports Hall, Barley Croft, Brickett Lane, Strawberry Hill, Strawberry Terrace, Leighton Wood, Hillside Farm, Cantley, Hillside Bungalow, The Orchard, TCB, LB, 1, 3, 5, 6, 8, 10, 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 34, 36, 38, 40, 42, 44, 46, 48, 50, 52, 54, 56, 58, 60, 62, 64, 66, 68, 70, 72, 74, 76, 78, 80, 82, 84, 86, 88, 90, 92, 94, 96, 98, 100.

**Legend:**

- Listed Buildings (Red)
- Unlisted buildings making a positive contribution to the CA (Blue)
- School Character Zone (Light Green)
- Conservation Area Boundary (Dashed Line)
- Archaeological site (Pink)
- Sensitive curtilage (Yellow)
- Negative view (Red Dot)
- Positive view (Blue Dot)
- Negative landmark (Red Circle)
- Positive landmark (Blue Circle)
- Strong building lines (Solid Blue Line)
- Horizon views (Dotted Yellow Line)
- Key views (Orange Arrow)
- Long views to Church (Green Arrow)

**Title Block:**

**Heritage Collective**

**Acanthus Clews architects**

**CLIENT:** Governors of Bloxham School

**PROJECT:** Proposed Development Plan

**TITLE:** Proposed Development Plan  
Heritage Constraints & Opportunities

**SCALE:** 1:1000 @ A1

**DATE:** Jan 20

**JOB N°:** 18\_095

**DRAWN:** JLM

**DRAWING N°:** 04

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## 30





5. OPPORTUNITIES AND CONSTRAINTS: HERITAGE

Heritage Opportunities and Constraints overview

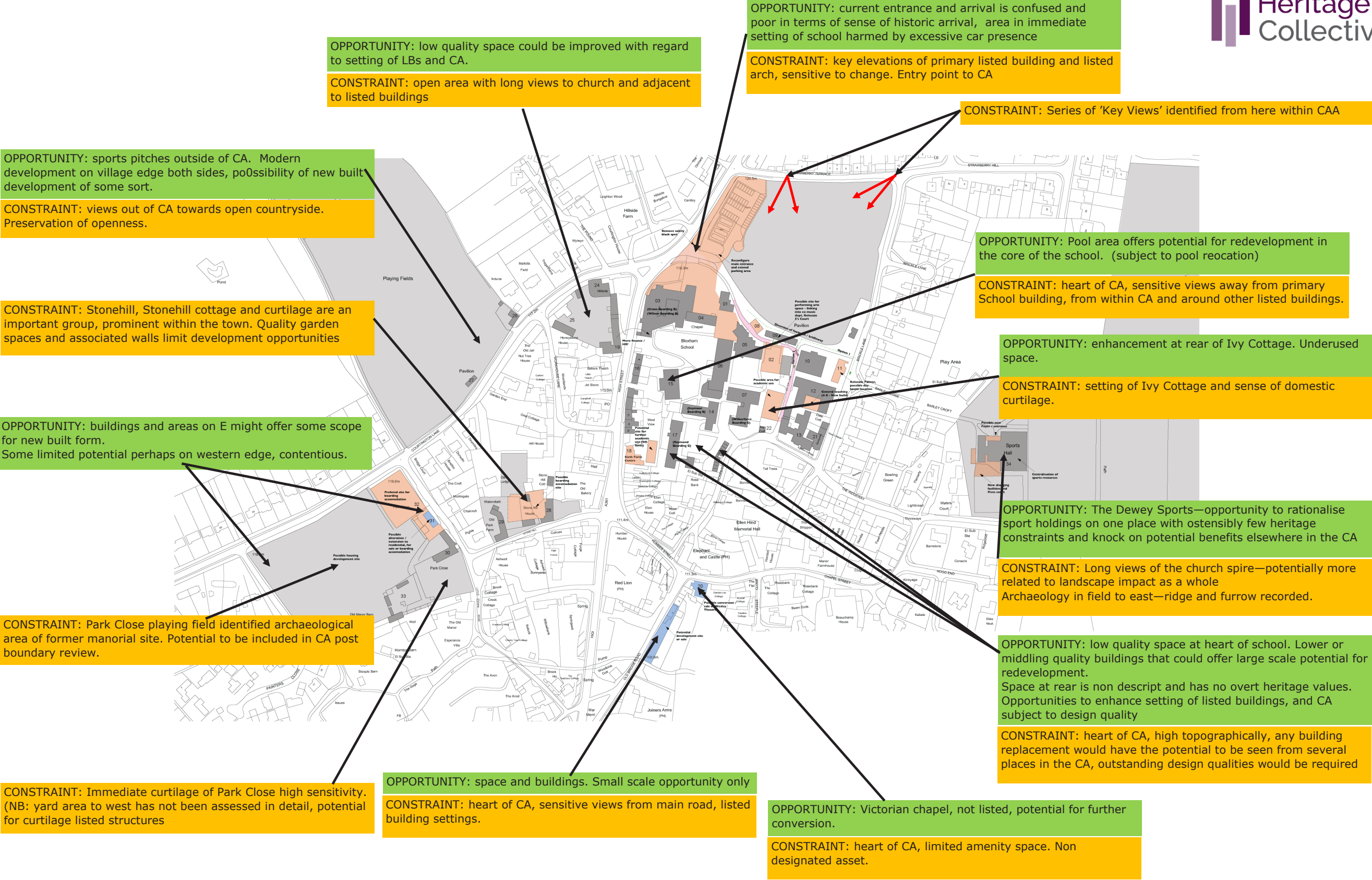


Figure 18 : Heritage constraints and opportunities annotations.

## 5. OPPORTUNITIES AND CONSTRAINTS: ARCHITECTURE

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The previously mentioned landscape and heritage opportunities and constraints broadly relate to architecture. This section therefore identifies the additional constraints and characteristics that have not previously been covered and generally relates to visual analysis, the use of space and buildings and design principles.

The main campus covers much of the area from Strawberry Terrace (to the north) to Humber Street (to the south). As a result, it adjoins public edges/areas of differing character. This includes the open fronted aspect to the north and the tighter knit, denser domestic scale and setting to the south (where the school becomes more ingrained with the historic village core). The built environment of Bloxham School is architecturally diverse and both defines and reflects this transition of character.

The main campus is characterised by a mix of historic and modern buildings. The historic built form is as described in the heritage section above and the modern development comprises functional 20th century buildings and more recent high-quality contemporary designs (including the school library and the Technology Centre).

The contemporary development responds positively to local character with distinctive modern building forms, traditional materials and environmentally sustainable features that broadly reflect the school's design aspirations for future development. This architectural language emphasises the forward-looking ethos of Bloxham School and its desire to respect and celebrate historic character.

The addition of buildings over time has formed a series of courtyards and connections that enhance the relationship of the built environment (as illustrated at **figure 19**). In addition, there are several informal spaces that could be better utilised and enhanced. The more formal courtyard spaces generally separate the use of the main campus buildings.

As illustrated at **figure 20**, those buildings along the northern portion of the campus (adjoining the playing fields) are generally in academic use, while those buildings to the south are either boarding or ancillary facilities. This differentiation of space and building use makes a positive contribution to the character of the main campus.

The legibility of the main campus is complicated by the contrived access arrangements at the main entrance and Rose Bank – these access constraints are explored further in the highways section below. In terms of architecture, there is a functional disconnect between the main entrance and reception which contributes to the aforementioned safeguarding deficiency. The access arrangements at Rose Bank present challenges in terms of circulation and generate a poor functional connection between the surrounding buildings.

Comparatively and with exception to the Dewey, the built environment character of the wider campus (particularly at Repton Cottage and Hillside, Stone Hill, Park Close and Courtington Lane), has broadly remained static, with relatively small-scale interventions (such as functional outbuildings and hardstanding) being introduced over time. Notwithstanding these limited changes, more significant architectural interventions (including housing and boarding accommodation) were previously supported to the rear of Repton Cottage and at the Park Close courts.

### Constraints

- The transitional and sensitive character of the surrounding built environment demands high-quality solutions in terms of siting, scale, architectural style and materials palette.
- Having regard to the existing historic and modern built form and the strong frontages and courtyards, the development space of the main campus is limited.
- The contrived legibility of the site access arrangements creates a functional disconnect between access points and use of the existing buildings.
- Development proposals must respect and where possible enhance the existing strong visual frontages.

### Opportunities

- More effective use can be made of the under-utilised spaces across the school campus such as Rose Bank, east of Wilberforce House, land adjoining Brickle Lane (north of Exham House), the area between Pavilion and Sam Kahn Music School, the Stonehill House and Repton Cottage/Hillside courtyards and space around the Dewey sports centre and the built form at Park Close and Courtington Lane.
- Existing buildings can be re-purposed to accommodate more appropriate uses that respond better to the academic and spatial needs of the school. Such buildings include the Swimming Pool, Fives Courts, Main Building, Repton Cottage, Art Block, Sixth Form Art Block and the Park Close CCF building.
- The above opportunity areas can be utilised to consolidate the teaching campus and sports facilities.
- The function and appearance of the positive courtyards/linked spaces can be reinforced and enhanced.
- The poor visual frontages at Rose Bank, Brickle Lane, Repton Cottage and Park Close can be improved.
- The appearance of buildings identified for quality of life improvements and general refurbishment (including Raymond and Seymour houses) can be improved.
- The boarding hub function at Rose Bank can be reinforced with additional boarding facilities and better external connections between buildings.
- Local distinctiveness can be enhanced and the strong architectural character of Bloxham School can be reinforced with good design and a local materials palette.



5. OPPORTUNITIES AND CONSTRAINTS: ARCHITECTURE



CLIENT  
Governors of Bloxham School

PROJECT  
Proposed Development Plan

TITLE  
Proposed Development Plan  
Character / Frontages / Views

SCALE  
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Jan 20

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18\_095

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JLM

DRAWING N°  
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5. OPPORTUNITIES AND CONSTRAINTS: ARCHITECTURE



Figure 20: Visual Analysis



## 5. OPPORTUNITIES AND CONSTRAINTS: ACCESS AND TRANSPORT

This chapter is supported by the Transport Summary Note prepared by the Cole Easdon transport consultants and is attached at appendix 5. The school site has a number of key challenges in terms of access and transport. These challenges directly relate to usability and to safety. Some of these challenges can be improved with minor interventions on site, whilst others require wider holistic changes to the site layout in order to provide improve capacity, safety and usability.

### Constraints

Many of the transport constraints reflect the operational requirements and deficiencies identified in the chapter 3 'Access, Parking and Highway Safety' sub-section of this document.

The main school access is located on the A361 (High Street), immediately north of the High Street/Courtington Lane junction. The school access is split into two dropped kerbs/crossovers, behind which is a large expanse of tarmac forming a loop. The arrangement gives the impression there is an informal one-way system, but the accesses are in fact both two-way. This is despite there being a one-way entrance and exit points into and out of the school grounds themselves, the latter being through a historic archway with an awkward relationship with the vehicular accesses. During peak times, the main access arrangement creates notable confusion. Pedestrian facilities into the school and across the accesses are poor, with no segregation from general car and occasional larger vehicle movements, which include coaches and delivery vehicles.

Once within the site, there is limited segregation for pedestrian routing, and no dedicated area for coaches. Vans and coaches for the school therefore park on the loop that is created outside of the school entrance. On occasion the parking of coaches blocks the exit point (the archway). The main car park comprises 51 parking spaces; this is often at capacity, particularly during peak flow where there is a mixture of demand for long term parking, but also for drop-off/pick-up. Externally, the High Street/Courtington Lane junction is unconventional in terms of layout. The junction can result in conflict of users.

Towards the Dewey Sports Centre, there is a crossing point which is not as clearly defined as it could be, and within the Dewey sports site itself the internal access driveway is narrow, restricting access, and providing potential for pedestrian and vehicle conflicts. The Dewey car park is not efficiently used as there are no space markings, and this is an issue for both users of the school premises, and for the users of Jubilee Park who are often able to use the car park for functions at the Park.

The Rose Bank car park operates with an informal one-way system, and its access is relatively narrow and the visibility is restricted onto a historic, narrow local road network. Access at Repton Cottage (the Bursary) car park also has poor visibility, although there is no accident history at either of these sites. The Rose Bank car park acts as a secondary access, but is located away from the school reception, and therefore presents a potential safeguarding weakness.

### Opportunities

The Transport Summary Note finds there are a number of important opportunities that could come forward to improve the function, safety, safeguarding and experience of the local and site-specific network of highways, accesses, routes and car parks. In summary these include:

- Safer access and egress at the main entrance through a revised junction design;
- Increased capacity for parking;
- Formal strategy and provision for the parking of minibuses/vans/coaches;
- Potential to improve the High Street/Courtington Lane junction;
- Safer pedestrian experience, and better safeguarding;
- Utilisation of the historic archway as a dedicated pedestrian access point;
- Improvements to access, capacity and internal driveway usability at the Dewey site;
- Provision of a Travel Plan and Movement Strategy; and
- Provision of marking out car parking spaces where they are not currently defined.



Figure 21: Upper – views north and south of main entrance. Lower – access pinch point at Jubilee Park.



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5. OPPORTUNITIES AND CONSTRAINTS: TRANSPORT



Figure 23: Transport opportunities.



CLIENT  
Governors of Bloxham School

PROJECT  
Proposed Development Plan

TITLE  
Proposed Development Plan  
Cole Easdon  
Traffic Opportunities and Improvement

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# 5. OPPORTUNITIES AND CONSTRAINTS: *PLANNING*

The afore identified opportunities and constraints are all planning considerations. This section therefore identifies the additional constraints and characteristics of relevance to planning that have not previously been covered. In addition to specific site constraints, these matters relate to broader land use, designations and design principles.

## Constraints

- Jubilee Park is designated Local Green Space. In this capacity, the park is protected from development that would involve the loss of or harm the openness of the site.
- The playing fields at the Dewey, Jubilee Park, the main school campus, Courtington Lane and Park Close are designated as Open Space. The development or loss of this protected open space is resisted.
- The sports function of these sites is also protected. Development involving the loss of sports provision is resisted and must comply with the Sports England exemptions.
- The land north of The Ridgeway (due east of the Dewey) is designated grade I ‘excellent’ agricultural land.
- Existing land uses including residential and employment land are generally protected.
- Development proposals should protect residential amenity. Given the layout of the school campus, most development opportunities are isolated from surrounding uses.

## Opportunities

- Great weight is afforded to the need to create, expand and alter schools and proposals that provide a sufficient choice of school places and education choice are supported. Accordingly, the growth of Bloxham School attracts positive weight in this respect.
- Proposals facilitating economic and employment growth are supported. In this capacity, some of the proposed Masterplan projects will provide new permanent employment opportunities in Bloxham and most of the projects will provide short-term local employment (associated with the construction process). The continuing operation and future growth of Bloxham School will make substantial contributions to the local economy and employment levels.
- Proposals for indoor and outdoor sports facilities are supported. As such, the improvement and expansion of the Dewey Sports Centre attracts positive weight in this respect.
- Development enhancing the recreational or sporting uses of Local Green Spaces (including Jubilee Park) is supported. Jubilee Park is subject to access deficiencies that limit the recreational and sporting use of the site. These deficiencies could be addressed through the collaborative improvement of the Jubilee Park and Dewey Sports Centre access and parking arrangements.

- Enhancing open space (including the playing fields and sports facilities at main school campus, the Dewey, Courtington Lane, Park Close and Jubilee Park) is supported and partnership working is encouraged to achieve this.
- Proposals that improve the visual amenity of a site and its surroundings are supported. As such, there is opportunity to improve visual amenity through new built form associated with the Masterplan projects.
- The effective use of land and the re-use of previously developed land is supported. Some Masterplan projects will improve land-use efficiency and therefore will attract positive weight in this respect.
- The school campus does not contain nor is it within close proximity of protected ecological sites.
- The school campus falls within Flood Zone I.
- In light of the coronavirus pandemic, there is a recognised need to facilitate more opportunities for outdoor activities due to the social distancing limitations affecting indoor space. In this capacity, there are clear opportunities to enable a greater use of outdoor sports space for a greater proportion of the day (through the provision of floodlighting) and to support outdoor seating at the White Lion Café.



Figure 24: A pavement licence would greatly support operation of the White Lion Café (which is currently restricted due to social distancing).



5. OPPORTUNITIES AND CONSTRAINTS: PLANNING



Figure 25: Site plan with building uses

CLIENT  
Governors of Bloxham School

PROJECT  
Proposed Development Plan

TITLE  
Proposed Development Plan  
Listed Buildings / Curtilage / Sensitivity

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## 6. MASTERPLAN PROJECTS: OPPORTUNITY AREAS AND STRATEGIC IMPLICATIONS

In light of the aforementioned constraints and opportunities, this chapter identifies the areas of Bloxham School and its surroundings that are considered to present development opportunities that contribute towards the realisation of the Masterplan Vision and therefore the advancement of education, community integration and outreach and the resilience of the school. The opportunities areas are listed below, indicated at **figure 27** and addressed in turn:

- Main School Campus
- Dewey Sports Centre
- Repton Cottage, Merton Cottage (Merton House) and Hillside
- Stonehill House and Cottage and Old Park Farm Annexe
- Park Close
- Courtington Lane

### Main School Campus

**Access and parking:** There is an opportunity to enhance the main access and parking area to provide a greater sense of arrival, a more legible and efficient layout for circulation, drop-off and parking and to improve highway safety (particularly for pedestrians). There is also opportunity to improve the site access and parking arrangements at Rose Bank to meet short-term needs.

**Existing buildings:** There is opportunity to re-purpose some the buildings to make better, more efficient and more legible use of space. The key opportunities relate to the Main Building (including the relocation of the reception and Crake Boarding House to enable the relocation/provision of the day house, classroom space and houseparent accommodation), the Art Block (including the relocation of classroom space to accommodate the main reception), the swimming pool (which could be repurposed as the Performing Arts Centre) and the High Street dwellings (which are generally interchangeable between houseparent accommodation and teaching and administration space).

**Under-utilised land:** There is opportunity to make a more effective use of under-utilised land within the school grounds. In particular, Rose Bank, land to the east of Wilberforce House (Ivy Cottage garden), space between the Pavilion and the Sam Kahn Music School (currently occupied by the PROV), space between Exham House and the swimming pool and land adjoining Brickle Lane (north of Exham House) all present opportunity areas to accommodate new development. Furthermore, there is opportunity to increase the upward scale of some low-lying buildings with Wilberforce House presenting a key opportunity.

In terms of strategic implications, the repurposing of any of the above-mentioned buildings will displace existing uses and this will need to be addressed through alternative provision. The site-specific displacement impact of Masterplan projects is detailed in the phasing table. The development of under-utilised space may unlock development potential elsewhere on the campus.

### Dewey Sports Centre

There is opportunity to make more effective use of land, to consolidate the location of sports provision and to expand the sporting offering at the Dewey. There is also opportunity to improve the access and parking arrangements of the site and this could be achieved in collaboration with Jubilee Park improvements. There is also opportunity to explore the expansion of the Dewey playing fields to the east, through the acquisition of land north of The Ridgeway. The consolidation of sports provision at the Dewey and particularly the more effective use and extension of the site may unlock development on other school sport sites, particularly Park Close and Courtington Lane.

### Repton Cottage (Merton House) and Hillside

There is opportunity to repurpose and expand these buildings to provide boarding accommodation within immediate proximity of the main school campus. There is also potential to introduce new built form or amenity space within the courtyard, particularly given the previously approved residential development at the courtyard. The improvement of the building and the low-quality courtyard provides the opportunity to deliver a heritage enhancement.

In strategic terms, the re-purposing of this site to day/boarding accommodation would unlock development potential at both Stonehill House and the Main Building. However, it would also displace the existing site functions including the Bursar’s Office, Maintenance and Estates.

### Stonehill House and Cottage and Old Park Farm Annexe

There is opportunity to repurpose these buildings and to explore small-scale development options at the under-utilised courtyard to provide boarding accommodation. The redevelopment of the low-quality storage units in the courtyard and the improvement of the hidden walled gardens provides the opportunity to deliver a heritage enhancement.

### Park Close

There is opportunity to re-purpose part of this site (including CCF building) to meet short-term Maintenance and Estates needs. There is further opportunity to explore a more appropriate use of this under-utilised site, particularly having regard to the previously approved residential development and boarding house accommodation at the courts. There is also opportunity to explore land exchange or sharing arrangements at this site.

In strategic terms, the short-term Maintenance and Estate development of this site unlocks development opportunity at Repton Cottage (enabling its conversion to day/boarding house accommodation). The further development opportunities may unlock or fund development opportunity at the main campus or land sharing opportunities at the Dewey, Jubilee Park and potentially land north of The Ridgeway.

### Courtington Lane

There is opportunity to expand and re-purpose the existing under-utilised storage building and to explore the wider improvement or re-use of this site to meet sporting, parking or asset management needs. There is also opportunity to explore land exchange or sharing arrangements at this site. In strategic terms, these development opportunities may unlock development or land sharing opportunities in a similar manner to Park Close.

6. MASTERPLAN PROJECTS: OPPORTUNITY AREAS AND STRATEGIC IMPLICATIONS



Figure 27: Potential Development Sites

CLIENT

Governors of Bloxham School

PROJECT

Proposed Development Plan

TITLE

Proposed Development Plan  
Potential Development Sites

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Jan 20

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### Note – February 2021

Please be advised that the following section was authored at a specific point in time, in Q3 2020. It is however intended to function as a 'live' project management schedule that may be subject to change in line with the School's priorities and external circumstances (such as Covid-19) that may have a bearing on its future plans.

Bloxham School will keep Cherwell District Council and other key stakeholders up to date where possible, as to which projects are progressed and on what timeframe they are implemented.

## 6. MASTERPLAN PROJECTS: DEVELOPMENT OPTIONS

This chapter identifies the specific Masterplan projects which are necessary to deliver the Bloxham School Masterplan Vision. The projects and their need have been informed by the detailed assessment of the operational requirements and deficiencies of the school, the Masterplan Vision components, objectives and deliverables, the constraints and opportunities and the development opportunity areas.

Each of these projects contributes towards the realisation of the Masterplan Vision and thereby enables Bloxham School to grow and evolve in a manner that safeguards its resilience in the competitive education market and enables the school to continue to with its aim of advancing education and supporting the local community.

The below table identifies the projects proposed in the short and medium-term, in addition to several longer-term and/or more speculative projects. The table explains the nature of the works, how, where and why they are required and additionally indicates technical considerations and target implementation timescales. Those projects shaded green have been completed and those shaded amber are in progress.

No.	Site	Proposal	Rationale	Key Considerations	Implementation
1a	Repton Cottage and Merton Cottage (Merton House).	Internal alterations to enable the conversion of Bursary office and administration to a day house.	<p>The new day house increases the Senior School day attendance places, thereby partially meeting the local demand for lower-cost flexible education arrangements. This project therefore helps to facilitate the required growth of the student population and adapt to the shifting market demand for flexible boarding opportunities.</p> <p>The proposal relocates the existing day house from Stonehill House to a site within immediate proximity of the main school campus, improving spatial efficiency and enabling Stonehill House to be repurposed (project 2a).</p> <p>The proposed internal alterations also compliment the long-term plan to return the property to a boarding house function (project 1b).</p> <p>Relevant Masterplan Vision elements:</p> <ul style="list-style-type: none"><li>Objective 6 (growing Bloxham School)</li><li>Objective 7 (diversifying Bloxham School)</li><li>Deliverable 12 (day house accommodation)</li></ul>	<p><b>Heritage:</b> An application for Listed Building Consent has already been submitted and the heritage impacts of the proposal have been assessed in the submitted Heritage Statement.</p> <p><b>Planning:</b> The proposal will displace the existing Bursar's office, and administration and operational functions (including Maintenance and Estates).</p>	<p>September 2020.</p> <p>Listed Building Consent was approved and the project has been implemented.</p> <p>Merton House now operates as the Senior School day house.</p>
2a	Stonehill House and Stonehill Cottage	Internal and external alterations to enable the conversion of a day house to a boarding house.	<p>The proposal provides a third girls boarding house of 22 beds, thereby partially meeting the immediate need to enhance the co-educational experience of the school. The new boarding house also helps to facilitate the required growth of the student population, providing additional boarding accommodation to meet both domestic and overseas demand.</p> <p>The alterations are required to facilitate the proposed use and to connect the residential houseparent accommodation at Stonehill Cottage to the main house (as required by the Independent School Inspectorate (ISI) regulations).</p> <p>Relevant Masterplan Vision elements:</p> <ul style="list-style-type: none"><li>Objective 6 (growing Bloxham School)</li><li>Objective 7 (diversifying Bloxham School)</li><li>Deliverable 11 (boarding house accommodation)</li></ul>	<p><b>Heritage:</b> The property is grade II listed and falls within Conservation Area. The internal alterations can be designed to preserve the special historic and architectural interest of the building.</p> <p><b>Highways:</b> The property is in close proximity of the main campus and is already operated as a day house. The proposed boarding house use would likely generate less vehicular movement to the site in comparison to the existing day house function.</p> <p><b>Planning:</b> The building was previously operated as a boarding house and the proposed development would return the site to this use. The creation of a new boarding house is likely to generate additional employment.</p>	<p>September 2020.</p> <p>Listed Building Consent is pending approval.</p> <p>Stonehill House now operates as the third girls' boarding house</p>



## 6. MASTERPLAN PROJECTS: DEVELOPMENT OPTIONS

No.	Site	Proposal	Rationale	Key Considerations	Implementation
3a	Park Close (CCF annexe, courts and cricket nets)	<p>Conversion of annexe to administration offices.</p> <p>Repurposing of courts and/or cricket nets to enable parking and storage associated with Maintenance and Estates operations.</p>	<p>The current Maintenance and Estates offices and associated parking and storage are located at Repton Cottage. The provision of the day house (project 1a) displaces these offices and their ancillary facilities. Therefore, the relocation of these facilities is necessary to facilitate the new day house.</p> <p>The proposed conversion of the annexe will accommodate the Maintenance and Estates offices while parking and storage can be accommodated at the courts and/or the cricket nets, both of which are visually concealed from the street scene.</p> <p>Relevant Masterplan Vision elements:</p> <ul style="list-style-type: none"> <li>Objective 6 (growing Bloxham School)</li> <li>Objective 7 (diversifying Bloxham School)</li> <li>Deliverable 11 (boarding house accommodation)</li> </ul>	<p><b>Landscape:</b> While Park Close is visible from PRoW 136/6 (on the top of Hobbs Hill), the specific site is largely screened by residential development. Given the low-scale of the parking and storage functions, the proposal is unlikely to have any impact upon key views.</p> <p><b>Heritage:</b> The site falls within the Conservation Area, however, owing to the existing built form, is visually concealed. The presence of hard surfaces enables the site to be repurposed with minimal intervention.</p> <p><b>Planning:</b> The conversion of the annexe does not require planning permission. The repurposing of sports facilities is considered to be acceptable as the loss of the courts has previously been supported to enable both residential development and a boarding house. In addition, both the courts and cricket nets can be relocated to the main school campus and Dewey Sports Centre playing fields.</p>	<p>September 2020.</p> <p>The annexe now operates as the Maintenance and Estates offices.</p>
4a	Dewey Sports Centre (playing fields)	<p>Provision of Park Close courts (3 x tennis courts and 2 x netball courts).</p>	<p>The existing courts are in poor condition owing to their age and require replacement. The proposal will provide new courts at the Dewey (within immediate proximity of changing rooms and other sports facilities). In this capacity, the proposal will improve the spatial efficiency of the school</p> <p>The proposal also facilitates the repurposing of the Park Close courts (project 3a).</p> <p>Relevant Masterplan Vision elements:</p> <ul style="list-style-type: none"> <li>Objective 3 (enhancing spatial efficiency)</li> <li>Objective 4 (expanding sports offering)</li> <li>Deliverable 7 (consolidating outdoor sports)</li> </ul>	<p><b>Landscape:</b> Semi-screened views across the site are achievable from Jubilee Park and PRoW 136/2 (to the north). It is proposed the courts be located on the unused lawn to the east of the AstroTurf pitches. The site lies on the village boundary and is separated from the adjoining agricultural land by a thin line of trees. However, the provision of courts would harmonise with the existing site character and would be seen in the context of the AstroTurf pitches.</p> <p><b>Heritage:</b> The Dewey forms the setting of the Conservation Area to a lesser extent. Accordingly, it is considered that development is unlikely to impact the character and appearance of the area.</p> <p><b>Planning:</b> The area to the east of the AstroTurf pitches is currently underutilised and spatially lends itself to the provision of courts. The proposal needs to be assessed against planning policy and Sport England Guidance.</p>	<p>January 2021.</p>
5	Seymour Boarding House	<p>Alterations to enable internal improvements.</p>	<p>The proposed refurbishments and internal layout improvements (including the relocation of the laundry and matron room) will help deliver quality of life improvements necessary to ensure that existing boarding facilities remain competitive in terms of pastoral care.</p> <p>Relevant Masterplan Vision elements:</p> <ul style="list-style-type: none"> <li>Objective 6 (growing Bloxham School)</li> </ul>	<p><b>Planning:</b> Having regard to the anticipated internal nature of the works and permitted development rights, it is considered unlikely that planning permission will be required.</p>	<p>September 2020.</p> <p>The proposed internal works have been completed.</p>

## 6. MASTERPLAN PROJECTS: DEVELOPMENT OPTIONS

No.	Site	Proposal	Rationale	Key Considerations	Implementation
6	Raymond Boarding House	Alterations to enable internal improvements.	<p>The proposed refurbishments and internal layout improvements (including the relocation of the main entrance and matron room, expansion to houseparent accommodation and a new kitchen) will help deliver quality of life improvements necessary to ensure that existing boarding facilities remain competitive in terms of pastoral care.</p> <p>Relevant Masterplan Vision elements:</p> <ul style="list-style-type: none"> <li>Objective 6 (growing Bloxham School)</li> </ul>	<p><b>Planning:</b> Having regard to the anticipated internal nature of the works and permitted development rights, it is considered unlikely that planning permission will be required.</p>	<p>September 2020.</p> <p>Phase I of the proposed internal works have been completed.</p>
7	Rose Bank (garages)	Demolition of garages to provide parking spaces.	<p>The old garages are substandard in terms of dimensions and are no longer fit for purpose. The proposed demolition of the garages will provide 10-11 parking spaces and thus will help to address the current parking pressures of the school.</p> <p>Relevant Masterplan Vision elements:</p> <p>Objective 2 (improving access and parking)</p> <p>Deliverable 2 (improving main access and parking provision)</p>	<p><b>Heritage:</b> The removal of the low-quality garages will deliver a heritage improvement.</p> <p><b>Highways:</b> The proposal will partially address parking pressures to a lesser extent.</p>	<p>September 2020/2021.</p>
8	Main campus entrance	Access and parking improvements comprising a new site access layout, dedicated coach parking and drop-off facilities, car drop-off facilities and additional car parking.	<p>The proposed development will address the need to improve the legibility, operational safety and sense of arrival at the main entrance.</p> <p>The provision of dedicated coach parking and drop-off will reduce the disruption and obstructive ad-hoc parking at the main entrance.</p> <p>The provision of additional car parking and drop-off facilities will help reduce existing peak parking pressure at the main campus while facilitating the increased level parking likely to be associated with the growth of the student population. It will also compensate for the loss of parking associated with other projects (including 1b and 2b).</p> <p>The revised access arrangements will be designed to integrate with the relocation of the main reception (project 9), thereby improving safeguarding/ access control at the main entrance.</p> <p>Relevant Masterplan Vision elements:</p> <ul style="list-style-type: none"> <li>Objective 2 (improving access and parking)</li> <li>Deliverable 2 (improving main access and parking provision)</li> </ul>	<p><b>Heritage, landscape and architecture:</b> The site falls within the Conservation Area and forms the setting of listed buildings, it is a strong and open visual frontage. The proposal can be designed to positively respond to these sensitivities while also enhancing the role of the memorial archway as a landmark in the sense of arrival to Bloxham School.</p> <p><b>Highways:</b> The proposal is likely to improve the school's operational impact upon the highway network by addressing congestion at the site entrance and enhancing the access to the main route through Bloxham. The proposal would provide safer access arrangements and would reduce parking pressure.</p> <p><b>Planning:</b> The proposal will involve the loss of the cricket nets immediately north of the site entrance. These nets can be relocated elsewhere within the main school playing fields (with the north-east corner being identified as the preferred option).</p>	<p>September 2021.</p>



## 6. MASTERPLAN PROJECTS: *DEVELOPMENT OPTIONS*

No.	Site	Proposal	Rationale	Key Considerations	Implementation
9	Art Block	Alterations to enable the conversion of teaching space to form main reception and administration space.	<p>The location of the main reception in the heart of the school campus presents safeguarding and legibility deficiencies. The proposal addresses these deficiencies by relocating the main reception to the Art Block where site access can be better controlled (owing to the location of the building adjacent to the main entrance and the Public Right of Way through the school grounds).</p> <p>The relocation of the reception and associated administrative functions is also necessary to facilitate the repurposing of the main building (projects 10a-c). The proposal would also accommodate some of the administrative functions displaced by the conversion of Repton Cottage (project 1a).</p> <p>Relevant Masterplan Vision elements:</p> <ul style="list-style-type: none"> <li>Objective 1 (safeguarding)</li> <li>Deliverable 1 (relocating main reception)</li> </ul>	<p><b>Heritage:</b> The building is grade II listed. The proposed conversion could be achieved with limited works to the existing property and can be designed to preserve the special interest of the building.</p> <p><b>Planning:</b> The proposal will displace two art classrooms.</p>	September 2021.
1b	Repton Cottage (Merton House) and Hillside	Extension and alterations to enable the conversion of a day house to a boarding house.	<p>Having regard to its form, location (within immediate proximity of the main campus) and direct connection with staff accommodation at Hillside, this site is better suited to boarding accommodation purposes.</p> <p>This project is necessary to relocate the Crake House boarding accommodation from the main building to Repton Cottage. This project also necessary to enable the main building to be repurposed for a more appropriate use (projects 10a-c).</p> <p>Extensions and alterations to the property are necessary to meet boarding capacity requirements and to connect with the residential houseparent accommodation at Hillside (as required by ISI regulations).</p> <p>Alterations (including the provision of soft landscaping) are required to convert the courtyard car parking and low-quality outbuildings to residential amenity space and school buildings associated with the school and boarding house – this would include the demolition or replacement of the existing nissen hut that is not fit for purpose.</p> <p>Relevant Masterplan Vision elements:</p> <ul style="list-style-type: none"> <li>Objective 6 (growing Bloxham School)</li> <li>Objective 7 (diversifying Bloxham School)</li> <li>Deliverable 11 (boarding house accommodation)</li> </ul>	<p><b>Heritage:</b> Repton Cottage is a grade II listed, it and the wider site fall within the Conservation Area. The proposal can be designed to preserve the special interest of Repton cottage and the character and appearance of the CA. The proposal provides a heritage enhancement opportunity through the soft landscaping of the courtyard.</p> <p><b>Architecture:</b> The day house layout has been designed to enable easy conversion to the proposed boarding house use. The proposed boarding house will provide a better standard of accommodation.</p> <p><b>Highways:</b> The site is located to the west of the main road and the footway is connected to the main campus via an existing controlled pedestrian crossing. The proposed alterations to the courtyard will displace a significant proportion of the 28 existing parking spaces and this loss will need to be mitigated by provision at the main campus (project 8).</p> <p><b>Planning:</b> The site was historically operated as a boarding house and planning permission was previously granted for residential development within the courtyard. The proposal displaces the day house (mitigated by project 10a).</p>	September 2021.

## 6. MASTERPLAN PROJECTS: DEVELOPMENT OPTIONS

No.	Site	Proposal	Rationale	Key Considerations	Implementation
10a	Main Building (including Crake House)	Internal alterations to enable the conversion of a boarding house to a day house.	<p>The relocation of the day house to the main building will further increase the Senior School day attendance places, thereby meeting the anticipated longer-term demand for flexible education arrangements. It will also improve the efficient operation of the school by locating the day house within the academic hub. Alterations are necessary to accommodate the proposed use.</p> <p>The proposal is also necessary to enable Repton Cottage to be repurposed to the proposed boarding house use (project 1b).</p> <p>Relevant Masterplan Vision elements:</p> <ul style="list-style-type: none"> <li>Objective 6 (growing Bloxham School)</li> <li>Objective 7 (diversifying Bloxham School)</li> <li>Deliverable 12 (day house accommodation)</li> </ul>	<p><b>Heritage:</b> The building is grade II listed and falls within the Conservation Area. The proposal can be designed to preserve the special interest of the building.</p> <p><b>Architecture:</b> The form and location of the main building is better suited to day house, rather than boarding house accommodation.</p> <p><b>Highways:</b> Day attendance/flexible boarding arrangements tends to generate more car trips than full boarding. Relocating the day house to the main school campus (which is proposed to benefit from access and parking improvements) will reduce the impact of drop-off movements on the local highway network.</p> <p><b>Planning:</b> The proposal displaces the boarding house (mitigated by project 1b).</p>	September 2021.
10b	Main Building (including Crake House)	Internal alterations to enable the conversion of a boarding house to classroom teaching space and to enable the redistribution of ancillary administration and operational space.	<p>As part of the growth of the school, there is an identified need to provide four classrooms for business studies and economics. In addition, there is a need to accommodate the teaching space displaced as a result the conversion of the Art Block (project 9).</p> <p>The repurposing of Crake House appears to provide sufficient space for both the proposed day house (project 10a) and the required classrooms. Alterations are necessary to enable the proposed use.</p> <p>The proposal would also accommodate some of the administrative functions displaced by the conversion of Repton Cottage (project 1a).</p> <p>Relevant Masterplan Vision elements:</p> <ul style="list-style-type: none"> <li>Objective 5 (Inspiring academia and performing arts)</li> <li>Deliverable 9 (teaching space)</li> </ul>	<p><b>Heritage:</b> As above.</p> <p><b>Architecture:</b> The form and location of the main building is better suited to teaching space, rather than boarding house accommodation.</p> <p><b>Planning:</b> As above. In addition, the increase in the student roll and teaching space may present teacher employment opportunities.</p>	September 2021.
10c	Main Building (Wilson House)	Internal alterations to provide residential houseparent accommodation.	<p>Alterations are necessary to provide residential houseparent accommodation at Wilson House in accordance with ISI regulations.</p> <p>Relevant Masterplan Vision elements:</p> <ul style="list-style-type: none"> <li>Objective 6 (growing Bloxham School)</li> <li>Deliverable 11 (boarding house accommodation)</li> </ul>	<b>Heritage:</b> As above.	September 2021.



## 6. MASTERPLAN PROJECTS: *DEVELOPMENT OPTIONS*

No.	Site	Proposal	Rationale	Key Considerations	Implementation
2b	Stonehill House (Courtyard)	Provision of additional boarding house accommodation and construction of walkways (linking Stonehill House and Old Park Farm Annexe).	<p>The proposal seeks to expand the third girls boarding accommodation at Stonehill House through internal alterations of the existing building and the redevelopment of the low-quality storage units in the courtyard. In this capacity, the project helps to meet the longer-term need to grow the school and enhance its co-educational experience by providing approximately 8 beds.</p> <p>It also positively contributes to the consolidation and enhancement of the boarding function at Stone Hill House and is necessary to create a functional connection between the proposed boarding functions of Stone Hill and the Old Park Farm Annexe (as below).</p> <ul style="list-style-type: none"> <li>Relevant Masterplan Vision elements:</li> <li>Objective 6 (growing Bloxham School)</li> <li>Objective 7 (diversifying Bloxham School)</li> <li>Deliverable 11 (boarding house accommodation)</li> </ul>	<p><b>Heritage:</b> The courtyard is curtilage listed and falls within Conservation Area. It is currently occupied by ad-hoc low-quality storage buildings and its also used as parking space. The redevelopment of the courtyard could facilitate a heritage enhancement.</p> <p><b>Highways:</b> By reason of the low scale of development, it is considered unlikely that the proposal would result in a significant highways impact beyond the proposed boarding use of the main house (project 2a).</p> <p><b>Planning:</b> The existing storage and parking functions would need to be relocated. It is likely that these functions could be accommodated at Park Close (following the re-purposing of this site under project 3a).</p>	September 2021.
11	Old Park Farm Annexe	Conversion from staff accommodation to boarding house with ancillary residential houseparent accommodation.	<p>As above, this proposal also seeks to expand the third girls boarding house (and therefore meeting the longer-term growth and co-educational needs of the school) by providing a further 8-12 beds. The proposed accommodation would be ancillary to Stonehill House and therefore would also positively contribute to the consolidation of boarding functions in this area.</p> <p>Relevant Masterplan Vision elements:</p> <ul style="list-style-type: none"> <li>Objective 6 (growing Bloxham School)</li> <li>Objective 7 (diversifying Bloxham School)</li> <li>Deliverable 11 (boarding house accommodation)</li> </ul>	<p><b>Heritage:</b> The site falls within Conservation Area and the setting of listed buildings.</p> <p><b>Planning:</b> The proposed conversion would displace staff accommodation.</p>	September 2021.
12	Sixth Form Art Block	Repurpose to provide student recreational common room; or  Use to be confirmed.	<p>The current building has a close relationship with the Art Block, however this connection will become more remote following the relocation of the art teaching space to the main building (project 10b). In addition, there may be sufficient space to accommodate Sixth Form art within the proposed main building teaching space.</p> <p>As a result, this building could be repurposed to meet the pastoral need for a student common room or another more suitable use (to be identified the future review of assets/needs).</p> <p>Relevant Masterplan Vision elements:</p> <ul style="list-style-type: none"> <li>Objective 8 (assets management)</li> <li>Deliverable 8 (realising development potential)</li> </ul>	<p><b>Heritage:</b> The building falls within the Conservation Area. The proposed use can be designed to preserve the special interest of the building.</p>	September 2021.

## 6. MASTERPLAN PROJECTS: DEVELOPMENT OPTIONS

No.	Site	Proposal	Rationale	Key Considerations	Implementation
4b	Dewey Sports Centre	Alterations and extensions to accommodate separate visitor changing and washing facilities, a reception (including ancillary office space), the extension of the gym and provision of circulation space.	<p>The existing sports centre lacks a reception, separate washing and changing facilities (for pupils and visitors) and internal connections to the squash courts. This presents safeguarding issues. In addition, the small size of the gym is no longer fit for purpose as a result of the recent and future projected growth of the school.</p> <p>The proposed extension of the sports centre would address these deficiencies and build upon the existing sports offering at the Dewey, maximising the efficient use of the centre.</p> <p>The project enables students to change and wash without having to return to their houses which allows for more efficient timetabling.</p> <p>Relevant Masterplan Vision elements:</p> <ul style="list-style-type: none"> <li>Objective 1 (safeguarding)</li> <li>Objective 4 (expanding sports offering)</li> <li>Deliverable 3 (Dewey extension)</li> </ul>	<p><b>Landscape:</b> Screened views across the site are available from Jubilee Park and PRoW 136/2 to the north. Given the modest scale of the proposal, it is unlikely there will be a significant landscape impact.</p> <p><b>Heritage:</b> The Dewey forms the setting of the Conservation Area to a lesser extent. The proposal can be designed to respond sensitively to the setting of the CA.</p> <p><b>Planning:</b> The proposal would be of great benefit to the local community, expanding the existing facilities available to local schools, groups and the general public.</p> <p>Dependent upon its siting, the proposed extension of the sports centre may impact the provision of outdoor sports facilities, though it is likely to comply with the exemptions of Sport England Guidance as it meets Exemption 5 (as it expands and enhances sports facilities).</p>	September 2022.
4c	Dewey Sports Centre (AstroTurf pitches)	Provision of floodlighting.	<p>The need for floodlighting now is more pressing than ever; the growth of Bloxham School and local schools places significant pressure on the use of the AstroTurf in daylight hours. Being able to fully utilise the AstroTurf until the evening is critical to fulfilling the charitable duties of the school. In addition, the lack of floodlighting places Bloxham School at a significant competitive disadvantage against independent schools.</p> <p>This project is necessary to deliver an acceptable level of pitch illumination that enables the efficient use of the Dewey pitches by Bloxham School and facilitates block fixtures for other local schools.</p> <p>Relevant Masterplan Vision elements:</p> <ul style="list-style-type: none"> <li>Objective 4 (expanding sports offering)</li> <li>Deliverable 4 (floodlighting)</li> </ul>	<p><b>Landscape:</b> Previous proposals for floodlights have been resisted on landscape impact grounds on the basis of the siting, scale and illumination of the columns and the absence of sufficient mitigation to address the deemed visual harm.</p> <p><b>Heritage:</b> As above.</p> <p><b>Planning:</b> The proposal would also be of great benefit to the local community, enabling local schools and groups to make a far more effective use of these excellent facilities, particularly in Winter when daylight hours are very short.</p> <p>The proposal attracts significant positive weight as it enables greater use of the AstroTurf pitches, thereby strengthening the sporting offer at function at a designated open space (in accordance with Sport England).</p>	September 2022.
4d	Dewey Sports Centre	Provision of Fives Courts.	<p>The existing Fives Courts are isolated within the academic hub of the main campus and therefore relate poorly to the Dewey. The proposed relocation of the Fives Courts is necessary to improve the spatial efficiency of the school by consolidating sports facilities through the provision of new, better quality courts at the Dewey.</p> <p>This project is also necessary to enable the existing building to be repurposed for a use more appropriate to the academic hub function.</p> <p>Relevant Masterplan Vision elements:</p> <ul style="list-style-type: none"> <li>Objective 3 (enhancing spatial efficiency)</li> <li>Objective 4 (expanding sports offering)</li> <li>Deliverable 5 (relocate Fives Courts)</li> </ul>	<p><b>Landscape:</b> Screened views across the site are available from Jubilee Park and PRoW 136/2 to the north. The proposal can be designed to have a neutral impact upon the local landscape.</p> <p><b>Heritage:</b> The Dewey forms the setting of the Conservation Area to a lesser extent. The proposal can be designed to respond sensitively to the setting of the CA.</p> <p><b>Planning:</b> Dependent upon its siting, the proposal may impact the provision of outdoor sports facilities, though it is likely to comply with the exemptions of Sport England Guidance as it meets Exemption 5 (as it provides indoor sports facilities).</p>	September 2022.



## 6. MASTERPLAN PROJECTS: DEVELOPMENT OPTIONS

No.	Site	Proposal	Rationale	Key Considerations	Implementation
13	Fives Courts	Repurposing to provide classroom teaching space; or  Use to be confirmed.  Forms part of one of the possible sites for a new Performing Arts Centre	There is an identified need to provide additional teaching space to accommodate the growth of the school. While six classrooms can be accommodated through the conversion of the main building (project 10b), the school must retain flexibility to deliver additional teaching should the need arise.  Having regard to its physical connection with the Sam Kahn Music School and the form and architecture of the Fives Courts building, the building lends itself to a studio or other teaching use that is compatible with the Music School and the wider academic hub.  Relevant Masterplan Vision elements: <ul style="list-style-type: none"> <li>Objective 5 (Inspiring academia and performing arts)</li> <li>Objective 8 (assets management)</li> <li>Deliverable 8 (realising development potential)</li> <li>Deliverable 9 (teaching space)</li> </ul>	<b>Heritage:</b> The building falls within the Conservation Area and is of historic character. Alterations would be depended upon the proposed use, however these could be designed to conserve the character and appearance of the building.	September 2022.
14	Swimming pool; or  Land adjoining Brickle Lane (north of Exham House);  Part of the Sam Khan Music School and the Fives Court; or  Part of Wilberforce and Ivy Cottage / Egerton House garden	Construction of Performing Arts Centre.	There is an unmet need for high-quality larger performing arts space both for the school and the wider village. The proposed 250-seat Performing Arts Centre (PAC) is required to meet this need and to enable performing arts to flourish.  The location of the PAC is yet to be confirmed and is limited due to the large building footprint and height required and the need to locate the building at the main campus academic hub.  The conversion of the swimming pool has been identified as a possible option due to its location, footprint and subterranean aspect. Other options (including those listed to the left) are being explored.  The provision of a PAC would enable the substandard facility at Wesley Theatre to be released, in line with the operational need to consolidate the school campus to improve spatial efficiency.  Relevant Masterplan Vision elements: <ul style="list-style-type: none"> <li>Objective 5 (Inspiring academia and performing arts)</li> <li>Deliverable 10 (Performing Arts Centre)</li> </ul>	<b>Landscape and heritage:</b> The main campus falls within the Conservation Area and forms the setting of listed buildings, the proposal can be designed to positively respond to these sensitivities.  <b>Architecture:</b> The large building footprint necessary to accommodate a Performing Arts Centre restricts the locations feasible.  <b>Planning:</b> The proposal will deliver significant benefits to the local community by providing a high-quality venue able to host community groups including drama, music, ballet and dance.	From September 2022 (to be confirmed).

6. MASTERPLAN PROJECTS: *DEVELOPMENT OPTIONS*

No.	Site	Proposal	Rationale	Key Considerations	Implementation
4e	Dewey Sports Centre (courts); or  Swimming pool	Provision of new swimming pool; or  Alterations and extension to accommodate separate visitor changing and washing facilities, a reception and a 25m length pool.	<p>The 25yd length of the existing pool is insufficient for competitive purposes and it thus requires expansion. In addition, the current location of the pool (within the main academic hub, away from other sports functions) and its lack of a reception area and separate changing facilities for visitors presents safeguarding and spatial efficiency issues.</p> <p>Accordingly, there is clear need to improve and relocate the pool to provide a state-of-the-art facility suitable for competitive purposes that is appropriately safeguarded.</p> <p>The relocation of the swimming pool may also be necessary to facilitate the conversion of the existing building to the Performing Arts Centre (project 14).</p> <p>Relevant Masterplan Vision elements:</p> <ul style="list-style-type: none"><li>• Objective 1 (safeguarding)</li><li>• Objective 3 (enhancing spatial efficiency)</li><li>• Objective 4 (expanding sports offering)</li><li>• Deliverable 6 (relocate swimming pool)</li></ul>	<p><b>Landscape:</b> It is proposed that the swimming pool be relocated to the tennis and netball courts south of the Dewey. In this location, the new building would be screened from Jubilee Park and PRoW 136/6 by the existing building and would also be partially screened by tree planting. It would also be seen in the context of the existing built form. As such, the proposal is unlikely to impact key views or the local landscape character.</p> <p><b>Heritage:</b> The Dewey forms the setting of the Conservation Area to a lesser extent. The proposal can be designed to respond sensitively to the setting of the CA.</p> <p><b>Planning:</b> The proposal would be of great benefit to the community, enabling the school to host swimming competitions and to better support swimming opportunities for locals including primary school children.</p> <p>The proposal may displace 1-2 tennis courts and 1 netball court. The need to replace these facilities should first be assessed under the Sport England Guidance. The displaced facilities could be provided to the east of the AstroTurf pitches (in the same manner as project 4a).</p>	<p>To be confirmed.</p> <p>Timeline dependent upon project 14 delivery method.</p>
4f	Dewey Sports Centre  (potentially including Jubilee Park)	<p>Access and parking improvements comprising widening site access to Jubilee Park, and formalising existing car parking at the Dewey.</p> <p>Potentially providing a new access layout and turning space, plus additional parking at the Dewey and/or Jubilee Park.</p>	<p>The access at the Dewey is substandard as a result of the restrictive road width of Barley Close, the pinch-point access to Jubilee Park and the narrow driveway serving the Dewey (which collectively generate highway conflict). The Dewey car park is unmarked and therefore informally and inefficiently utilised. It is also unsuitable for coaches.</p> <p>The proposed improvements would help to address these deficiencies and help to meet the identified current and future anticipated car and coach parking deficiencies.</p> <p>The best access layout could be achieved with a collaborative approach delivering a comprehensive improvement utilising both the Jubilee Park and Dewey facilities. The new layout would enhance the positive operational relationship of the two sites.</p> <p>Relevant Masterplan Vision elements:</p> <ul style="list-style-type: none"><li>• Objective 2 (improving access and parking)</li><li>• Deliverable 2 (improving main access and parking provision)</li></ul>	<p><b>Landscape:</b> Semi-screened views across the site are achievable from Jubilee Park and PRoW 136/2 (to the north). The proposals may impact the tree planting at the Dewey access and it is considered that mitigation planting could be provided.</p> <p><b>Heritage:</b> The Dewey forms the setting of the Conservation Area to a lesser extent. Accordingly, it is considered that development is unlikely to impact the character and appearance of the area.</p> <p><b>Highways:</b> The proposal is likely to improve the school's operational impact upon the highway network by addressing congestion at the site entrance. It would provide safer access arrangements and would reduce parking pressure for users of both Jubilee Park and the Dewey.</p>	<p>To be confirmed.</p>



## 6. MASTERPLAN PROJECTS: *DEVELOPMENT OPTIONS*

No.	Site	Proposal	Rationale	Key Considerations	Implementation
15	Land north of The Ridgeway	Change of use from agricultural land to sports provision.	<p>In order to consolidate the school's sports offering at the Dewey (to improve the spatial efficiency of the campus), it may be necessary to acquire land to accommodate additional outdoor sports playing fields.</p> <p>By reason of its physical connection to the Dewey, its topography and landscape setting, this site lends itself to the expansion of the outdoor playing fields.</p> <p>Relevant Masterplan Vision elements:</p> <ul style="list-style-type: none"> <li>Objective 3 (enhancing spatial efficiency)</li> <li>Objective 4 (expanding sports offering)</li> <li>Objective 8 (assets management)</li> <li>Deliverable 7 (consolidating outdoor sports)</li> <li>Deliverable 8 (realising development potential)</li> </ul>	<p><b>Landscaping:</b> The site is open and flat and semi-screened views are achievable from PRoW 136/2 (to the north). The proposal would maintain this open character and could provide landscape enhancement along the site boundary to soften the rural-urban fringe of the village.</p> <p><b>Planning:</b> The proposal would involve the loss of agricultural land and would need to be based upon an evidenced need for additional sports playing fields, in accordance with Sports England Guidance.</p>	To be confirmed.
16	Jubilee Park	Expansion of sports facilities.	<p>By reason of its immediate connection with the Dewey and its existing sports facilities, Jubilee Park lends itself to the expansion of the school's sports offering at the Dewey.</p> <p>In order to consolidate the school's sports offering at the Dewey, there may be an opportunity to explore land sharing arrangements involving Jubilee Park that maximises the use of the Jubilee Park facilities to meet both the needs of the school and the local community.</p> <p>Relevant Masterplan Vision elements:</p> <ul style="list-style-type: none"> <li>Objective 3 (enhancing spatial efficiency)</li> <li>Objective 4 (expanding sports offering)</li> <li>Objective 8 (assets management)</li> <li>Deliverable 7 (consolidating outdoor sports)</li> <li>Deliverable 8 (realising development potential)</li> </ul>	<p><b>Landscaping:</b> The site is open and flat and it features views towards the church. However, views into the site from the public realm are restricted.</p> <p><b>Planning:</b> Jubilee Park and the Dewey already have a synergetic functional relationship and a land sharing arrangement has the potential to enhance this relationship and the sports facilities of the park that could deliver benefits to the local community.</p>	To be confirmed.
3b	Park Close	Site redevelopment opportunity	<p>Having regard to spatial requirement to consolidate the school's sports offering at the Dewey and the proposed expansion of facilities at the sports centre, the facilities at Park Close may become surplus to the school's requirements.</p> <p>To ensure that the site is managed effectively, it may be necessary to explore a more suitable alternative use that meets the long-term needs of the school.</p> <p>Relevant Masterplan Vision elements:</p> <ul style="list-style-type: none"> <li>Objective 8 (assets management)</li> <li>Deliverable 8 (realising development potential)</li> </ul>	<p><b>Landscape:</b> While Park Close is visible from PRoW 136/6 (on the top of Hobbs Hill), the specific site is largely screened by residential development.</p> <p><b>Heritage:</b> The site has falls within the Conservation Area and it adjoins a grade II listed building.</p> <p><b>Planning:</b> The repurposing of the site would need to be based upon a review of the school's existing sporting needs, in accordance with Sports England Guidance. As noted above, planning permission has previously been granted for both residential development and a boarding house at the tennis and netball courts.</p>	To be confirmed.

6. MASTERPLAN PROJECTS: DEVELOPMENT OPTIONS

No.	Site	Proposal	Rationale	Key Considerations	Implementation
17	Courtington Lane	Repurposing, alteration and expansion of existing buildings; or  Site redevelopment opportunity.	<p>Having regard to spatial requirement to consolidate the school's sports offering at the Dewey and the proposed expansion of facilities at the sports centre, the facilities at Courtington Lane may become surplus to the school's requirements.</p> <p>To ensure that the site is managed effectively, it may be necessary to explore a more suitable alternative use that meets the long-term needs of the school.</p> <p>Relevant Masterplan Vision elements:</p> <ul style="list-style-type: none"><li>• Objective 8 (assets management)</li><li>• Deliverable 8 (realising development potential)</li></ul>	<p><b>Landscape:</b> The site is open and forms a gap in the built-up frontage along Courtington Lane. It adjoins and is visible from PRoW 136/6.</p> <p><b>Heritage:</b> The site partially adjoins the Conservation Area and it forms the setting of a grade II listed building to a lesser extent.</p> <p><b>Planning:</b> The repurposing of the site would need to be based upon a review of the school's existing sporting needs, in accordance with Sports England Guidance.</p>	To be confirmed.
18	Wilberforce (including its above and surrounding space) and Ivy Cottage / Egerton House garden	Provision of additional boarding accommodation.	<p>40 additional beds are required to meet the boarding accommodation target necessary to facilitate the required growth of the student population. The above-identified boarding and day house proposals (projects 1a/b, 2a/b, 10a/b/c and 11) cumulatively provide a gain of 20-35 beds, leaving a shortfall of 5-20 beds.</p> <p>As such, there is a clear need for additional boarding house accommodation that meets this shortfall and is able to provide additional space in the event the delivery of the some of above-identified projects is not achievable.</p> <p>Rose Bank and the space above and around Wilberforce are under-utilised land assets that have a physical and functional relationship with the existing boarding hub at the main school campus. As such, they are considered suitable spaces to deliver additional boarding house accommodation. It is also considered that Wilberforce may be suitable for an upward extension.</p> <p>Relevant Masterplan Vision elements:</p> <ul style="list-style-type: none"><li>• Objective 6 (growing Bloxham School)</li><li>• Objective 7 (diversifying Bloxham School)</li><li>• Objective 8 (assets management)</li><li>• Deliverable 8 (realising development potential)</li><li>• Deliverable 11 (boarding house accommodation)</li></ul>	<p><b>Heritage:</b> The sites falls within the Conservation Area and either adjoin or form the setting of grade II listed buildings.</p> <p><b>Highways:</b> Any new built form at Rose Bank would need to maintain or improve the existing visibility splays. Dependent upon the location, new built form could impact parking provision and circulation arrangements. Any loss of parking would need to be compensated off-site.</p>	To be confirmed.



## 6. MASTERPLAN PROJECTS: *DEVELOPMENT OPTIONS*

No.	Site	Proposal	Rationale	Key Considerations	Implementation
19	Land between the Pavilion / Sixth Form Block, the library, Sam Khan Music School and Fives Court	Re-route Public Right of Way to enable the provision of classroom teaching space; or  Use to be confirmed.	<p>PRoW 136/1f/10 presents a safeguarding issue as it directs members of the public through the heart of the academic hub. Diverting the route to the north of the Pavilion and Sixth Form Art Block would improve security and visibility for all users. It would also unlock the development potential of the space between the Pavilion and Music School.</p> <p>This space has a close functional relationship with the academic hub. In light of the identified need to provide additional teaching space to accommodate the growth of the school, it is well suited to the provision of additional teaching space.</p> <p>By reason of its location and functional relationship within the main campus, this site also strongly lend themselves to other school operational uses.</p> <p>Relevant Masterplan Vision elements:</p> <ul style="list-style-type: none"> <li>• Objective 1 (safeguarding)</li> <li>• Objective 5 (Inspiring academia and performing arts)</li> <li>• Objective 8 (assets management)</li> <li>• Deliverable 8 (realising development potential)</li> <li>• Deliverable 9 (teaching space)</li> </ul>	<p><b>Heritage:</b> The sites fall within the Conservation Area. Any forthcoming proposals can be designed to respond sensitively to these heritage assets.</p>	To be confirmed.
20	<p>Opportunity Areas including:</p> <p>Swimming pool;</p> <p>Land between the Great Hall and the Swimming Pool; and/or</p> <p>Land adjoining Brickle Lane (north of Exham House)</p>	<p>Provision of classroom teaching space; or</p> <p>Use to be confirmed.</p>	<p>The opportunity areas around the campus have a close functional relationship with the academic hub. In light of the identified need to provide additional teaching space to accommodate the growth of the school, these spaces are well suited to the provision of additional teaching space.</p> <p>By reason of their location and functional relationship within the main campus, these sites also strongly lend themselves to other school operational uses.</p> <p>Relevant Masterplan Vision elements:</p> <ul style="list-style-type: none"> <li>• Objective 5 (Inspiring academia and performing arts)</li> <li>• Objective 8 (assets management)</li> <li>• Deliverable 8 (realising development potential)</li> <li>• Deliverable 9 (teaching space)</li> </ul>	<p><b>Landscape:</b> The land adjoining Brickle Lane is sited on the edge of the playing fields to the north of the main academic campus. It is somewhat visually screened by the adjacent tree line and already accommodates built form (a large timber shed) and the minibus parking. In addition, the site is seen against the backdrop of the existing buildings. As such, it is considered that any forthcoming proposal can be designed to respond sensitively to key views.</p> <p>The other sites are visually screened by surrounding built form and are likely to have a negligible landscape impact.</p> <p><b>Heritage:</b> The sites fall within the Conservation Area and, in the case of the land behind Exham House, the setting of a grade II listed building. Any forthcoming proposals can be designed to respond sensitively to these heritage assets.</p>	To be confirmed.

## 6. MASTERPLAN PROJECTS: PHASING

This section outlines the phasing of the Masterplan projects and the timescales necessary to realise the Masterplan Vision. The projects are organised into three phases and these are as follows:

- Phase 1 projects are those that are either currently being implemented, have been submitted to the Council for determination or are due to be completed in the immediate term (before September 2021).
- Phase 2 projects are those currently being pursued with a view for completion by September 2021 or 2022. Due to the need to deliver these projects quickly, Bloxham School is in the process of agreeing a Planning Performance Agreement (PPA) to enable the projects to come forward in a time-structured format.

- Phase 3 projects are longer-term developments scheduled for implementation from September 2022. While some of the projects are specific in nature, some are speculative options that seek to maximise the use of under-utilised assets.

The below table sets out the phasing of each project and orders it by site to clearly show the proposed developments associated with each site and their anticipated timescales for delivery. Those projects shaded green have been completed and those shaded amber are in progress.

Site	Phase 1: Ongoing / immediate term	Phase 2: Immediate / short-term	Phase 3: Medium to long-term
Repton Cottage (Merton House).	<b>Project 1a: Internal alterations to enable the conversion of Bursary to a day house.</b>  <b>Implementation: September 2020 – Complete.</b>	<b>Project 1b:</b> Extension and alterations to enable the conversion of a day house to a boarding house.  <b>Implementation:</b> September 2021.	
Stonehill House and Stonehill Cottage	<b>Project 2a:</b> Internal and external alterations to enable the conversion of a day house to a boarding house.  <b>Implementation:</b> September 2020.	<b>Project 1b:</b> Provision of additional boarding house accommodation and construction of walkways (linking Stonehill House and Old Park Farm Annex).  <b>Implementation:</b> September 2021.	
Park Close (CCF annexe, courts and cricket nets)	<b>Project 3a:</b> Conversion of annexe to administration offices.  Repurposing of courts and/or cricket nets to enable parking and storage associated with Maintenance and Estates operations.  <b>Implementation:</b> September 2020 – Complete.		<b>Project 3b:</b> Site redevelopment opportunity.  <b>Implementation:</b> To be confirmed.
Dewey Sports Centre (potentially including Jubilee Park)	<b>Project 4a:</b> Provision of Park Close courts (3 x tennis courts and 2 x netball courts).  <b>Implementation:</b> January 2021.	<b>Project 4b:</b> Alterations and extensions to accommodate separate visitor changing and washing facilities, a reception (including ancillary office space), the extension of the gym and provision of circulation space.  <b>Project 4c:</b> Provision of floodlighting.  <b>Project 4d:</b> Provision of Fives Courts.  <b>Implementation:</b> September 2022.	<b>Project 4e:</b> Provision of new swimming pool.  <b>Implementation:</b> To be confirmed (following project 14).  <b>Project 4f:</b> Access and parking improvements comprising widening site access to Jubilee Park, and formalising existing car parking at the Dewey. Potentially providing a new access layout and turning space, plus additional parking at the Dewey and/or Jubilee Park.  <b>Implementation:</b> To be confirmed.
Seymour Boarding House	<b>Project 5:</b> Alterations to enable internal improvements.  <b>Implementation:</b> September 2020/2021 – Complete.		



## 6. MASTERPLAN PROJECTS: PHASING

Site	Phase 1: Ongoing/immediate term	Phase 2: Immediate / short-term	Phase 3: Medium to long-term
Raymond Boarding House	<b>Project 6:</b> Alterations to enable internal improvements.  <b>Implementation:</b> September 2020/2021 – Stage 1 complete		
Rose Bank (garages)	<b>Project 7a:</b> Demolition of garages to provide parking spaces.  <b>Implementation:</b> September 2020/2021.		
Main campus entrance		<b>Project 8:</b> Access and parking improvements comprising a new site access layout, dedicated coach parking and drop-off facilities, car drop-off facilities and additional car parking.  <b>Implementation:</b> September 2021.	
Art Block		<b>Project 9:</b> Alterations to enable the conversion of teaching space to form main reception and administration space.  <b>Implementation:</b> September 2021.	
Main Building		<b>Project 10a:</b> Alterations to enable the conversion of a boarding house to a day house.  <b>Project 10b:</b> Alterations to enable the conversion of a boarding house to classroom teaching space and to enable the redistribution of ancillary administration and operational space.  <b>Project 10c:</b> Alterations to provide houseparent accommodation.  <b>Implementation:</b> September 2021.	
Old Park Farm Annexe		<b>Project 11:</b> Conversion from staff accommodation to boarding house with ancillary residential houseparent accommodation.  <b>Implementation:</b> September 2021.	
Sixth Form Art Block		<b>Project 12:</b> Repurpose to provide student recreational common room; or use to be confirmed.  <b>Implementation:</b> September 2021.	
Fives Courts		<b>Project 13:</b> Repurposing to provide classroom teaching space; or use to be confirmed.  <b>Implementation:</b> September 2022.	

## 6. MASTERPLAN PROJECTS: PHASING

Site	Phase 1: Ongoing/immediate term	Phase 2: Immediate / short-term	Phase 3: Medium to long-term
Swimming pool;  Land adjoining Brickle Lane (north of Exham House);  Part of the Sam Khan Music School and the Fives Court; or  Part of Wilberforce and Ivy Cottage / Egerton House garden			<b>Project 14:</b> Construction of Performing Arts Centre.  <b>Implementation:</b> From September 2022 (to be confirmed).
Swimming pool			<b>Project 4e (alternative):</b> Alterations and extension to accommodate separate visitor changing and washing facilities, a reception and a 25m length pool.  <b>Implementation:</b> To be confirmed (following project 14).
Land north of The Ridgeway			<b>Project 15:</b> Change of use from agricultural land to sports provision.  <b>Implementation:</b> To be confirmed.
Jubilee Park			<b>Project 16:</b> Expansion of sports provision.  <b>Implementation:</b> To be confirmed.
Courtington Lane			<b>Project 17:</b> Repurposing, alteration and expansion of existing buildings; or site redevelopment opportunity.  <b>Implementation:</b> To be confirmed.
Rose Bank; or  Wilberforce (including its above and surrounding space) and Ivy Cottage / Egerton House garden			<b>Project 18:</b> Provision of additional boarding accommodation.  <b>Implementation:</b> To be confirmed.
Land between the Pavilion / Sixth Form Block, the Sam Khan Music School and Fives Court			<b>Project 19:</b> Re-route Public Right of Way to enable the provision of classroom teaching space; or use to be confirmed.  <b>Implementation:</b> To be confirmed.
Swimming Pool;  Land between Exham House and the Swimming Pool; and/or  Land adjoining Brickle Lane (north of Exham House)			<b>Project 20:</b> Provision of classroom teaching space; or use to be confirmed.  <b>Implementation:</b> To be confirmed
Land between the Pavilion and Sam Kahn Music School;  Land between Exham House and the Swimming Pool; and/or  Land adjoining Brickle Lane (north of Palmer House)			<b>Project 19:</b> Re-route Public Right of Way to enable the provision of classroom teaching space; or use to be confirmed.  <b>Implementation:</b> To be confirmed.



## 7. CONCLUSION

Bloxham School is a thriving local independent co-educational school and registered charity that promotes education and supports children in reaching their full potential. The school is a key employer in the village, it makes a substantial positive contribution to the local community (through its education outreach, community support and heritage support) and is an interwoven and historic part of the Bloxham village.

However, a number of current and future challenges, including the developing impact of coronavirus and Brexit, threaten the future success of Bloxham School. To summarise, these challenges include the:

- Affordability of school fees (the increasing costs of living, uncertain financial security of parents, the potential addition of VAT to fees, cumulatively resulting in a reduction in the student roll);
- Shifting boarding market (the rising domestic demand for lower cost flexible boarding arrangements and the associated income shortfall);
- Political environment (the coronavirus and Brexit impacts upon the operation of the School and the increasing costs associated with increasing levies, salaries, business rates and boarding school regulations); and
- Strong market competition (the adaptive education models, efficient operation and high-quality facilities of other institutions).

These challenges threaten the viability and therefore the future operation of the school. In light of these challenges, the school appointed a technical consultant team to evaluate the operational and spatial constraints and opportunities of Bloxham School with a view to provide a comprehensive solution to address these challenges.

This work has resulted in the production of the Bloxham School Masterplan which, through the assessment of the school's operational requirements and deficiencies, establishes a comprehensive vision, comprising a series of objectives and specific deliverables that cumulatively enable Bloxham School to grow its student capacity and advance its education excellence in a manner that addresses the above challenges and therefore safeguards the resilience of the school.

To ensure the vision is realised, a number of Masterplan projects have been identified which directly relate to existing deficiencies are vital to ensure the necessary growth and evolution of Bloxham School. These projects respond positively to the assessed landscape, heritage, architectural, transport and planning constraints and opportunities.

Where alterations and development require planning permission or listed building consents, relevant applications will be submitted to Cherwell District Council. Where appropriate Bloxham School will engage in formal pre-application discussions, and detailed evidence will be provided within each planning application.

Given the shifting nature of the identified challenges, education curriculum and school funding, some projects may not come forward, some may change and new proposals may arise. In this capacity, the Masterplan is a live document and will be subject to on-going review to remain adaptable to changing circumstances.

This Masterplan is therefore a starting point to providing greater understanding and certainty to all parties, regarding how and why development proposals are proposed at Bloxham School, and to support the continued success and growth of the independent school. It will ensure a consistent and transparent approach for all current and future projects for the next decade.









**APPENDIX 2: RECENT PLANNING HISTORY SCHEDULE**





**APPENDIX 3: *RELEVANT PLANNING POLICY***



NATIONAL PLANNING POLICY FRAMEWORK

**Chapter 2: Achieving sustainable development**

**Paragraph 7:** The purpose of the planning system is to contribute to the achievement of sustainable development. At a very high level, the objective of sustainable development can be summarised as meeting the needs of the present without compromising the ability of future generations to meet their own needs.

**Paragraph 8:** Achieving sustainable development means that the planning system has three overarching objectives, which are interdependent and need to be pursued in mutually supportive ways (so that opportunities can be taken to secure net gains across each of the different objectives):

an economic objective – to help build a strong, responsive and competitive economy, by ensuring that sufficient land of the right types is available in the right places and at the right time to support growth, innovation and improved productivity; and by identifying and coordinating the provision of infrastructure;

a social objective – to support strong, vibrant and healthy communities, by ensuring that a sufficient number and range of homes can be provided to meet the needs of present and future generations; and by fostering a well-designed and safe built environment, with accessible services and open spaces that reflect current and future needs and support communities’ health, social and cultural well-being; and

an environmental objective – to contribute to protecting and enhancing our natural, built and historic environment; including making effective use of land, helping to improve biodiversity, using natural resources prudently, minimising waste and pollution, and mitigating and adapting to climate change, including moving to a low carbon economy.

**Paragraph 10:** So that sustainable development is pursued in a positive way, at the heart of the Framework is a presumption in favour of sustainable development (paragraph 11).

**Paragraph 11:** Plans and decisions should apply a presumption in favour of sustainable development. For decision-taking this means approving development proposals that accord with an up-to-date development plan without delay; or where there are no relevant development plan policies, or the policies which are most important for determining the application are out-of-date, granting permission unless:

the application of policies in this Framework that protect areas or assets of particular importance provides a clear reason for refusing the development proposed; or

any adverse impacts of doing so would significantly and demonstrably outweigh the benefits, when assessed against the policies in this Framework taken as a whole.

**Chapter 4: Decision-Making**

**Paragraph 38:** Local planning authorities should approach decisions on proposed development in a positive and creative way. They should use the full range of planning tools available, including brownfield registers and permission in principle, and work proactively with applicants to secure developments that will improve the economic, social and environmental conditions of the area. Decision-makers at every level should seek to approve

applications for sustainable development where possible.

**Paragraph 39:** Early engagement has significant potential to improve the efficiency and effectiveness of the planning application system for all parties. Good quality preapplication discussion enables better coordination between public and private resources and improved outcomes for the community.

**Chapter 6: Building a strong, competitive economy**

**Paragraph 80:** Planning policies and decisions should help create the conditions in which businesses can invest, expand and adapt. Significant weight should be placed on the need to support economic growth and productivity, taking into account both local business needs and wider opportunities for development. The approach taken should allow each area to build on its strengths, counter any weaknesses and address the challenges of the future. This is particularly important where Britain can be a global leader in driving innovation, and in areas with high levels of productivity, which should be able to capitalise on their performance and potential.

**Paragraph 83:** Planning policies and decisions should enable:

the sustainable growth and expansion of all types of business in rural areas, both through conversion of existing buildings and well-designed new buildings;

the retention and development of accessible local services and community facilities, such as local shops, meeting places, sports venues, open space, cultural buildings, public houses and places of worship.

**Chapter 8: Promoting healthy and safe communities**

**Paragraph 91:** Planning policies and decisions should aim to achieve healthy, inclusive and safe places which:

enable and support healthy lifestyles, especially where this would address identified local health and well-being needs – for example through the provision of safe and accessible green infrastructure, sports facilities, local shops, access to healthier food, allotments and layouts that encourage walking and cycling.

**Paragraph 92:** To provide the social, recreational and cultural facilities and services the community needs, planning policies and decisions should:

plan positively for the provision and use of shared spaces, community facilities (such as local shops, meeting places, sports venues, open space, cultural buildings, public houses and places of worship) and other local services to enhance the sustainability of communities and residential environments.

**Paragraph 96:** Access to a network of high quality open spaces and opportunities for sport and physical activity is important for the health and well-being of communities. Planning policies should be based on robust and up-to-date assessments of the need for open space, sport and recreation facilities (including quantitative or qualitative deficits or surpluses) and opportunities for new provision. Information gained from the assessments should be used to determine what open space, sport and recreational provision is needed, which plans should then seek to accommodate.

**Paragraph 97:** Existing open space, sports and recreational buildings and land, including playing fields, should not be built on unless:

an assessment has been undertaken which has clearly shown the open space, buildings or land to be surplus to requirements; or

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

the development is for alternative sports and recreational provision, the benefits of which clearly outweigh the loss of the current or former use.

**Paragraph 98:** *Planning policies and decisions should protect and enhance public rights of way and access, including taking opportunities to provide better facilities for users, for example by adding links to existing rights of way networks including National Trails.*

**Paragraph 101:** *Policies for managing development within a Local Green Space should be consistent with those for Green Belts.*

## **Chapter 9: Promoting sustainable transport**

**Paragraph 102:** *Transport issues should be considered from the earliest stages of plan-making and development proposals, so that:*

the potential impacts of development on transport networks can be addressed;

opportunities to promote walking, cycling and public transport use are identified and pursued.

**Paragraph 108:** *In assessing sites that may be allocated for development in plans, or specific applications for development, it should be ensured that:*

a) appropriate opportunities to promote sustainable transport modes can be – or have been – taken up, given the type of development and its location;

b) safe and suitable access to the site can be achieved for all users; and

c) *any significant impacts from the development on the transport network (in terms of capacity and congestion), or on highway safety, can be cost effectively mitigated to an acceptable degree.*

**Paragraph 109:** *Development should only be prevented or refused on highways grounds if there would be an unacceptable impact on highway safety, or the residual cumulative impacts on the road network would be severe.*

**Paragraph 110:** *Within this context, applications for development should:*

a) *give priority first to pedestrian and cycle movements, both within the scheme and with neighbouring areas; and second – so far as possible – to facilitating access to high quality public transport, with layouts that maximise the catchment area for bus or other public transport services, and appropriate facilities that encourage public transport use;*

b) address the needs of people with disabilities and reduced mobility in relation to all modes of transport;

c) 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;

d) *allow for the efficient delivery of goods, and access by service and emergency vehicles; and*

**Paragraph 111:** *All developments that will generate significant amounts of movement should be required to provide a travel plan, and the application should be supported by a transport statement or transport assessment so that the likely impacts of the proposal can be assessed.*

## **Chapter 11: Making effective use of land**

**Paragraph 117:** *Planning policies and decisions should promote an effective use of land in meeting the need for homes and other uses, while safeguarding and improving the environment and ensuring safe and healthy living conditions. Strategic policies should set out a clear strategy for accommodating objectively assessed needs, in a way that makes as much use as possible of previously-developed or ‘brownfield’ land.*

**Paragraph 121.** *Local planning authorities should also take a positive approach to applications for alternative uses of land which is currently developed but not allocated for a specific purpose in plans, where this would help to meet identified development needs. In particular, they should support proposals to:*

b) *make more effective use of sites that provide community services such as schools and hospitals, provided this maintains or improves the quality of service provision and access to open space.*

## **Chapter 12: Achieving well-designed places**

**Paragraph 127:** *Planning policies and decisions should ensure that developments:*

a) will function well and add to the overall quality of the area, not just for the short term but over the lifetime of the development;

b) are visually attractive as a result of good architecture, layout and appropriate and effective landscaping;

c) are sympathetic to local character and history, including the surrounding built environment and landscape setting, while not preventing or discouraging appropriate innovation or change (such as increased densities);

d) establish or maintain a strong sense of place, using the arrangement of streets, spaces, building types and materials to create attractive, welcoming and distinctive places to live, work and visit;

e) optimise the potential of the site to accommodate and sustain an appropriate amount and mix of development (including green and other public space) and support local facilities and transport networks; and

f) *create places that are safe, inclusive and accessible and which promote health and well-being, with a high standard of amenity for existing and future users; and where crime and disorder, and the fear of crime, do not undermine the quality of life or community cohesion and resilience.*

**Paragraph 128:** *Design quality should be considered throughout the evolution and assessment of individual*



proposals. Early discussion between applicants, the local planning authority and local community about the design and style of emerging schemes is important for clarifying expectations and reconciling local and commercial interests. Applicants should work closely with those affected by their proposals to evolve designs that take account of the views of the community. Applications that can demonstrate early, proactive and effective engagement with the community should be looked on more favourably than those that cannot.

**Chapter 14: Meeting the challenge of climate change**

**Paragraph 153:** In determining planning applications, local planning authorities should expect new development to:

- a) comply with any development plan policies on local requirements for decentralised energy supply unless it can be demonstrated by the applicant, having regard to the type of development involved and its design, that this is not feasible or viable; and
- b) take account of landform, layout, building orientation, massing and landscaping to minimise energy consumption.

**Chapter 15: Conserving and enhancing the natural environment**

**Paragraph 170:** Planning policies and decisions should contribute to and enhance the natural and local environment by:

- a) protecting and enhancing valued landscapes, sites of biodiversity or geological value and soils (in a manner commensurate with their statutory status or identified quality in the development plan);
- b) recognising the intrinsic character and beauty of the countryside, and the wider benefits from natural capital and ecosystem services – including the economic and other benefits of the best and most versatile agricultural land, and of trees and woodland;
- d) minimising impacts on and providing net gains for biodiversity, including by establishing coherent ecological networks that are more resilient to current and future pressures.

**Chapter 16: Conserving and enhancing the historic environment**

**Paragraph 189:** In determining applications, local planning authorities should require an applicant to describe the significance of any heritage assets affected, including any 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. As a minimum the relevant historic environment record should have been consulted and the heritage assets assessed using appropriate expertise where necessary. Where a site on which development is proposed includes, or has the potential to include, heritage assets with archaeological interest, local planning authorities should require developers to submit an appropriate desk-based assessment and, where necessary, a field evaluation.

**Paragraph 190:** Local planning authorities should identify and assess the particular significance of any heritage asset that may be affected by a proposal (including by development affecting the setting of a heritage asset) taking account of the available evidence and any necessary expertise. They should take this into account

when considering the impact of a proposal on a heritage asset, to avoid or minimise any conflict between the heritage asset’s conservation and any aspect of the proposal.

**Paragraph 192:** In determining applications, local planning authorities should take account of:

- a) the desirability of sustaining and enhancing the significance of heritage assets and putting them to viable uses consistent with their conservation;
- b) the positive contribution that conservation of heritage assets can make to sustainable communities including their economic vitality; and
- c) the desirability of new development making a positive contribution to local character and distinctiveness.

**Paragraph 193:** When considering the impact of a proposed development on the significance of a designated heritage asset, great weight should be given to the asset’s conservation (and the more important the asset, the greater the weight should be). This is irrespective of whether any potential harm amounts to substantial harm, total loss or less than substantial harm to its significance.

**Paragraph 194:** Any harm to, or loss of, the significance of a designated heritage asset (from its alteration or destruction, or from development within its setting), should require clear and convincing justification. Substantial harm to or loss of grade II listed buildings, or grade II registered parks or gardens, should be exceptional.

**Paragraph 196:** Where a development proposal will lead to less than substantial harm to the significance of a designated heritage asset, this harm should be weighed against the public benefits of the proposal including, where appropriate, securing its optimum viable use.

**Paragraph 197:** The effect of an application on the significance of a non-designated heritage asset should be taken into account in determining the application. In weighing applications that directly or indirectly affect non-designated heritage assets, a balanced judgement will be required having regard to the scale of any harm or loss and the significance of the heritage asset.

**NATIONAL DESIGN GUIDE**

To further the clarity of guidance on the matter of design, in October 2019 the Government published a new ‘National Design Guide’. This guide is part of a wider set of planning practice guidance and illustrates how well-designed places that are beautiful, enduring and successful can be achieved in practice. It follows from the NPPF’s clear stance that there should be a focus on design.

**DEPARTMENT FOR EDUCATION**

In 2018 the Department for Education updated an existing Green Paper which sets out the Government priorities for the education sector, called ‘Schools that work for everyone’.

The paper states that ‘The best independent schools produce excellent exam results and confident, well-rounded pupils who go on to excel in a variety of fields. They have a depth of expertise and resources to draw on – including governance, teaching and finance – which could be used to strengthen our state schools and help prepare pupils from all backgrounds to achieve outstanding outcomes and access our most prestigious universities’.

## INDEPENDENT SCHOOLS INSPECTION

The latest Education Quality Inspection of Bloxham School, undertaken by the Educational Quality Inspection, was undertaken in February 2017. This outlined the good quality of pupil's academic and other achievements, with an outstanding level of achievement in a wide range of activities beyond the classroom. The Inspection also reported on the excellent quality of pupil personal development.

Providing appropriate and engaging spaces to learn and develop, in line with expectation and need, is a vital component to the good running of the school and feeds into the continued success of the School.

## LOCAL CONTEXT – PLANNING POLICY

Section 38(6) of the Planning and Compulsory Purchase Act (2004) requires that planning applications be determined in accordance with the Development Plan unless material considerations indicate otherwise.

The Cherwell District Development Plan comprises the Cherwell Local Plan 2011 – 2031: Part 1, Cherwell Local Plan 1996 Saved Policies and Bloxham Neighbourhood Plan. The Non-Statutory Cherwell Local Plan 2011 and the National Planning Policy Framework are identified as other material considerations. All of these documents are considered where relevant in turn below.

## CHERWELL LOCAL PLAN 2011 – 2031 PART 1

### **Policy SLE1: Employment Development**

*Existing employment sites should be retained for employment use unless the following criteria are met:*

The applicant can demonstrate that an employment use should not be retained, including showing the site has been marketed and has been vacant in the long term.

The applicant can demonstrate that there are valid reasons why the use of the site for the existing or another employment use is not economically viable.

The applicant can demonstrate that the proposal would not have the effect of limiting the amount of land available for employment. Regard will be had to whether the location and nature of the present employment activity has an unacceptable adverse impact upon adjacent residential uses.

*Regard will be had to whether the applicant can demonstrate that there are other planning objectives that would outweigh the value of retaining the site in an employment use.*

*Unless exceptional circumstances are demonstrated, employment development in the rural areas should be located within or on the edge of those villages in Category A (see Policy Villages 1).*

### **Policy BSC5: Area Renewal**

*We will support area renewal proposals that direct investment to improve the physical and community fabric of the District to improve social outcomes, improve health and well-being, educational attainment and employment outcomes.*

### **Policy BSC7: Meeting Education Needs**

*The Council will work with partners to ensure the provision of pre-school, school, community learning and other facilities which provide for education and the development of skills. New schools buildings should be located in sustainable locations. The co-location of other services and facilities with schools should be considered to create community hubs.*

### **Policy BSC10: Open Space, Outdoor Sport and Recreation Provision**

*The Council will encourage partnership working to ensure that sufficient quantity and quality of, and convenient access to open space, sport and recreation provision is secured through the following measures:*

Protecting existing sites

Addressing existing deficiencies in provision through qualitative enhancement of existing provision, improving access to existing facilities or securing new provision, and

Ensuring that proposals for new development contribute to open space, sport and recreation provision commensurate to the need generated by the proposals.

### **Policy ESD15: The Character of the Built and Historic Environment**

*Successful design is founded upon an understanding and respect for an area's unique built, natural and cultural context. New development will be expected to complement and enhance the character of its context through sensitive siting, layout and high-quality design. All new development will be required to meet high design standards. Where development is in the vicinity of any of the District's distinctive natural or historic assets, delivering high quality design that complements the asset will be essential.*

### **Policy Villages 1: Village Categorisation** (note: a predominantly residential policy)

*Proposals for residential development within the built-up limits of villages (including Kidlington) will be considered having regard to the categorisation below. Only Category A (Service Centres) and Category B (Satellite Villages) will be considered to be suitable for minor development in addition to infilling and conversions.*

*Bloxham is identified as a category A 'Service Village' and is suitable for Minor Development, Infilling and Conversions.*

### **Policy Villages 2: Distribution Growth Across the Rural Areas** (note: a predominantly residential policy)

*A total of 750 homes will be delivered at Category A villages. This will be in addition to the rural allowance for small site 'windfalls' and planning permissions for 10 or more dwellings as at 31 March 2014.*

*Sites will be identified through the preparation of the Local Plan Part 2, through the preparation of Neighbourhood Plans where applicable, and through the determination of applications for planning permission.*

*In identifying and considering sites, particular regard will be given to the following criteria:*

- Whether the land has been previously developed land or is of lesser environmental value;



- Whether significant adverse impact on heritage or wildlife assets could be avoided;
- Whether development would contribute in enhancing the built environment;
- Whether best and most versatile agricultural land could be avoided;
- Whether significant adverse landscape and impacts could be avoided;
- Whether satisfactory vehicular and pedestrian access/egress could be provided;
- Whether the site is well located to services and facilities;
- Whether necessary infrastructure could be provided;
- Whether land considered for allocation is deliverable now or whether there is a reasonable prospect that it could be developed within the plan period;
- Whether land the subject of an application for planning permission could be delivered within the next five years; and
- Whether the development would have an adverse impact on flood risk.

*Other relevant policies:*

**Policy PSDI: Presumption in Favour of Sustainable Development**

**Policy BSCI: District Wide Housing Distribution**

**Policy BSCI I: Local Standards of Provision – Outdoor Recreation**

## **CHERWELL LOCAL PLAN 1996**

### **TR1 Transportation funding**

*Before proposals for development are permitted the council will require to be satisfied that new highways, high-way improvement works, traffic-management measures, additional public transport facilities or other transport measures that would be required as a consequence of allowing the development to proceed will be provided.*

### **TR7 Development attracting traffic on minor roads**

*Development that would regularly attract large commercial vehicles or large numbers of cars onto unsuitable minor roads will not normally be permitted.*

### **C8 Sporadic development in the open countryside**

*Sporadic development in the open countryside will generally be resisted.*

### **C13 Areas of High Landscape Value**

*The Ironstone Downs, the Cherwell Valley, the Thames Valley, North Ploughley, Muswell Hill and Otmoor are des-*

*ignated areas of high landscape value within which the council will seek to conserve and enhance the environment.*

### **C18 Development proposals affecting a listed building**

*In determining an application for listed building consent the council will have special regard to the desirability of preserving the building or its setting or any features of special architectural or historic interest. The council will normally only approve internal and external alterations or extensions to a listed building which are minor and sympathetic to the architectural and historic character of the building.*

### **C21 Proposals for re-use of a listed building**

*Sympathetic consideration will be given to proposals for the re-use of an unused listed building provided the use is compatible with its character, architectural integrity and setting and does not conflict with other policies in this plan. In exceptional circumstances other policies may be set aside in order to secure the retention and re-use of such a building.*

### **C23 Retention of features contributing to character or appearance of a conservation area**

*There will be a presumption in favour of retaining buildings, walls, trees or other features which make a positive contribution to the character or appearance of a conservation area.*

### **C28 Layout, design and external appearance of new development**

*Control will be exercised over all new development, including conversions and extensions, to ensure that the standards of layout, design and external appearance, including the choice of external-finish materials, are sympathetic to the character of the urban or rural context of that development. In sensitive areas such as conservation areas, the area of outstanding natural beauty and areas of high landscape value, development will be required to be of a high standard and the use of traditional local building materials will normally be required.*

### **C30 Design of new residential development**

*Design control will be exercised to ensure:*

*That new housing development is compatible with the appearance, character, layout, scale and density of existing dwellings in the vicinity;*

*That any proposal to extend an existing dwelling (in cases where planning permission is required) is compatible with the scale of the existing dwelling, its curtilage and the character of the street scene;*

*That new housing development or any proposal for the extension (in cases where planning permission is required) or conversion of an existing dwelling provides standards of amenity and privacy acceptable to the local planning authority.*

### **C33 Protection of important gaps of undeveloped land**

*The council will seek to retain any undeveloped gap of land which is important in preserving the character of a loose-knit settlement structure or in maintaining the proper setting for a listed building or in preserving a view or*

feature of recognised amenity or historical value.

## **BLOXHAM NEIGHBOURHOOD PLAN 2015 – 2031**

### **Policy BL2: Sustainable Housing and Size of Developments**

*In addition to the major development set out in Policy BL1 the following sustainable development will also be permitted: conversion, infilling and minor development within the existing built up limits provided that such additional developments are small in scale typically, but not exclusively, five dwellings or fewer.*

### **BL3: Connectivity**

*All new development shall be required, wherever appropriate, to promote and improve low-carbon connectivity via new or existing networks of pedestrian paths and cycle routes such that new residents, including those of school age and the mobility impaired, have safe pedestrian, cycle or wheelchair/ mobility scooter access to village services.*

### **Policy BL9: Regard for the Amenity of Existing Residents**

*All development shall where appropriate:*

Ensure that the living conditions of neighbouring residents are not materially harmed

Ensure that there is adequate wastewater and water supply capacity to serve the new development and to avoid the exacerbation of any existing problems

Ensure that the impact of any additional traffic likely to be generated by the development has been satisfactorily mitigated and will not adversely affect the highway network

For new housing developments, ensure that a sufficient supply of local primary school places is available to meet the needs of existing and new residents

### **Policy BL10: Conservation Area**

*Development shall be permitted within the Conservation Area (shown on Map 2) where it can demonstrate that it:*

Preserves or enhances the character or appearance of the area;

Takes account of the Conservation Area Appraisal (2007) or any successor documents.

### **Policy BL11: Contributing to the Rural Character of the Village**

*All development shall be encouraged to respect the local character and the historic and natural assets of the area. The design and materials chosen should preserve or enhance our rural heritage, landscape and sense of place.*

*It should:*

Relate in scale, massing and layout to neighbouring properties and the density of new housing develop-

ment should be consistent and compatible with the existing and prevailing density and reflect the locally distinctive character of the locality in which the new development is proposed and should not usually exceed 30 dwellings per hectare.

Be in keeping with local distinctiveness and characteristics of the historic form of the village;

Make a positive contribution to the character of Bloxham and its rural feel;

Use materials in keeping with the distinctive character of our local brick or ironstone;

Make good use of trees, garden space, hedgerows and green space to soften the street scene;

Preserve existing areas of open space and take every available opportunity to create new open space to help retain rural character;

Use smart, energy efficient lighting of public areas that accords with the recommendations of the Institute of Lighting Engineers recommendations on reduction of obtrusive light (or its successors) so as to convey a rural feel and avoid light pollution wherever possible;

Take account of the scale of any harm or loss that it might impose upon any non-designated historic assets and;

Take opportunities to protect and wherever possible enhance biodiversity and habitats.

### **Policy BL12: Importance of Space and Key Street Scenes and Views**

Any development proposed within or near the key views identified in the Conservation Area Appraisal 2007 or any successor document must ensure that key features of the view can continue to be enjoyed and that any development has an acceptable impact in relation to the visual qualities of those views.

All development shall demonstrate that it does not result in harm to the rural or heritage character of the village. This will include consideration of the impact of the development on:

The key features of the views of the Church, the area fronting Bloxham School main buildings, towers or arches and views from Courtington Lane to Hobb Hill.

The key features of the views from, and the tranquillity of, public rights of way within the Parish shown on Map 6.

The historic and open character of the Red Lion garden.

Development on residential gardens will not usually be permitted.

Development on open spaces and sports and recreational land including those areas designated for amenity use through planning permissions, will not be supported unless it can be demonstrated the loss would be replaced by equivalent or better provision in a suitable location.

**Key View 2: Hobb Hill** - From Courtington Lane, within the very heart of the village, are views across Bloxham School rugby grounds to open countryside up onto Hobb Hill. Again, we would expect any future develop-



ment to show great sensitivity to preserving the overall visual impact. From the public footpath. A public right of way runs along the far side of the hedge shown in the left of the previous panoramic view. It is regularly used because of its convenient central location and because the footpath is the only place offering such stunning panoramic views of the village in its verdant setting. We seek to preserve these views for present and future residents.

**Policy BLI3: Policy to Protect Employment Land**

Land that currently contributes to employment shall be retained for employment use unless it can be convincingly demonstrated the use of the site solely for employment is no longer viable.

**Policy BLI7: Protect Important Recreation Spaces**

a. The three areas identified below and shown on the Map below (titled Map 7) are designated as Local Green Spaces. Proposals for development other than those ancillary or necessary to the use of the sites for recreational and sport purposes which preserve the purposes of designating the areas will be resisted.

- 1. The Jubilee Park
- 2. The Recreation Ground
- 3. The Slade Nature Reserve

b. Public rights of way will be protected and routes through green landscaped or open space areas will be kept free from nearby vehicular traffic as far as practicable.

**Policy BLI8: Providing a Better Range of Recreational Facilities**

Upgrading and expansion of the Jubilee Village Hall whilst retaining the play area and pitches shall be supported.

**CHERWELL NON-STATUTORY LOCAL PLAN 2011**

Cherwell District Council had been developing a Local Plan 2011. This did not progress to adoption however is regarded as a Non-Statutory Local Plan by the district. This plan is not afforded full weight in the decision-making process, as it had not been found sound.

Policy EN39 states that development should ‘preserve listed buildings, their features and settings, and preserve or enhance the character or appearance of designated conservation area. Development that conflicts with these objectives will not be permitted’.

**SPORT ENGLAND**

Sport England guidance comprises ‘Playing Fields Policy and Guidance’, ‘Planning for Sport Guidance’ and ‘Active Design’.

The key policy for assessing changes to sports provision are contained within the Playing Fields Policy. This states:

Sport England will oppose the granting of planning permission for any development which would lead to the loss of, or would prejudice the use of:

- all or any part of a playing field, or
- land which has been used as a playing field and remains undeveloped, or
- land allocated for use as a playing field

unless, in the judgement of Sport England, the development as a whole meets with one or more of five specific exceptions.

THE FIVE EXCEPTIONS

Exception 1

A robust and up-to-date assessment has demonstrated, to the satisfaction of Sport England, that there is an excess of playing field provision in the catchment, which will remain the case should the development be permitted, and the site has no special significance to the interests of sport.

Exception 2

The proposed development is for ancillary facilities supporting the principal use of the site as a playing field, and does not affect the quantity or quality of playing pitches or otherwise adversely affect their use.

Exception 3

The proposed development affects only land incapable of forming part of a playing pitch and does not:

- reduce the size of any playing pitch;
- result in the inability to use any playing pitch (including the maintenance of adequate safety margins and run-off areas);
- reduce the sporting capacity of the playing field to accommodate playing pitches or the capability to rotate or reposition playing pitches to maintain their quality;
- result in the loss of other sporting provision or ancillary facilities on the site; or
- prejudice the use of any remaining areas of playing field on the site.

Exception 4

The area of playing field to be lost as a result of the proposed development will be replaced, prior to the commencement of development, by a new area of playing field:

- of equivalent or better quality, and
- of equivalent or greater quantity, and
- in a suitable location, and
- subject to equivalent or better accessibility and management arrangements.

Exception 5

The proposed development is for an indoor or outdoor facility for sport, the provision of which would be of sufficient benefit to the development of sport as to outweigh the detriment caused by the loss, or prejudice to the use, of the area of playing field.

**APPENDIX 4: *LANDSCAPE ASSESSMENT***





