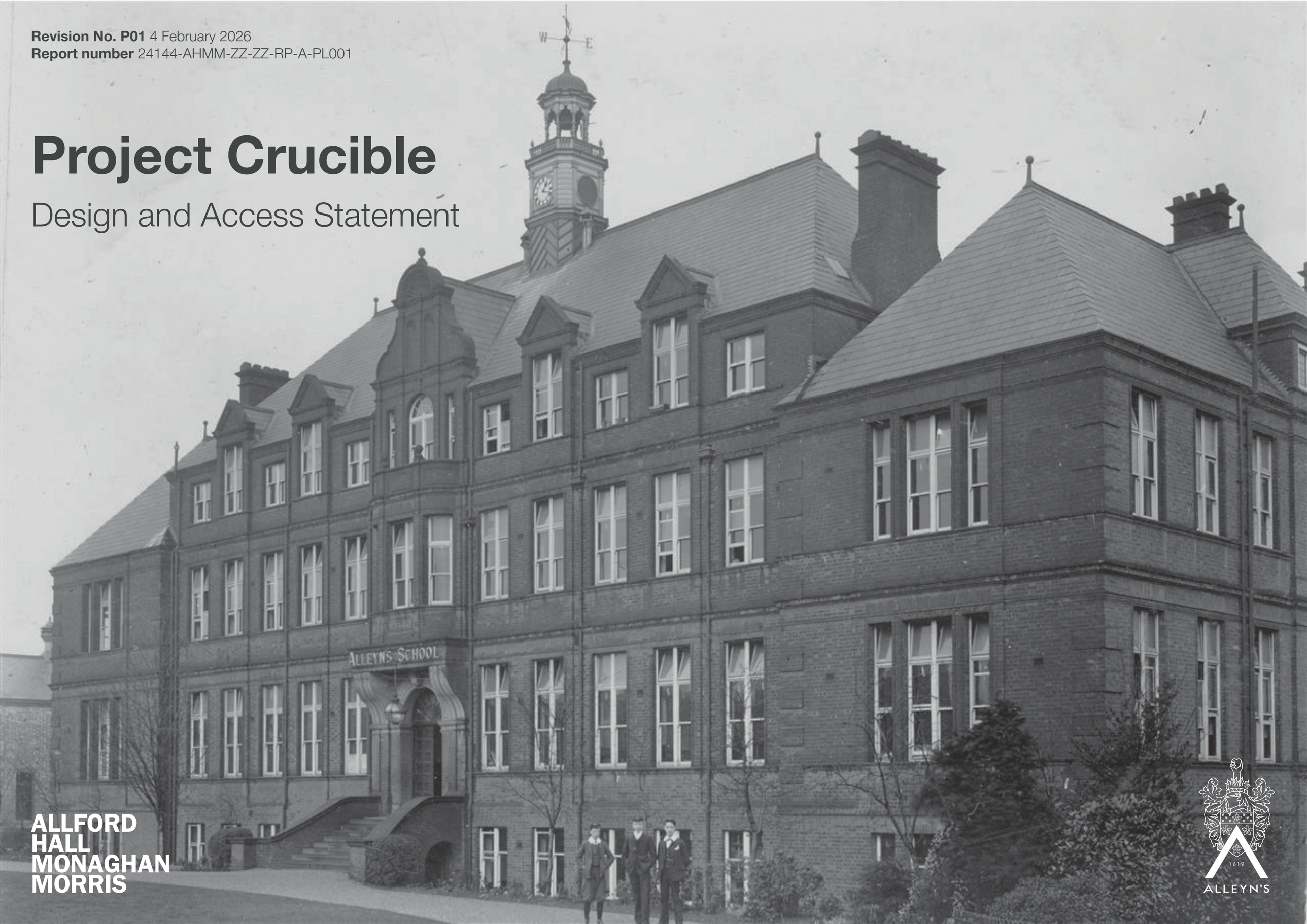
Revision No. P01 4 February 2026
Report number 24144-AHMM-ZZ-ZZ-RP-A-PL001

Project Crucible

Design and Access Statement



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Document Control

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Purpose of Issue	Planning

Contact Details

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Notes

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Any constructed elements may present anomalies in relation to survey and design information that may also affect the stated areas.

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Contents

1.0
Introduction

1.1 Executive Summary

Introduction

This report has been prepared by Allford Hall Monaghan Morris (AHMM) on behalf of Alleyn's School ("the Applicant") in support of an application for full planning permission for the demolition of the School's existing Dining Hall and its replacement with a new building called the Crucible building comprising of:

- New kitchen facilities;
- A new energy and data centre alongside sustainable systems designed to contribute to Alleyn's long-term ambition for a near net-zero campus in years to come;
- A central dining hall which will serve Middle and Upper School pupils in a food-court style environment;
- A dedicated staff dining and community space for various activities such as the School's breakfast club and after school care and Alleyn's Academy events;
- Twelve modern teaching spaces on the first floor to improve on existing and outdated facilities;
- An assembly hall on the second floor to cater to the creative arts departments.

The Site

Alleyn's School is located on Townley Road in Dulwich, within the London Borough of Southwark. The Site is located to the northern edge of the main school campus, running alongside Hillsboro Road. It is roughly triangular in shape and has a surface area of approximately 2,548 sqm consisting primarily of the existing Dining Hall and the adjacent Well garden.

Statement of Contents

This Design and Access Statement provide an explanation of the proposed scheme, its design and how arrangements for inclusive access have been considered.

1.0 Introduction provides an introductory description of the Project, the Project Team and the Applicant.

2.0 Site Context and Analysis describes the location of the Site, the history of the development, and the existing buildings on and surrounding the Site.

3.0 Engaging with the School summarises the consultation process that has taken place during the development of the project and outlines who was consulted and key feedback received.

4.0 Pre-Planning Consultation illustrates the evolution of the design and how comments received during the consultation period was addressed in the evolving scheme.

5.0 Architectural Design Proposal describes the design proposals for Project Crucible and how it places itself within the wider campus of Alleyn's School.

6.0 Landscape Statement describes the external proposals for the Site (prepared by Gillespies).

This Design and Access Statement should be read in conjunction with the full set of planning application documents compiled by Rolfe Judd and which includes the following:

Planning Application Form

CIL Form

Planning Statement (including S106 Heads of Terms and covering heritage comments)

Community Engagement

Design pack including:

- Drawing Schedule
- Design and Access Statement
- Drawings (existing and proposed plans, elevations, sections)
- Fire Statement
- BREEAM Assessment
- Energy Strategy
- Sustainability Statement
- SuDS Statement
- Preliminary Ecology Statement
- BNG Assessment
- Equalities Impact Statement
- Noise Impact Statement
- Odour Assessment
- Transport Statement/Delivery and Servicing Management, including swept path analysis, and Travel Plan
- Draft Construction Management Plan
- Tree Survey/Arboricultural Impact Assessment
- Air Quality Assessment

Aerial view of Alleyn's School

1.2 The Project Team

Applicant - Alleyn's School

Architect - Allford Hall Monaghan Morris

Planning Consultant - Rolfe Judd

Project Manager - Hadron Consulting

Quantity Surveyor - Arcadis

Structural, Civil & Transport Engineer - Elliott Wood

Building Services Engineer - Hoare Lea

Fire Engineer - Artec Fire

Sustainability Consultant - Square Gain

Acoustic Engineer - Max Fordham

Accessibility & Inclusivity Consultant Motionspot

Landscape Architect - Gillespies

Catering Consultant - Tricon

BREEAM Consultant - BDP.

Ecology Consultant - Greengage

1.3 The Applicant

Alleyn's School

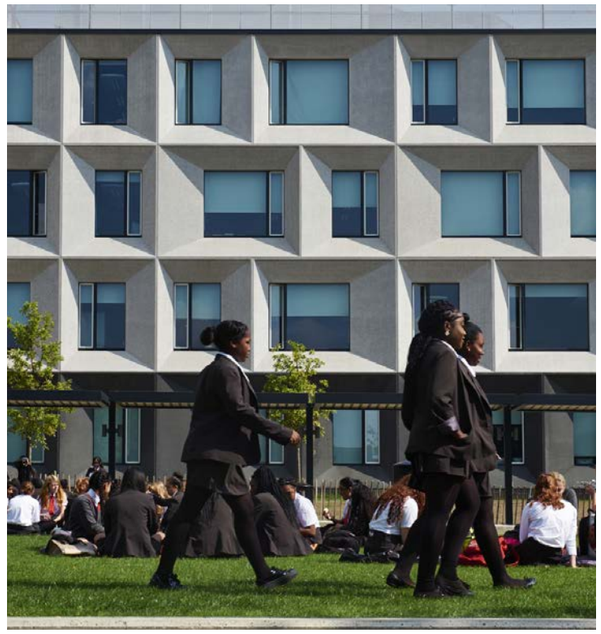
Alleyn's School is a long-established and nationally recognised independent day school, named 'Co-Educational School of the Year' in 2025 by the Independent School Awards. It has formed an integral part of the local community for over 400 years, nearly 150 of which have been on its current site on Townley Road. Founded on principles of progressive and transformative education, the School is recognised for outstanding academic achievement, a wide-ranging and successful co-curricular programme, and a strong commitment to pastoral care and student wellbeing. While focused on excellence in education, Alleyn's believes that its role extends beyond the School boundary and takes pride in maintaining a positive and collaborative relationship with the local community.

The School actively shares its facilities with local schools and community groups, supporting access to high quality spaces and resources. During the 2023-2024 academic year, Alleyn's provided 1,332 hours of facilities hire at reduced or no cost, enabling local primary schools to make regular use of its facilities throughout the year - from swimming lessons and sports days to end-of-term performances and events. Guided by the values of Respect, Opportunity, Courage, Curiosity, and Kindness, and inspired by its founder Edward Alleyn, the School continues to evolve responsibly, ensuring that its estate supports both its educational mission and its long-standing contribution to the wider Townley Road community.

Archive imagery of Alleyn's School on Townley Road with its distinctive driveway and Victorian frontage

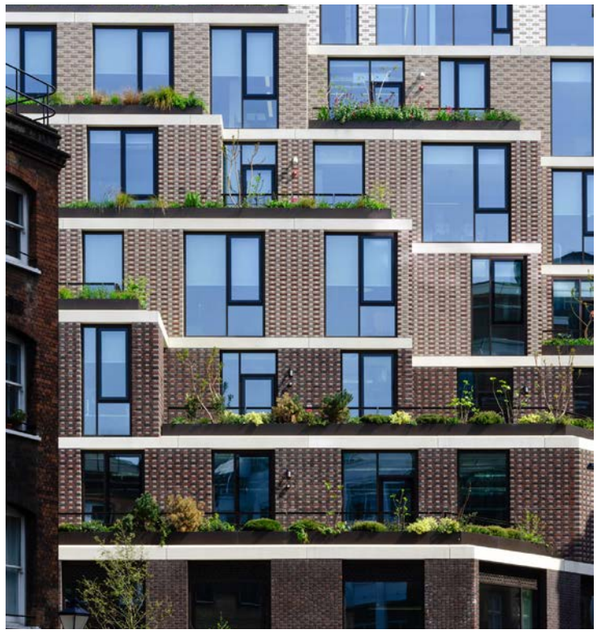
1.4 The Architect

Allford Hall Monaghan Morris

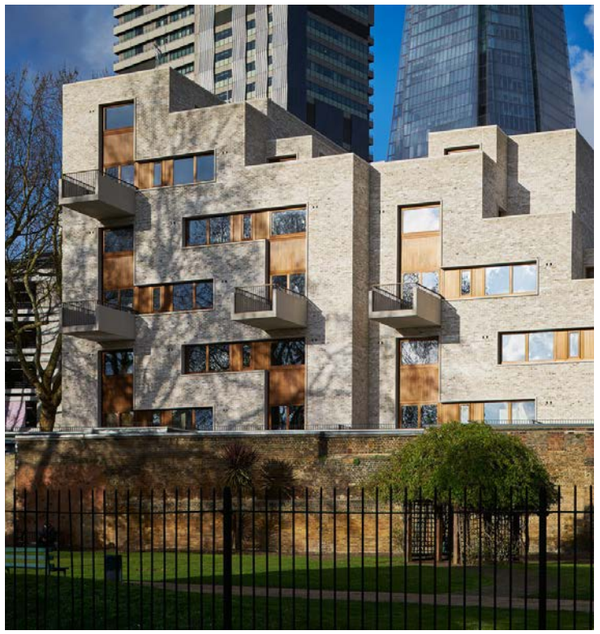


Burntwood School, Wandsworth

BBC Television Centre, Hammersmith & Fulham



The Ray, Islington



Weston Street, Southwark

We believe in making places

Allford Hall Monaghan Morris creates buildings that are satisfying and enjoyable to use, beautiful to look at and easy to understand. We design very different building for very different people to use in very different ways. We believe in making places as well as buildings that work over time and have lasting qualities intrinsic to their architecture.

We value strategic architecture

For us, a project begins with a strategy, not a design solution. This strategy arises from understanding the fundamental drivers of a brief and the parameters, problems and opportunities it represents. It includes a richer definition of context as political, economic or social as well as architectural.

Good architecture is legible and robust

We search for the chances to create good architecture in every site, budget and programme. And whilst this might involve a complexity of thought, it yields a simple, legible proposal that remains in response to change but still remains true to the core of the brief. Only then does a design idea emerge, an idea that will be robust enough to survive the pressures that can be expected on the way to the finishes building. Its execution may involve us drawing on previous projects, but always testing against the overall framework of the new.

Our architecture resonates with people

For nearly 30 years this way of seeing has allowed us to make architecture that resonates with clients and critics and responds to changing construction techniques. We design houses and housing, schools and sports buildings, exhibition spaces and offices and healthcare facilities, as well as the odd bus station and art gallery. Interestingly, we are now building hybrids of many of the above.

2.0

Site Context and Analysis

2.1 Site Location

Surrounding Context

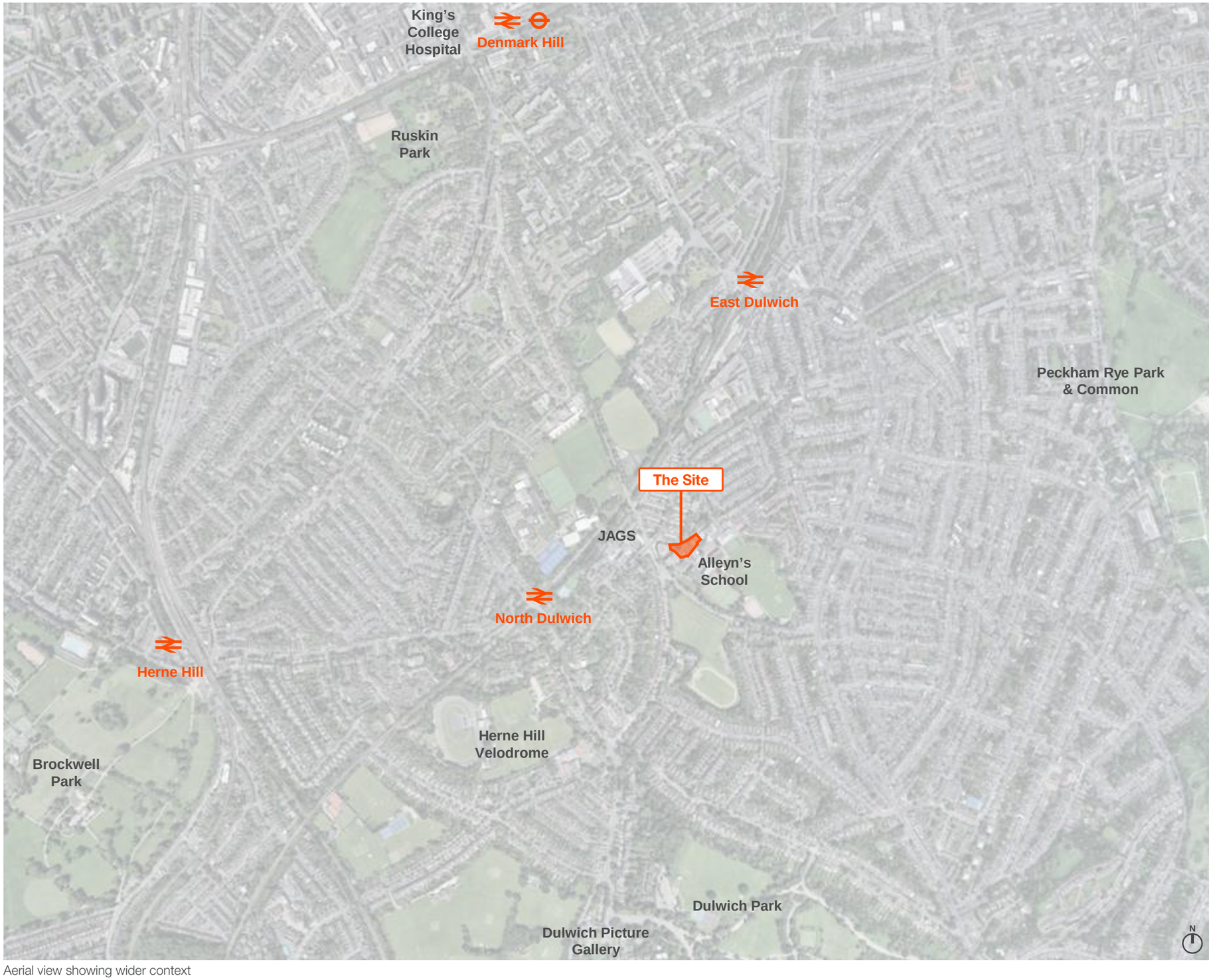
Alleyn's School is located on Townley Road in Dulwich, within the London Borough of Southwark. The School campus is located in a predominantly residential neighbourhood in close proximity to large, open green spaces such as Dulwich Park and Brockwell Park.

The Site is well-served by multiple modes of transport, offering good connectivity for staff, pupils and visitors. The closest train stations are North Dulwich Station (9min walk), East Dulwich Station (15min walk), Herne Hill Station and Denmark Hill Station (20min walk each). Multiple bus routes operate in the area with stops along Townley Road, East Dulwich Grove and Lordship Lane.

The surrounding Dulwich context is equally rich in educational and cultural assets. The nearby James Allen's Girls' School (JAGS), Dulwich College, Dulwich Picture Gallery, and Dulwich Park provide a strong civic and educational context.

KEY

- London Borough of Southwark
- Site Location



Aerial view showing wider context

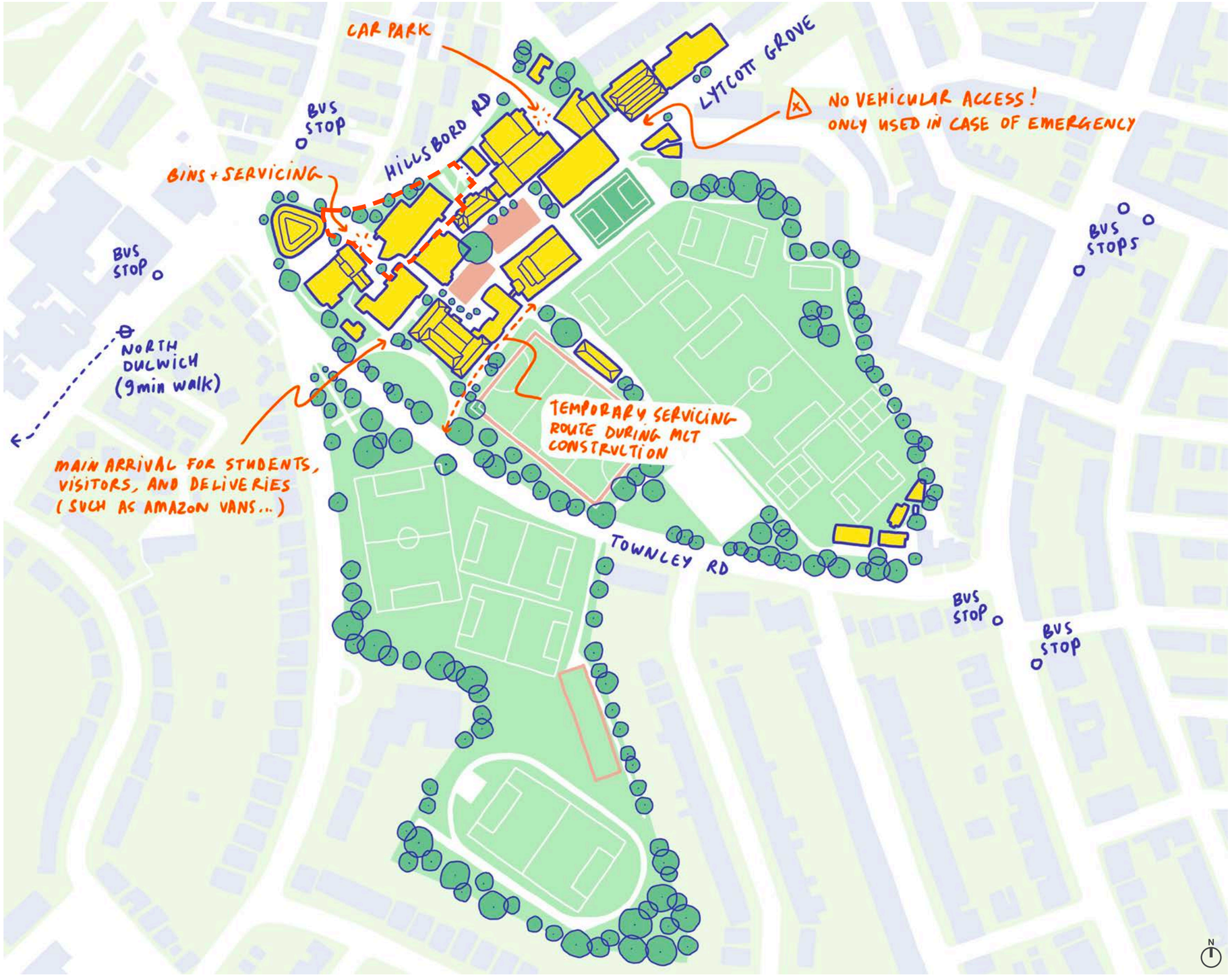
2.2 Site Access

Site Access

The School's main entrance and driveway are located along Townley Road, serving as the primary point of access for pupils, staff, and visitors. All arrivals are required to check in at the security lodge, which also manages daily postal deliveries and small consignments.

Service access is provided via Hillsboro Road, where refuse collection and larger catering deliveries are accommodated within a dedicated service yard, situated between the Science Block and the existing Dining Hall.

Further along Hillsboro Road, closer to the Junior School, is the School's main car park, accessed via both vehicular and pedestrian gates equipped with their dedicated security lodge. While there is an additional vehicular gate on Lytcott Grove, it is not in active use and vehicular access is currently restricted to emergencies only in this location.

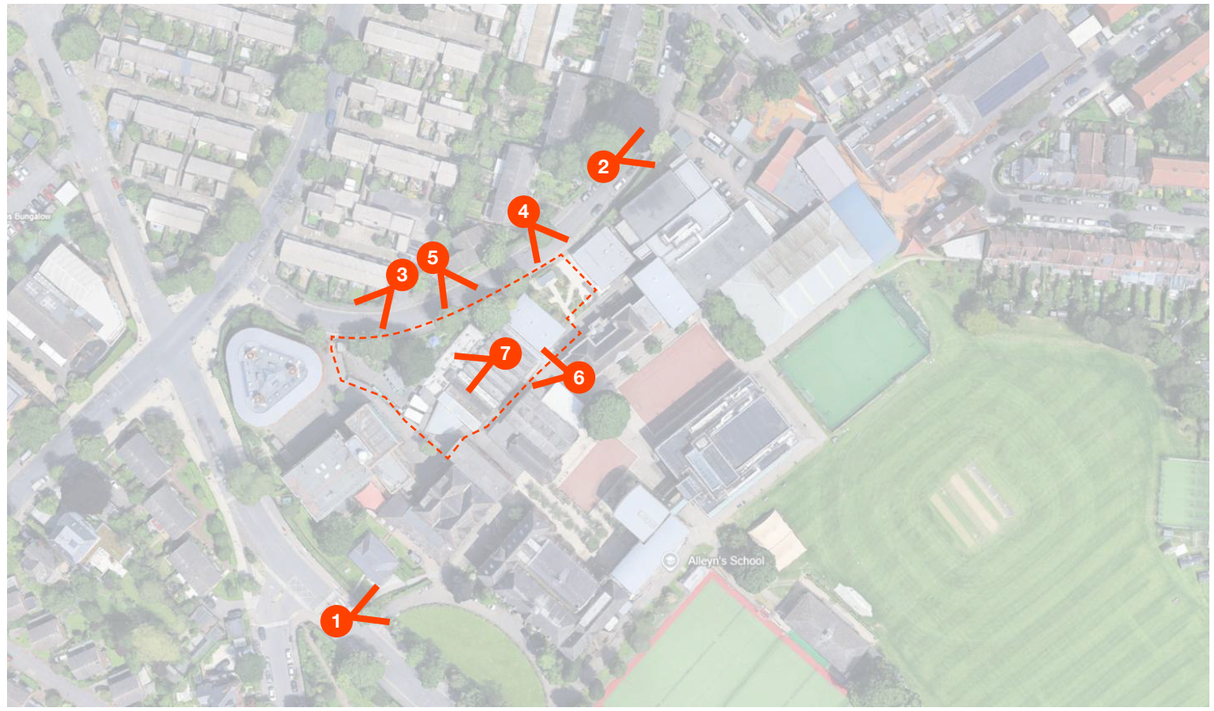


KEY

Site Boundary

Illustrative site plan showing access routes and public transport connections

2.3 Existing Site Photographs



Site plan

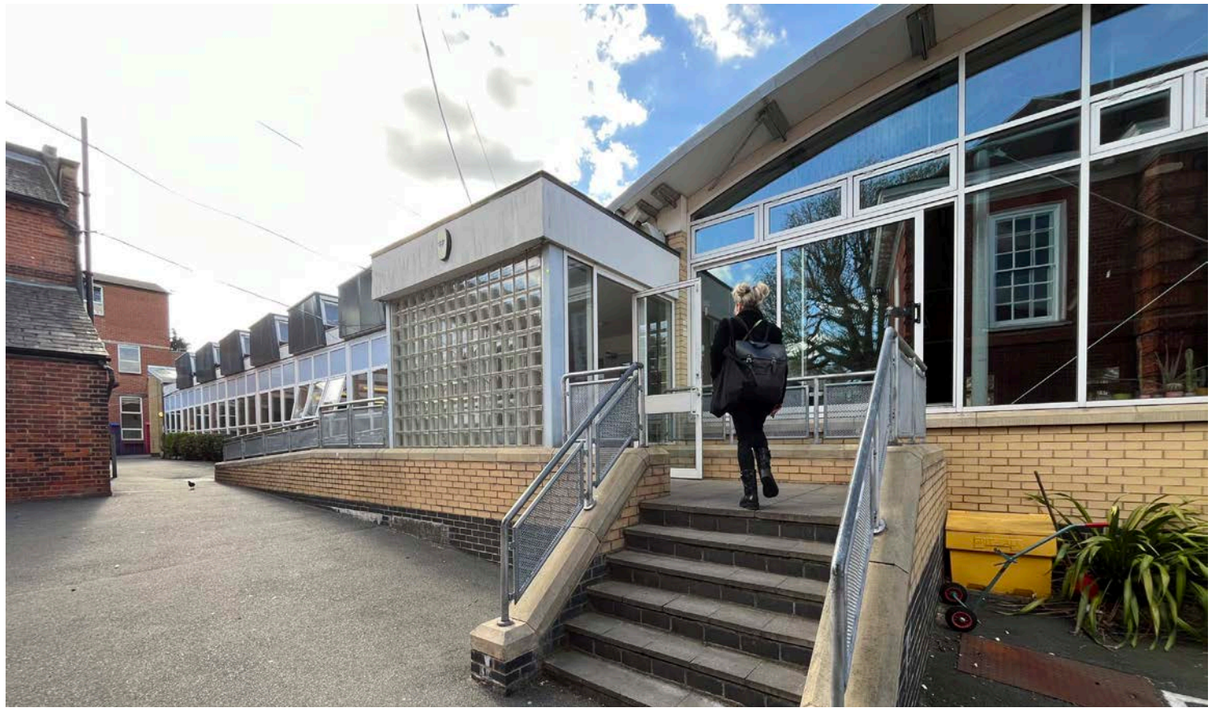
01. Main school entrance gate and driveway as seen from Townley Road

02. Junior School and car park entrance gate as seen from Hillsboro Road

03. Service yard gate as seen from Hillsboro Road

04. Vehicular gate into the Well garden as seen from Hillsboro Road

05. Existing Dining Hall as seen from Hillsboro Road



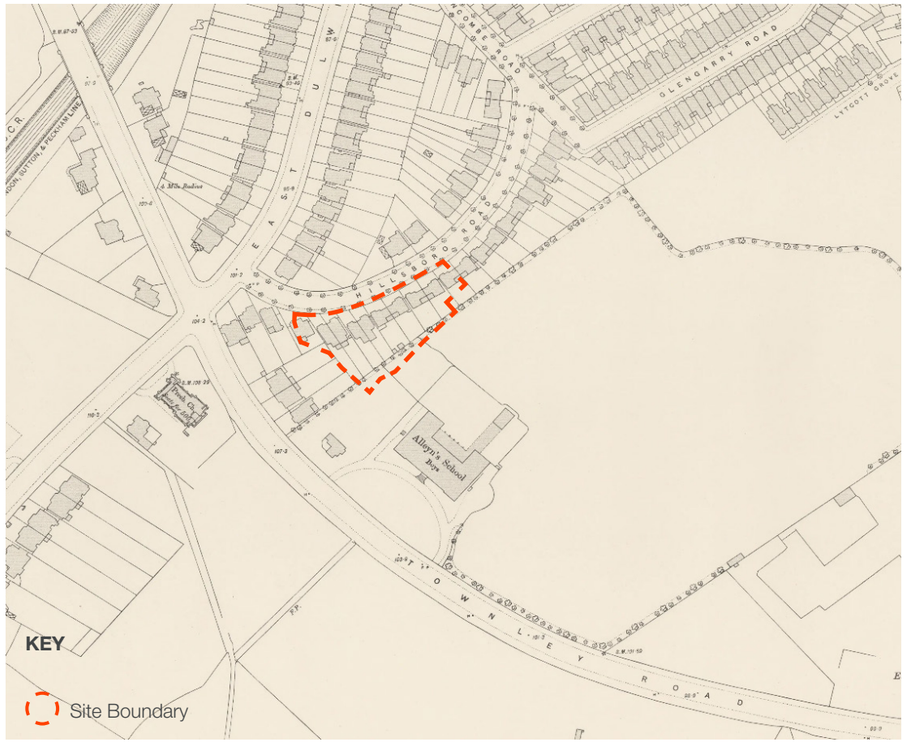
06. Existing Dining Hall as seen from within the School's campus

07. Interior of the existing Dining Hall

2.4 Site History

The College of God's Gift

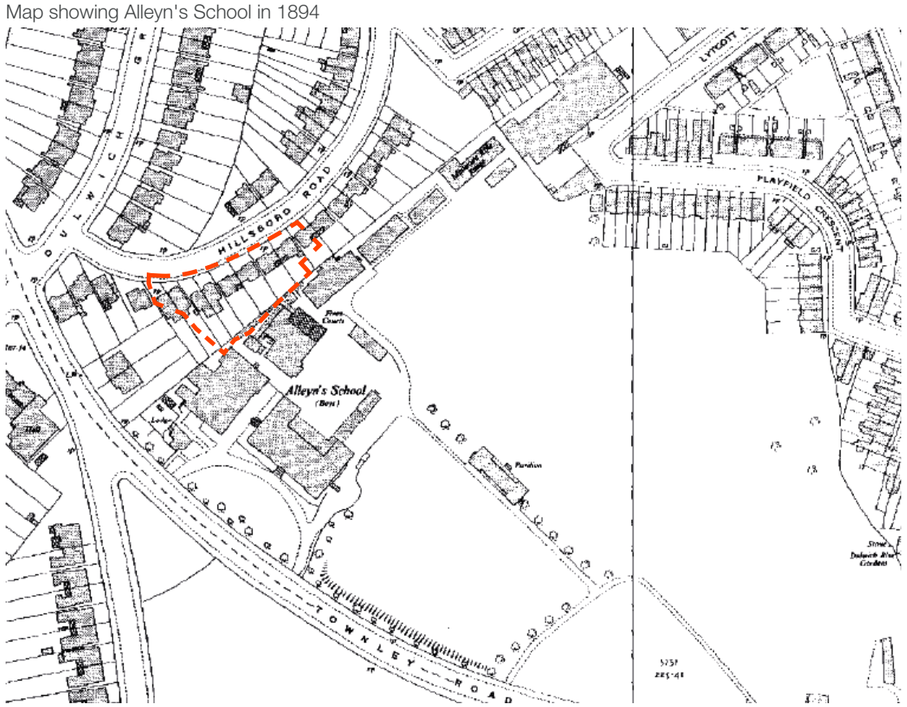
Alleyn's School traces its origins to the early seventeenth century and the legacy of its founder, Edward Alleyn, a prominent Elizabethan and Jacobean actor, entrepreneur, and philanthropist. Renowned for creating the title role in Christopher Marlowe's *Doctor Faustus*, for his association with the plays of William Shakespeare, and for leading the celebrated company My Lord Admiral's Men, Alleyn was also a significant patron, owning the Rose Theatre and the Bear Pit on Bankside. Inspired by a vision experienced while on stage, he founded The College of God's Gift to provide education for children living in poverty. The College was formally endowed under Letters Patent granted by King James I on 21 June 1619, as an expression of thanksgiving for Alleyn's success in life and on the stage. In 1882, The College of God's Gift was divided into Alleyn's School and Dulwich College, with Alleyn's established to provide a transformative education for academically able London students from a wider range of social backgrounds.



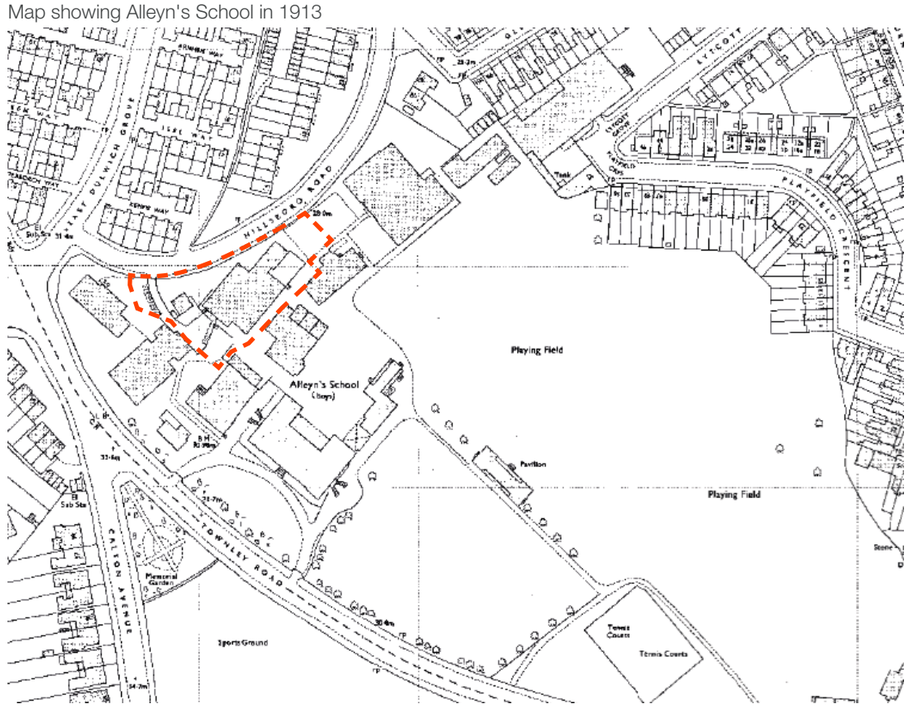
Map showing Alleyn's School in 1894

Map showing Alleyn's School in 1913


Portrait of Edward Alleyn



Map showing Alleyn's School in 1952



Map showing Alleyn's School in 1964

Alleyn's School on Townley Road

When The College of God's Gift split into Alleyn's School and Dulwich College in 1887, Alleyn's moved approximately half a mile across Dulwich to Townley Road, where it occupies its present site, distinguished by its carriage-drive frontage and striking red-brick Victorian architecture which continues to serve as a historic cornerstone of the School. The Victorian structure set the architectural tone and spatial organisation for subsequent expansions.

Throughout the 20th century, the School saw a number of building phases that sought to respond to increasing pupil numbers and diversified curricula. The Old Gym is one of the oldest buildings on site, dating back to 1906, and was designed to provide enhanced sports and physical education facilities, supporting activities such as gymnastics, dance and drama. The Buttery was constructed later in 1936 and originally served as the School's dining hall and social space, becoming a key facility for pupil communal life. The Dining Hall and New Gym and Swimming Pool then followed in the 1960s.

Since then the campus has seen various modern additions over time, including new academic blocks and sports facilities which continue to support the evolving needs of the school community.

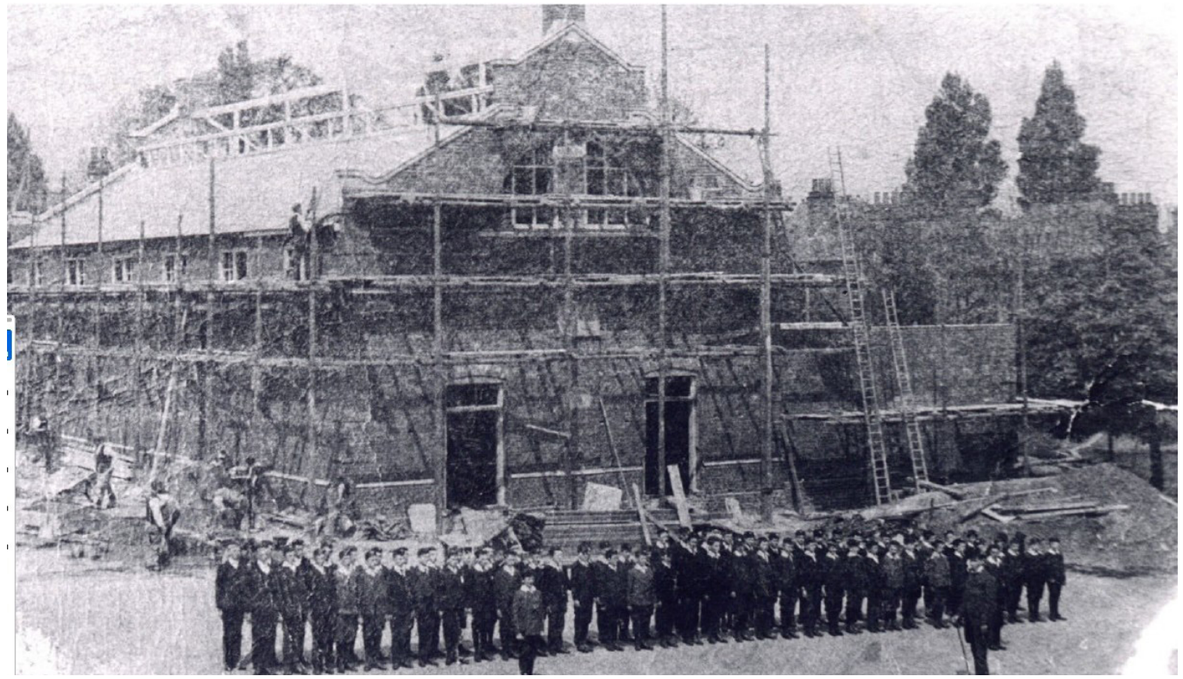
KEY

- Site Boundary
- Pre-1900s
- 1900 - 1930
- 1930 - 1950
- 1950 - 1980
- 1980 - 2000
- 2000 - 2022

Illustrative site plan indicating age of different buildings on campus

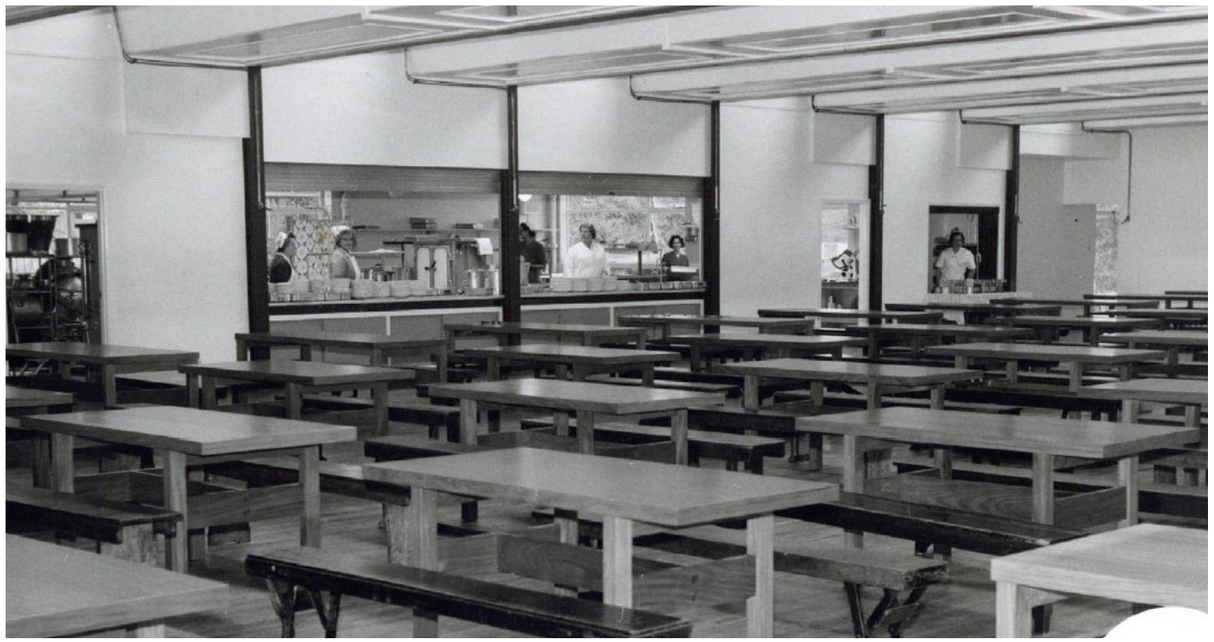
Archive imagery of the Main Building fronting Townley Road

The Main Building today



Archive imagery of the construction of the Old Gym

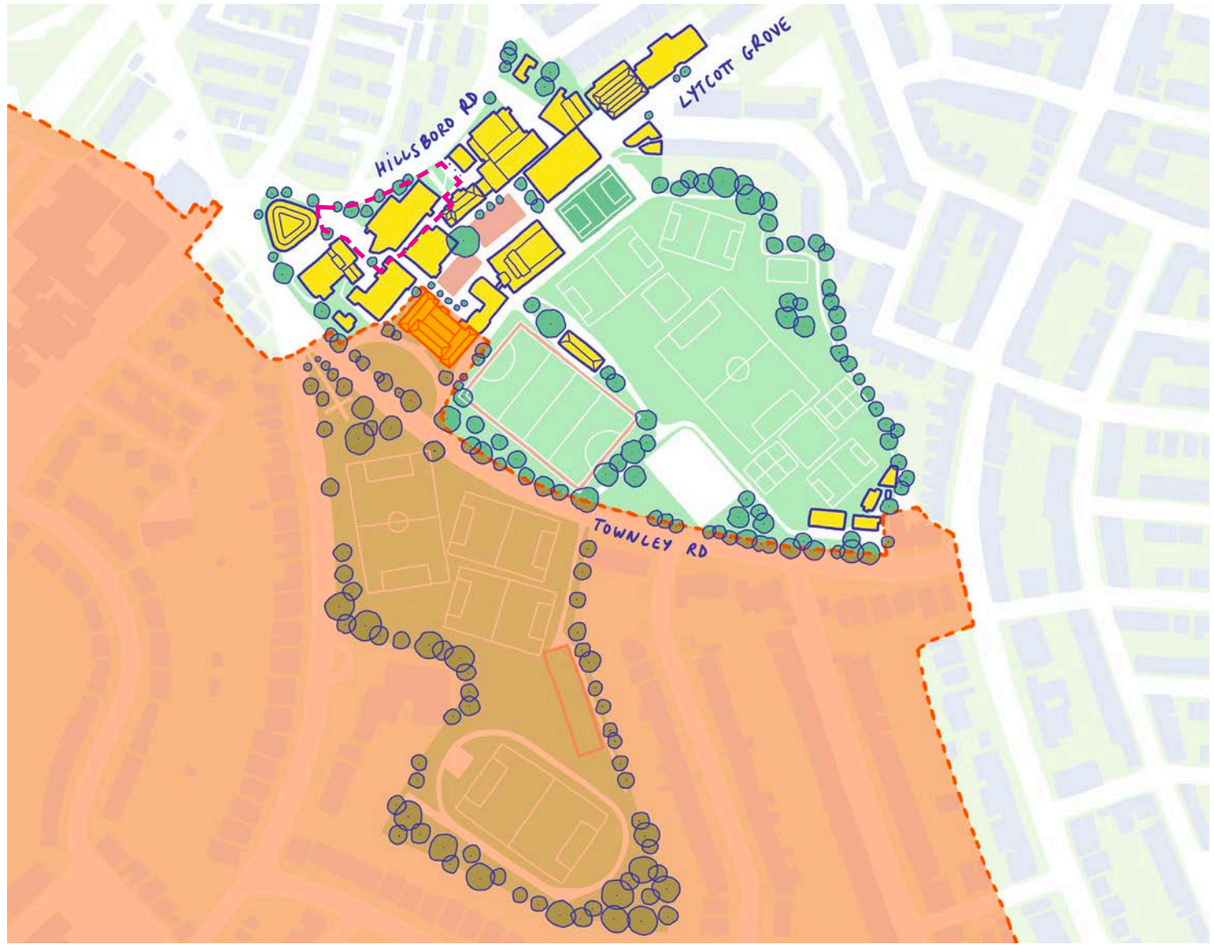
The Old Gym today



Archive imagery of Alleyn's School

2.5 Heritage, Conservation and Planning

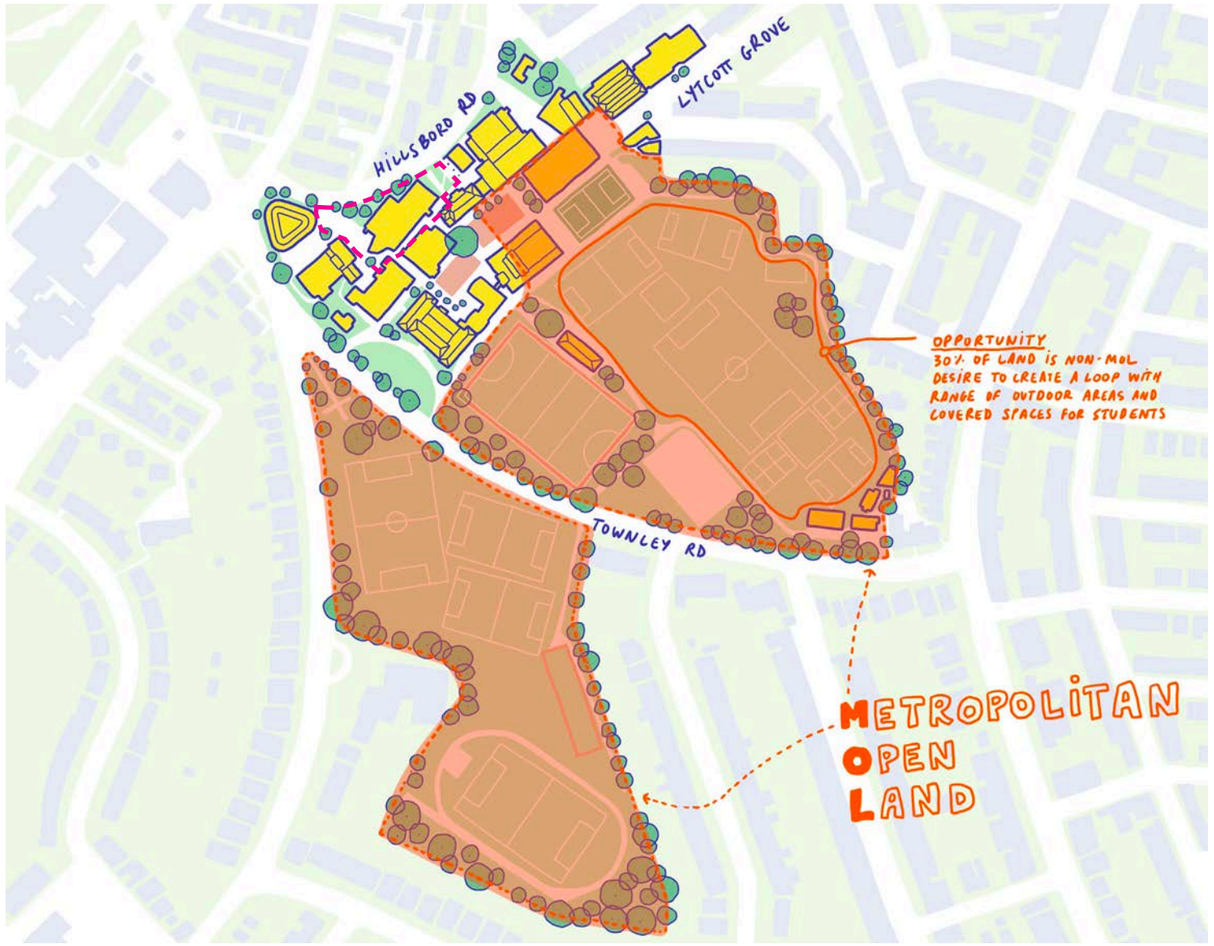
Heritage and Conservation



Illustrative site plan showing the Dulwich Village Conservation Area boundary

While none of the individual buildings within Alleyn's School campus are currently designated as Grade Listed by the London Borough of Southwark, the School owns a portion of land that sits within the Dulwich Village Conservation Area. The Site boundary itself sits outside this designated area; however, as illustrated in the site plan above, both the Main Building and its distinguished driveway are part of the protected designation. The absence of listings doesn't diminish the heritage value of the campus; rather, it highlights the importance of a sensitive approach to development that respects the conservation area's overarching objectives.

Planning Restrictions



Illustrative site plan showing the MOL boundary

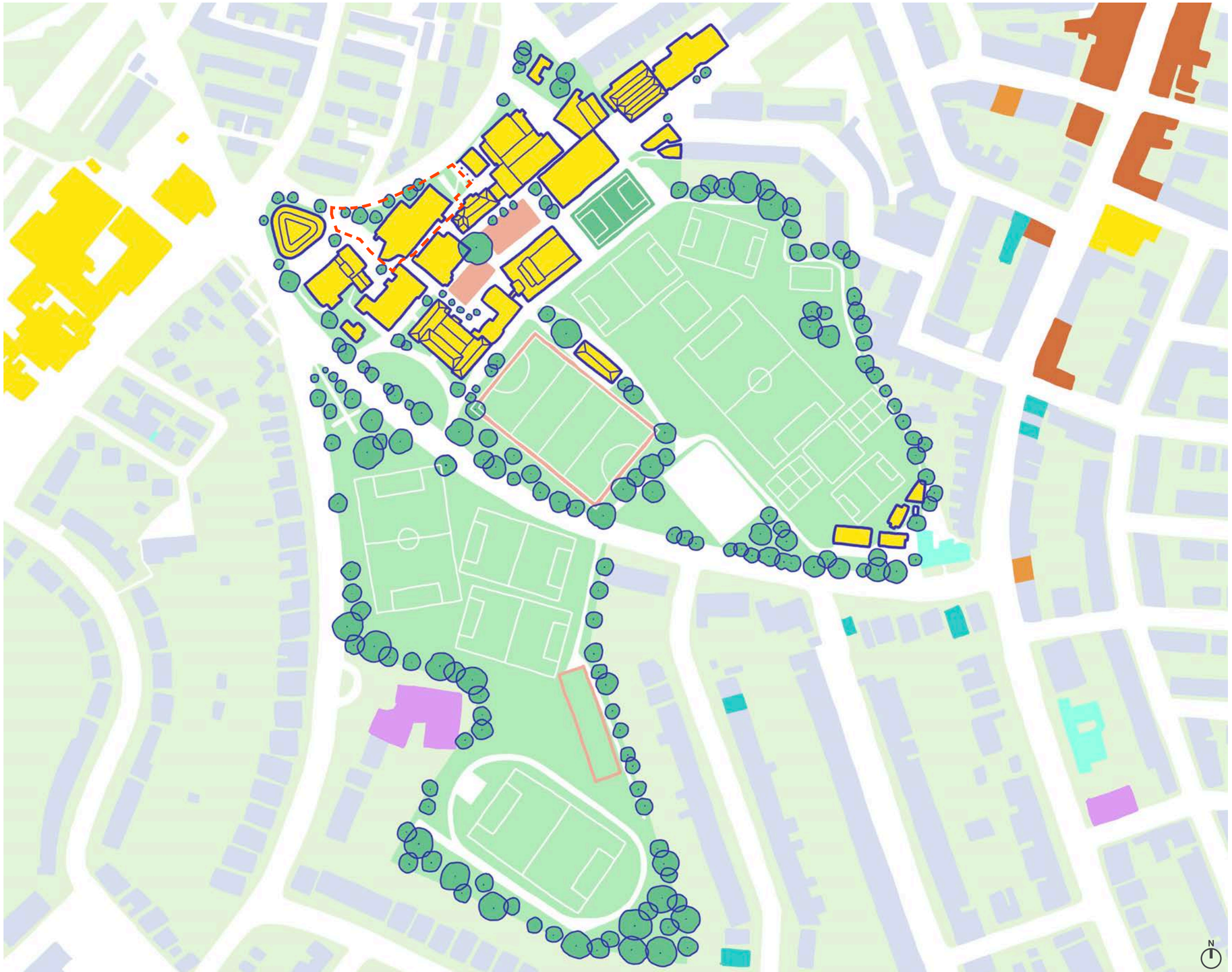
School land is also subjected to planning restrictions related to its partial inclusion within and in proximity to the Metropolitan Open Land (MOL) boundary, although the Site boundary itself sits outside of the MOL. MOL designations serve to protect important green spaces around London from inappropriate development, maintaining their openness and recreational value. Consequently, any proposals for new construction or significant alterations on or near the MOL boundary must comply with strict planning policies aimed at preserving these open land characteristics.

2.6 Land Uses

Adjacent Typologies

Alleyn's School is located within a predominantly residential area of Dulwich, characterised by low to medium density housing, tree-lined streets, and a strong suburban character. The School sits within a well-established educational cluster, with a number of other notable institutions nearby, including the James Allen's Girls' School (JAGS) sitting opposite, reinforcing the area's long-standing association with education and learning.

To the east and north-east, the character transitions towards Lordship Lane, a local centre accommodating a mix of uses which together serve the daily needs of the surrounding community.



Illustrative site plan indicating adjacent land uses

KEY

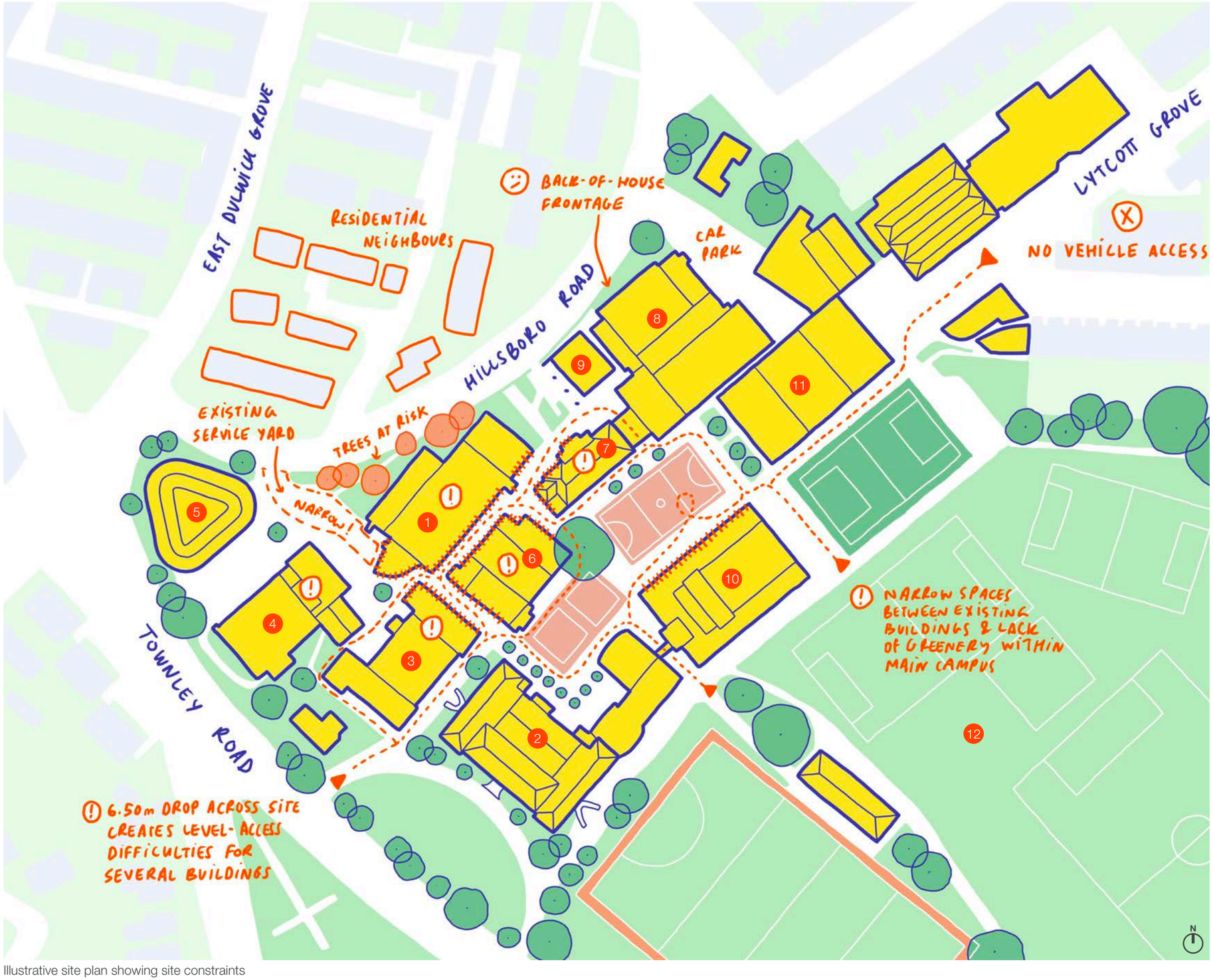
- Site Boundary
- Education
- Healthcare
- Office
- Leisure
- Retail
- Place of Worship
- Residential

2.7 Site Constraints

Initial Observations

The Site is defined by a number of physical and contextual constraints that influence potential development. To the north, the campus is closely bordered by residential properties along Hillsboro Road, requiring careful consideration of privacy and amenity. Operationally, access is restricted by the School Street designation of Hillsboro Road, while the service yard is narrow and constrained, limiting vehicular movement. The Site includes several mature trees, which contribute to its character, though a number are at risk of being removed to accommodate the proposed development.

Internally, the School occupies a tight, constrained site, with buildings of varying age and character arranged in a piecemeal fashion over successive periods, leaving limited breathing space between structures. Additionally, the Site features a significant level change, adding complexity to circulation, accessibility, and movement across the campus. Together, these factors establish a complex but highly distinctive context, which informs the design response and opportunities for a sensitive, well-considered development.



KEY

1. Dining Hall (to be demolished and replaced with Crucible)
2. Main Building
3. Art, Food & Technology Building
4. Science Building
5. Lower School Building
6. Old Gym
7. Buttery
8. New Gym and Swimming Pool
9. Well Building
10. Edward Alleyn Building (EAB)
11. Sports Hall
12. School Grounds

Illustrative site plan showing site constraints

Existing Neighbours

The northern edge of the School's campus along Hillsboro Road marks the transition between the School and its surrounding residential neighbourhood. Opposite the Site, a series of two-storey family homes line this road, which benefits from its designation as a School Street, thus restricting vehicular access and servicing to certain given times in the day.

Although the existing Dining Hall is located in relatively close proximity to neighbouring residential properties, its position and orientation mean that it faces predominantly residential flank walls as identified in blue in the adjacent aerial photograph. The principal sight-lines from these adjacent homes, shown in orange, are directed to either side of the Site rather than directly across, resulting in limited direct overlooking between the Site and nearby homes. Consequently, residential privacy is preserved, allowing the Dining Hall to sit comfortably within its surroundings while continuing to respect the quiet and residential character of Hillsboro Road.

Hillsboro Road looking east towards the existing Dining Hall

Hillsboro Road residences opposite the existing Dining Hall

Hillsboro Road looking west towards the existing Dining Hall

Aerial view showing the existing Dining Hall located opposite flank residential walls

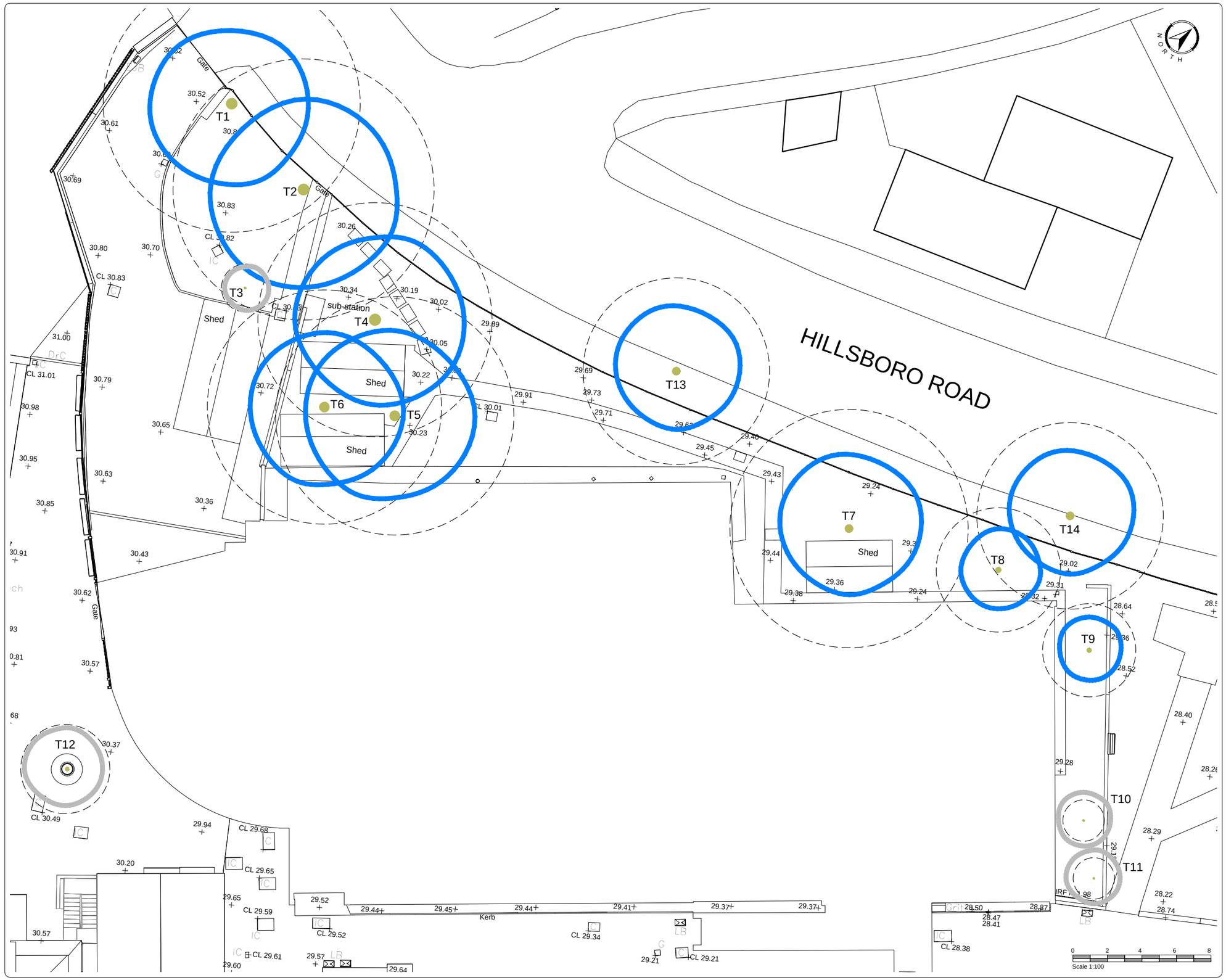
Existing Trees

The Site encompasses an existing group of trees along the Hillsboro Road boundary, highlighted in white in the adjacent photograph. A Tree Survey has been carried out in December 2025 and has identified fourteen trees of moderate to low quality numbered T1 to T14 within and directly adjacent to the Site boundary. These are identified in the tree survey plan on the following page.

The highly constrained nature of the Site means that, despite careful design development, a number of trees will likely need to be removed to accommodate new construction. In total, approximately ten on-site trees (numbered T4 to T12) including Beech, Norway Maple, Lawson Cypress, Oriental Photinia, and False Acacia, may be affected. None of these trees are subject to a Tree Preservation Order, nor are they located within the Dulwich Village Conservation Area. To mitigate this loss and enhance the wider landscape, new trees will be planted both within the Site and elsewhere across the School's extensive grounds, ensuring the continuation of visual amenity, supporting biodiversity, and maintaining the green character and setting of the campus.

The School looks after nearly 400 mature trees across the estate, and is committed to improving ecology and biodiversity through separate ambitious plans being discussed with the local community and the London Borough of Southwark.

Aerial view of Alleyn's School highlighted potential trees affected



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Notes:

Key to Tree Survey Plan

The RPA (Root Protection Area) ie the zone in which the root system is believed to be concentrated, has been calculated for each tree within the site boundary. The results can be found with the Tree Report.

This drawing is based on:

- Topographical Survey, 4303-01 - Newcastle Arms, NG8 5DW by Mobile Cad Surveying Solutions, dated June 2024
- Topographical Survey, reference 230554-TMA-XX-XX-M2-AP-1100 by Tim Moy Associates, dated 26th October 2023 and Topographical Survey reference 24144-PCL-ZZ-ZZ-M2-Y-00001_DWG-S3-P01 by Plowman Craven, dated August 2025
- Proposed Site Plan, drawing reference 24144-AHMM-ZA-ZZ-DR-A-PL003, by Allford Hall Monofham Morris Architects, dated 05.12.25
- Site visit by Encon Associates, 10.11.2025

T1 **Category A**

T1 **Category B**

T1 **Category C**

T1 **Category U**

T1 RPA shown as a dashed circle around each tree

Rev	Date	Description	Drawn	Checked

Client
Alleyn's School

Project
Project Crucible
Alleyn's School
Townley Road, London

Title
Tree Survey Plan

Drawing Status
FOR PLANNING APPROVAL

Drawn	MJB	Checked	LB
Date	18.11.25	Scale (A1)	1:100

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Sustainable Buildings Consultancy
Landscape Architecture Arboriculture Ecology BREEAM Energy Assessments Highway Engineers Noise Assessments Air Quality Assessment

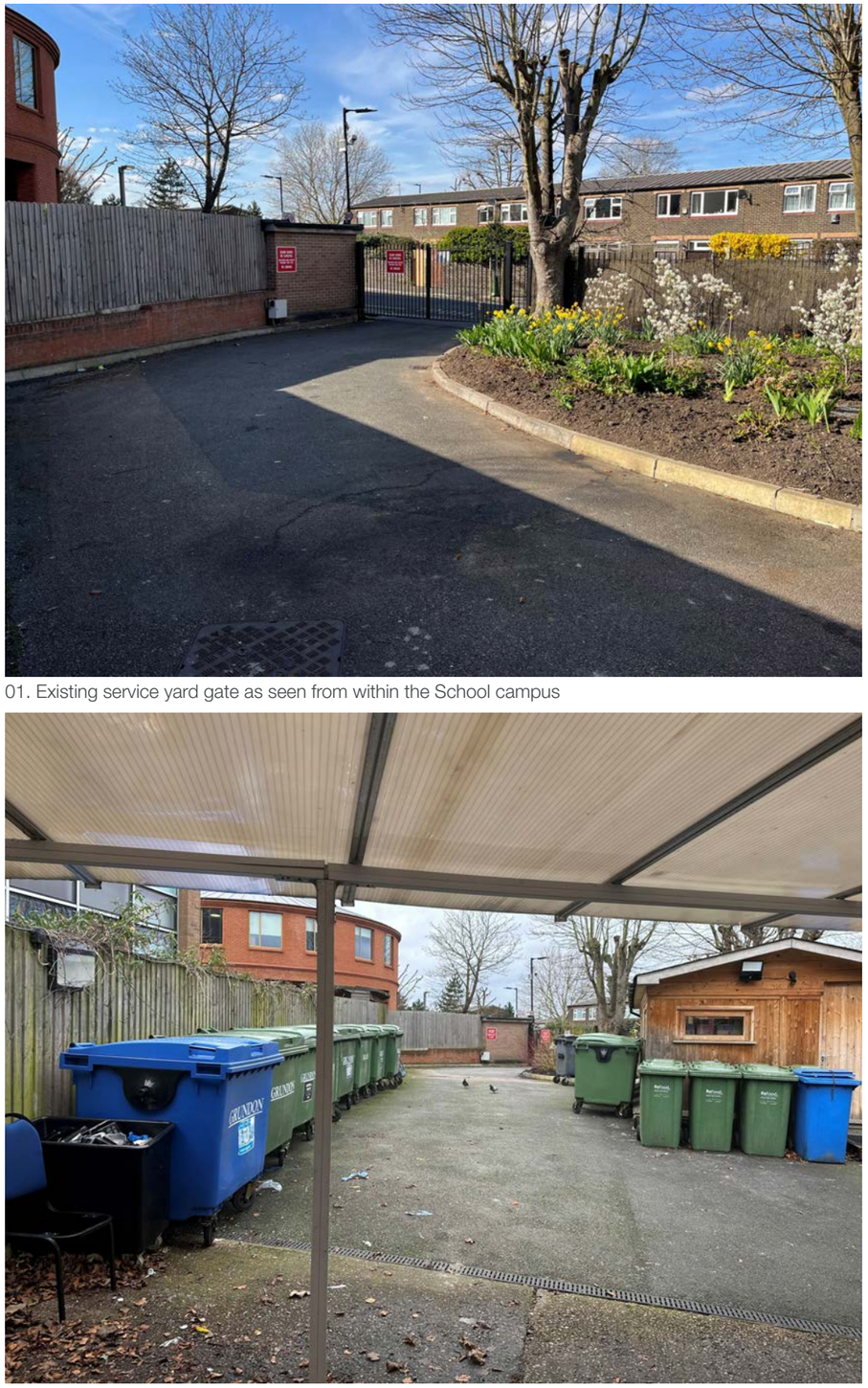
Job Number	Drawing Number	Rev
A7482	01	

Tree Survey Plan indicating trees in the vicinity of the existing Dining Hall (excerpt taken from Tree Survey by Encon Associates)

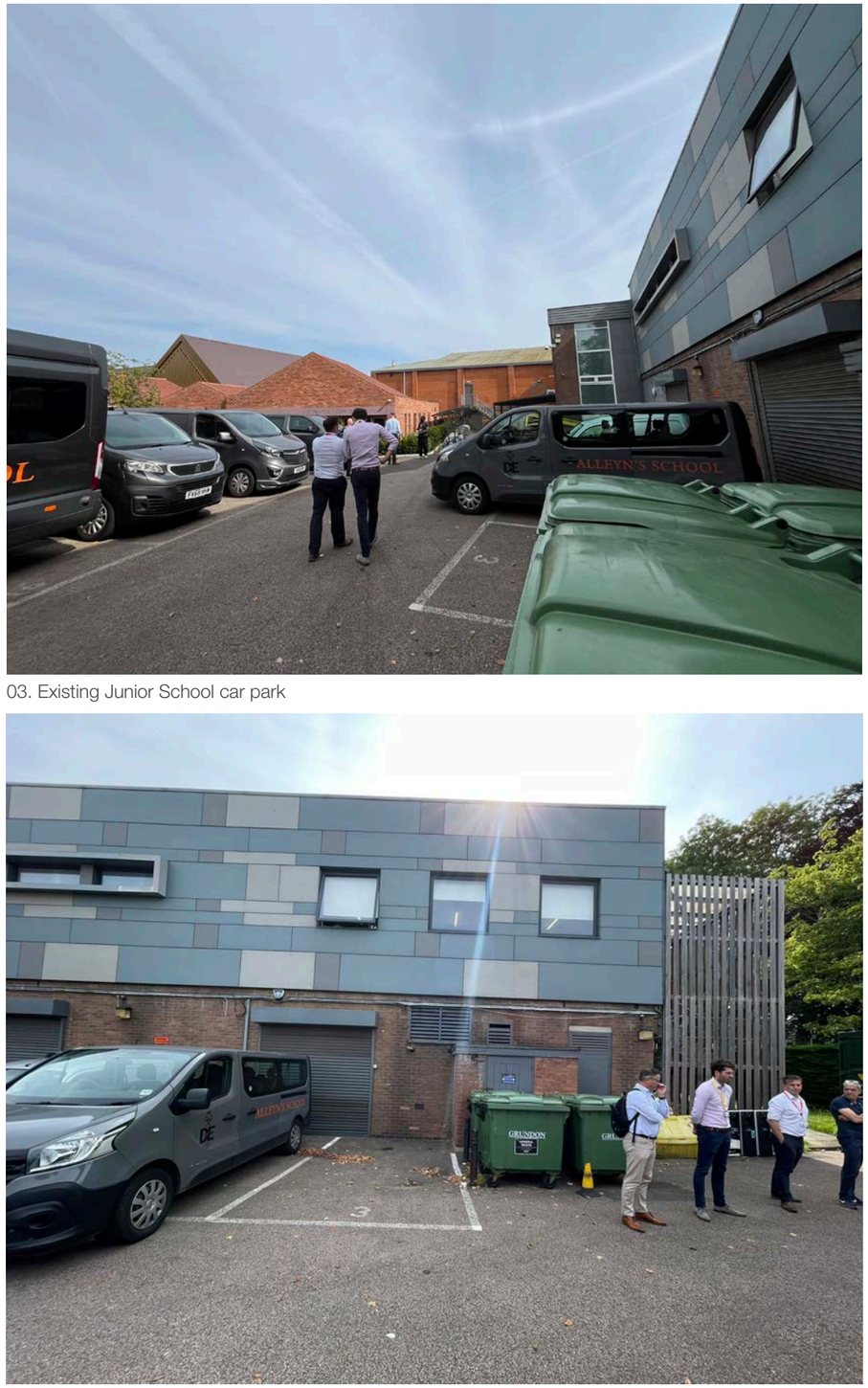
Existing Service Yard and Car Park

Catering and larger-scale deliveries, as well as refuse collections, are currently managed via a service yard located to the rear of the Dining Hall with access provided through a gate onto Hillsboro Road. The service yard is long and narrow and due to its spatial constraints, refuse vehicles currently enter the yard in reverse gear before exiting back out in a forward direction. The majority of the School's bins are located externally within this yard.

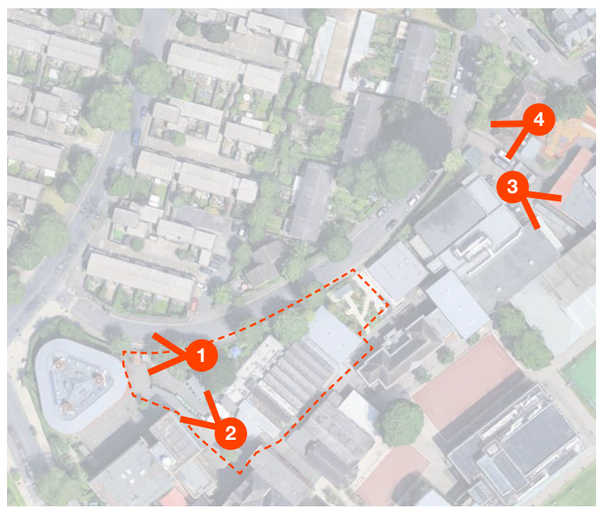
Additional bins are also stored externally within the Junior School's car park, which is also accessed from Hillsboro Road via a gated entrance. This car park primarily accommodates the School's minivans, along with motorcycle and bicycle parking, and includes two shipping containers used for storage.



01. Existing service yard gate as seen from within the School campus



03. Existing Junior School car park



Key plan

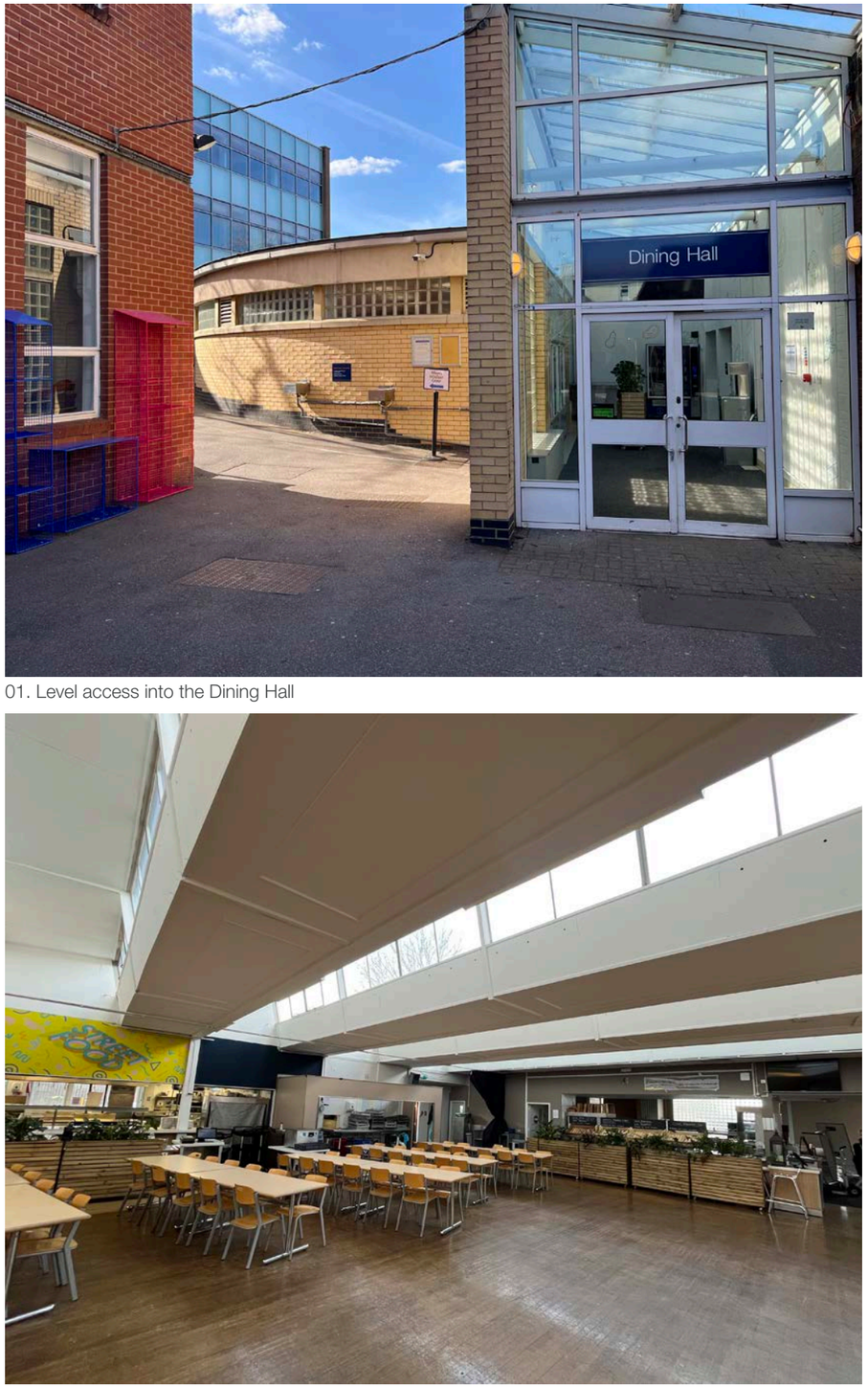
02. Refuse bins are currently located within the existing service yard

04. Additional bins are also located within the existing Junior School car park

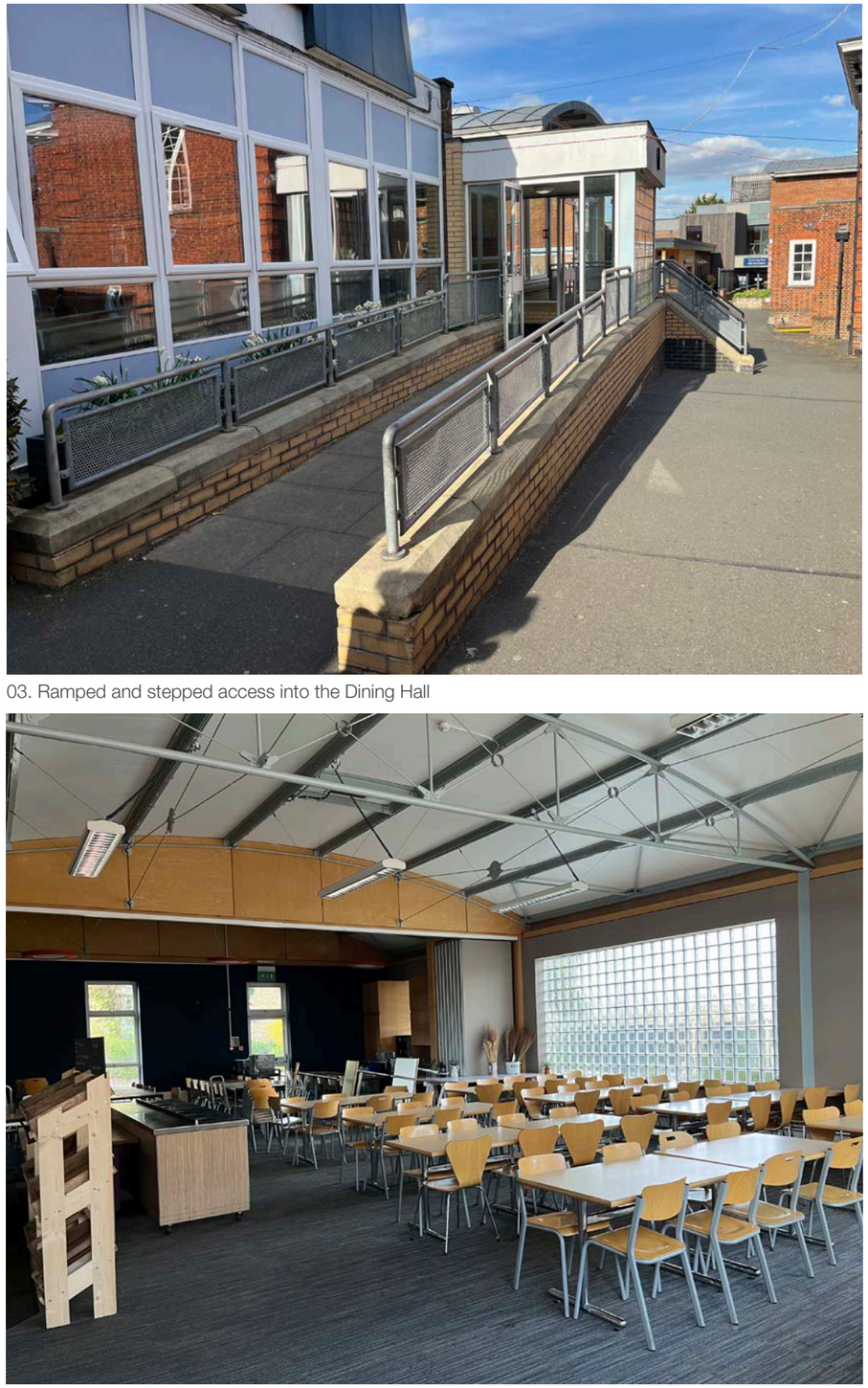
Existing Dining Hall

The existing Dining Hall is a single-storey building originally constructed in the 1960s and has been incrementally extended over time. It is accessed via two principal entrances serving both pupils and staff, with stepped access at the rear of the building opening directly onto the service yard. The building sits in very close proximity to surrounding facilities, including the Science block, the Art, Food and Technology block, the Old Gym and the Buttery. The tight clustering of buildings creates pinch points and circulation constraints, particularly during peak periods such as lunchtime.

The natural slope of the Site further complicates access arrangements. The eastern entrance incorporates both steps and a ramp, which reduces further the usable external space and intensifies the sense of congestion around the building at busy times.



01. Level access into the Dining Hall



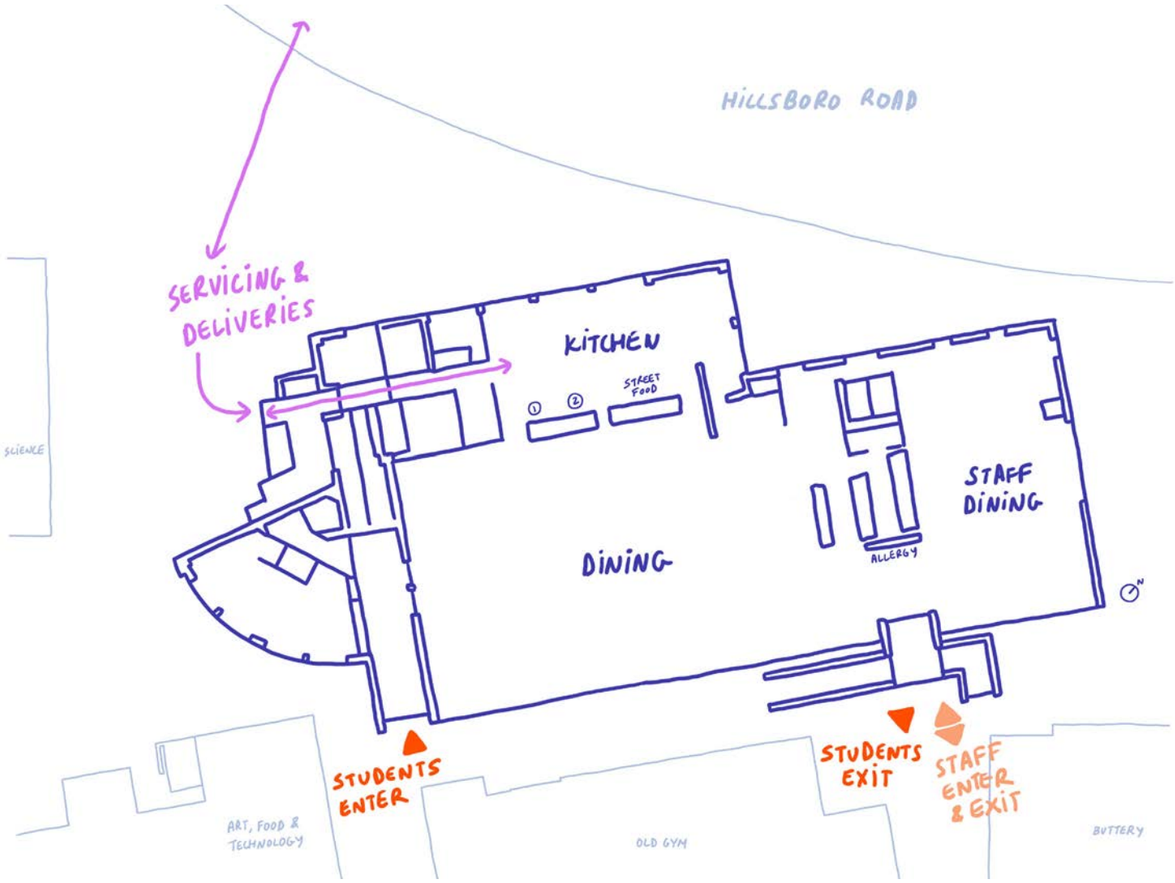
03. Ramped and stepped access into the Dining Hall

Key plan

02. Main pupil dining hall

04. Staff dining hall

Movement and Access

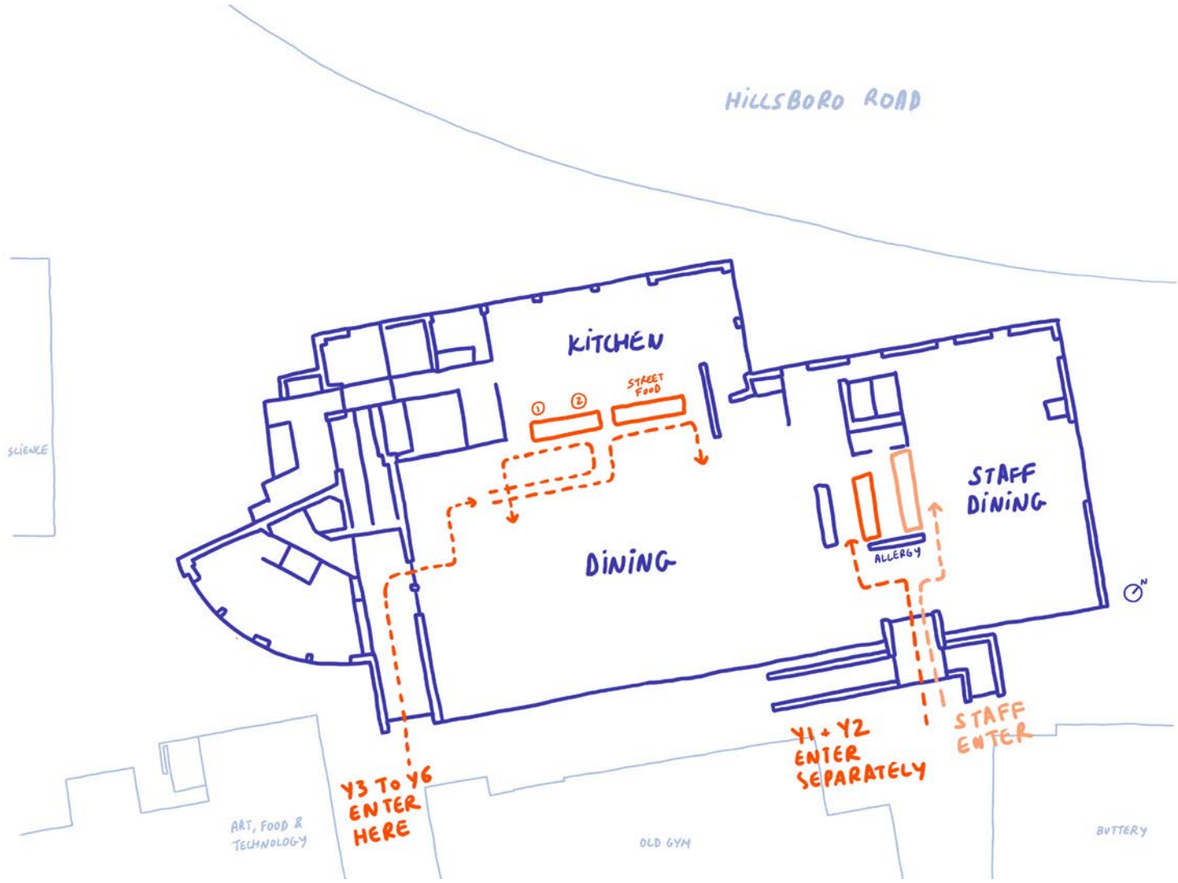


Internally, the Dining Hall is arranged into three main zones. The central pupil dining space is supported by two principal serveries, providing several hot meals and street food options, alongside a separate grab-and-go counter that serves items such as baguettes, pasta, and soups.

A dedicated allergens counter, positioned directly opposite the staff entrance and exit ensures safe and efficient access for those with specific dietary requirements. The staff dining area is located adjacent to the main dining hall, remaining visually connected while operating as a distinct space with its own servery and grab-and-go offer.

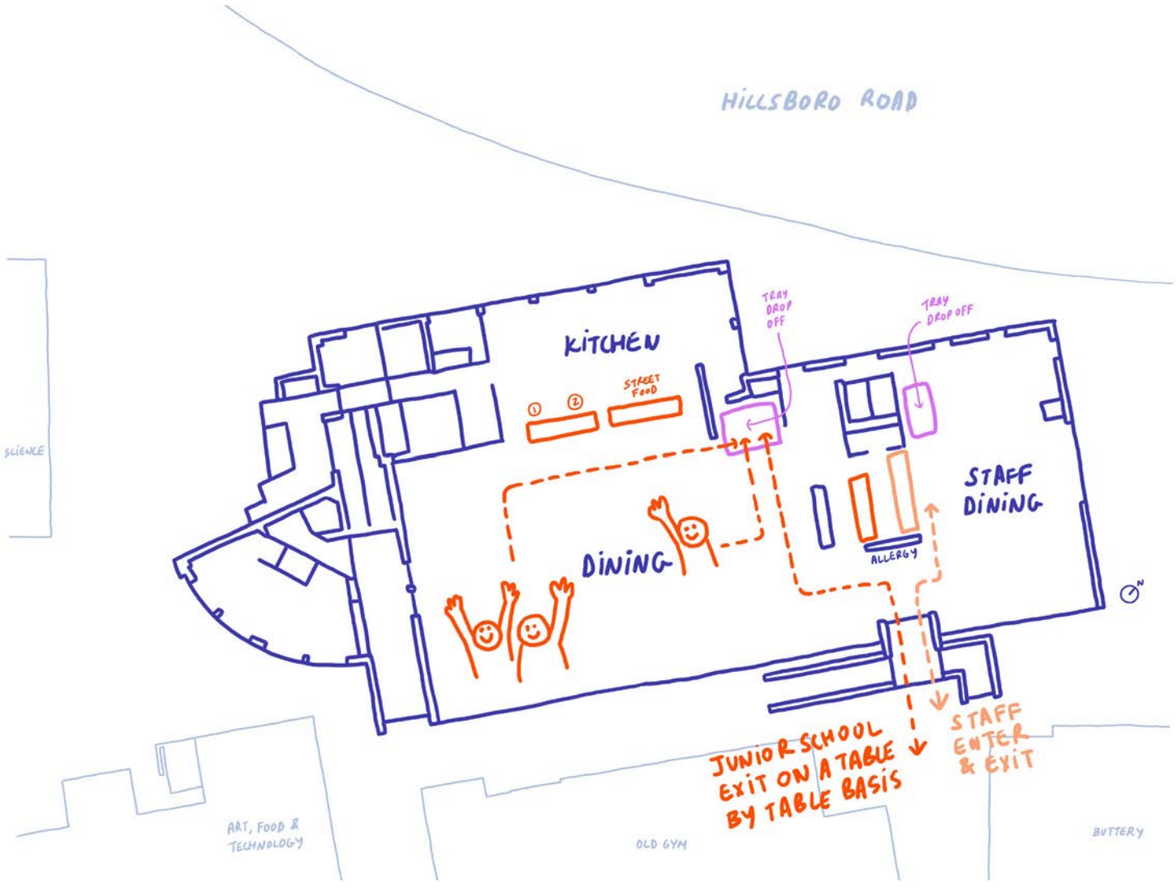
The kitchen and back-of-house facilities are positioned to the rear of the building, with direct access from the service yard onto Hillsboro Road, allowing catering deliveries and servicing to be managed separately from pupil circulation.

First Sitting 12:00 - 12:30



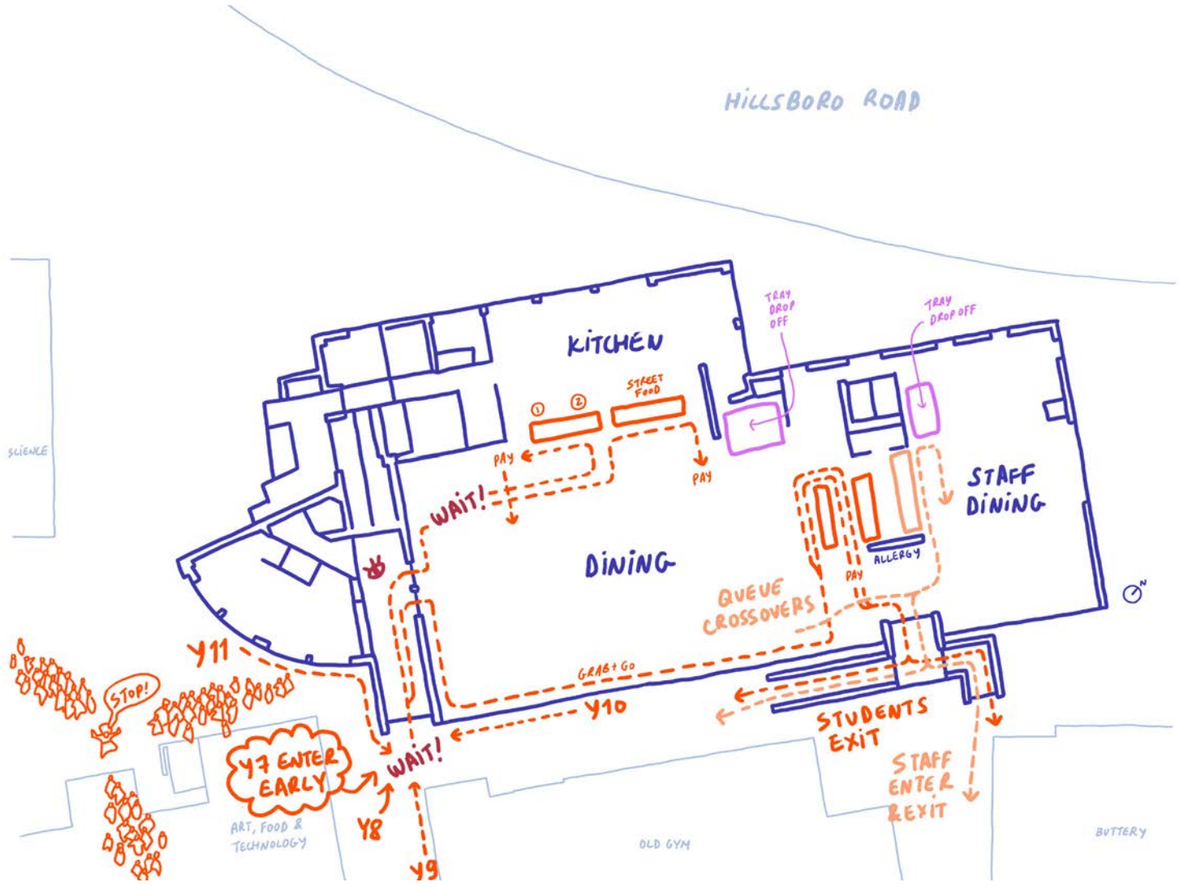
The younger pupils are served first, with their lunch taking place between 12:00 and 12:30. Reception are required to eat in the Junior School Hall due to the poor acoustic performance of the current dining hall which is deemed unsuitable for small children which in turn presents logistical issues. Junior School pupils are accompanied by their teachers from the Junior School to the Dining Hall. Years 1 to 2 access the building via the staff entrance and are given their food from what is normally the grab-and-go servery counter. Pupils in Years 3 to 6 enter separately through the other entrance to the west and queue for their food at the main serveries to the back of the dining hall. Once inside, pupils are seated by year group supporting orderly movement and supervision.

Break 12:30 - 13:00



A 30-minute break is scheduled between the Junior School lunch period and the arrival of pupils from the Lower and Middle Schools, allowing the space to be cleared and reset. Junior School pupils are dismissed in a calm and orderly manner by raising their hands and being allowed to exit the dining hall on a table by table basis under staff supervision. Throughout this period, staff that are not on supervision duty begin to access their own dining facilities independently, entering and existing the building as required. Pupils in the Upper School are able to eat within their own Sixth Form Lounge on the ground floor of the Buttery building and don't tend to make use of this building.

Second Sitting 12:50 - 13:30



Once the Junior School lunch period has concluded, the dining hall accommodates the remaining year groups, with Year 7 pupils entering approximately ten minutes earlier than their older cohorts to help stagger arrivals. This reduces lesson times presently, to ensure all children are able to be seated within the lunch period. Pupils in Years 8 to 11 follow, with queues forming outside the building during peak periods. At these times, the grab-and-go queue frequently overlaps with the staff dining queue, with high levels of crossover between pupil and staff movement at the main exit.

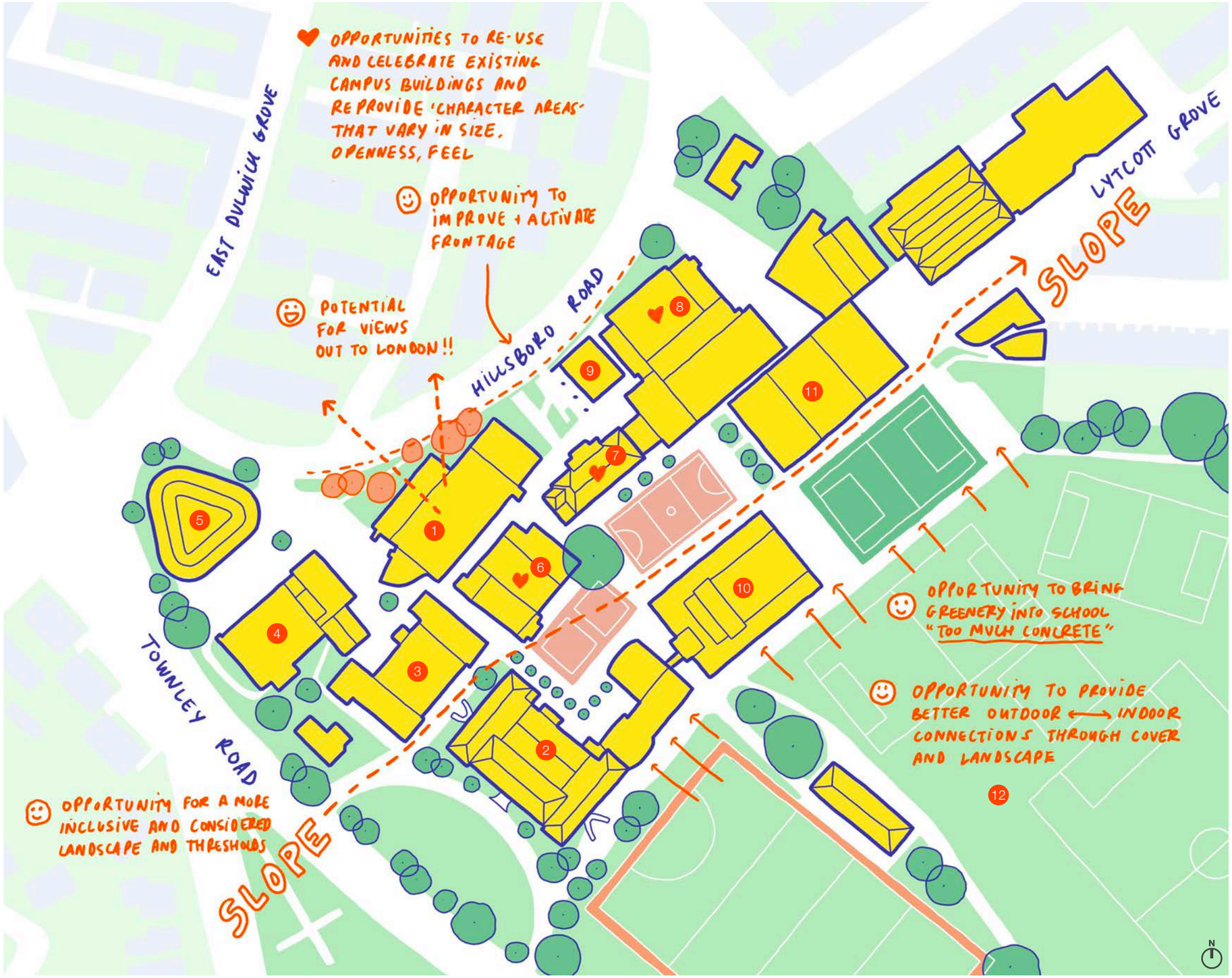
Limited visibility between the interior of the Dining Hall and the external circulation areas means that a certain number of teaching staff is required at the entrance to monitor arrivals, manage queues, and regulate the flow of pupils entering and exiting the building. The formation of external queues further constrains movement around the building, highlighting operational and spatial limitations of the existing arrangement. This creates an unsatisfactory behavioural management point which can be avoided with a new building layout.

2.8 Site Opportunities

An Active and Adaptable Site

The Site presents an opportunity to enhance both the built and natural environment of this part of the School campus. The frontage to Hillsboro Road could be made more engaging and legible, improving the interface with the street without impacting neighbouring properties. A new building could support a range of activities beyond dining, including teaching, gatherings, and informal learning throughout the school day. This flexibility would make efficient use of space, relieve pressure on older facilities, and provide modern, adaptable environments suited to the evolving needs of the School.

The surrounding landscape offers the chance to activate currently underused areas, providing stepped or terraced spaces for seating, socialising, and outdoor learning. Planting could be enhanced to increase biodiversity, while opportunities for growable and edible gardens could connect with the kitchen and dining facilities, supporting educational and wellbeing objectives. Together, these interventions could create a more dynamic, flexible and sustainable campus, enhancing the setting of the School while maintaining respect for neighbouring residents and the character of Hillsboro Road.



KEY

1. Dining Hall (to be demolished and replaced with Crucible)
2. Main Building
3. Art, Food & Technology Building
4. Science Building
5. Lower School Building
6. Old Gym
7. Buttery
8. New Gym and Swimming Pool
9. Well Building
10. Edward Alleyn Building (EAB)
11. Sports Hall
12. School Grounds

Illustrative site plan illustrating site opportunities

3.0

Engaging with the School

3.1 Stage 1 Consultation Process

Timeline

Stakeholder and end user input is key to the early design process, helping the design team understand where do current school facilities fall short and how could they be improved for those that use them on a daily basis. This process in turn is essential to the successful development of an initial project brief.

Consultations took place in the shape of one-to-one interviews and group workshops. The consultees list was broad and included staff from the academic team as shown in blue, the operational team as shown in red as well as pupil representatives from Years 6, 8, 9, 10 and 12 as displayed in orange.

Sessions with the School's Steering Group, the Senior Leadership Team and the Parent's Forum also took place during this period and were instrumental in establishing key priorities and aspirations for the project.

May 7th
Group Consultations

- Senior Head of Digital Services
- Head of Digital Services Operations
- Director of People
- Director of Site Operations
- Head of HR Operations
- Director of External Relations
- Head of Events
- Commercial Project Lead
- ASEL
- Head of Year 12
- Assistant Head Co-Curricular & Partnerships
- Head of Drama
- Head of Dance
- Head of Maths
- Director of Partnerships
- Assistant Director of Studies & Timetabler
- Junior School Director of Sport
- Head of Lower School

Private Consultations

- Head of Junior School
- Head of Events

May 8th
Private Consultations

- Senior Deputy Head
- Director of Strategic Projects
- Chief Finance Officer

May 13th
Group Consultations

- **Steering Group Committee**
- **Parent's Forum**

May 23rd
Group Consultations

- **Senior Leadership Team**

Stage 1 End

May 15th
Pupil Consultations

- **Junior School** - Year 6
- **Lower School** - Year 8
- **Middle School** - Years 9 & 10
- **Upper School** - Year 12

June 10th
Group Consultations

- **Operational Team**
- **Academic Team**

Group Workshops

Workshops with both the operational and academic teams took place on May 6th and 7th during which attendees were given a brief introduction to Project Crucible and its emerging design brief.

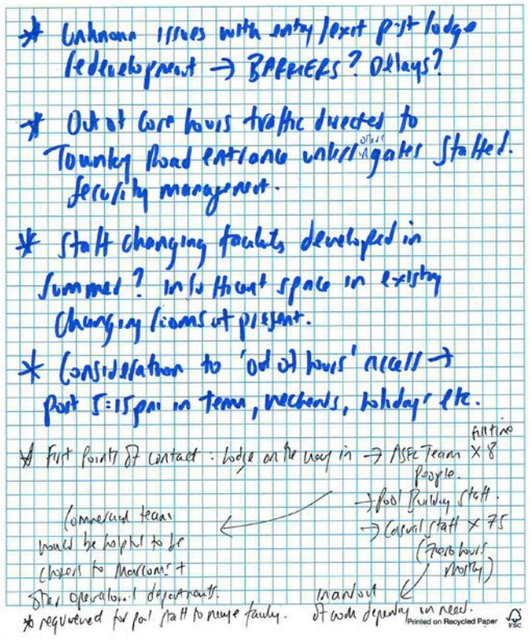
Open discussions focused on a 'day in the life' of staff and were structured around a series of questions relating to their daily routines, the spaces they use, their lunch habits, where they see the School falling short of expectations and where they might see potential opportunities for improvement.

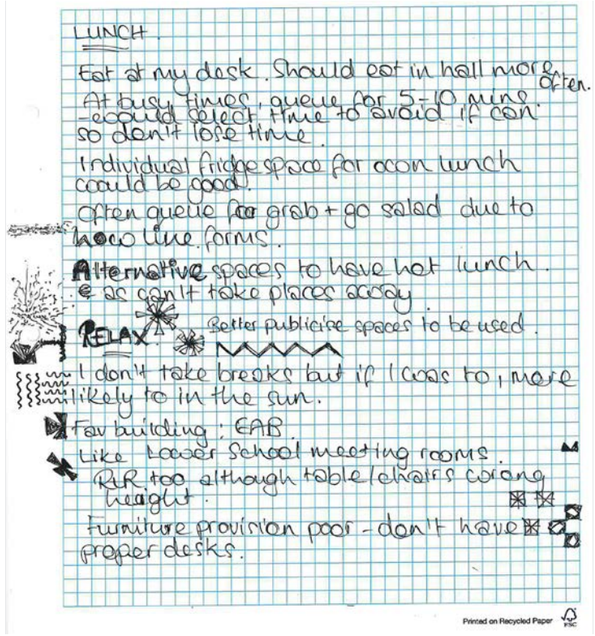
Some of the questions included:

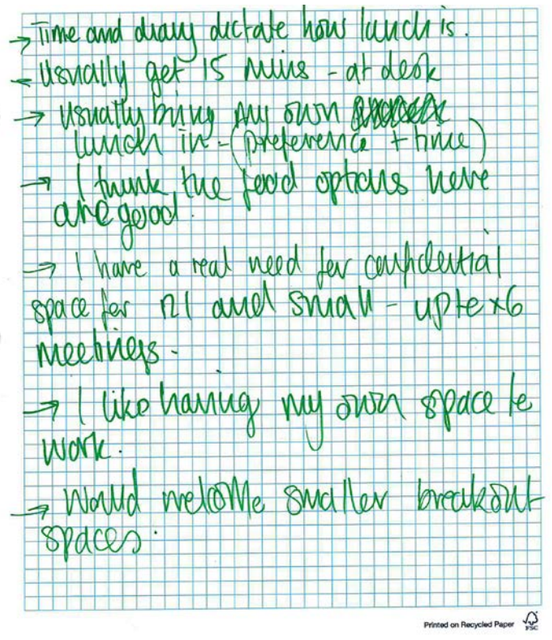
- Do you have a dedicated space to work, focus, print, meet, relax?
- Where do you eat lunch? Do you have enough time?
- Is your lunch break enjoyable? What could be improved?
- What types of indoor spaces are missing? Are there enough outdoor spaces?
- What does the future of education and dining look like to you?

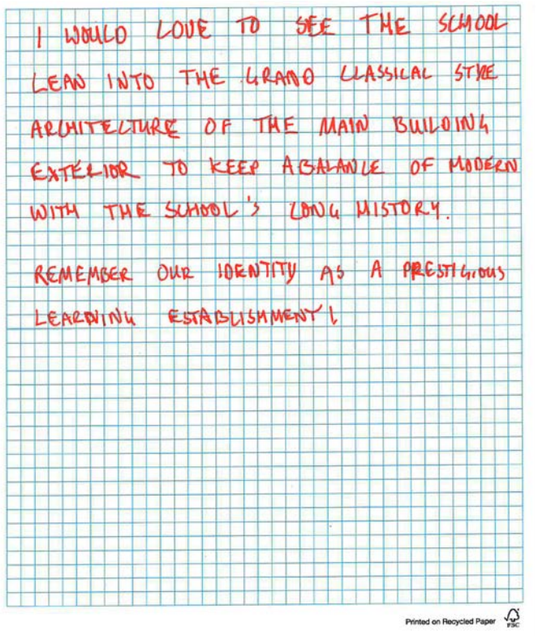
Supporting imagery illustrating different spaces such as classrooms, private booths, open plan offices, café style dining, and breakouts were also displayed to help spur conversations on what type of spaces were deemed necessary to form part of the brief.

One of eight site plans annotated by the operational team during group consultations









Examples of written feedback provided by the operational team during group consultations

Workshop Outputs

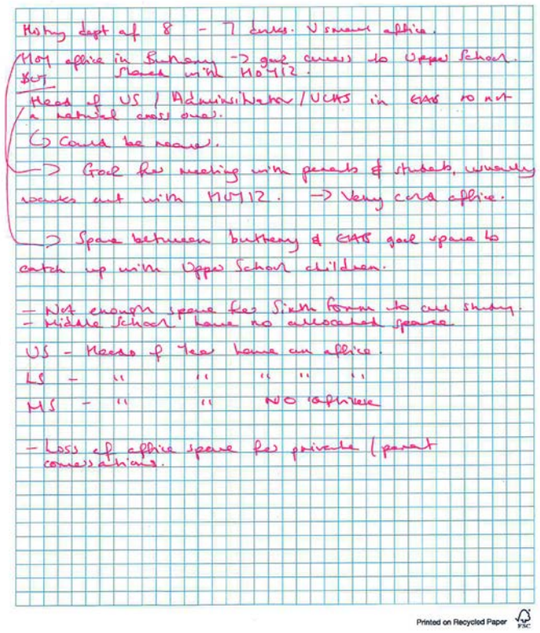
Those in attendance were given large scale A1 site plans of the School and were encouraged to annotate them. Additionally, A4 notepads were also handed out for those who felt compelled to write much longer commentary.

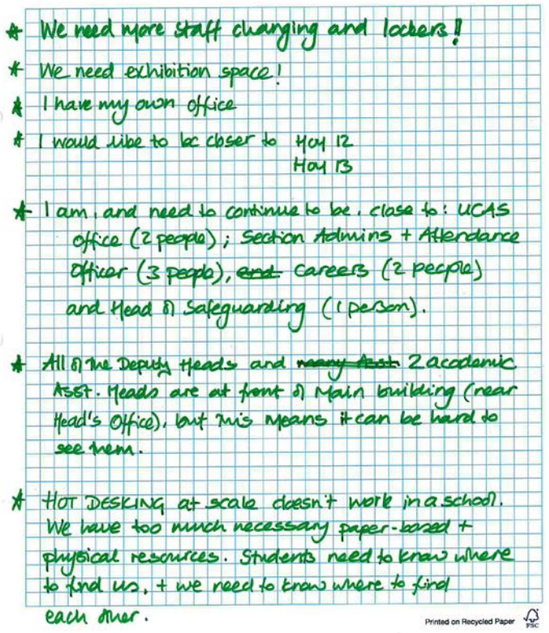
The feedback received was varied and extensive and ranged from quick post-it notes to five page long essays. Some in attendance also took these sessions as an opportunity to showcase their creative flair with many a side doodle - a subtle reminder of the playful and colourful nature inherent to the school environment.

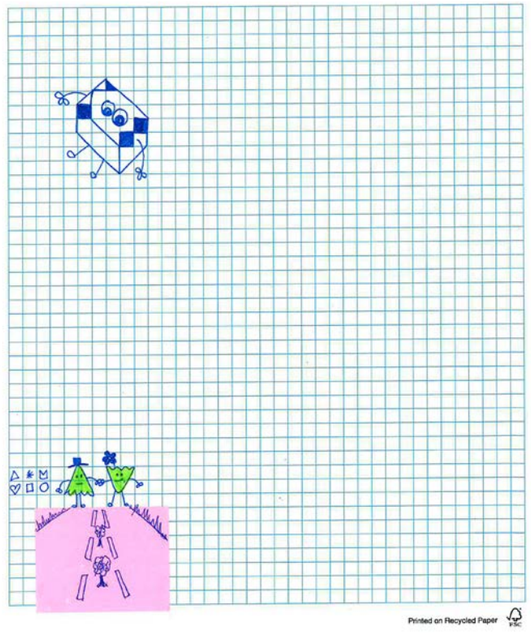
Across all four group sessions, it became clear that although these teams had different working patterns and daily routines, there seemed to be few dissimilarities in the feedback received.

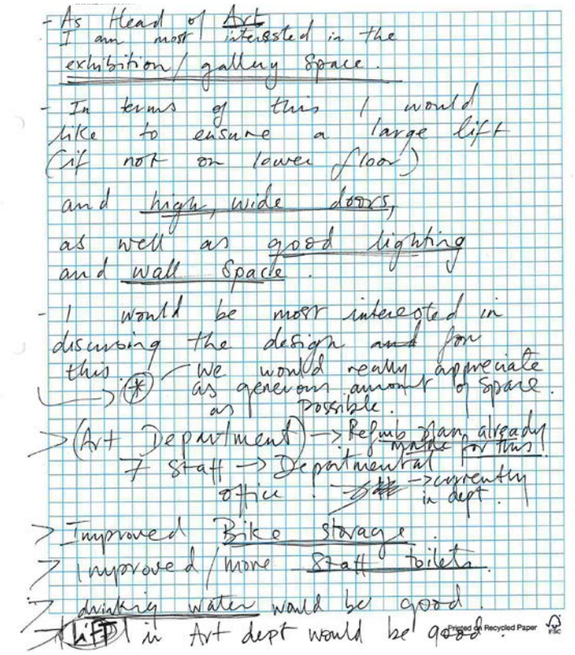
Common themes, to name a few, included a larger provision of meeting rooms, teaching spaces, private one-to-one rooms, larger flexible gathering spaces, breakout spaces for meeting and eating informally, and outdoor sheltered spaces as well as better changing and showering facilities.

One of eight site plans annotated by the academic team during group consultations


Maths dept of 8 - 7 exist. 1 shared office.
Maths office in Bunbury -> good access to Upper School. Should move into H0412.
Head of US / Administrator / UCAS in EARS so not a natural cross over.
↳ Could be moved.
-> Good for meeting with parents & students, unlikely comes out into H0412. -> Very cold office.
-> Space between Bunbury & EARS good space to catch up with Upper School children.
- Not enough space for Sixth Form to own studies.
- Middle School have no allocated spaces.
US - Heads of Year have own office.
LS - " " " " "
MS - " " NO office
- Loss of office space for private / parent consultations.


* We need more staff changing and lockers!
* We need exhibition space!
* I have my own office
* I would like to be closer to H0412
H0413
* I am, and need to continue to be, close to: UCAS office (2 people); Section Admins + Attendance Officer (3 people), ~~and~~ careers (2 people) and Head of Safeguarding (1 person).
* All of the Deputy Heads and ~~many Asst~~ 2 academic Asst. Heads are at front of Main building (near Head's Office), but this means it can be hard to see them.
* HOT DESKING at scale doesn't work in a school. We have too much necessary paper-based + physical resources. Students need to know where to find us, + we need to know where to find each other.




- As Head of Art I am most interested in the exhibition / gallery space.
- In terms of this I would like to ensure a large lift (if not on lower floor) and high, wide doors, as well as good lighting and wall space.
- I would be most interested in discussing the design and for this (*) we would really appreciate as generous amount of space as possible.
> (Art Department) -> Refurb plans already made for this
7 staff -> Departmental office. ~~Staff~~ -> currently in dept.
> Improved Bike storage
> Improved / more Staff toilets.
> drinking water would be good.
> Lift in Art dept would be good.

Examples of written feedback provided by the academic team during group consultations

Pupil Consultation

A similar session was also attended by a number of pupils spread across the Junior, Lower, Middle and Upper Schools. Similar to their adult counterparts, the pupils were given A1 site plans and markers and encouraged to scribble any thoughts and comments on their current school experience and what could be improved.

Some of the questions included:

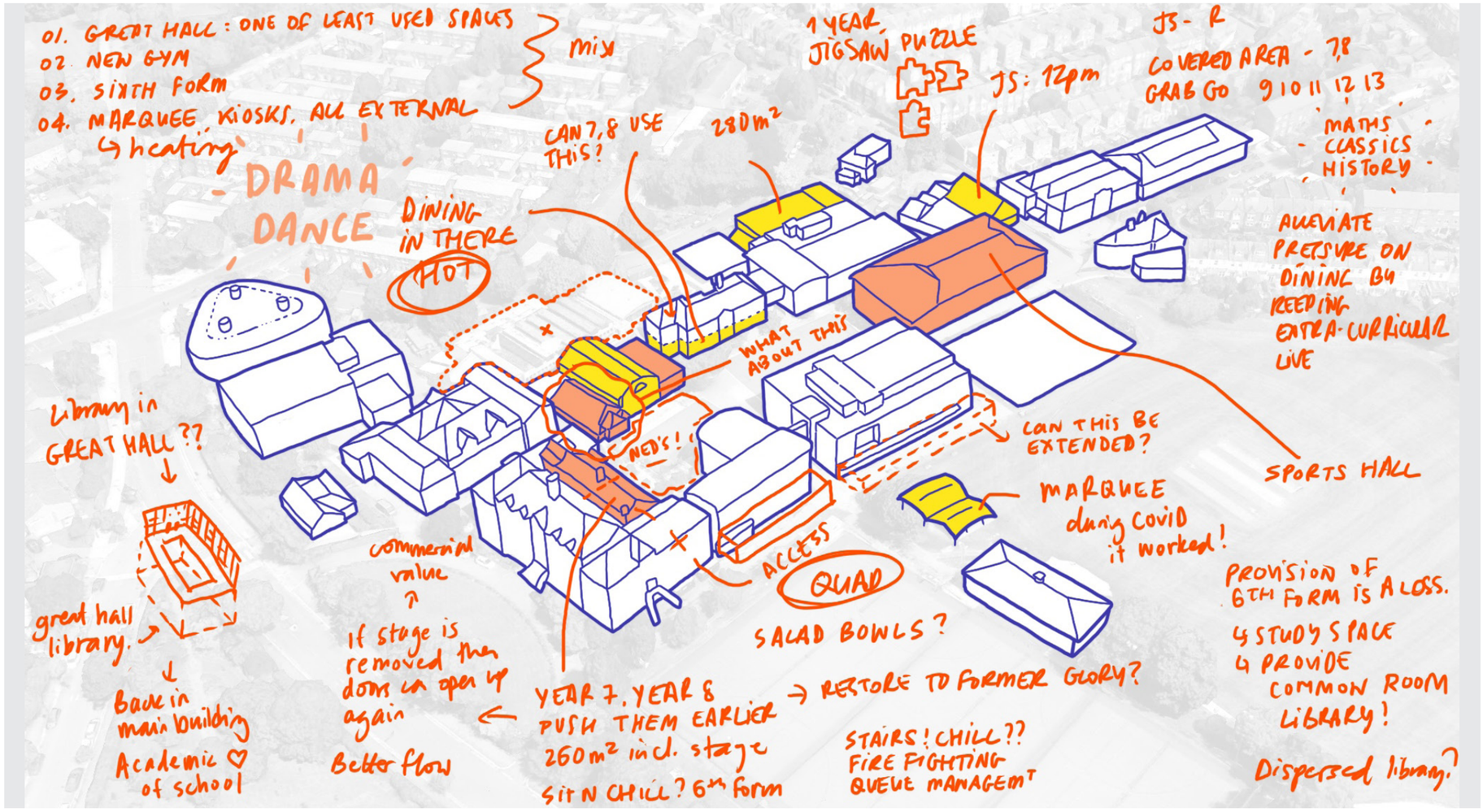
- Where do you hang out with your friends between classes?
- Would you rather have more time for lunch or for curricular activities?
- What's your favourite classroom?
- What kind of food do you like to eat?
- Which building do you like best?

Feedback in this session mostly revolved around the pupils' dining experience and the lack of spaces, internally and externally, for them to eat, socialise and revise. A number of them expressed a liking for the Lower School building and its abundant natural light and 'feel good' materials - its interiors being predominantly brick, concrete and wood.

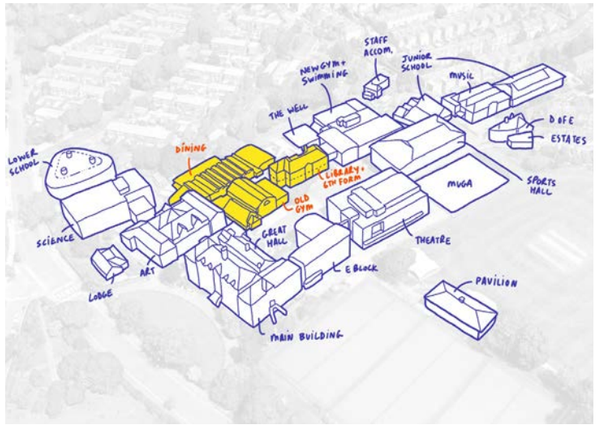
One of three site plans annotated by pupils during group consultation

Steering Group Meetings

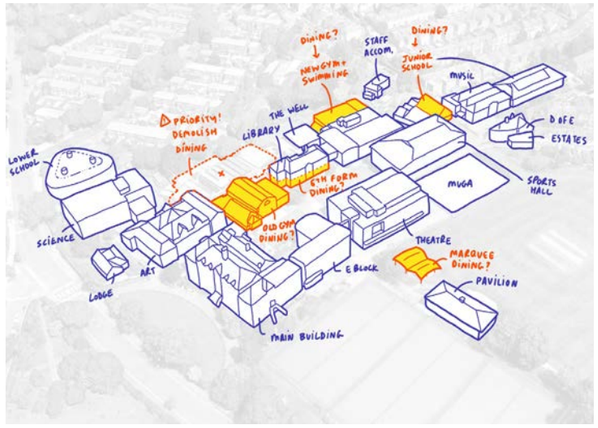
Meetings with the School's Steering Group take place on a regular basis and are instrumental in providing input on existing building facilities and school logistics. With representation from the operational, academic and pastoral departments of the School, these collaborative meetings have so far helped identify potential existing venues that could assist in the phased decant and subsequent demolition of the existing dining hall.



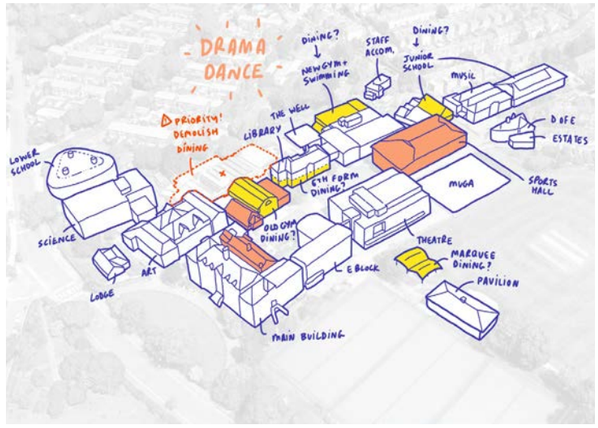
Sketch notes taken during the first steering group meeting



School buildings part of the initial project brief for Project Crucible



Potential buildings and structures considered for the dining decant



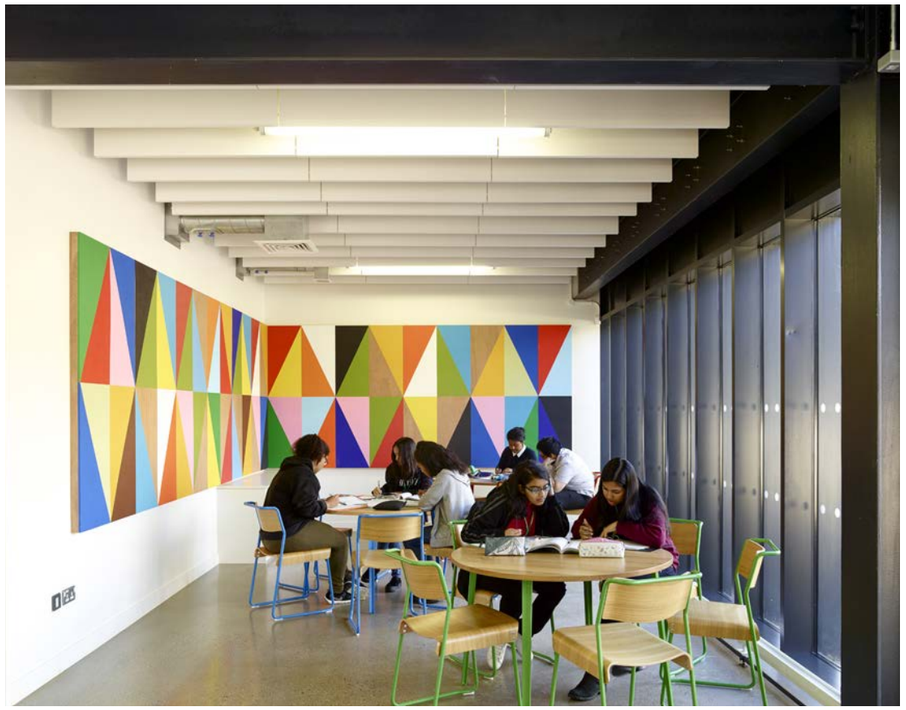
Additional larger venues to be further considered

3.2 Summary of Feedback

Rethinking Dining

Feedback from the School has highlighted a desire for a more dispersed and flexible approach to dining, with facilities spread across different parts of the campus to better meet the needs of pupils at different ages and stages. Dining spaces are envisioned to function as more than just areas for eating, providing opportunities for socialising, meetings and extra-curricular activities throughout the day. A variety of dining offers could cater to different users at different times, ranging from a classic dining hall for younger pupils to an alternative market-style hall for older students, complemented by a grab-and-go provision for those on the move between classes and extra-curricular activities. In this way, the dining experience could evolve alongside pupils as they progress through the School, reflecting their growing independence and need for agency, while offering high-quality, and engaging spaces that support both social and educational objectives.

AHMM Reference project: Grand Union Studios (London, UK)



AHMM Reference project: Burntwood School (London, UK)

AHMM Reference project: Migrateful Kitchen (London, UK)

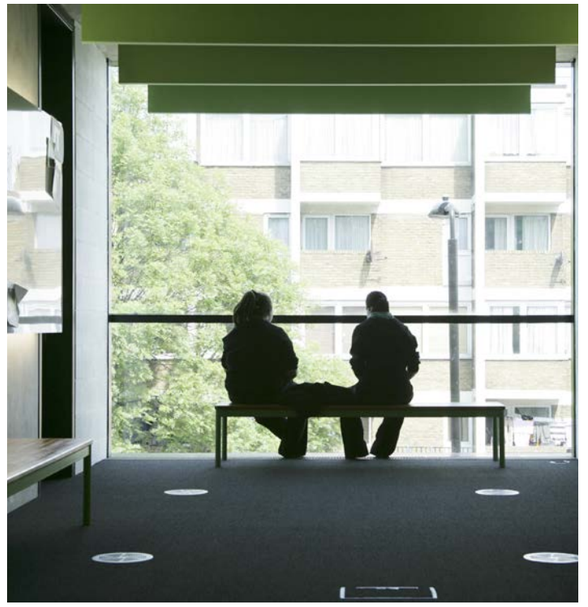
AHMM Reference project: Google Pancras Square (London, UK)

Alternative Learning Spaces

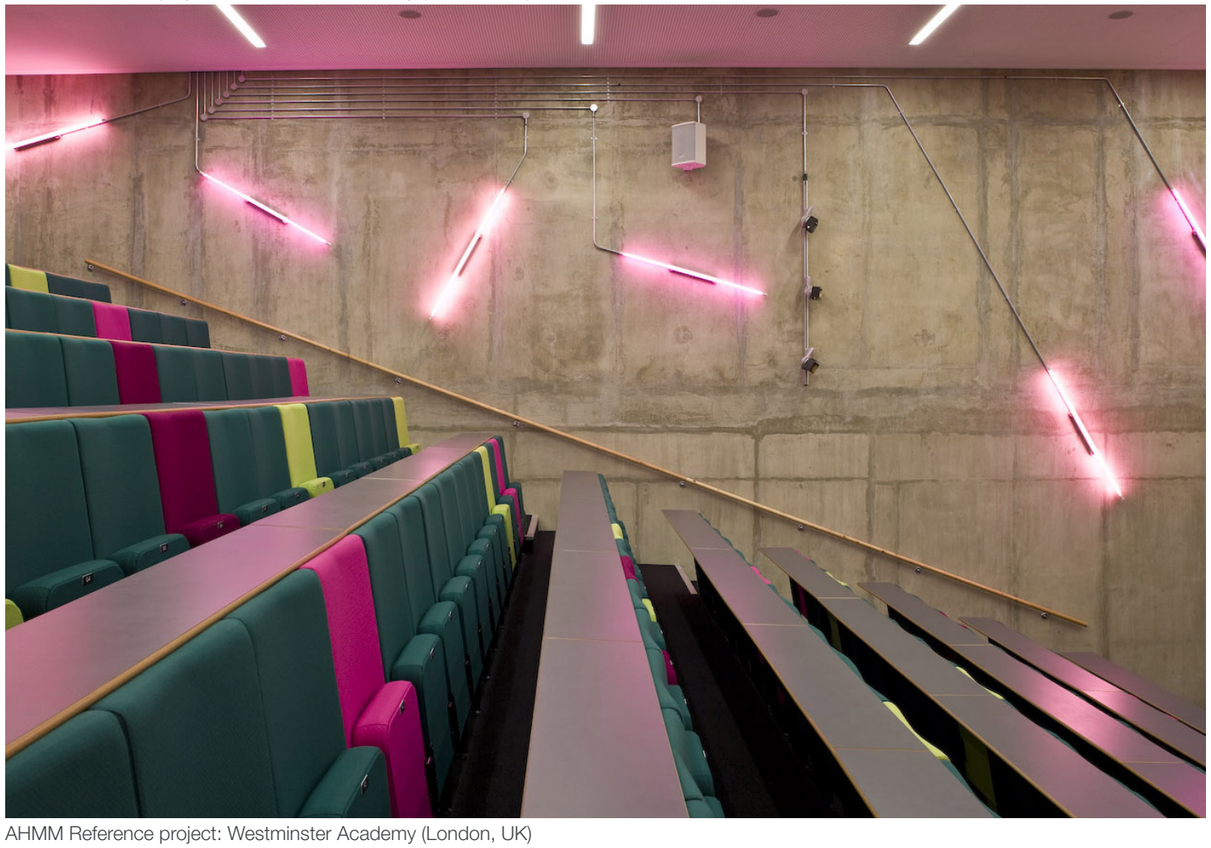
The School has also expressed a strong desire for flexible, multi-functional teaching spaces to be integrated within the proposed dining hall building, creating a lively, continuously used hub rather than a space occupied during a short lunchtime period. By bringing together collaborative areas, group rooms, a larger adaptable assembly space alongside dining facilities, the building could support a variety of learning modes while fostering interaction between different types of intelligences.

Pupils could engage in both academic and practical learning - from classroom-based activities to cooking, socialising, and peer collaboration - while remaining connected to the wider life of the School. Visual links between the different functions reinforce a sense of community, ensuring that the building is adaptable, vibrant, and responsive, supporting holistic development and maximising its use across the school day.

AHMM Reference project: Westminster Academy (London, UK)



AHMM Reference project: University of Amsterdam

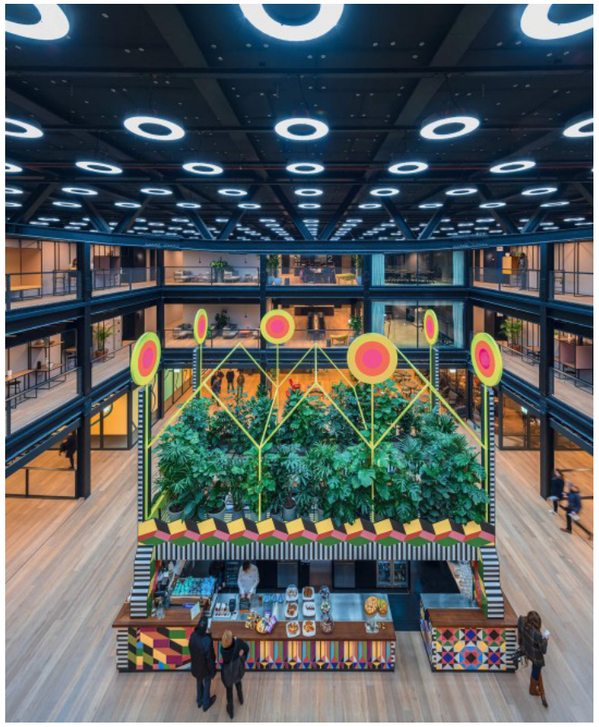


AHMM Reference project: Westminster Academy (London, UK)

AHMM Reference project: Google Pancras Square (London, UK)

Different Spaces for Different People

Finally, the School recognises the value of interstitial spaces - those informal areas that exist between formal teaching and learning environments - as essential to a vibrant and flexible campus. These spaces can take many forms, including break-out zones, widened corridors, atriums, stair landings, courtyards and terraces, all of which can support collaboration, reflection, and social interaction. Designed to be multi-purpose and engaging, they provide opportunities for informal learning, pastoral activities, creative art rehearsals, and socialising across age groups, helping to activate the campus beyond the classroom and ensure that every part of the School contributes to a dynamic, inclusive and supportive environment.



AHMM Reference project: 1 Finsbury Avenue (London, UK)

AHMM Reference project: AHMM London Office (London, UK)

AHMM Reference project: Google Pancras Square (London, UK)

AHMM Reference project: Burntwood School (London, UK)

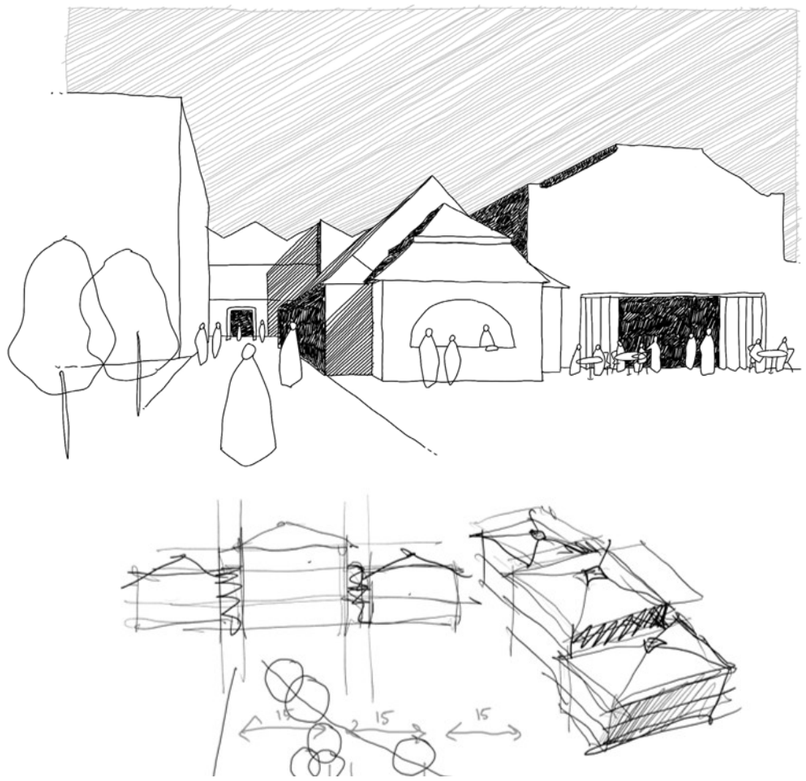
Project Crucible

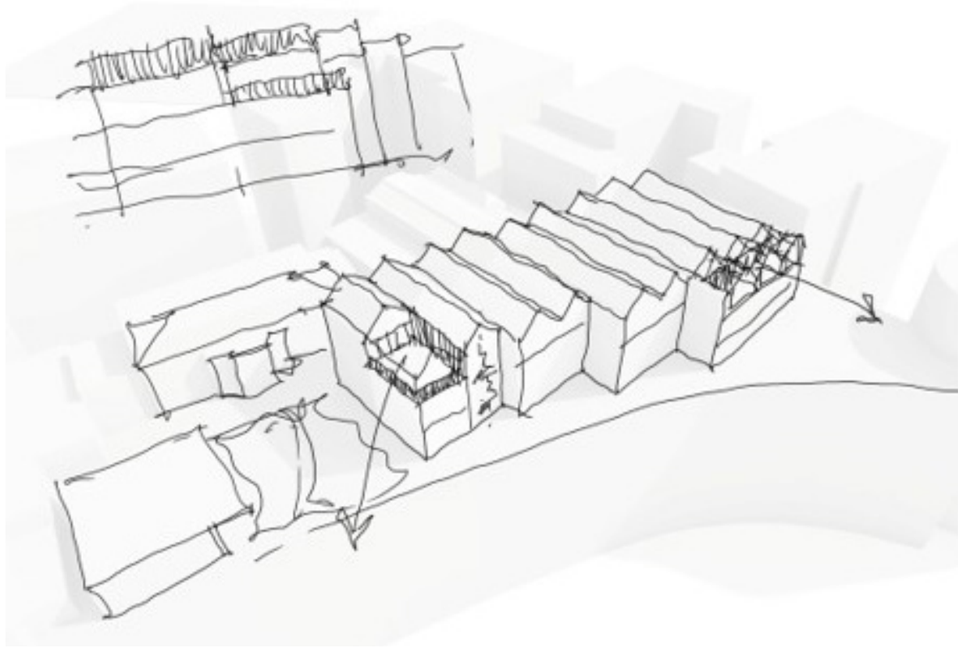
Concept sketch illustrating all the ingredients that inspire Project Crucible

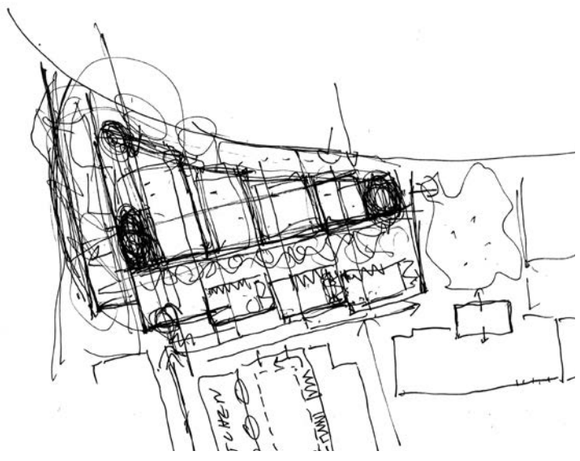
3.3 Stage 1 Design Development

Initial Sketches

The initial sketches sought to respond to an ambitious brief on a highly constrained site, framed by closely spaces school buildings, the curved alignment of Hillsboro Road, and neighbouring residences. They explore how to best optimise the Site's potential, while engaging thoughtfully with its context and existing greenery. The building's early form features pitched roofs that reference the campus' historic roofscape, including the Main Building and the Buttery while also giving a subtle nod to the scale and massing of nearby homes.

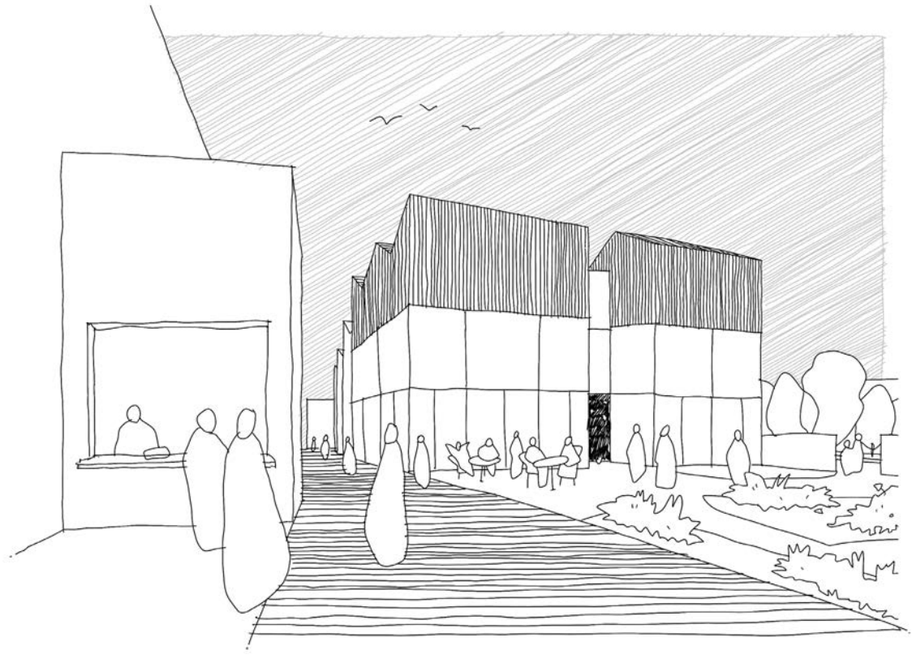






Initial plan sketch

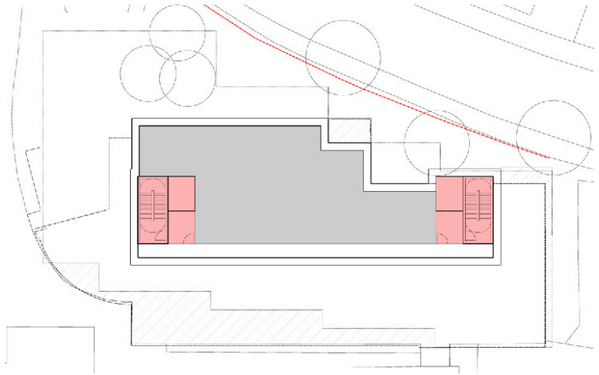
Initial sketches exploring massing, form and appearance



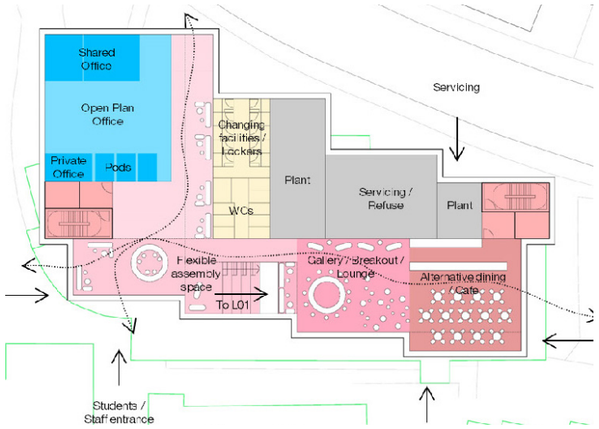
Response to Feedback

The following plans of the Crucible building represent the design team's initial response to the full range of spatial needs and aspirations identified through ongoing consultation with the School's key stakeholders.

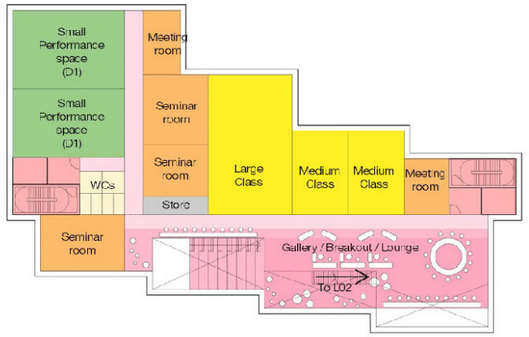
In this early iteration, the ground floor of the Crucible was conceived as a vibrant communal hub, featuring an alternative dining offer, gallery and breakout spaces, private and shared offices, and back-of-house facilities including toilets, changing facilities, and plant areas. Academic functions were allocated to the upper floors, with the first floor dedicated to smaller teaching spaces - such as classrooms and seminar rooms - and the top floor reserved for larger, flexible assembly spaces. Accommodating this comprehensive brief within a single new building however had significant implications on scale with a building footprint exceeding what was allowed for in the budget.



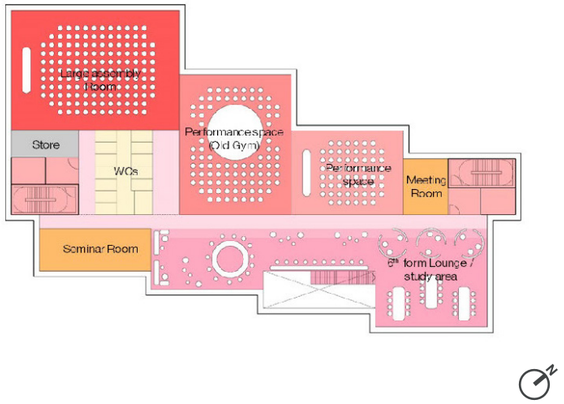
Basement Floor



Ground Floor



First Floor



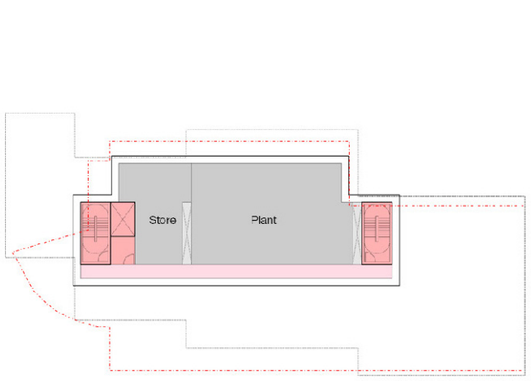
Second Floor

Proposed Crucible as first presented to the Senior Leadership Team in May 2025

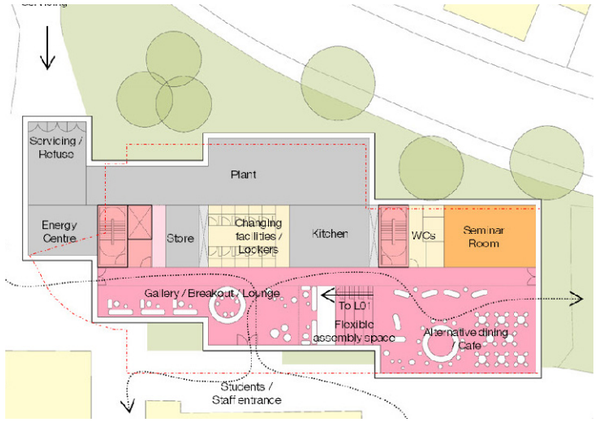
Further Development

In response, the design team developed a second iteration that sought to reduce the building's footprint. While this refined proposal still exceeded the target budget, it provided a critical step in highlighting the spatial and cost limitations of the Crucible and helped prompt a reassessment of priorities.

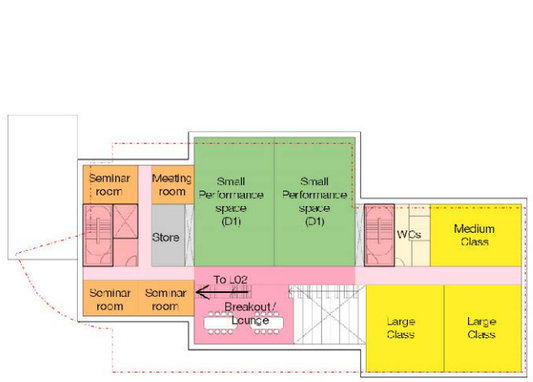
These studies have also prompted a broader re-evaluation of how existing buildings across the school campus - including the Old Gym, the Buttery, the Great Hall and the New Gym - might be more effectively re-imagined internally to distribute uses and ease budget pressures. In the weeks that followed, the design team shifted its focus towards these existing assets, exploring opportunities to deliver the School's vision through a more balance and cost-effective campus-wide approach.



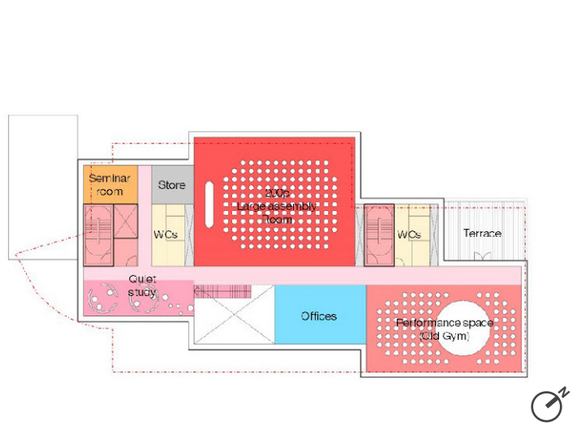
Basement Floor



Ground Floor



First Floor

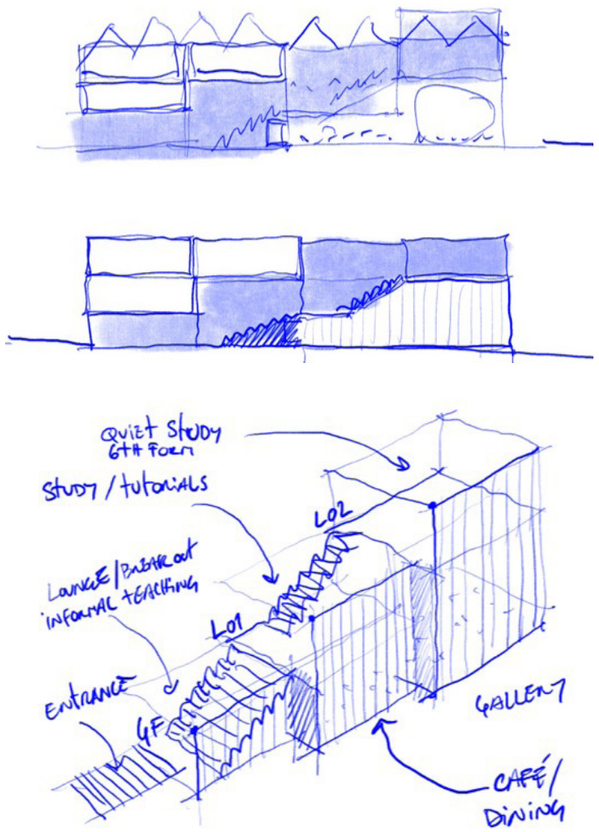


Second Floor

Proposed Crucible as presented to the Senior Leadership Team meeting in June 2025

Internal Configurations

Early studies of the internal configuration explored how the building could be woven into the wider school campus through vertical connections and visual links. An internal 'promenade' running through the floor plate and across levels was conceived to connect more public and active spaces at ground level such as the dining hall, with smaller, more cellular areas including break-out spaces, meeting rooms, and privacy pods. Throughout, views out to the main campus would reinforce a sense of continuity with surrounding school buildings, helping the interior feel connected and legible from the outside.



Concept sketches of Crucible

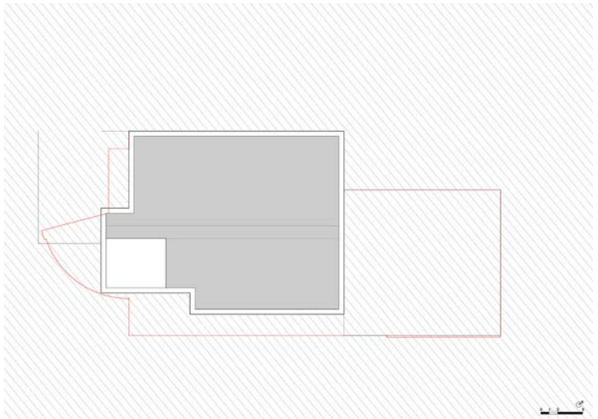
Concept reference image

Concept internal visualisations of Crucible

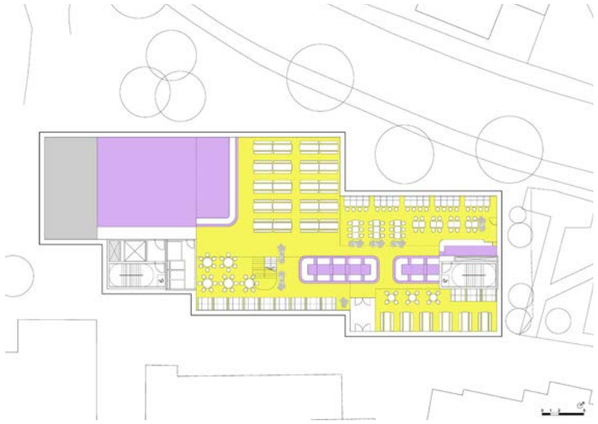
Proposed Stage 1 Scheme

The ground floor is conceived as a flexible and contemporary dining environment, with distinct zones created through varied furniture types and arrangements to support different users and activities throughout the day. A dedicated staff area located in the north-eastern corner could, for example, accommodate the School's breakfast club in the morning whilst also serve as a screened off venue for school or community events in the evening. The dining offer is envisaged as more informal and market-led in character, complementing the more traditional dining provision on offer elsewhere on the campus. At basement level, the building would also incorporate a new Energy Centre that would serve to support the long-term sustainability aspirations and operational resilience of the wider campus.

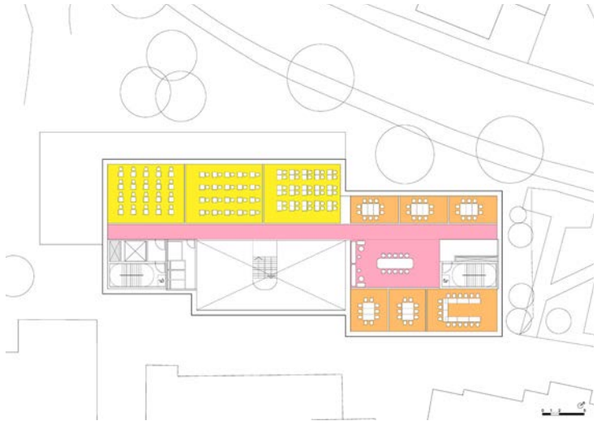
Above, the upper floors are intended to provide a robust academic and gathering environment, consolidating teaching and assembly functions within a single, highly adaptable building. Informed by further engagement with the School's Steering Group, these floors would accommodate classrooms, seminar rooms, informal study areas, and a large multi-purpose assembly space capable of hosting a full year group. Opportunities for a roof terrace have been explored, offering views across the campus and towards central London, enhancing the building's suitability for both school and external events such as open days and conferences.



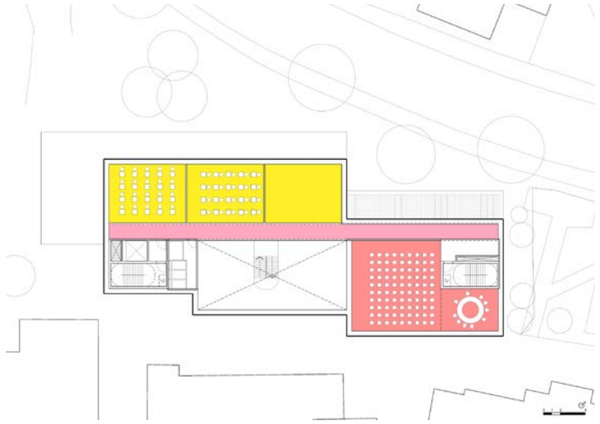
Crucible Basement Floor
530 m2 GIA



Crucible Ground Floor
930 m2 GIA



Crucible First Floor
580 m2 GIA

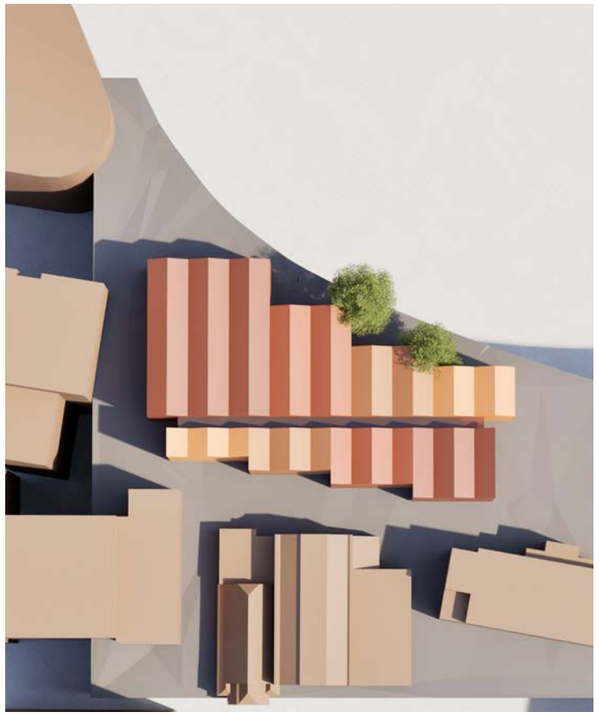


Crucible Second Floor
520 m2 GIA

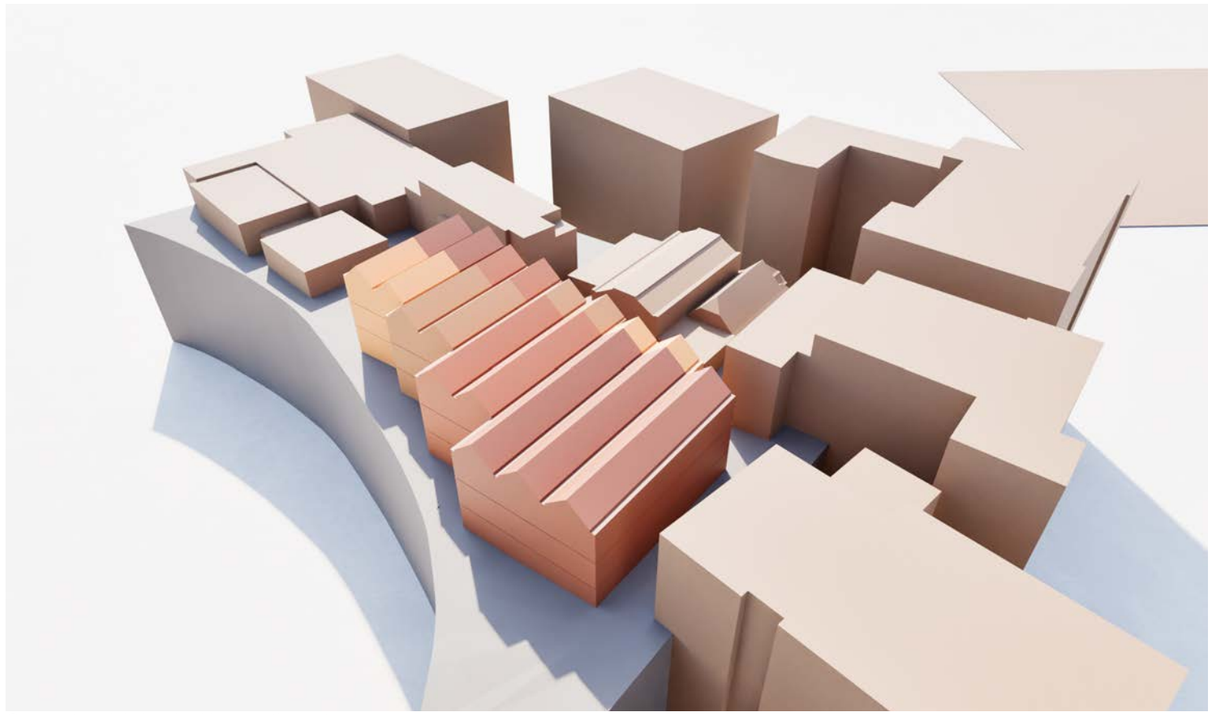
Proposed Crucible RIBA Stage 1 design

Massing and Appearance

The building adopts a stepped form in plan and in mass, shaped by the curve of Hillsboro Road and the constraints of the Site, allowing the footprint to be used efficiently while accommodating a range of spatial requirements. The varying scale of each step supports a diversity of uses, from larger volumes such as the dining hall and assembly space to smaller seminar rooms and areas for study and collaboration. The roof form continues to draw from earlier sketches, helping to break down the building's overall mass and ensuring it sits comfortably within both the school campus and its residential context.



Concept aerial views of the Crucible massing



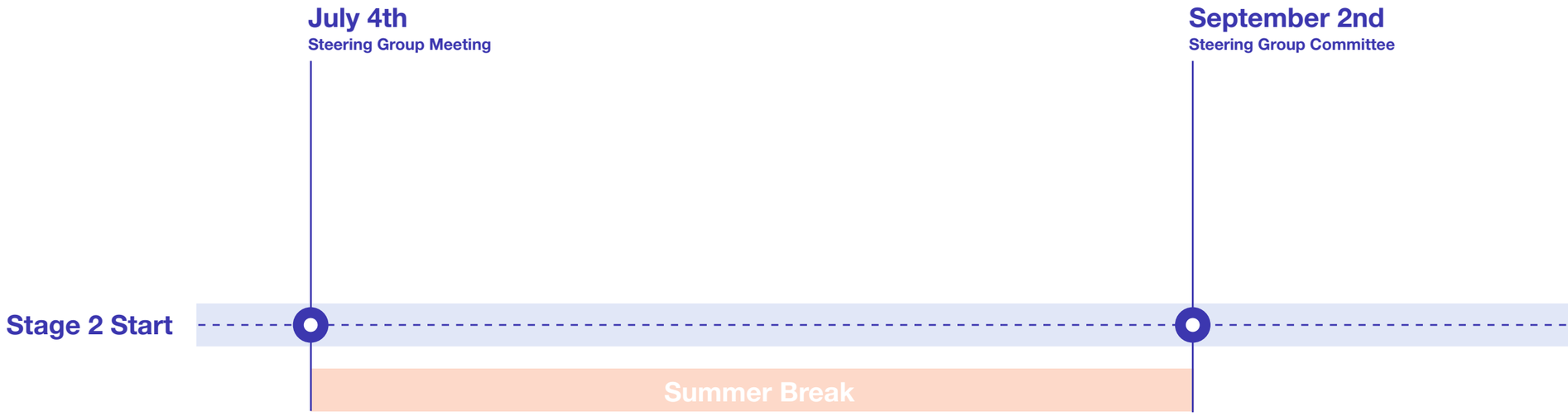
Concept aerial view looking south-east

Concept view from Hillsboro Road

3.4 Stage 2 Consultation Process

Stage 2 Consultation Timeline

Following the summer break, consultation with the School resumed through the latter part of Stage 2 as the design for the Crucible building progressed. The design team shared further developed proposals, including refinements to the floor plans and early ideas for the building's elevation, and gathered feedback through a series of focused discussions. These included follow-up sessions with both the academic and operation staff members as well as further engagement with the same group of pupil representatives involved at Stage 1. In addition, targeted consultation with the Catering Committee helped inform the evolving dining hall proposals. Throughout this period, regular Steering Group meetings have remained central to the process, ensuring the School has been consistently engaged in shaping both the design and emerging brief.



September 8th
Group Consultations

- **Academic Staff**
- **Operational Staff**

September 9th
Pupil Consultations

- **Lower School** - Year 9
- **Middle School** - Years 9 & 11
- **Upper School** - Year 13

October 1st
Student Catering Committee

November 1st
Steering Group Committee

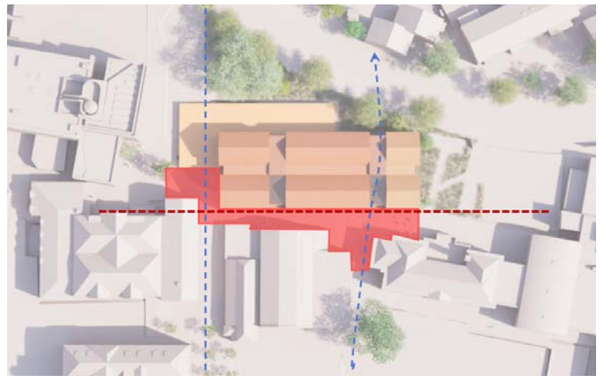
Stage 2 End

- Head of Drama
- Head of Dance

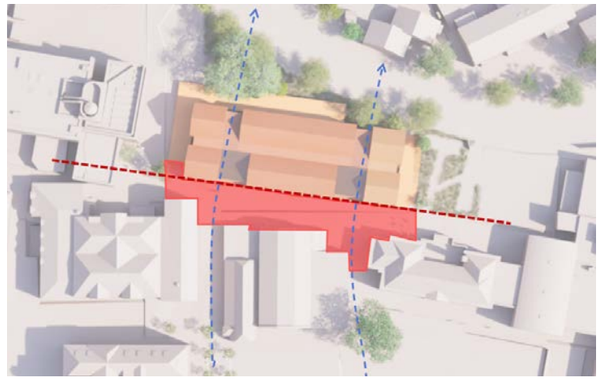
September 8th
Private Consultations

3.5 Stage 2 Design Development

Building Orientation



Building orientation at Stage 1



Building orientation at Stage 2

At Stage 1, the Crucible building was originally aligned with the Old Gym. However, at the outset of Stage 2, this orientation was reassessed and concluded in a revised footprint - aligned instead with the Buttery building - that the design team deemed could offer significant benefits.

This adjustment allowed the building to follow the curve of Hillsboro Road, maximising the usable footprint at ground. It also created a more generous landscape buffer between the Crucible and the Old Gym, improving circulation and enhancing the provision of external space. Additionally, the revised alignment away from the Old Gym façade would give the Crucible better access to sunlight and daylight, especially on its lowest and deepest dining floor plate.

Basement Scope and Extent

Basement floor design development

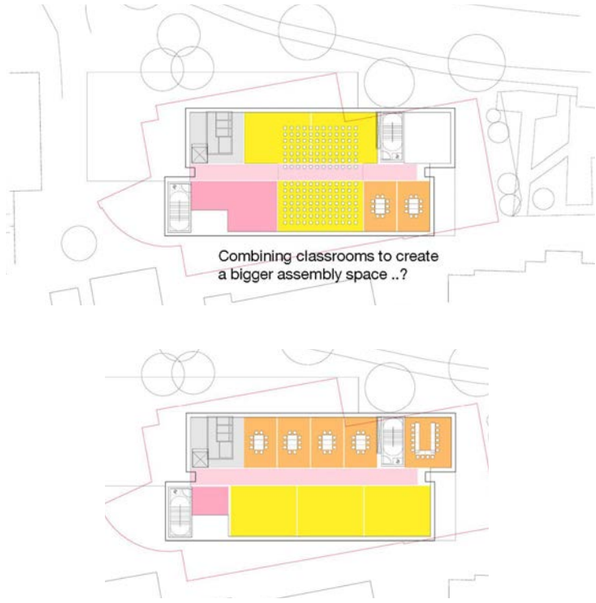
Early discussions with the project's MEP Engineer, Hoare Lea, have indicated that the Energy Centre and associated plant would be more appropriately located at ground and roof levels rather than within a basement. This insight led the design team to re-evaluate the necessity of a basement altogether. If a basement is not required from a building services perspective, the question naturally follows: could the space be redirected to deliver a more ambitious programme across the ground and upper floors? Removing the basement floor would also have the added benefit of lowering the embodied carbon associated with excavation, concrete and construction while simplifying the building's envelope thus reducing operational energy demand.

Ground Floor Arrangement

Ground floor design development

Removing the basement would require essential plant and support spaces—such as the comms room, LV switch room, water tank and Energy Centre—to be accommodated at ground floor level, increasing its overall footprint. Feedback from the Catering Consultant, Tricon, also indicated that the main kitchen would need to expand to meet operational requirements as their layouts continued to develop. Together, these factors highlighted the need to reconsider the ground floor arrangement.

Upper Floors



Upper floors design development

Consequently, the upper floor layouts would also need to be reconsidered—not only to accommodate the academic spaces outlined in the School's brief, but also to integrate the necessary roof-level plant such as air handling units (AHUs) and air source heat pumps (ASHPs) required for the operation of the new Crucible building.

AHMM project references for façade development

General Arrangement

The following plans illustrate the next iteration of the Crucible's design following the removal of the basement floor. In summary, the following design changes include:

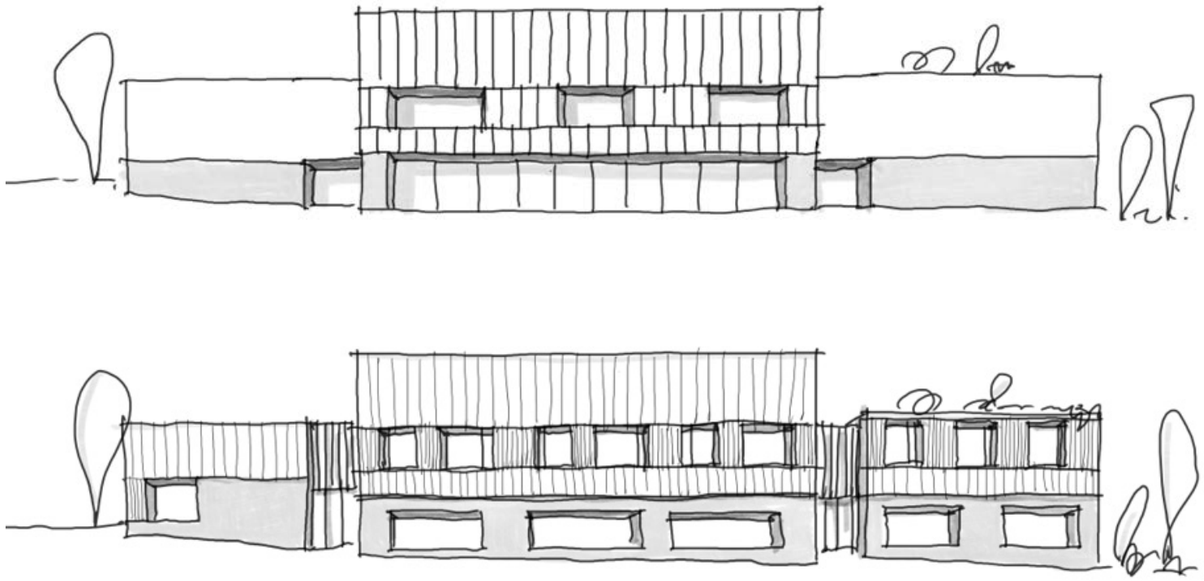
- An increase in the ground floor footprint for kitchen, plant and back-of-house areas;
- All teaching spaces are consolidated on the first floor;
- The second floor is freed up for a larger assembly space, an associated roof terrace and a larger allowance for external roof plant.

Next iteration of the Crucible design as shown in AHMM's Client Presentation 04 on 13th August 2025

Indicative view looking north-west

Massing and Appearance

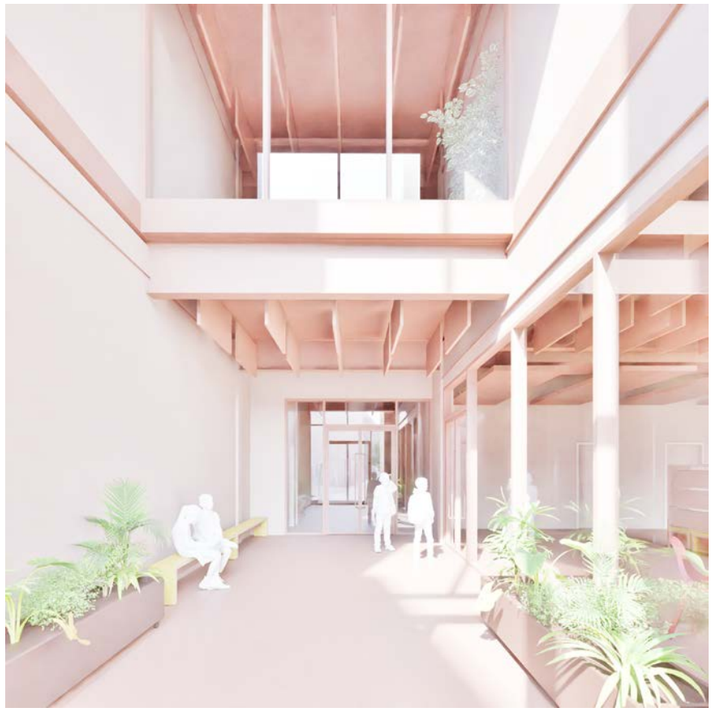
As a massing, the evolving plans translate into a coherent architectural composition: a primary central volume accommodating the main teaching spaces and assembly hall, flanked symmetrically by two more modest wings containing seminar rooms. A roof terrace on the eastern wing overlooks the Well garden with the rest of the roof dedicated to plant. Alongside this, the hand-drawn studies explore early façade concepts, testing variations in rhythm and articulation that seek to relate to the function of the spaces internally.



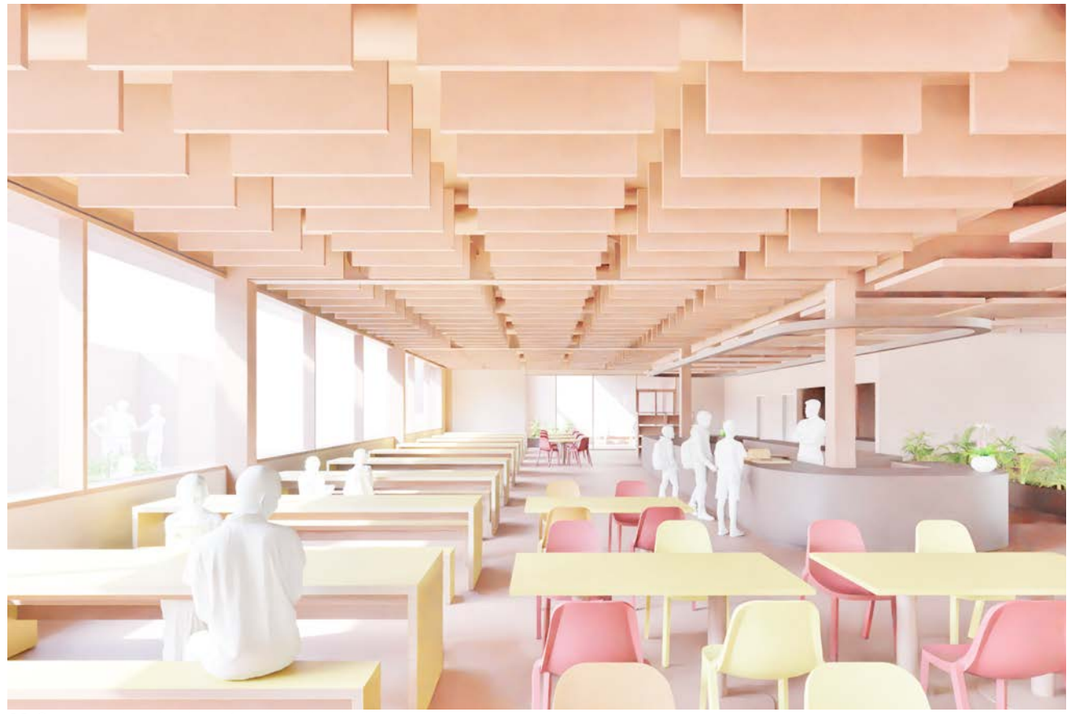
Early façade sketches

Ground Floor Dining

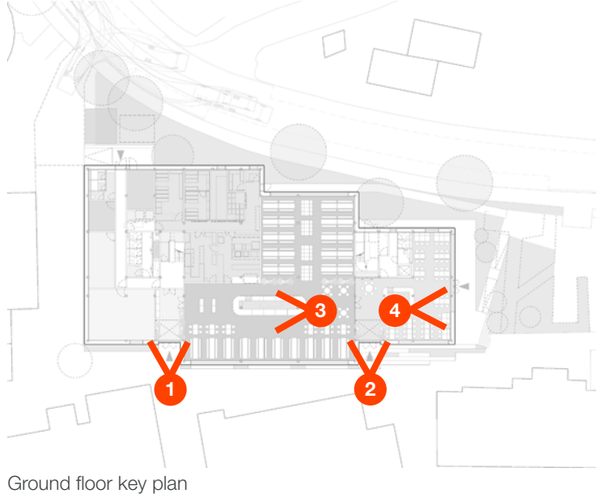
Both main entrances opening onto the campus (images 01 and 02) are defined by glazed atriums that visually connect to the floor above, providing both a sense of arrival into the building as well as openness and connection to the academic spaces on the floor above. The main pupil dining hall (image 03) occupies the central volume of the ground floor. Two stair cores flank the central volume with the eastern core equipped with a passenger evacuation lift for safe, accessible and efficient vertical circulation. A separate dedicated staff entrance into the staff dining area (image 04) is provided directly opposite the existing Well garden to help minimise crossovers with pupils during peak lunchtime periods.



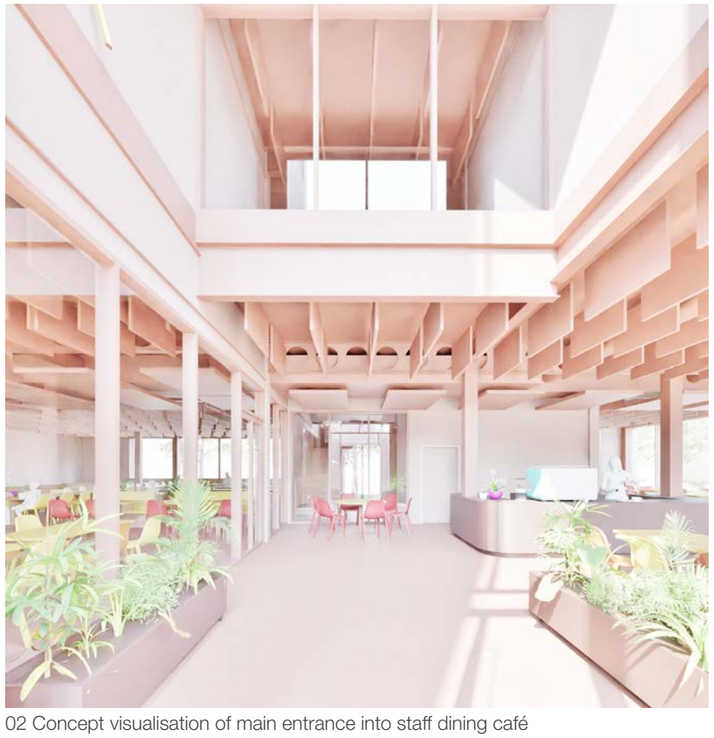
01 Concept visualisation of main entrance lobby and atrium



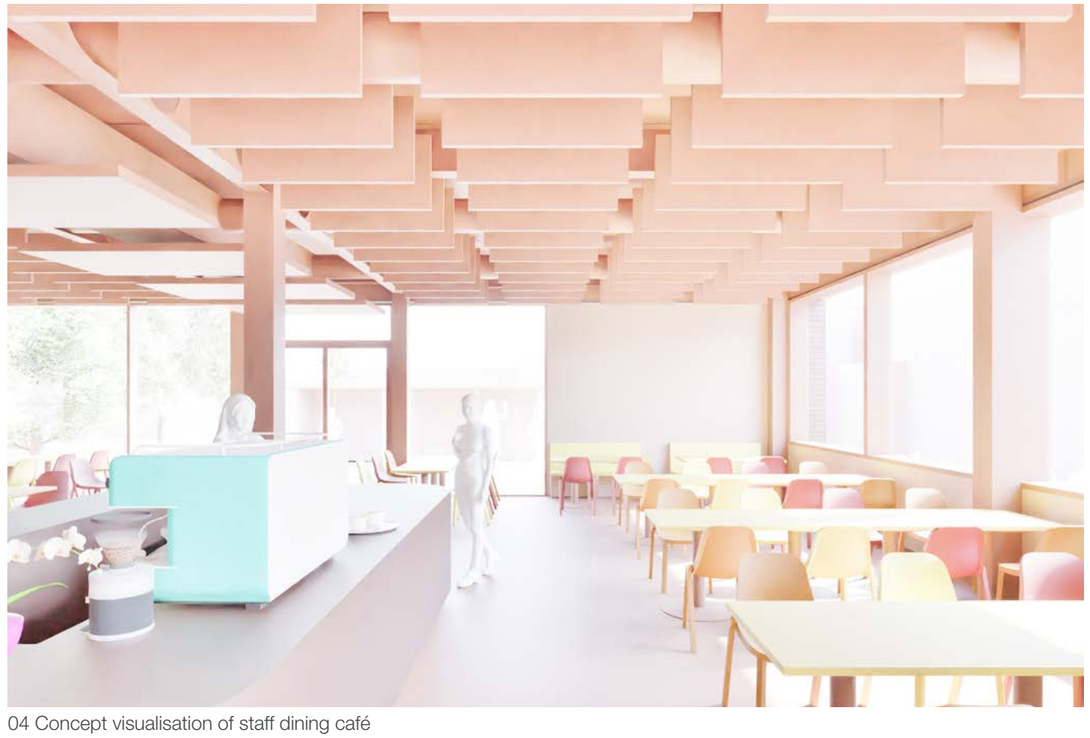
03 Concept visualisation of main dining hall



Ground floor key plan



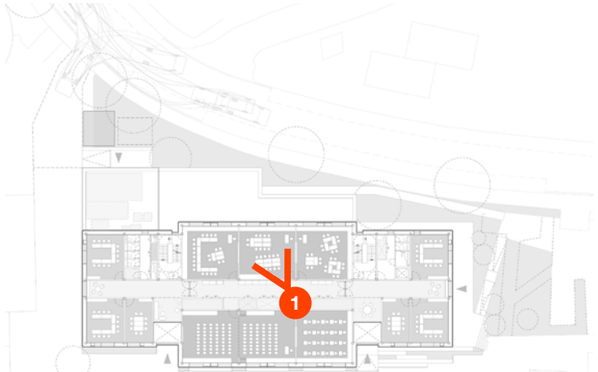
02 Concept visualisation of main entrance into staff dining café



04 Concept visualisation of staff dining café

First Floor Teaching

The upper floors accommodate six general classrooms and six seminar rooms of varying sizes, with flexible partitions allowing spaces to be combined for mixed-use activities. Break-out areas at either ends of the corridor and overlooking atriums provide informal learning and collaboration opportunities with views out towards the wider campus. Gender neutral and wheelchair accessible and ambulant washrooms are provided on all floors either side of each stair core. Visually permeable rooms and WC lobbies further reinforce connectivity and natural supervision, creating a bright, flexible, and well-integrated academic environment.



First floor key plan

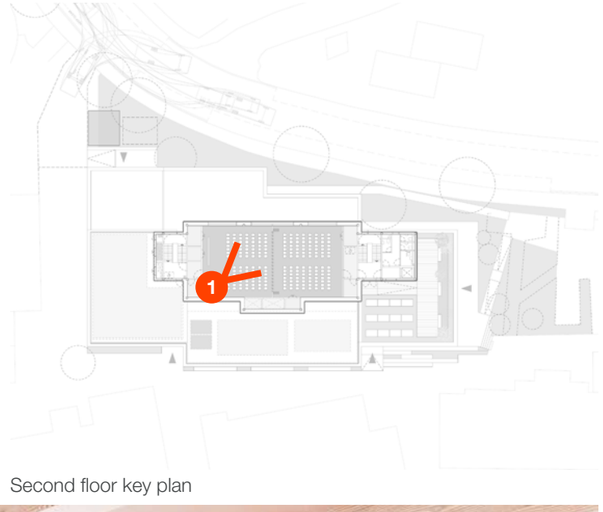
AHMM reference project: A break-out space in Westminster Academy

01. Concept visualisation of a typical classroom

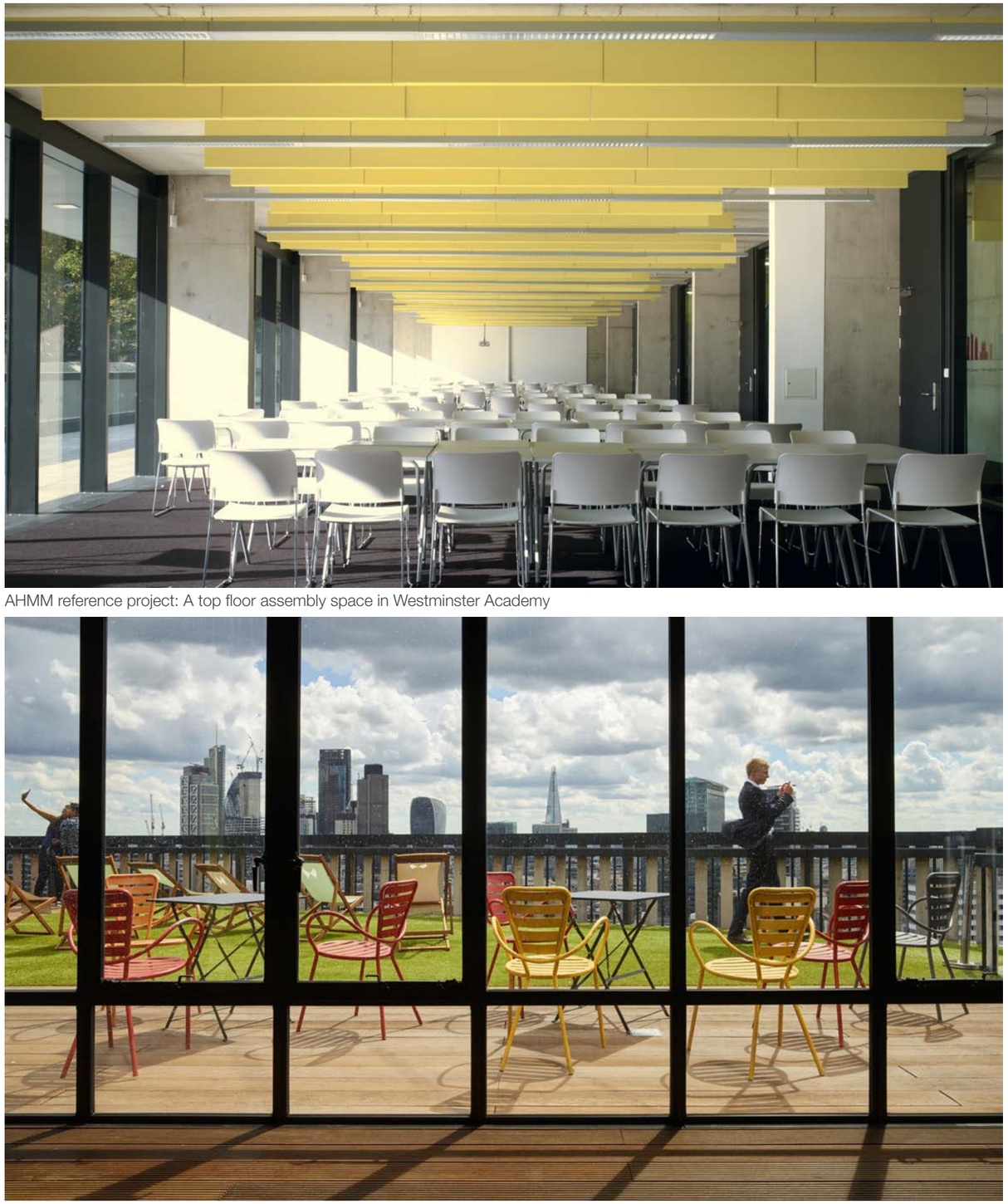
AHMM reference project: A seminar room in the University of Amsterdam

Second Floor Assembly

A multi-purpose spaces provides flexibility to accommodate assemblies, exams, house group meetings, creative arts rehearsals and performances as well as school open days and conferences. The building also incorporates an external roof terrace alongside the roof plant provision designed to service the Crucible building and potentially further buildings in the future.



Second floor key plan



AHMM reference project: A top floor assembly space in Westminster Academy

01. Concept visualisation of top floor assembly space

AHMM reference project: The roof terrace on White Collar Factory, Old Street

Heights in Context

The three-storey Crucible building sits within a wider school campus that is characterised predominantly by two to three storey buildings such as the Main Building (four storeys), the Science Block (three storeys), the Art, Food and Technology Block (three storeys) and the EAB (three storeys).

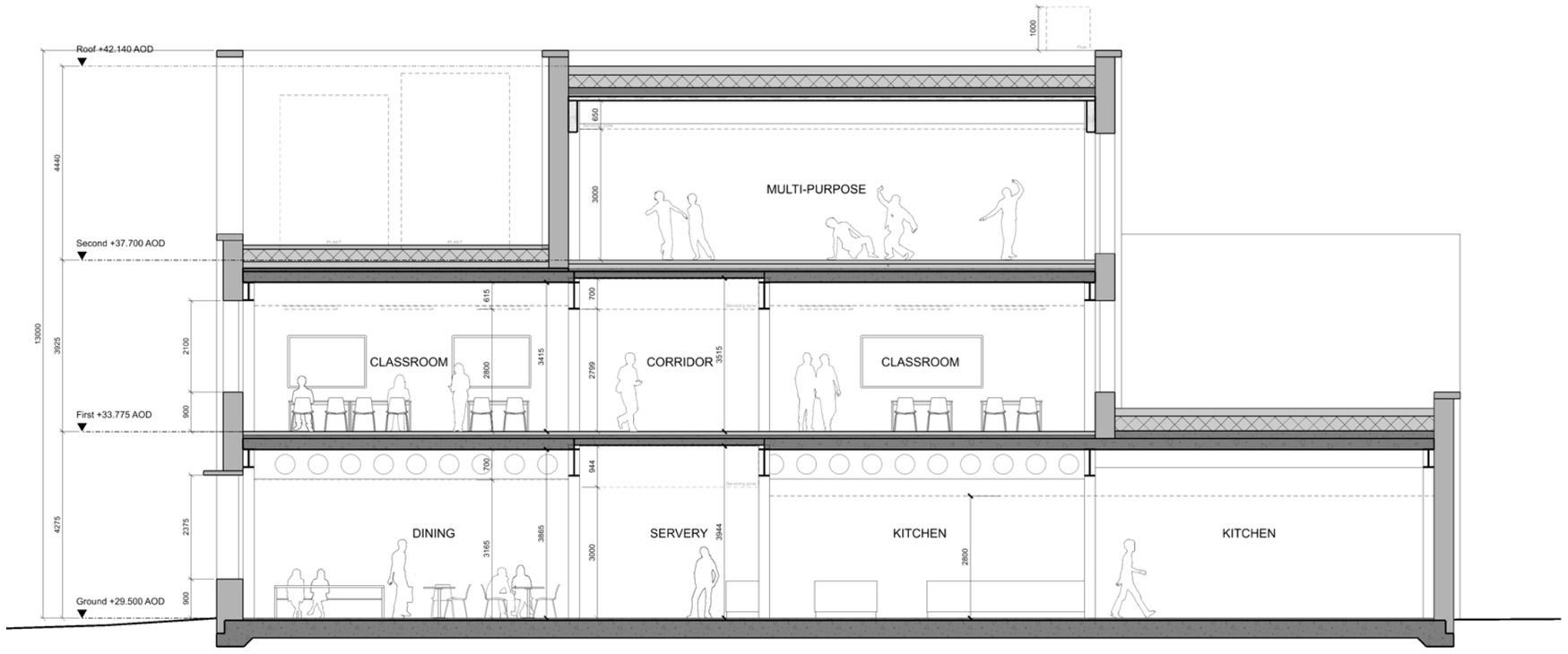
The original pitched roof design at Stage 1 was replaced with flat roof areas to provide the open space needed for the building's air source heat pumps, which connect directly to the Energy Centre at ground floor. This approach not only supports efficient building ventilation but also helps keep the overall height of the building lower, allowing it to sit more harmoniously within its surrounding context.

Aerial view of Stage 2 Proposal showing storey heights per building

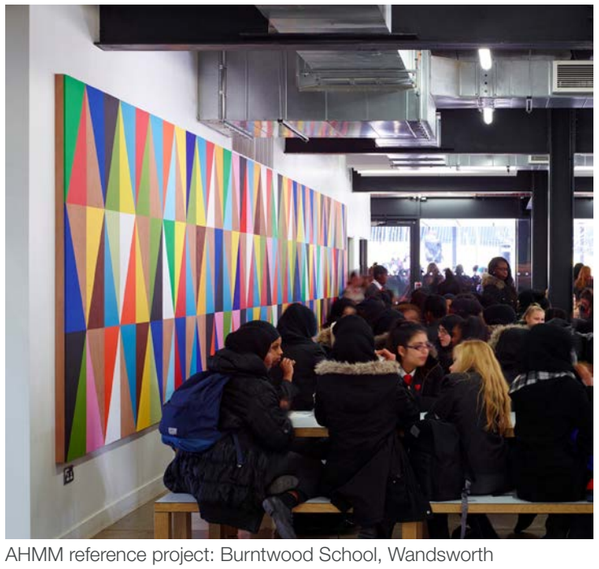
Floor-to-Ceiling Heights

Internal floor-to-ceiling heights were developed in coordination with the Structural Engineer (Elliott Wood) and MEP Engineer (Hoare Lea) to suit the functional needs of each space, including dining areas, kitchen facilities, classrooms, and the top-floor assembly space. These heights were benchmarked against comparable educational and commercial projects to ensure quality of space is aligned with overall budget targets and construction efficiency.

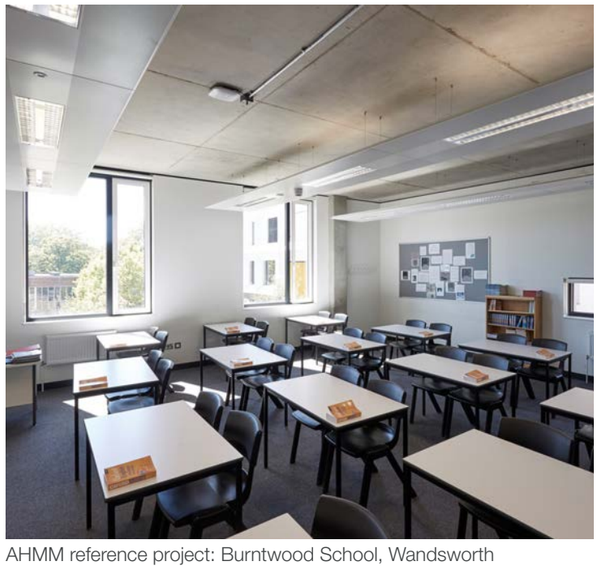
The preferred structural option is a hybrid steel frame with pre-cast concrete floor planks. Castellated beams are proposed below the first-floor slab to allow larger ground-floor ducts to pass through the structure rather than below it, reducing floor build-up and protecting clear headroom. Beam depths are strategically reduced within the building's central spine to accommodate primary service routes while maintaining compliant head heights.



Crucible - Proposed Cross Section st Stage 2



AHMM reference project: Burntwood School, Wandsworth



AHMM reference project: Burntwood School, Wandsworth

AHMM reference project: Alconbury Weald Club, Cambridgeshire

Materiality in Context

Brick seems to be the predominant material within the school campus and its surrounding neighbourhood, forming a unifying characteristic across buildings of varying ages and styles. The School's most historic and architecturally significant buildings are clad in red brick. More recent additions to the campus continue to use brick as a material although changes in brick colour can be seen on both the EAB and existing Dining Hall.

Beyond the campus boundary, the adjacent residential streets are also defined by brick-built homes, further embedding brick as the prevailing tone and texture of the local townscape.

The Buttery

The current Dining Hall

The Science Building

The Main Building

The Old Gym

The Edward Alleyn Building (EAB

The Lower School

Brick façade

Given the surrounding context, brick was considered an appropriate façade material for the Crucible building. It would allow the new development to sit comfortably within its setting and relate to the character of both the school campus and neighbouring residential streets.

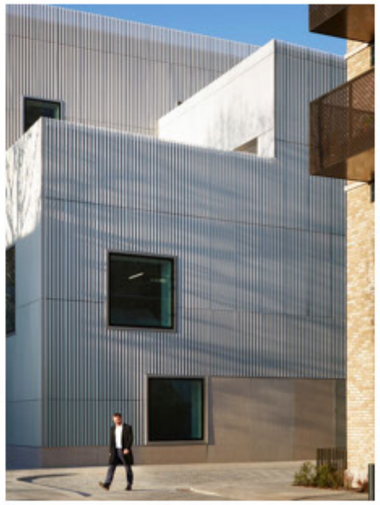
At the same time, the design could still offer a confident, contemporary expression through thoughtful façade articulation, varied and playful window compositions, and the creative use of brick tones, textures, and bonds.

Initial façade sketches

AHMM reference project: Tower Hamlets Town Hall, Whitechapel

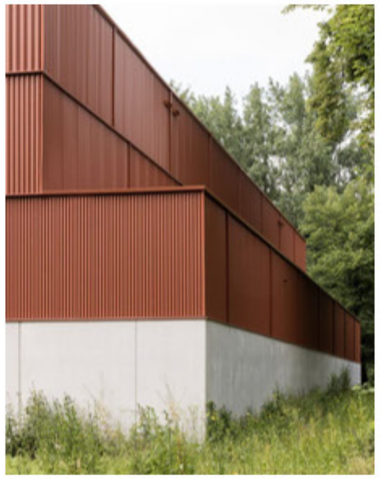
Indicative view looking southwest from Hillsboro Road

Indicative view of the south elevation

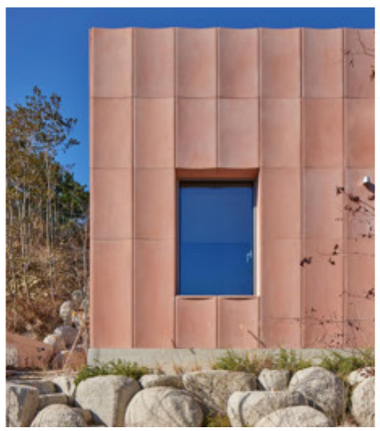










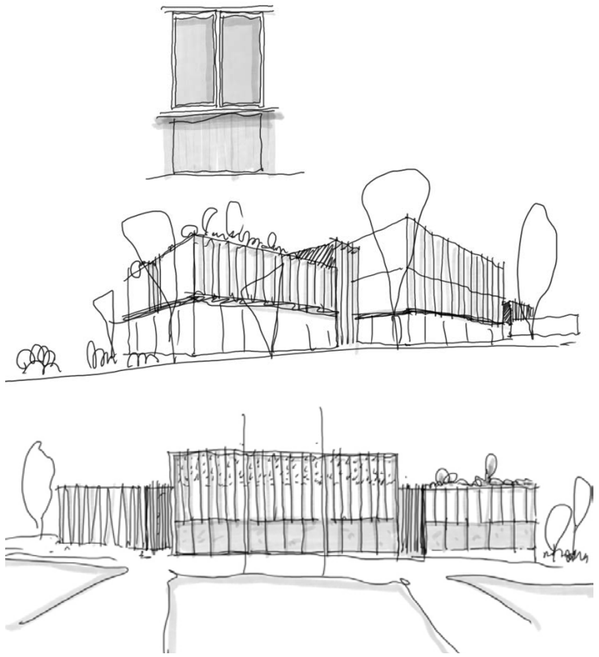




Alternative façade material references

Metal-Cladding and Brick Façade

Consultation with the School revealed a range of views on the architectural direction of the Crucible. Several staff members seemed to favour a building respectful of its setting and reflecting the School's distinguished heritage; however, a majority of stakeholders encouraged a bold, state-of-the-art facility that would make a confident and impactful statement.

In response, AHMM explored alternatives to the initial brick-led approach, including a more contemporary architectural language that incorporated lighter-weight materials such metal or timber cladding systems expressed above a brick plinth—an approach that maintained a dialogue with the surrounding context while allowing the building to stand apart as a significant and forward-looking addition to the campus.



Initial façade sketches

AHMM reference project: Ark All Saints Academy, Southwark

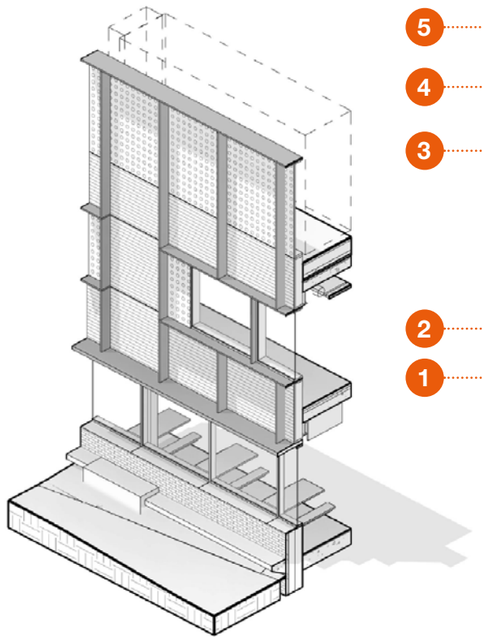
Indicative view looking southwest from Hillsboro Road

Indicative view of the south elevation

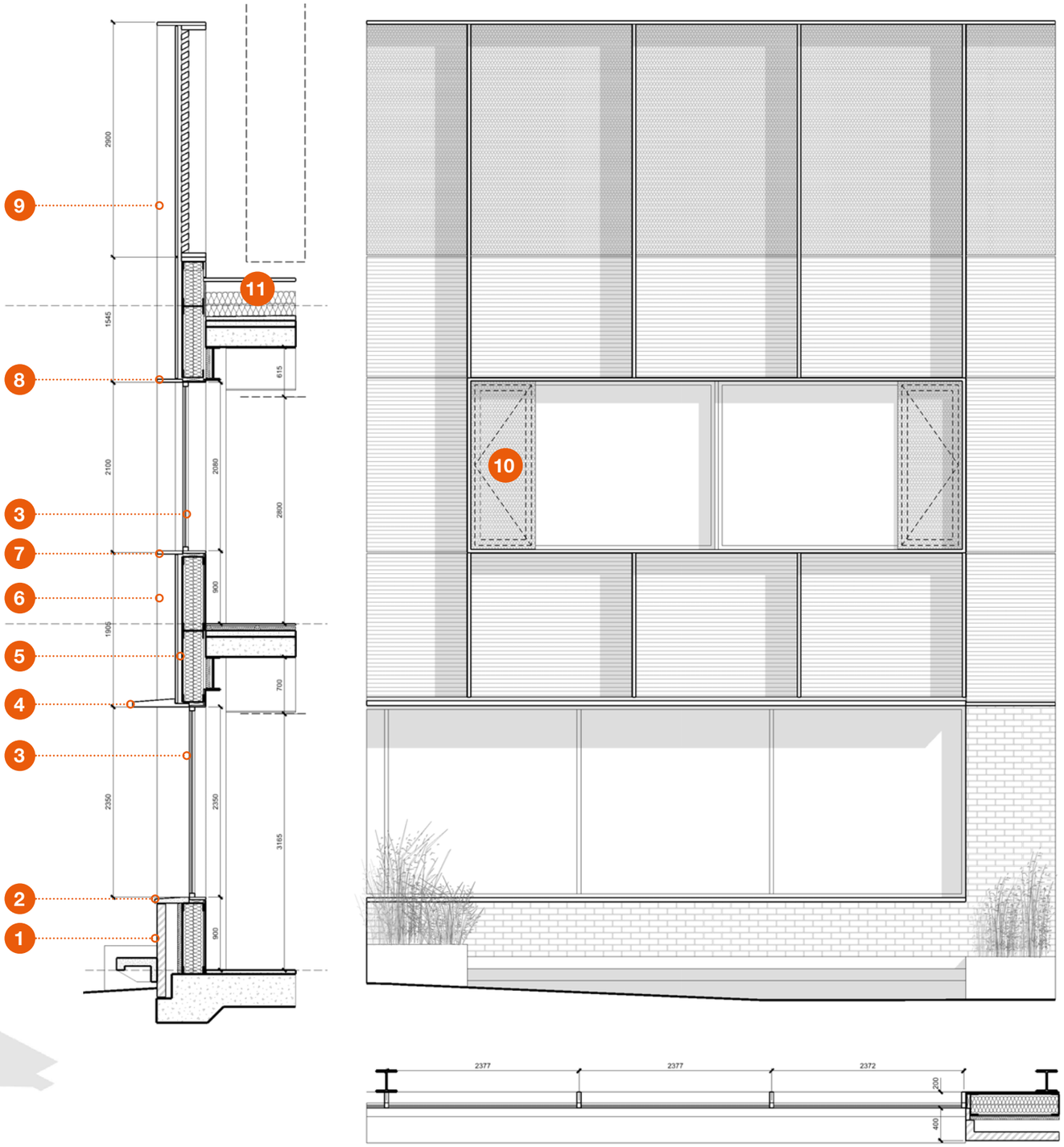
Crucible Façade at Stage 2

The Crucible façade at Stage 2 was proposed to be composed of the following elements:

1. SFS type façade system with hand set brickwork and an internal plasterboard lining for an overall U-value target of 0.15 W/m2K
2. Pre-cast coping
3. Aluminium frame double glazed window system
4. Polyester powder coated (PPC) metal canopy
5. SFS type façade system with a rainscreen and internal plasterboard lining for an overall U-value target of 0.15 W/m2K
6. Polyester powder coated (PPC) projecting metal fin
7. Polyester powder coated (PPC) metal sill
8. Polyester powder coated (PPC) metal coping
9. Curtain walling type façade with ventilation louvres to Acoustic Engineer's specification and a polyester powder coated perforated metal panel in front
10. Opening vent glazed panel with fixed polyester powder coated (PPC) perforated metal in front
11. Inverted roof type system with pavers on screed to falls for an overall U-value target of 0.12 W/m2K



3D Axonometric view of Crucible façade at Stage 2



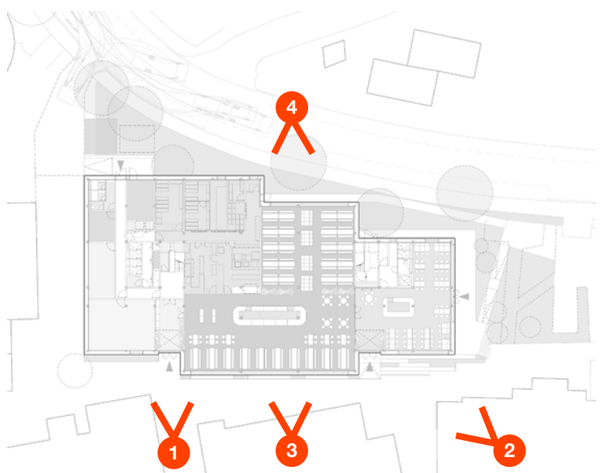
Crucible South Elevation - Bay Study at Stage 2

External Appearance

At Stage 2, the building's façade was designed to balance context, function, and contemporary expression. A grounded brick base ties the building to the campus' historic materiality, while the upper floors, clad in a sleek metal façade, introduce a lighter, more modern language. Large ground floor windows flood the dining spaces with natural daylight while smaller, carefully proportioned classroom windows on floors above are designed to optimise ventilation and minimise overheating.

Entrances and atriums are emphasized with generous glazing, creating welcoming points of arrival. Subtle vertical and horizontal fins on the metal façade provide articulation and passive solar shading on the south-facing elevations. The metal façade extends to the roofline, screening roof plant equipment while maintaining visual cohesion across the building.

Moments of playfulness and curiosity are woven throughout, such as a circular window into the Energy Centre, offering pupils a glimpse into the usually hidden back-of-house plant room, and a chance to engage with the building's operational systems.



Ground floor key plan


01 Concept visualisation of the Crucible's main entrance


02 Concept visualisation of the Crucible as seen looking east from the main entrance


03 Concept visualisation of the Crucible's North Elevation


04 Concept visualisation of the Crucible's South Elevation

3.6 Stakeholder Feedback

Stakeholder comments

School stakeholders provided thoughtful and constructive feedback on the emerging visual character of the Crucible, expressing a clear aspiration for the building to more fully embody the School's identity as a world-class, forward-thinking educational institution. While the contemporary language was broadly welcomed, there was a concern that the use of metal classing risked conveying an overly utilitarian character, rather than the sense of craft, permanence and ambition association with Alleyn's School.

Stakeholders emphasised the importance of an external appearance that communicates quality, prestige, and educational excellence, without appearing ostentatious. At the same time, there was a strong desire for the Crucible to be recognisable as a distinctive new addition to the campus while remaining sensitive in scale and tone to its residential context. This feedback reinforced the need for a carefully balanced architectural expression: one that is contemporary and progressive, clearly differentiated from existing buildings, yet warm, refine and rooted in the School's values and long-term vision.

Concept visualisation of the Stage 2 Crucible design as seen from the south-eastern corner

Response to Feedback

In response to stakeholder feedback, the design team returned to earlier brick-led studies, seeking an architectural language that would feel firmly rooted within the campus while allowing the Crucible to emerge as a distinctive and confident addition.

Materiality

A clear ambition was expressed for the building to read as part of a broader family of school buildings, yet not rely on the familiar red brick tone found elsewhere on site. Instead, lighter blonde and pale bricks options were explored, drawing on the restrained, mineral qualities of Portland stone often associated with prestigious higher-education settings, notably in the Oxbridge setting. This palette offers a sense of permanence and civic presence, while remaining calm and measured in relation to a neighbouring residential context.

Façade Articulation

The façade articulation has been developed to closely follow the internal organisation of the building, allowing rooms and activities to be legible from the outside. Window sizes, shapes and rhythms are therefore both functional and expressive, responding directly to the spaces within while introducing moments of playfulness and character to the outside.

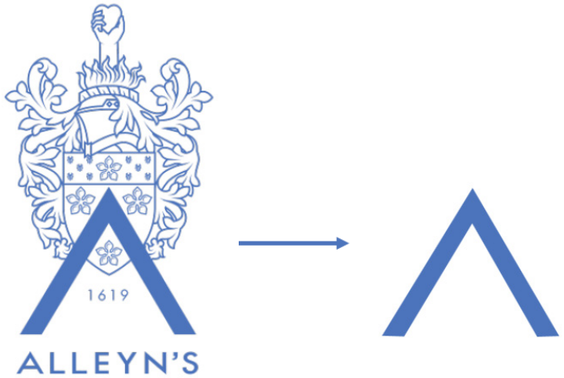
School Branding

A further strand of exploration emerged around the School's visual identity, in particular the triangular geometry embedded within the A of the Alleyn's logo. Although this motif has been graphically explored previously in more recent additions across the campus, the design team saw an opportunity to extend this language architecturally, allowing the Crucible to reinforce the School's identity in a measured and integrated way. Rather than applying branding overtly, the triangular geometry could be abstracted and embedded within the fabric of the building itself. This idea was tested through material expression, such as potential for brickwork to be laid in herringbone and angles patterns, but also structurally, such as slanting columns to the dining hall. Façade articulation was also explored to reflect this underlying geometry, using rhythm, depth and alignment to echo triangular forms without becoming too literal.

Following discussion, the School expressed a preference for this latter approach, valuing the way façade articulation could convey a strong sense of institutional identity with clarity and restraint through architectural means - ensuring the Crucible feels both contemporary and unmistakeably part of the Alleyn's wider campus. The design development of the Crucible building, illustrated on the following page, was subsequently presented to the London Borough of Southward in the first pre-application meeting held in November 2025.

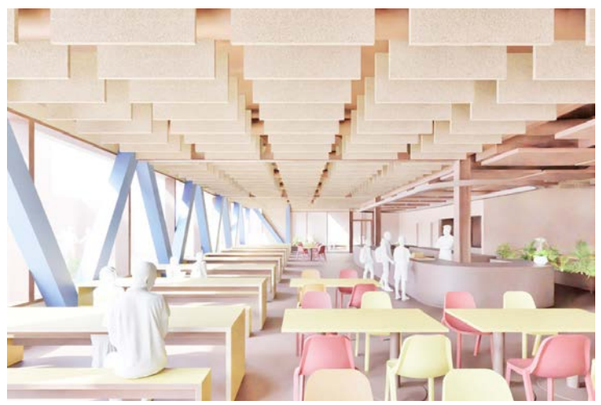
AHMM reference project: North London Hospice, Barnet

AHMM reference project: Weston Street, Southwark



Alleyn's Logo as a design prompt

Concept idea: Herringbone brickwork



Concept idea: Slanted structural columns

Development to the Crucible façade

4.0

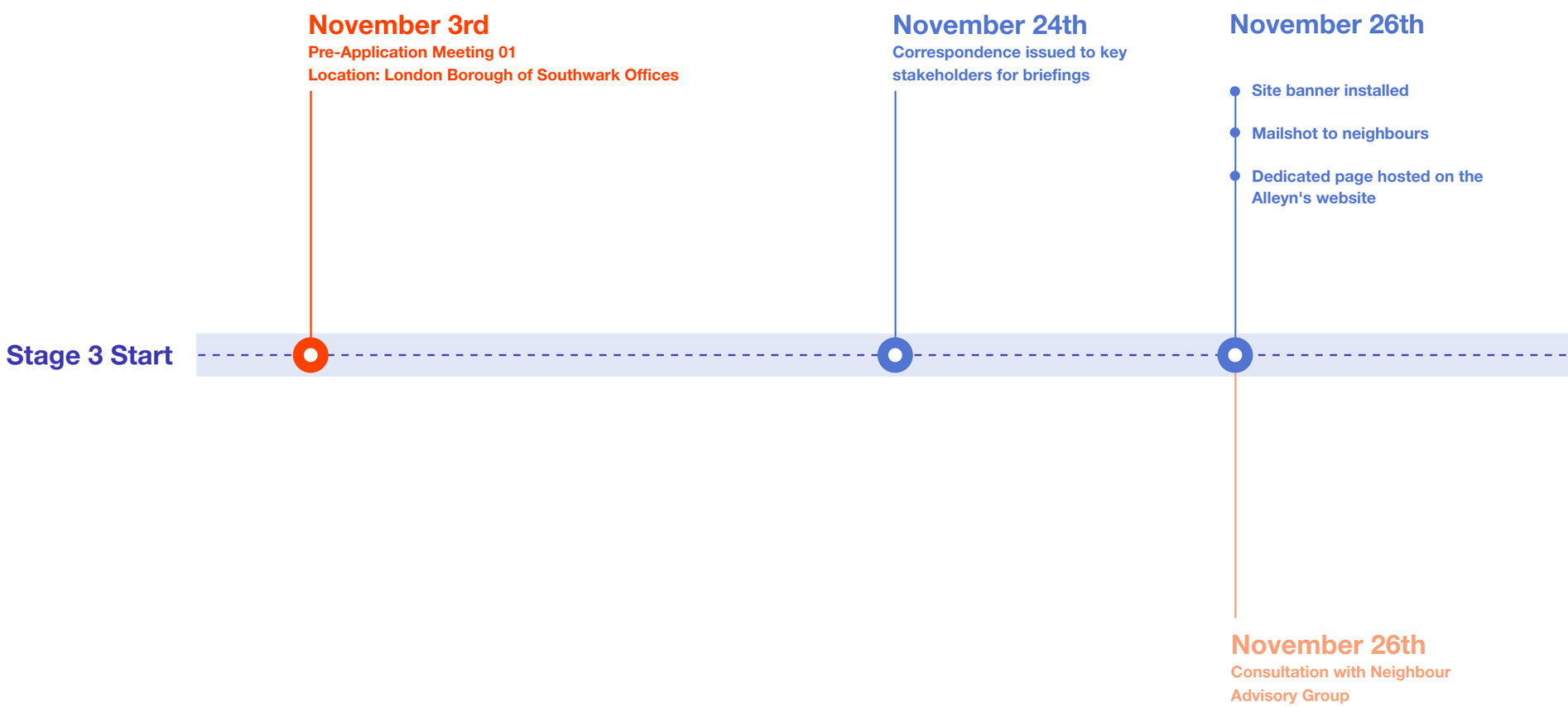
Pre-Planning Consultation

4.1 Pre-Planning Consultation Process

Pre-Planning Timeline

Following early engagement with the School, the emerging proposals were then presented to planning officers at the London Borough of Southwark through a series of pre-application meetings held at the beginning and end of November. These discussions formed part of an iterative process to test the developing scheme against local planning policy and to receive early officer feedback.

In parallel, the design team undertook a programme of consultation with residential neighbours and the general public. These events presented the proposals within the broader context of the School's evolving masterplan, allowing stakeholders to understand how the Crucible fits within the long-term vision for the campus and providing an opportunity for feedback to inform the ongoing design development ahead of a planning submission.



November 28th
Pre-Application Meeting 02
Location: London Borough of Southwark Offices

December 6th
Public Consultation
Location: Alleyn's School

December 8th
Public Consultation
Location: Alleyn's School

December 9th
Public Consultation
Location: Alleyn's School

Planning Submission

4.2 Engaging with the London Borough of Southwark

Pre-Application Meeting 01

The first pre-application meeting with the London Borough of Southwark took place on 3 November 2025 and focused on introducing the School, the Site and the emerging design for the Crucible building.

The presentation set out the wider context of the campus and its relationship to the surrounding neighbourhood, followed by an overview of access and movement across the Site. Key constraints were clearly articulated, including the proximity of residential neighbours, the presence of existing trees, and the limitations of the current service yard. These were considered alongside identified site opportunities, helping to frame the design response.

The meeting also outlined the proposed servicing strategy, which would retain the existing arrangements, as well as early thinking on internal layouts. An initial approach to building height, massing, and materiality was presented, establishing the principles that would guide the scheme's development and providing a basis for early discussion with planning officers.

Design options as presented in the first pre-application meeting with Southwark planning officers

Feedback Received

01. Principle of Development
Planning officers confirmed their support for the principle of the Crucible building, noting that no change of use is proposed and that the scheme represents a central school facility. The project was acknowledged as a major planning application, appropriate in scale and ambition for the Site, with no in-principle concerns raised regarding its position, overall scale, or massing at this stage.

02. Access and Movement
Planning officers sought reassurance that there would be no new access points and no increase in pupil movement via Hillsboro Road, particularly given sensitivities around parking and drop-off activity. The Applicant confirmed that Hillsboro Road would not function as a main entrance and that no intensification of use is proposed.

03. Design Approach and Flexibility
The importance of designing the building with long-term flexibility was emphasised, ensuring it can evolve alongside the School's future needs and integrate coherently with the wider campus. While early design work was understood to be internally driven at this stage, officers encouraged further exploration of how the building relates outwardly to its surroundings, including its relationship to Hillsboro Road and adjacent buildings.


View of Crucible building from Hillsboro Road looking West

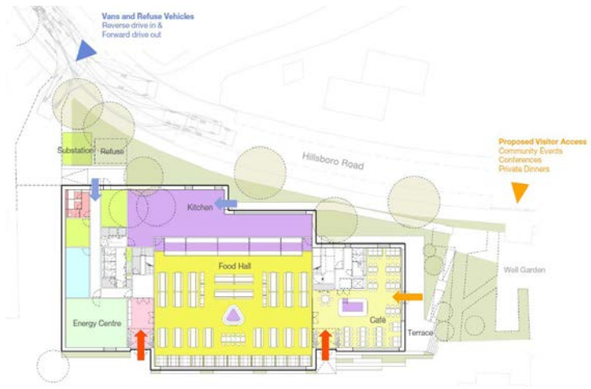

Massing Option 01: Top floor assembly hall along Hillsboro Road


Massing Option 02: Top floor assembly hall flipped to face the school

04. Height and Massing
The design team tested a number of massing options, including an alternative arrangement in which the upper-level assembly space—originally positioned closer to Hillsboro Road—was relocated further into the School campus thus allowing the tallest volume to be stepped away from the residential street, reducing its visual impact on neighbouring properties. A stepped massing strategy, with upper-level setbacks, was preferred by officers who recognised the need to accommodate larger internal spaces while responding sensitively to the surrounding residential context. While the building is not intended to address the street in a conventional civic manner, officers encouraged a considered response to the curve of Hillsboro Road and the introduction of visual interest and activity at ground level.

05. Levels, Accessibility and Landscape
The significant change in level across the Site was highlighted, with encouragement to explore how floor levels could respond sensitively while maintaining full accessibility and inclusive access throughout the building. Particular emphasis was placed on improving the quality and continuity of landscape along the Hillsboro Road frontage, addressing concerns about fragmented existing planting and reinforcing a softer edge to the street.

06. Servicing, Associated Works and Sustainability
The retention of the existing servicing strategy was noted positively, subject to confirmation that no adverse impacts would arise, with support to the wider associated works across the campus, including improvements to existing buildings. Minimising construction impacts on Hillsboro Road was highlighted as an ongoing priority.



Ground floor plan of Crucible as presented

07. Materiality and Façade
Brick was identified as the appropriate primary material, with support for exploring variations in tone and the introduction of timber elements to soften the overall appearance. The building was described as needing to remain relatively "quiet" in character, sensitive to its residential context, while allowing the façade to subtly express the differing functions across each floor. Careful consideration of any proposed roof terraces and roof elements was also advised.


View of the Crucible building as seen from the Well garden

08. Consultation and Next Steps
The importance of thorough and meaningful consultation with neighbours, ward councillors, and the wider community was strongly reinforced. Officers noted the tight programme and potential risks associated with committee timing, requesting a further pre-application meeting prior to submission. Clear confirmation of scope, phasing, and any enabling works was requested to support efficient assessment of the proposals.


View of the Crucible roof terrace looking over the school campus

Pre-Application Meeting 02

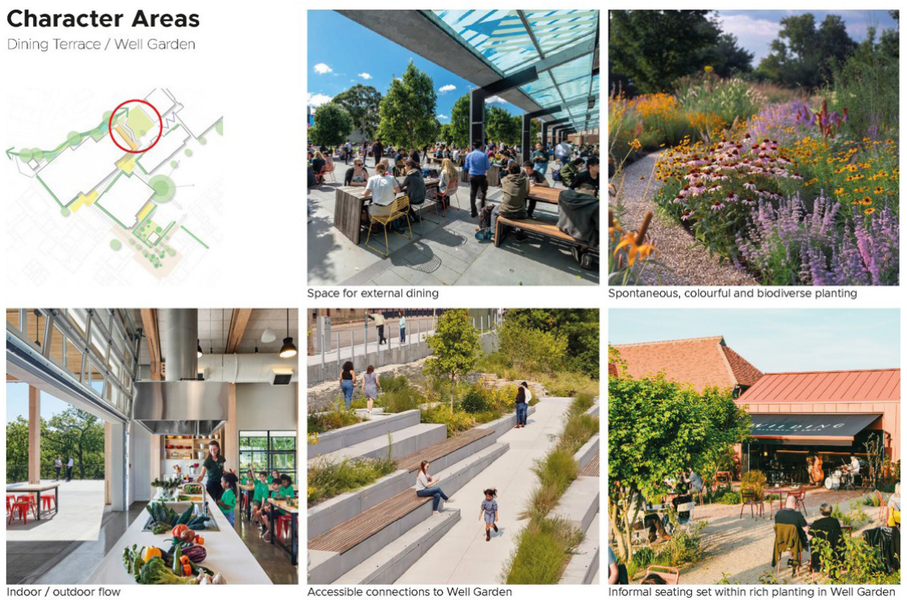
A second pre-application meeting with officers from the London Borough of Southwark was held on 28 November 2025 to present an update on the developing design of the Crucible building. The meeting opened with a brief recap of the previous discussion, followed by a focused review of design progression, particularly in relation to façade articulation, materiality and the building's response to its campus and residential context. Officers were shown how earlier feedback had informed the overall architectural composition as well as the emerging landscape design.

Key changes included relocating the assembly hall to the southern elevation, drawing the largest volume inward and stepping the building progressively away from Hillsboro Road. This approach reduces perceived scale along the residential frontage while maintaining the spatial requirements of key internal uses. Activation of Hillsboro Road was enhanced through additional glazing to kitchen areas and stair cores, with brickwork articulation developed on the southern façade echoed on the northern elevation to provide visual interest and cohesion.

Landscape design proposals were also presented by Landscape Architect Gillespies, outlining an emerging strategy for biodiverse planting along Hillsboro Road and within the Well Garden. Initial ideas included opportunities for growable and edible gardens linked to the kitchens and external terrace, alongside more vibrant planting to enrich the wider campus setting and support biodiversity.

Aerial view of Crucible as seen from the School's campus

Aerial view of Crucible as seen from the Hillsboro Road (trees and fence removed for illustrative purposes)

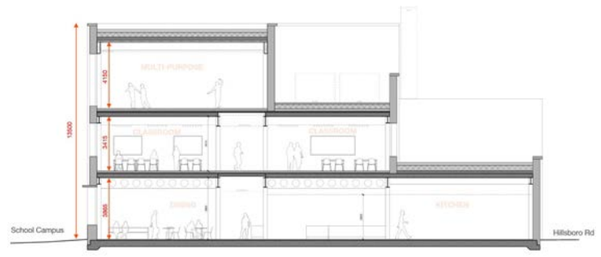


Excerpt from Gillespies' Landscape design strategy as presented in the second pre-app meeting

Feedback Received

01. Design Development
Planning officers were broadly supportive of the principles underpinning the Crucible proposal, including the scale, positioning and architectural ambition of the building. Feedback noted that the Crucible reads as a low-level building with a well-considered massing strategy. The quality and articulation of the brickwork were particularly well-received, and there was general comfort with the proposed height and setbacks.

Crucible's north-eastern corner as seen from Hillsboro Road



Short section through Crucible building showing steps in massing

Officers emphasised the importance of environmental performance, particularly in relation to ventilation and overheating within the larger internal spaces, and requested further clarity on how mechanical systems and opening elements would work together to ensure comfort. The visual relationship between kitchen areas and Hillsboro Road was welcomed, reinforcing activity and passive surveillance along the street.

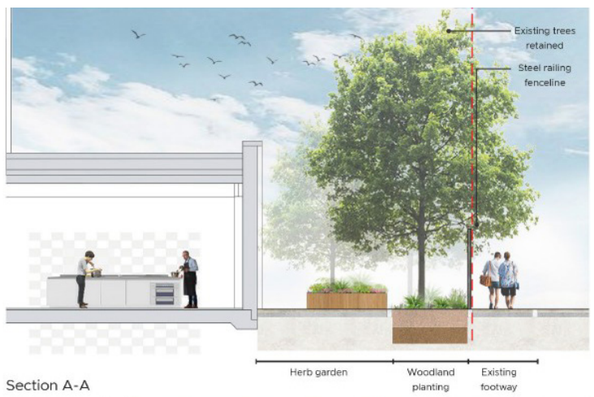
Crucible's north elevation seen from Hillsboro Road

02. Community Access and Inclusive Movement
Clarification was sought on community use of the Crucible outside normal school hours, including before- and after-school activities. The potential introduction of a secure access gate onto Hillsboro Road was discussed, with officers noting that any additional access would need to be carefully managed to avoid local impacts. It was acknowledged that such arrangements could be controlled through planning conditions. Officers also requested confirmation of level access routes, including via the Well Garden, to ensure inclusive and legible movement throughout the site.

Crucible's east elevation with ramp access from Hillsboro Road gate

03. Servicing and Operational Arrangements
The Applicant confirmed that servicing arrangements are proposed to remain unchanged. Officers reiterated the sensitivity of servicing activity along Hillsboro Road and stressed the importance of clearly explaining how these movements would continue to be managed to minimise impacts on neighbouring residents.

04. Landscape, Trees and Site Boundaries
Officers welcomed the emerging landscape strategy. Boundary treatments were discussed, with support expressed for low fencing combined with planting, and the potential use of walls to clearly define the site edge and reduce litter ingress. Officers requested further detail on trees proposed for removal, to be reviewed following submission of the completed tree survey.



Sections through landscape on Hillsboro Road (by Gillespies)

05. Waste Strategy and Next Steps
Officers confirmed that referral to the Design Review Panel would not be required. Further guidance from the Council's waste team was requested to inform the presentation of refuse and servicing arrangements within the application. Programme constraints associated with the forthcoming local elections were noted, and officers confirmed that written advice would be issued following receipt of the tree survey and validation information.

Crucible's south elevation as seen from within the School's campus

Crucible's kitchens and classrooms as seen from Hillsboro Road

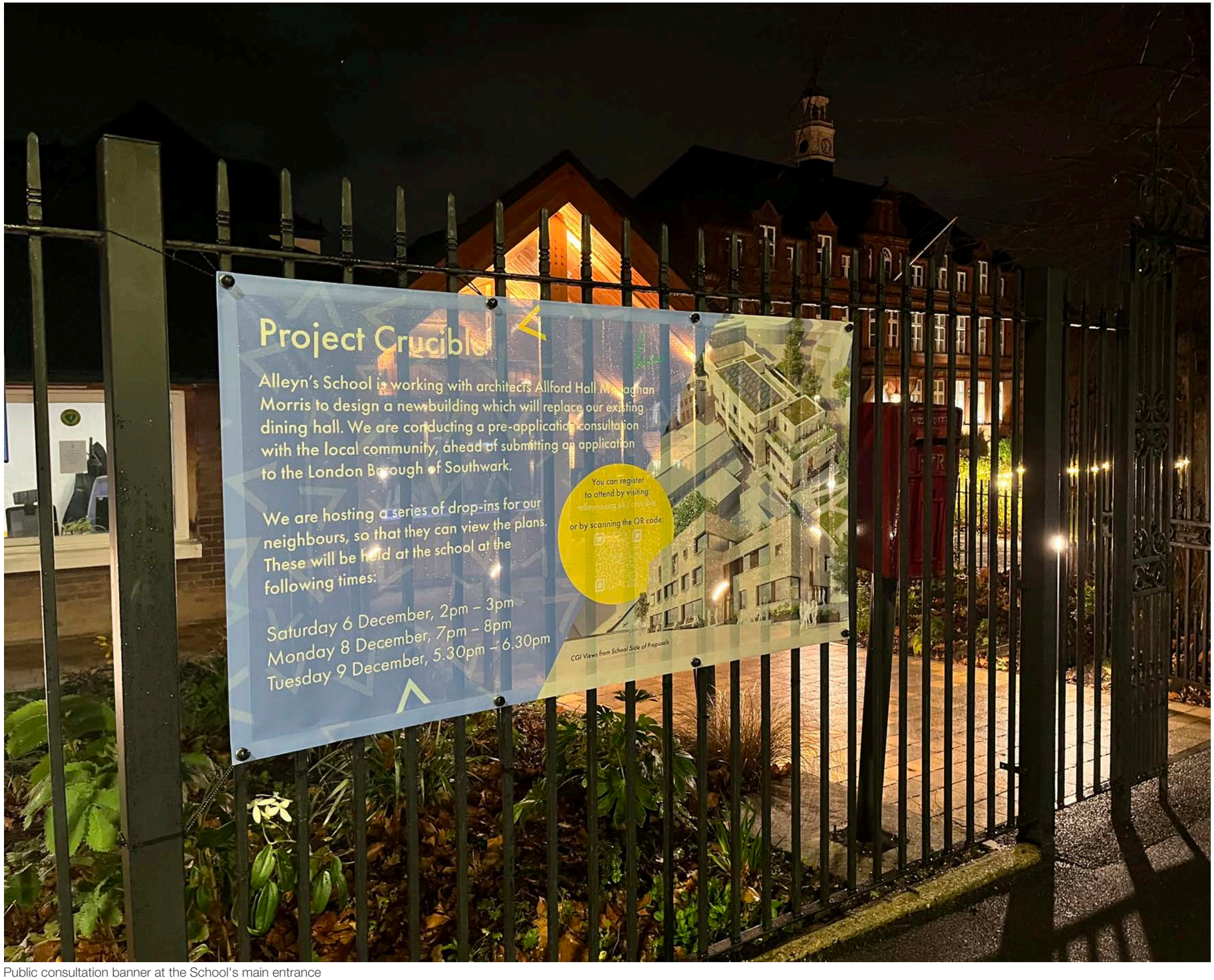
4.3 Public Consultation

Neighbours Consultation

A dedicated Neighbours' Advisory Group session was held on the evening of 26 November 2025, following a mailshot issued to local residents. The session provided an opportunity for the School and design team to present Project Crucible and the enabling works associated with the project, explain the site context and constraints, and set out the rationale for the proposed location, scale and use of the building.

Discussion focused on a range of practical and strategic matters, including parking and vehicle movements during construction, temporary catering arrangements, and the continuity of existing servicing and refuse collection. Neighbours also sought clarity on the height and massing of the building, questioning whether alternative locations elsewhere on the campus had been explored and why a three-storey form was required along the Hillsboro Road frontage. Further topics included the future use of existing school facilities, potential non-school uses of the building, and the approach to existing trees along the site boundary.

The session enabled open and constructive dialogue, allowing local concerns to be clearly articulated and helping to inform the ongoing development of the proposals alongside the School's operational and educational requirements.



Public consultation banner at the School's main entrance

Public Consultation

A series of informal drop-ins were held over three days in early December within the School's existing Dining Hall. Thirteen exhibition boards were displayed alongside a cardboard model illustrating the internal floor plans of the Crucible building. A 3D-printed site model was also presented, with the wider school shown in white and only those buildings affected by the proposals colour-coded to clearly distinguish areas of new build, enabling works, internal refurbishments and temporary structures, helping to explain the full scope of works across the campus. Members of the Client and Architect teams were available throughout to explain the proposals and respond to questions.

Feedback was generally positive and constructive with the public welcoming the opportunity for a new building to engage more positively with Hillsboro Road, noting support for a more active street frontage compared to existing buildings. Other comments received during the consultation were broadly favourable, acknowledging the quality of the emerging design and the clarity of the proposals.

Key concerns were primarily raised by residents of Hillsboro Road, reflecting the building's close relationship with the residential frontage. Questions focused on the appropriateness of a three-storey building, the presence of a roof terrace, and the proximity of a large-scale kitchen to neighbouring homes. Residents also explored whether taller elements, such as circulation cores, could be set further back, and whether level changes and ramped platforms could be refined to reduce visual and physical impact. Reassurance was sought regarding potential noise from the kitchen, while the inclusion of the Energy Centre within the Crucible building prompted discussion alongside broader queries about why this location was chosen over other areas of the campus.

Public consultation boards as laid out in the existing dining hall

Physical model of the Crucible building

3D printed physical model of the School's campus (Crucible in yellow)

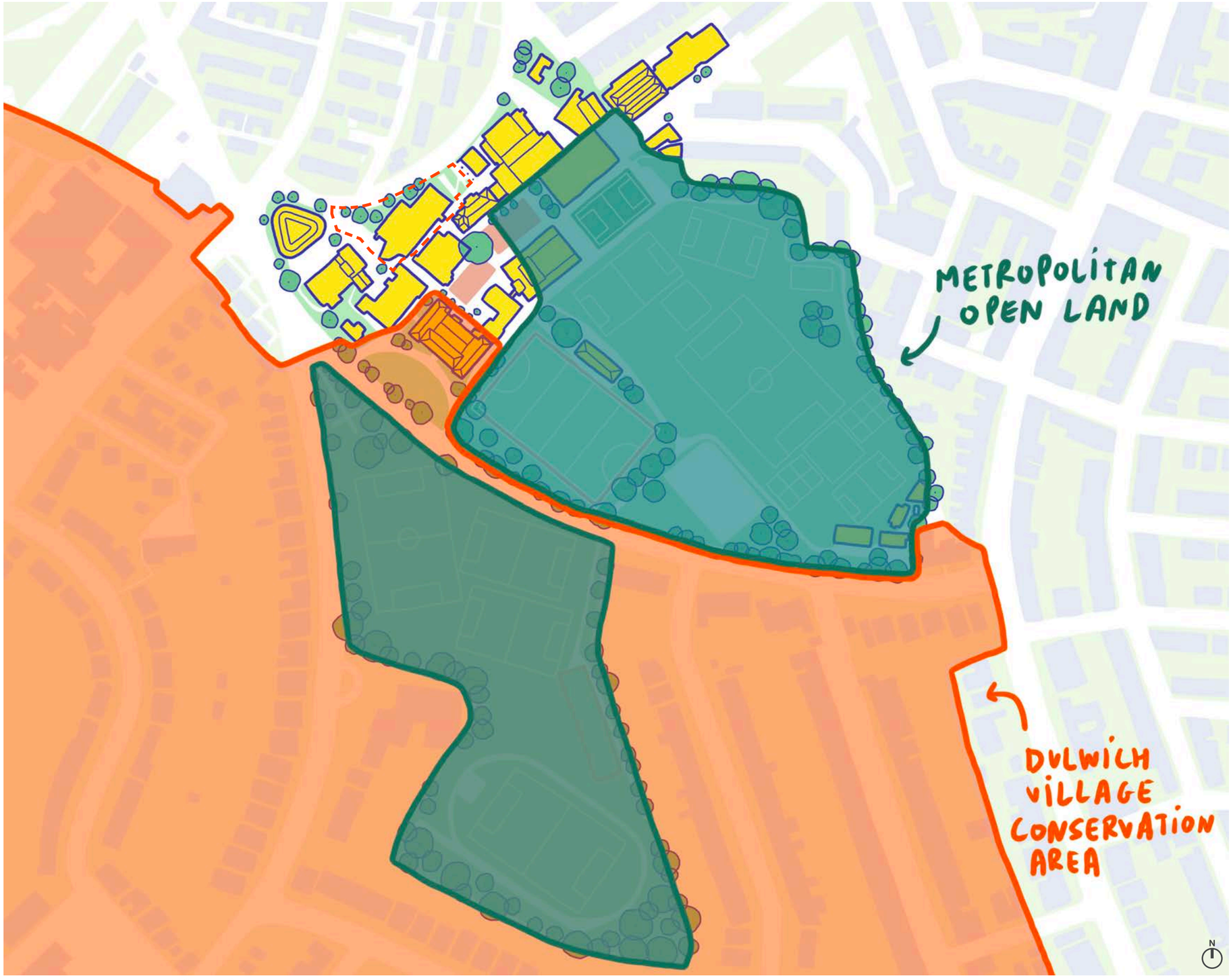
Public consultation on Saturday 6 December 2025

Public consultation on Monday 8 December 2025

4.4 Design Response To Feedback

Site Location

Some members of the public questioned whether new development might be more appropriately located closer to the Main Building on Townley Road, rather than along the quieter residential frontage of Hillsboro Road. However, this option is significantly constrained, as the Townley Road area sits within, or immediately adjacent to, the Dulwich Village Conservation Area, where development opportunities are more limited. In addition, while the Alleyn's School campus is extensive, the majority of the site is designated as Metropolitan Open Land, which strongly restricts new built development. As a result, the land along Hillsboro Road—falling outside both the Conservation Area and Metropolitan Open Land designations—represents one of the few viable locations where development of this nature can be responsibly accommodated.



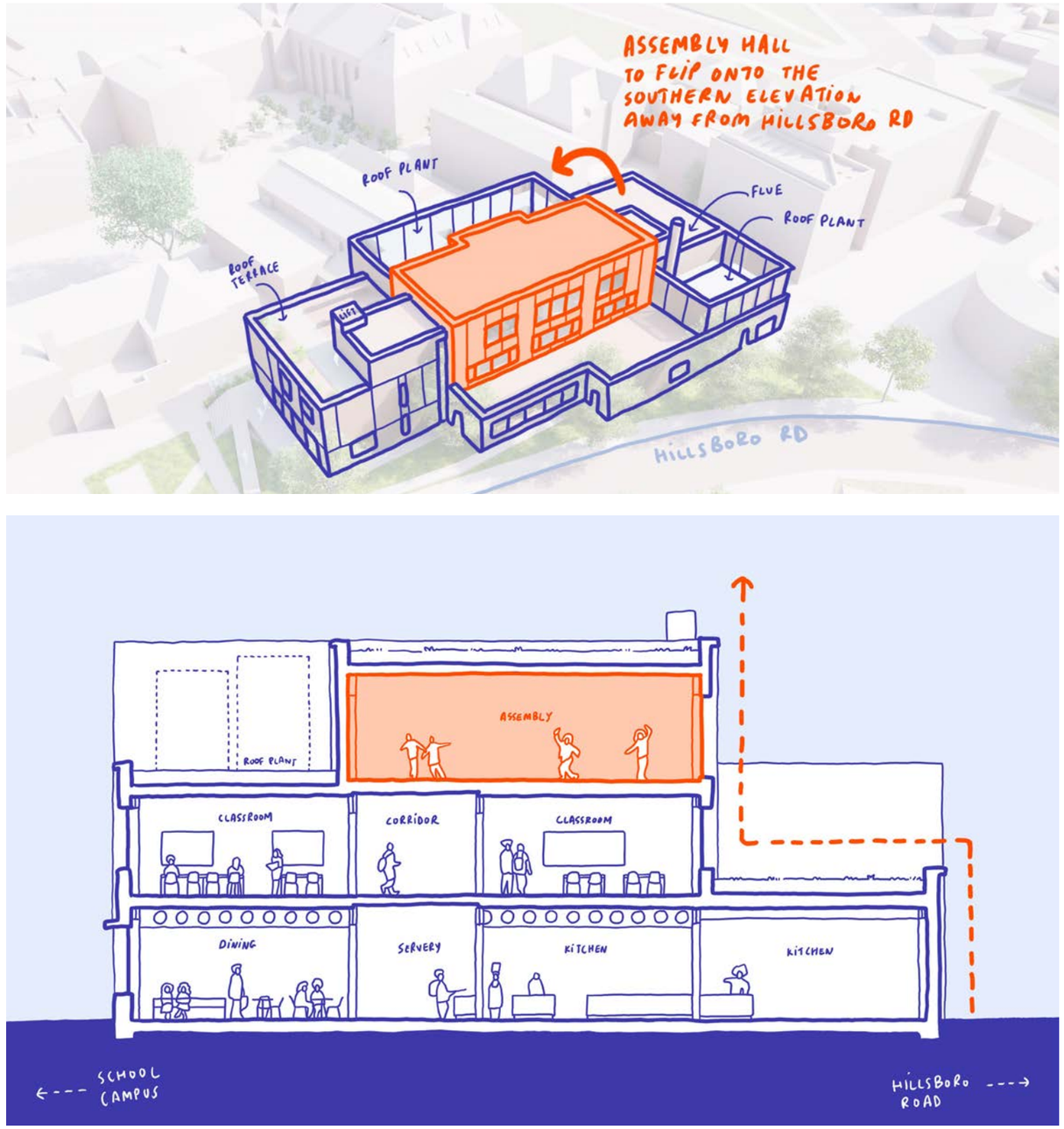
KEY

- Site Boundary
- Dulwich Village Conservation Area
- Metropolitan Open Land

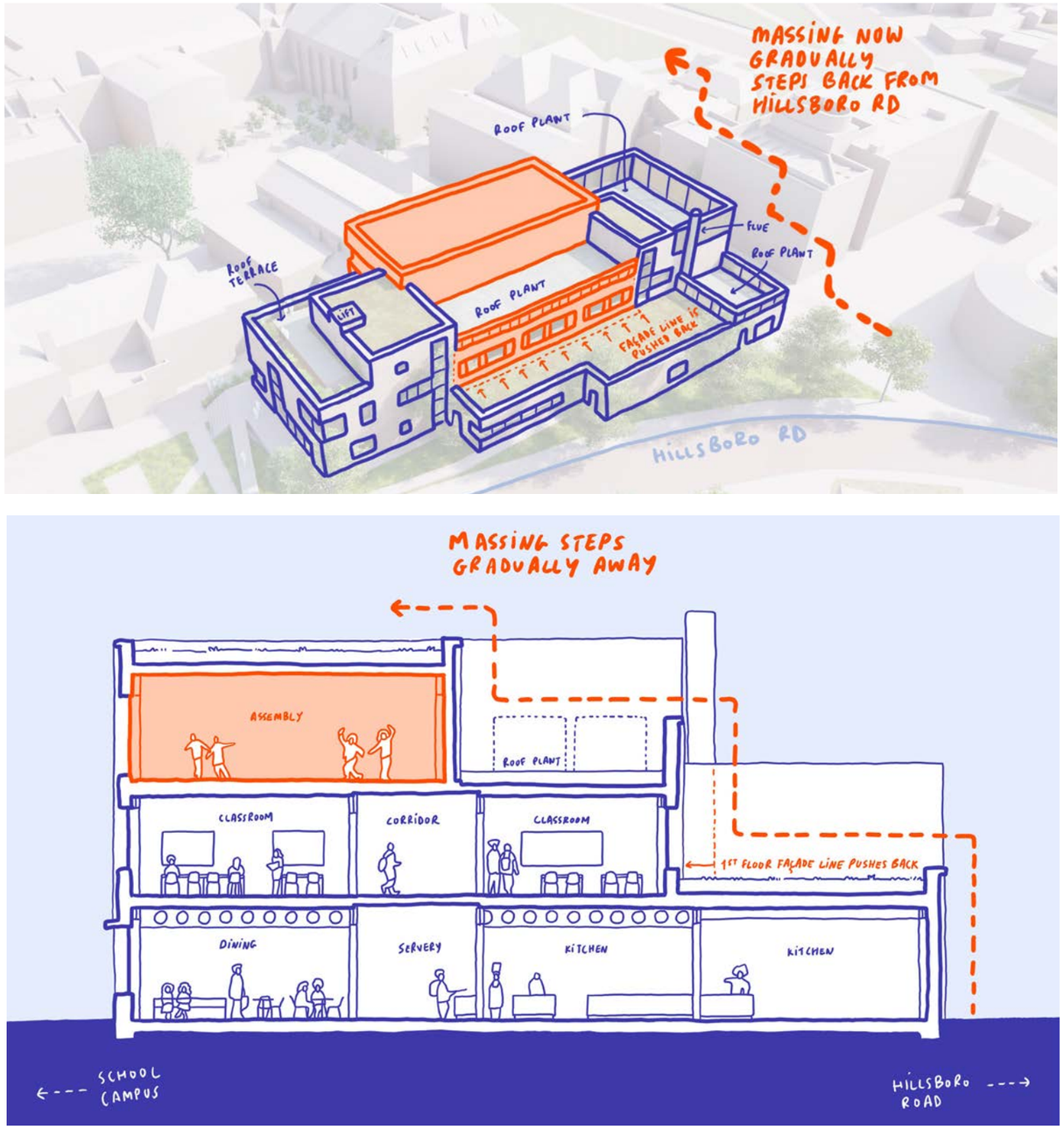
Illustrative site plan indicating MOL and Conservation Area extents

Staggering the Massing

In response to planning and consultation feedback, the top-floor volume was moved further away from Hillsboro Road, with the first-floor façade line also pushed back to reduce the building's perceived mass. This stepped approach helps soften the building's relationship with the residential frontage and reinforces a more gradual transition in scale.



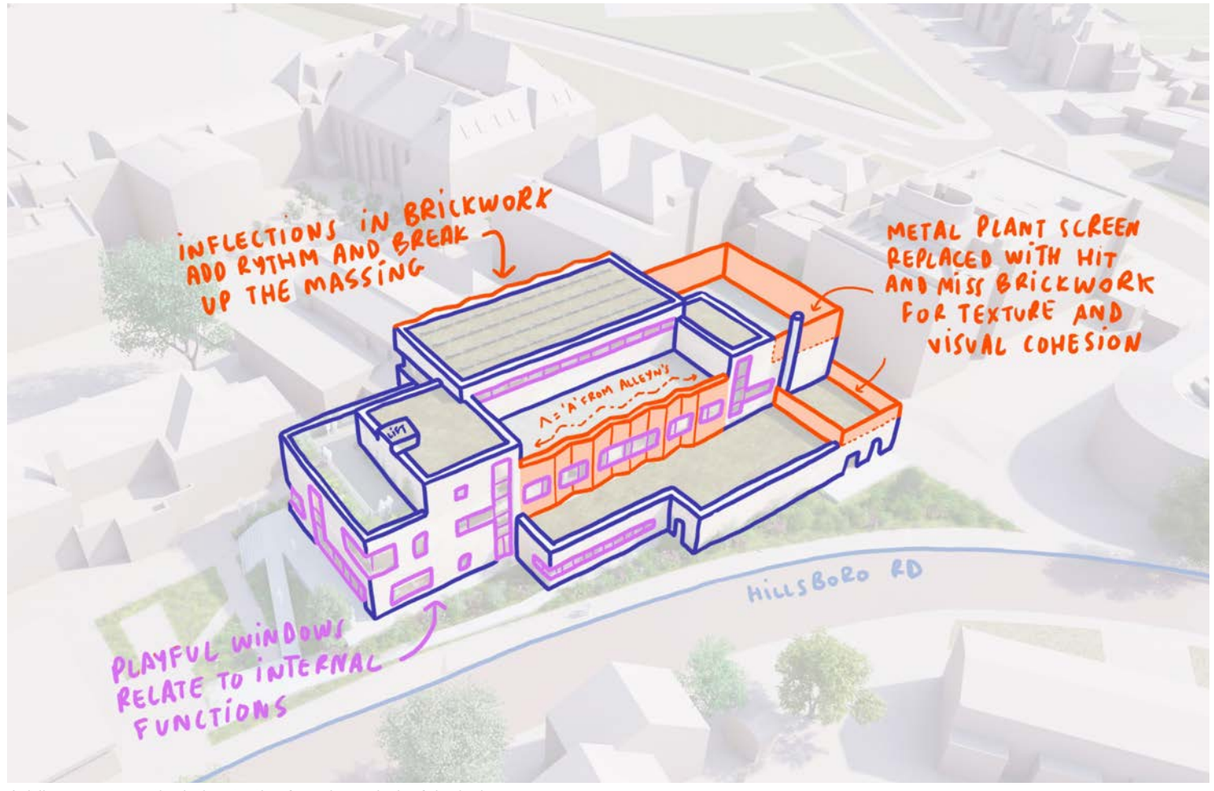
Aerial view and section of the Crucible Stage 2 scheme pre-consultation



Aerial view and section of the Crucible Stage 3 scheme post-consultation

Refining the Façade

Further refinement of the elevations introduced subtle inflections in the brickwork to the central volume on both the southern and northern elevations. These moves add rhythm and depth to the façade, breaking down the perceived mass while playfully recalling the geometric ‘A’ derived from the Alleyn’s logo, as previously explored. Window sizes and positions were also carefully reconsidered to more clearly express the functions of the spaces within; variation in scale and proportion introduces moments of interest and animation, particularly along the Hillsboro Road frontage. In parallel, the treatment of the roof plant screens was refined, with metal screening replaced by hit-and-miss brickwork, introducing texture and reinforcing a more cohesive and materially unified architectural language.

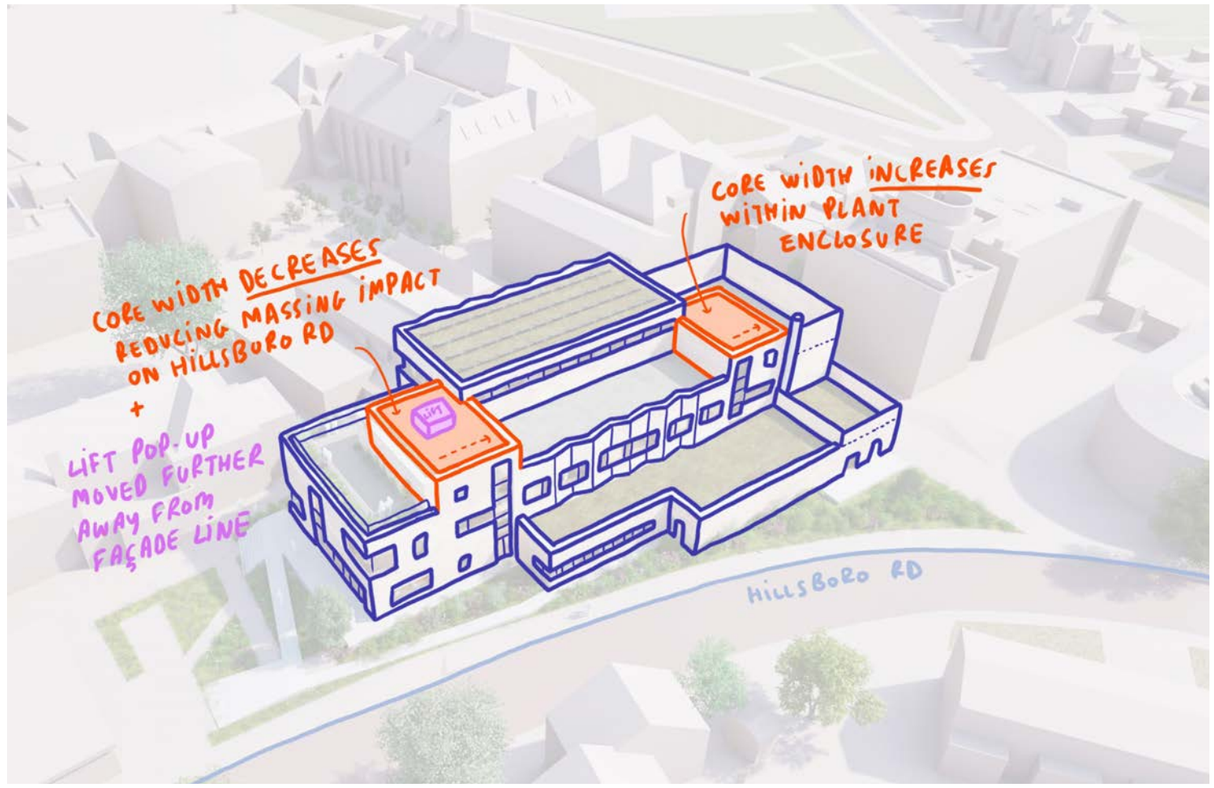


Adding greater articulation to the façade and playful windows


Indicative view of the Crucible's north elevation (kitchen windows at ground and classroom windows above) as seen from Hillsboro Road

Reducing Impact of Massing

In response to further concerns raised regarding the massing, the internal cores were reconfigured to reduce the perceived mass at the building's most prominent corner on Hillsboro Road. This resulted in a redistribution of core widths, with the stair core within the western plant enclosure increasing in width without adverse impact on the façade, while the eastern stair core was correspondingly reduced to soften the building's presence when viewed from the north-eastern corner of Hillsboro Road. As part of this internal rationalisation, the lift shaft was also relocated further away from the façade line, reducing its visibility and helping to further refine the building's relationship with the residential street.

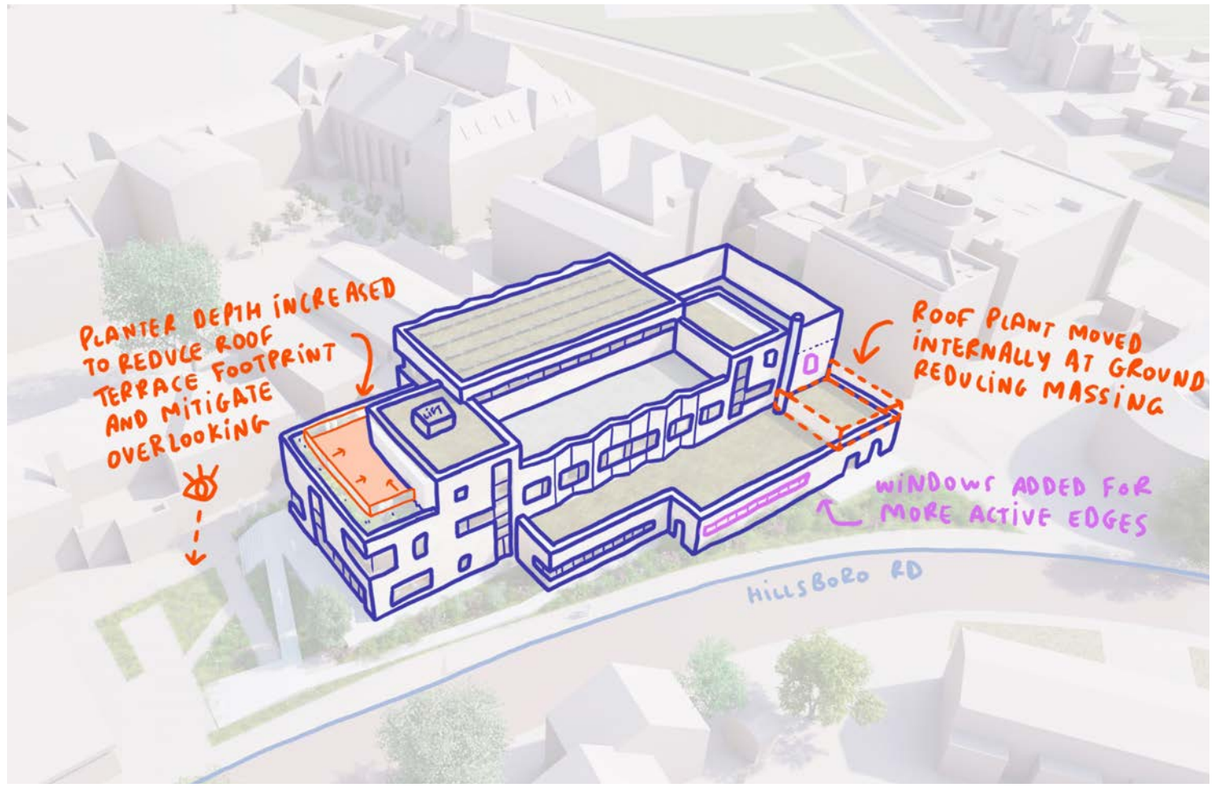


Reducing the massing of the most prominent stair core and shifting the lift pop-up away from lines of sight


Indicative view of the Crucible as seen from Hillsboro Road showing playful windows and inflections in the brickwork façade

Further refinements

As requested by planning officers and members of the public, additional ground-floor windows were introduced to further activate the Hillsboro Road frontage and strengthen the building's relationship with the site boundary. The depth of roof terrace planters was increased, reducing the usable terrace footprint and helping to mitigate overlooking of neighbouring properties. Kitchen ventilation plant, initially located at first-floor level in the north-western corner, was re-sited within the ground-floor back-of-house areas. This rationalisation eliminated the requirement for a roof plant screen, helped further soften the building's massing, and allowed for a greater provision of green roof.

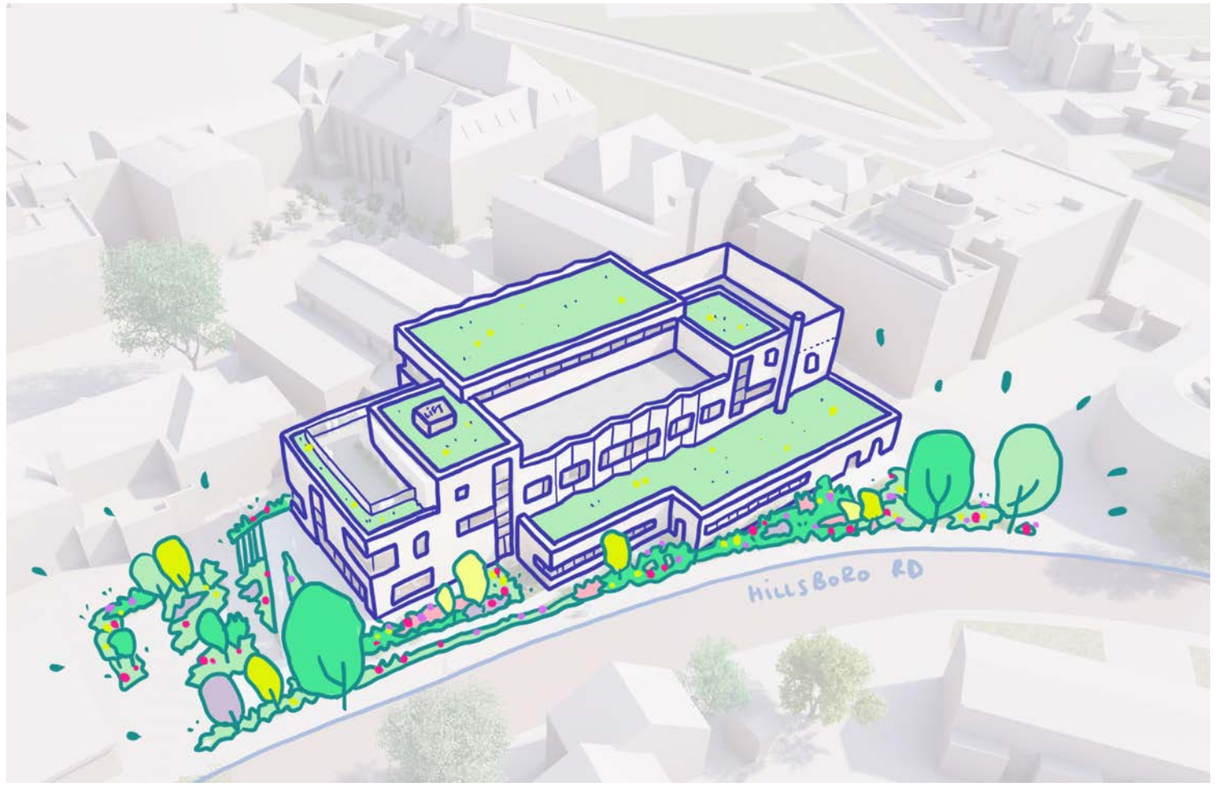


Mitigating overlooking from the roof terrace, adding windows to ground for greater activation and reducing the first floor massing even further


Indicative view of the Crucible's roof terrace looking east with increased planter depths to reduce terrace footprint

Optimising Landscape and Boundary Treatment

Finally, the landscape around the Crucible building was carefully designed to improve connectivity, inclusivity, and ecological richness. Paved pathways link the northern elevations and kitchens to the wider school campus, while accessible footpaths and ramps ensure inclusive movement into the building. External dining areas between the Crucible and the Well Garden help activate the landscape along Hillsboro Road. Planting strategies seek to introduce a diverse mix of edible herb gardens, native species, swales, rain gardens, and colourful, biodiverse vegetation along the street edge and within the re-landscaped Well Garden. The footprint of green roofs has also been maximised, enhancing ecological value and creating additional outdoor amenity space.



Celebrating the landscape

Indicative view of the Crucible's external terrace and ramp looking towards Hillsboro Road

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5.0

Architectural Design Proposal

5.1 Project Vision

Overall Vision

At the heart of Project Crucible lies a bold and transformative vision: the demolition of the existing dining hall and the creation of a new, purpose-built facility that redefines how space can support the evolving needs of education. This new building will seamlessly integrate dining, academic, and co-curricular functions, re-imagining the traditional boundaries between formal and informal learning environments.

The project draws its name from the concept of a "crucible" - a vessel in which different elements come together, interact, and are fundamentally changed. In this spirit, the Crucible Building is conceived as a vibrant, multi-disciplinary hub - a melting pot where diverse activities, ideas and intelligences converge. It will foster a rich tapestry of learning experiences, enabling creative, intellectual, emotional, physical, and social development to flourish side by side.

Designed for flexibility and connection, the building will encourage cross-pollination between subjects, departments, and year groups. It will nurture a culture of curiosity, collaboration, and holistic growth, allowing pupils - and staff alike - to explore modes of learning within a single, shared space that adapts to their needs.

This innovative approach reflects Alleyn's commitment to excellence not only in academic achievement, but in developing confident, compassionate, and well-rounded individuals. It recognises that meaningful learning happens everywhere - in the classroom, over lunch, in moments of quiet reflection, or in spirited debate - and that the right environment can unlock potential and inspire every pupil to truly be *all they can be.*

Concept drawing of Project Crucible

5.2 The Wider Masterplan

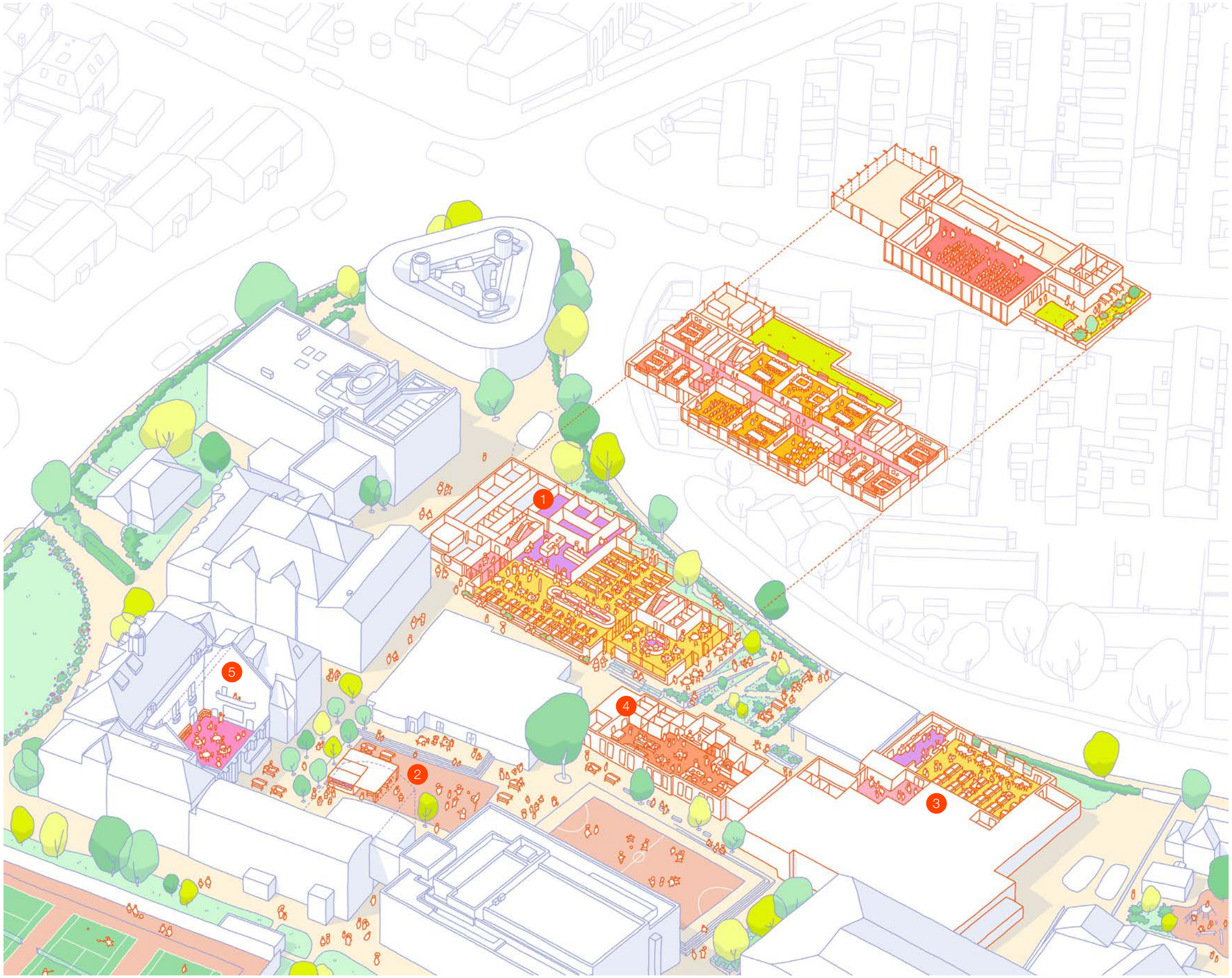
Project Crucible

While the Crucible building is the subject of this planning application, it forms part of a wider, coordinated masterplan for the School. To provide context and a clearer understanding of the School's longer-term vision, a number of associated projects across the campus are briefly summarised below.

These include the adaptive re-use of existing shipping containers within the Upper Quad to create a 'grab-and-go' food offer serving both pupils and staff, providing a limited range of hot and cold food options. This element is being progressed separately under a Certificate of Lawful Development (COPLUD) application.

Works to the New Gym are also proposed to deliver a new dining space to support Junior and Lower School year groups, both during the temporary construction period and as part of the permanent campus arrangement. These works are submitted separately as an enabling works planning application.

In addition, internal refurbishments are planned within the Buttery Building to create a new Sixth Form Centre, alongside alterations to the Main Building's Great Hall to accommodate the School's new library.



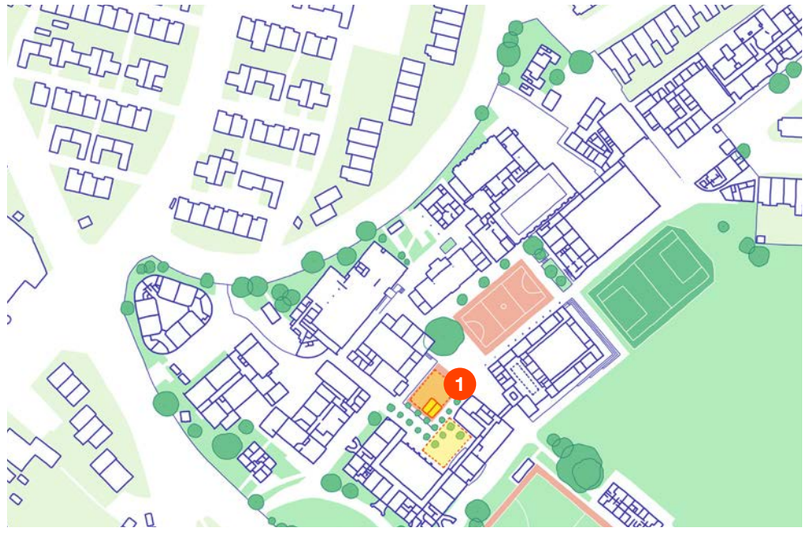
Concept drawing of the main Crucible building alongside works happening across different existing buildings within the School's campus

KEY

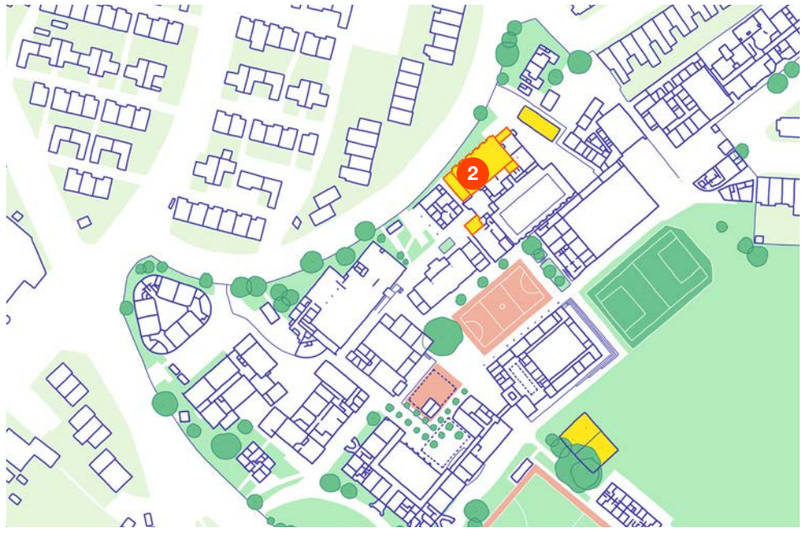
1. Crucible
2. Upper Quad 'Grab-and-Go'
3. New Gym
4. Sixth Form Centre
5. Great Hall

5.3 Phasing

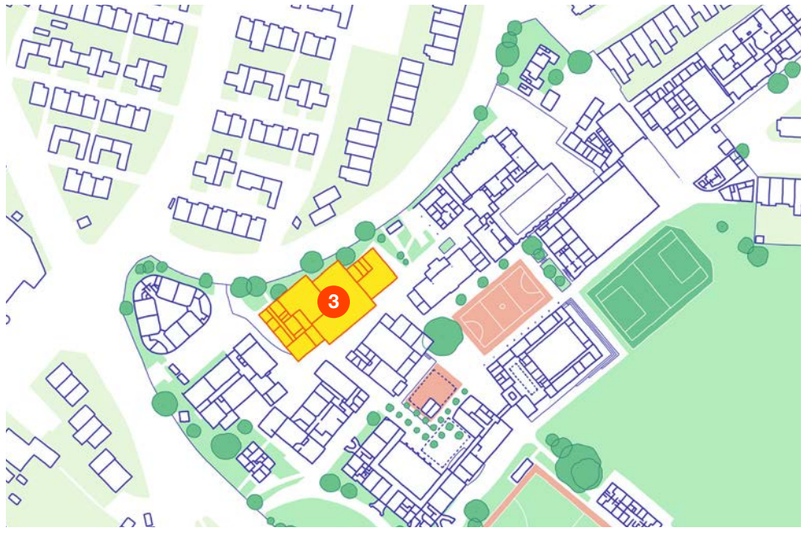
A Phased Approach



1 A new 'Grab-and-Go' offer is created within existing repurposed shipping containers, proposed to be located within the School's **Upper Quad.**

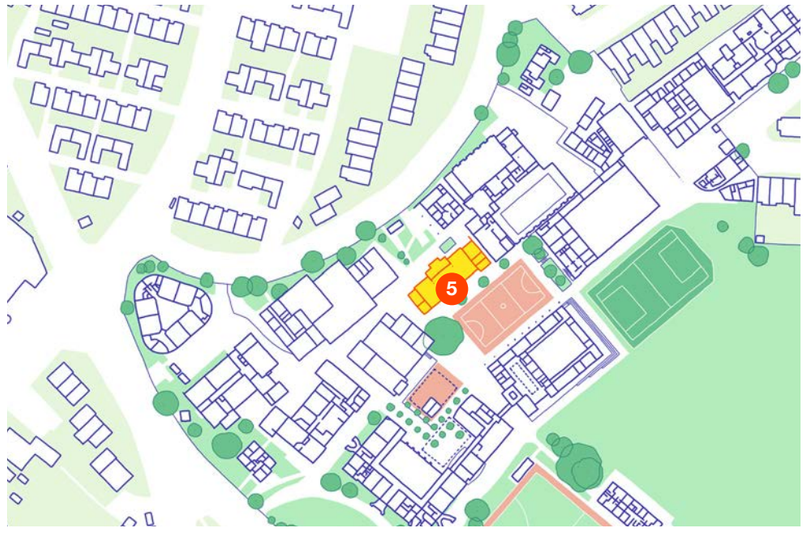


2 The existing lean-to store at the **New Gym** is extended, and the hall internally refurbished to function as both a dining and curriculum space. Temporary kitchen and dining structures will be provided for the duration of the Crucible construction works.

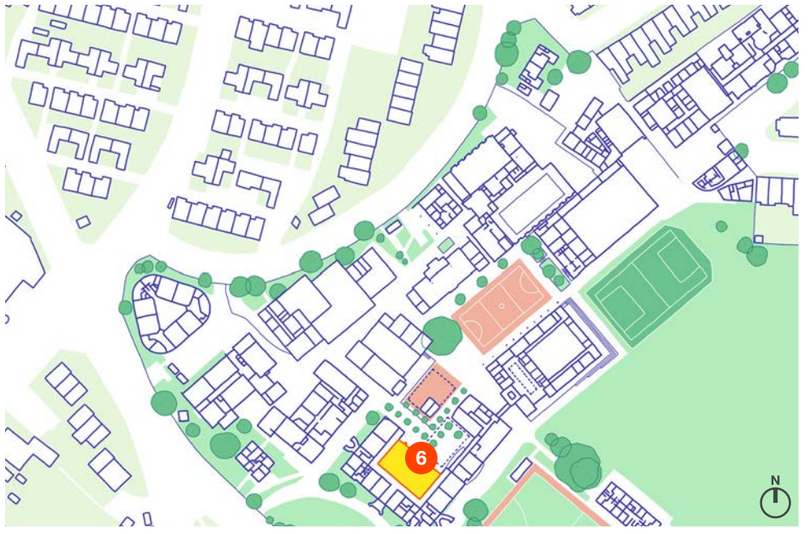


3 The existing Dining Hall is demolished and replaced with the new **Crucible** building.

4 The existing library furniture on the first floor of the Buttery building moves to the **Great Hall** within the Main Building.



5 The ground and first floor of the Buttery building are refurbished to provide a dedicated space for the newly improved **Sixth Form Centre.**



6 Separate to Project Crucible, and part of a later phase of works, the **Great Hall** will be comprehensively refurbished to become the School's main library.

5.4 Sustainability Aspirations

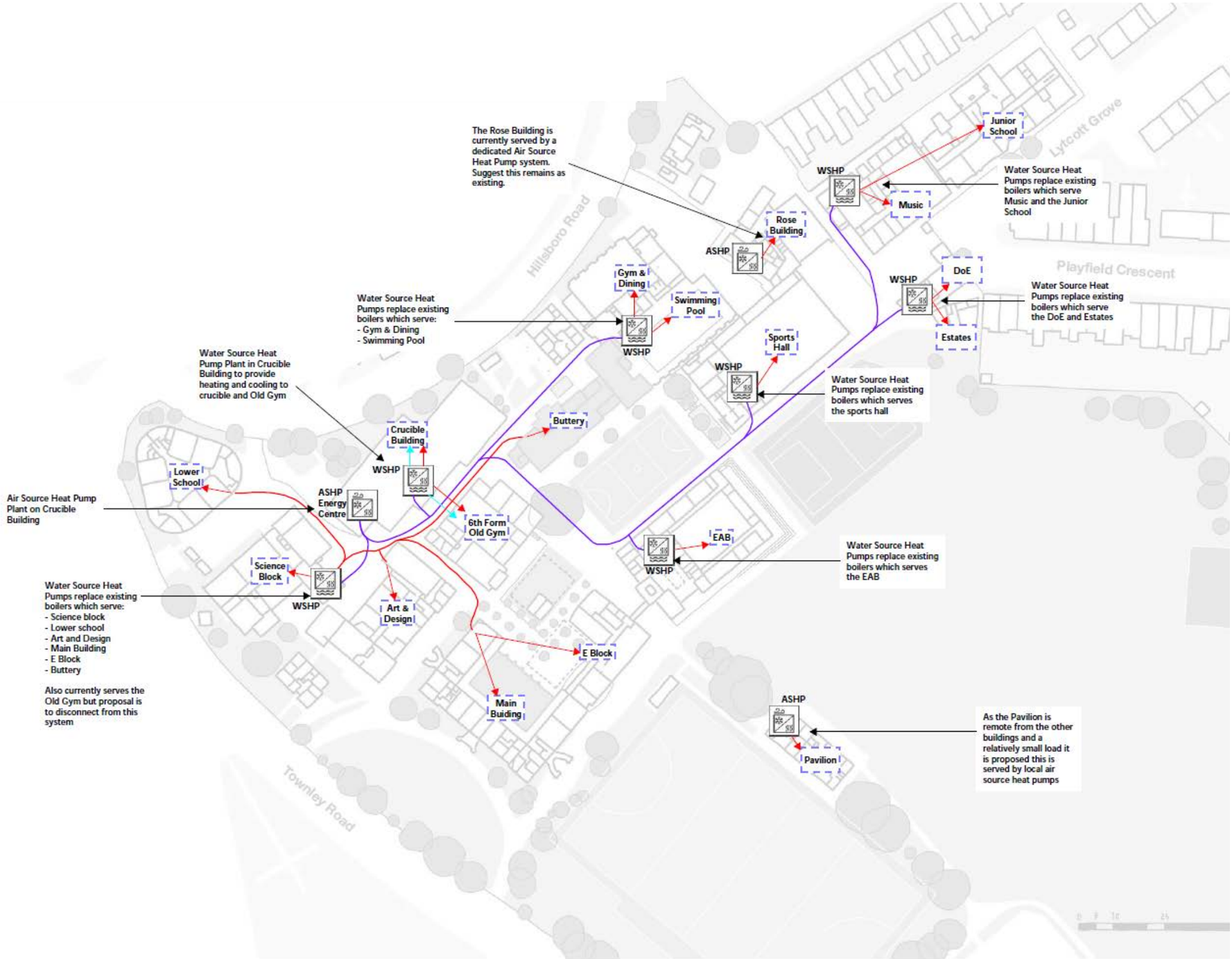
A long-term vision

The Applicant's Sustainability Policy sets out clear and ambitious environmental goals that sit at the heart of the School's institutional values and long-term development strategy, including a commitment to achieving a carbon net zero estate over time.

A key element of the Client brief reflecting this ambition was the incorporation of a campus-wide Energy Centre within the Crucible building intended to serve not only the Crucible but, in the longer term, other existing buildings across the campus, supporting a coordinated transition away from fossil fuel dependency.

Building on this ambition, Stage 2 design development has focused on establishing a clear and adaptable framework for campus-wide decarbonisation, illustrated through a simple, phased energy strategy. At the heart of this approach is an ambient energy loop, conceived as a shared low-temperature network capable of serving both new and existing buildings over time. The Crucible Energy Centre is proposed as the first anchor point within this system, regulating the loop and enabling buildings to connect as and when they are upgraded or refurbished.

For more information on Project Crucible's energy and carbon strategy please refer to Square Gain's Energy Strategy and Sustainability Statement.



Excerpt from Hoare Lea's Campus Plant Strategy document at Stage 2

5.5 Passive Design

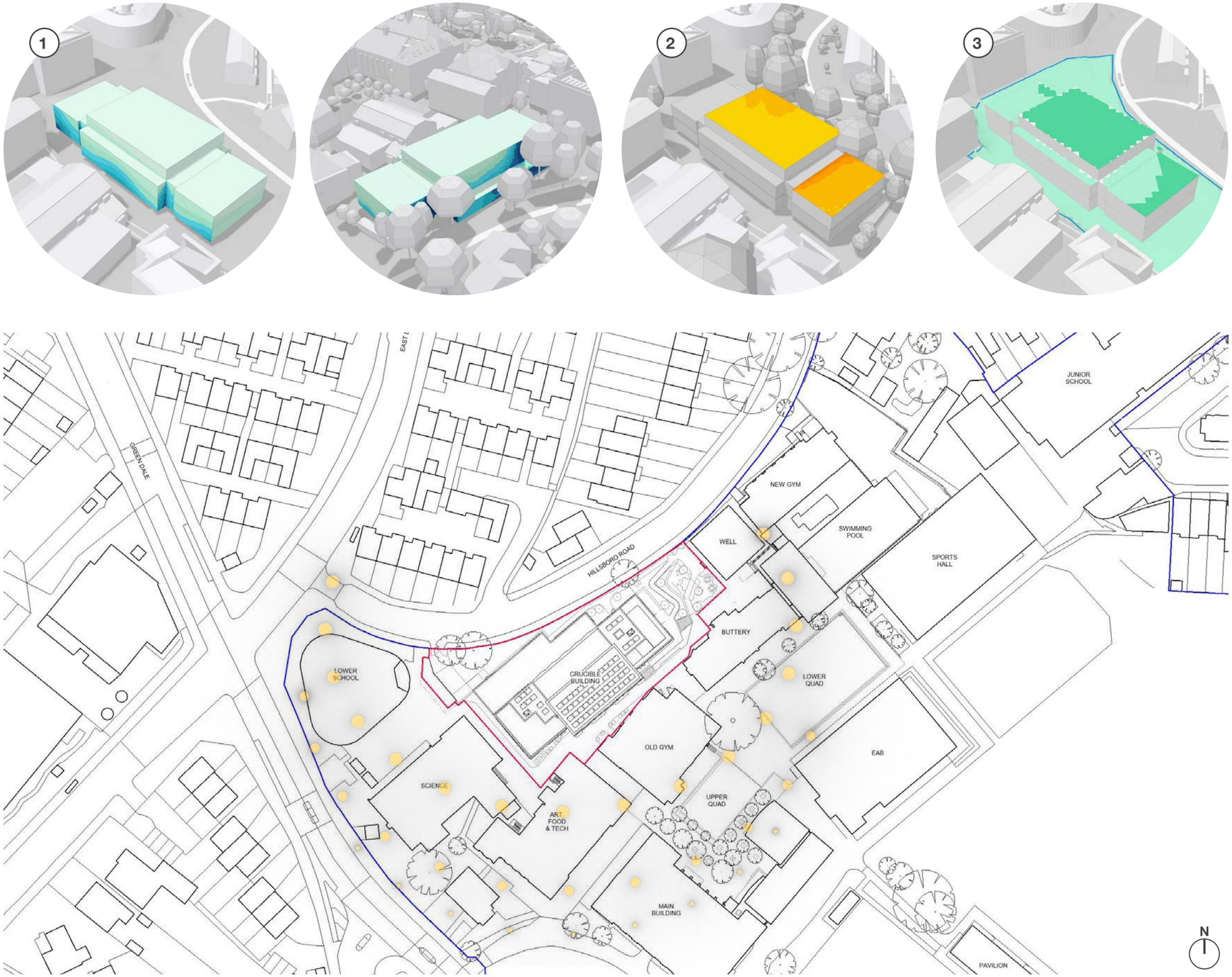
Early Building Performance Analysis

At Stage 2 a number of studies were undertaken by the Architect's in-house building performance team to help optimise the building's design in terms of maximising natural daylight and sunlight levels, minimising overheating and carrying out high-level wind assessments.

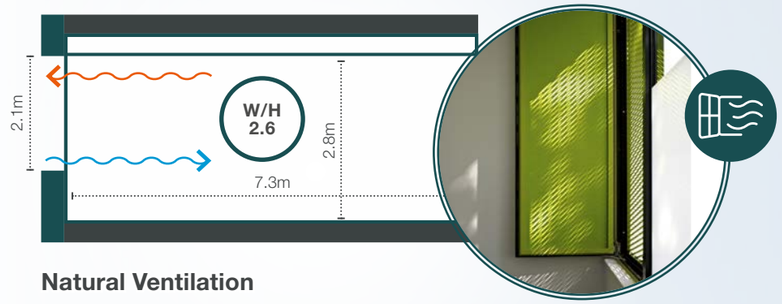
1. Vertical Sky Component (VSC) analysis suggests that the first floor has good daylight access. Due to close proximity to the Art and Science buildings the SW corner of the Crucible building is slightly overshadowed. The NW facade is shaded by mature trees, however given they are deciduous for most of the school term daylight won't be impacted. The building is orientated with its main façades facing South-East and North-West. Classrooms and the ground floor dining space will therefore be exposed to the morning and midday sun for most of the year. In the summer months - the North-West facing rooms will be exposed to a low level sun.

2. Three areas of flat roof have been identified to be suitable for renewable energy generation via solar photovoltaic panels.

3. A high level CFD wind assessment using the LLDC wind comfort criteria suggests that the ground floor is comfortable for sitting (light green) and areas of roof comfortable for standing (darker green). Due to the low rise nature of the site, it's understood that there is low risk of poor wind comfort.



Aerial Plan View of Crucible Site



Natural Ventilation

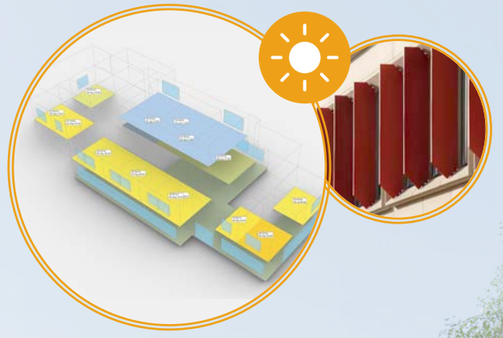
Two tall side hung windows per classroom to aid buoyancy and wind pressure driven ventilation. Favourable Width:Height ratio. Openings positioned to not interfere with blind control and to be sized to facilitate mixed mode ventilation.

PV Panels

Located on the top assembly hall's roof and stair core roofs with a south-east orientation.

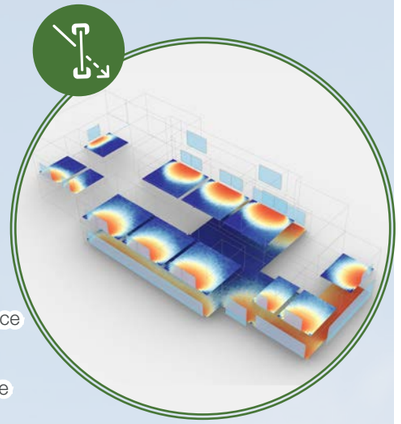
Solar Shading

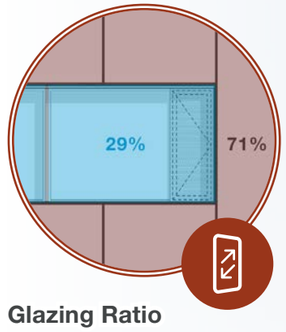
Orientation adjusted solar shading has been incorporated into the window reveals. Horizontal and vertical elements to windows have been 'pushed' and 'pulled' for further optimisation.



Daylight

Sizable windows centre aligned to facilitate uniform daylight distribution. 35% the classroom area meeting a Spatial Daylight Autonomy of 300lux.
Average Useful Daylight Illuminance at 60% in classrooms enabling a lighting strategy which can feature daylight dimming.





Glazing Ratio

Windows positioned only where they are required for daylight and view out, creating a well insulated and airtight facade.

Form & Fabric

Well insulated and airtight facade, reducing heat loss in winter and gains in summer. Reducing MEP plant size and overall energy demand for heating and cooling.

Mechanical Heat Recovery

Mixed-mode ventilation strategy to take full advantage of the airtight facade, providing fresh air and recovering up to 80% of heat energy normally lost with natural ventilation.

Biodiversity

Landscape

Optimising landscape design to the rear of the building facing Hillsboro Road to provide enhanced green amenity space that is both visually appealing and biodiversely rich.

View of Crucible looking north-west

5.6 New UKPN Substation

Proposed Substation Location

Proposals for an all-electric kitchen within the Crucible building and an all electric Energy Centre require the provision of a new substation on the School site which is to be provided by UKPN.

Following discussions with UKPN and the School's Steering Group, the new substation is proposed to be located along Townley Road and will be the subject of a separate planning location.

Site Plan indicating proposed location for substation

KEY

- Proposed new substation location
- Project Crucible Site Boundary
- Alleyn's School Site Boundary

5.7 Design Principles

The points below summarise the key design principles underpinning the proposal as developed during school engagement and public consultation.

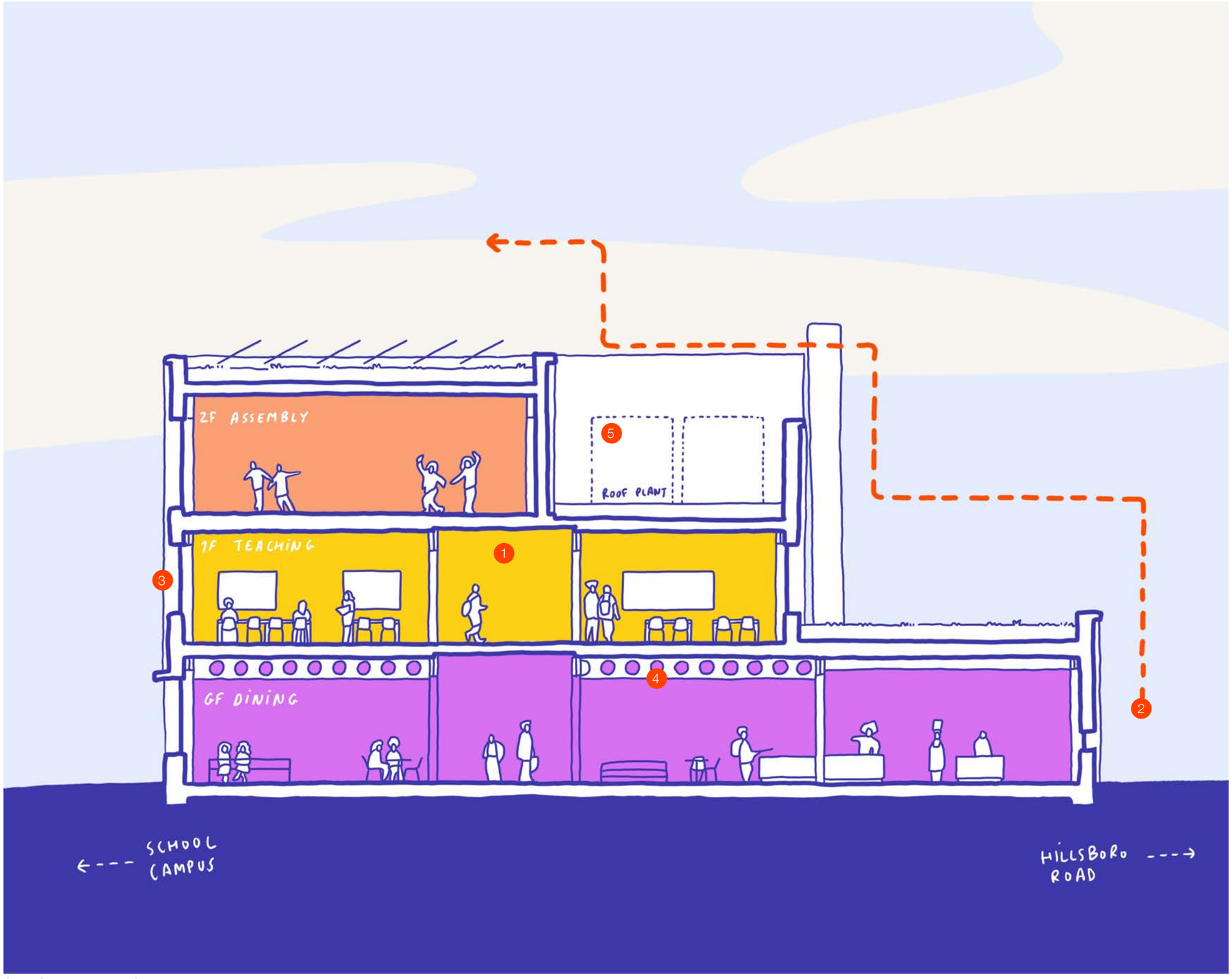
1 A Function per Floor
Each floor of the building is purposefully arranged to respond to its intended use. The ground floor is dedicated to dining, the first floor provides flexible teaching accommodation, and the uppermost level houses the assembly space.

2 Being a Good Neighbour
Shaped by planning and consultation feedback, the building steps back as it rises, easing its presence along Hillsboro Road and establishing a more measured relationship with the neighbouring homes.

3 A Playful and Responsive Façade
Window sizes and positions are carefully calibrated to reflect the internal arrangement, introducing moments of variation and play across the façade. Deep projecting sills and integrated louvred vent panels form part of a passive design strategy, ensuring the façade is both expressive and environmentally responsive.

4 Streamlining Construction
A hybrid steel frame and pre-cast concrete floor planks system enables rapid construction through off-site fabrication, reducing programme time and on-site disruption. It provides long spans and flexible floor plate, supporting adaptable internal layouts and future change. Pre-cast planks deliver thermal mass, inherent fire resistance and strong acoustic performance.

5 Thinking Ahead
The Crucible building incorporates dedicated plant space for an Energy Centre, including a roof allocation for air source heat pumps, designed not only to serve the building itself but also to accommodate future expansion, supporting the wider decarbonisation strategy across the School campus.



Short Section through Crucible

5.8 Movement and Access

Pedestrian Access

Primary pedestrian access into the School remains via the main entrance on Townley Road. A new pedestrian gate is proposed to be located alongside the existing vehicular gate connecting the Well garden to Hillsboro Road. This gate will only be used between the hours of 8am and 6pm, Monday to Saturday specifically for before and after school clubs, alongside any partnership activity (such as the Alleyn's Academy). It is worth noting there will be strictly no general pupil access through this new proposed gate.

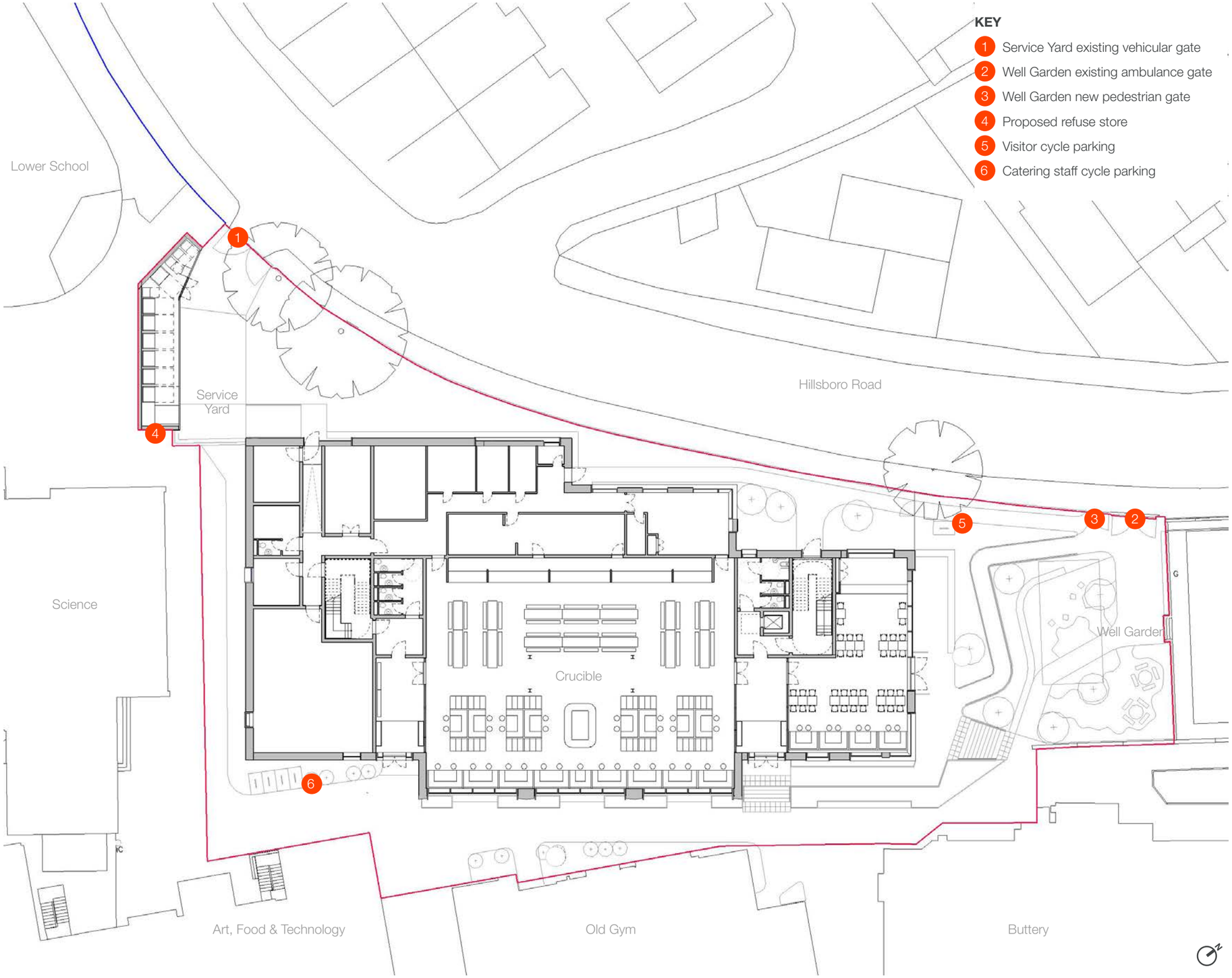
Cyclist Access and Parking

Cyclists who arrive at the School, i.e. pupils or school staff, will access the building via the main access on Townley Road or via the Junior School access on Hillsboro Road.

Cycle Parking

Cycle parking standards to schools is set out in the Southwark Plan and London Plan. As the application site forms part of a wider school which provides cycle parking for pupils, it is not considered appropriate to re-provide these for pupils, particularly as all pupils would walk to the dining hall from within the school grounds. However, as the building will employ 35-40 catering staff, the provision of cycle parking for staff and visitors (primarily parents visiting the school) is considered desirable and appropriate. Four Sheffield stands, providing 8 spaces, are proposed to the south of the building for staff. An additional 2 spaces (1 Sheffield stand) are proposed for visitors in the Well Garden, taking the total additional cycle parking provision up to 10 spaces.

For more information on Movement and Access, please refer to Elliott Wood's Travel Plan and Transport Assessment reports.



Crucible Ground Floor Plan

Car Parking

No car parking is proposed on the Site. This is in keeping with the existing dining hall which is also car free.

Servicing and Logistics

Servicing logistics follow the existing condition, with refuse vehicles and panel vans entering the service yard in reverse gear and exiting in forward gear drive. A newly enclosed refuse store is proposed adjacent to the service yard, consolidating all of the School's refuse and recycling bins. The required bin provision as shown in the adjacent plan is based on the introduction of a new compactor alongside an increased frequency of refuse collections than at present. The access is gated and is only opened for deliveries and refuse collection from 07:00

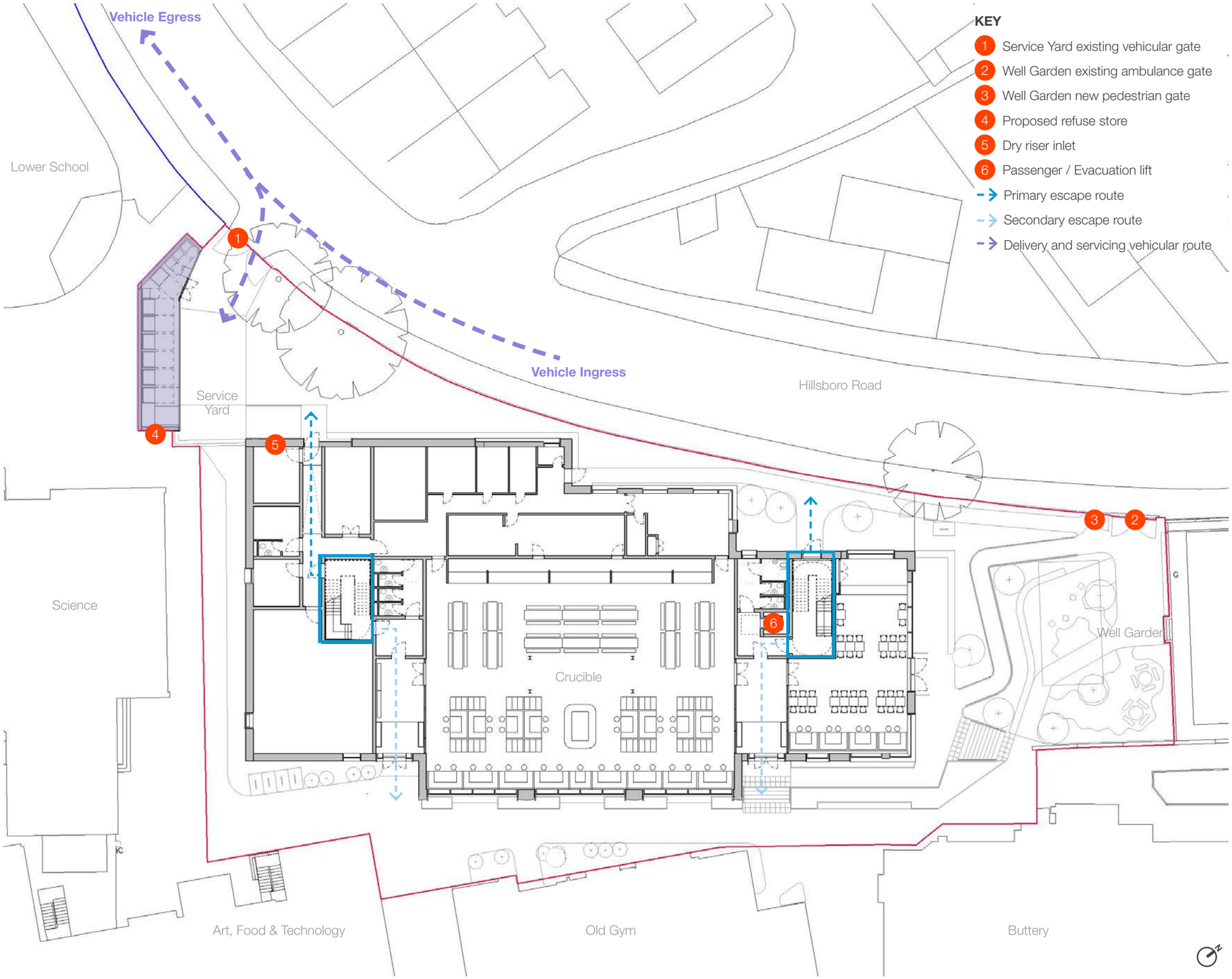
For more information on swept paths, deliveries, and waste storage and management, please refer to Elliott Wood's Delivery and Servicing Plan.

Fire Tender

Fire tender access is proposed via Hillsboro Road, through the service yard. A dry riser inlet is located on the façade adjacent to the service yard.

Vertical circulation through the building is through two stair cores with primary escape routes leading to the back of the Crucible building. Alternate escape routes are also possible through the main entrances.

For more information on fire tender access and the fire safety strategy, please refer to Artec Fire's Fire Statement.



Crucible Ground Floor Plan

Access into Crucible

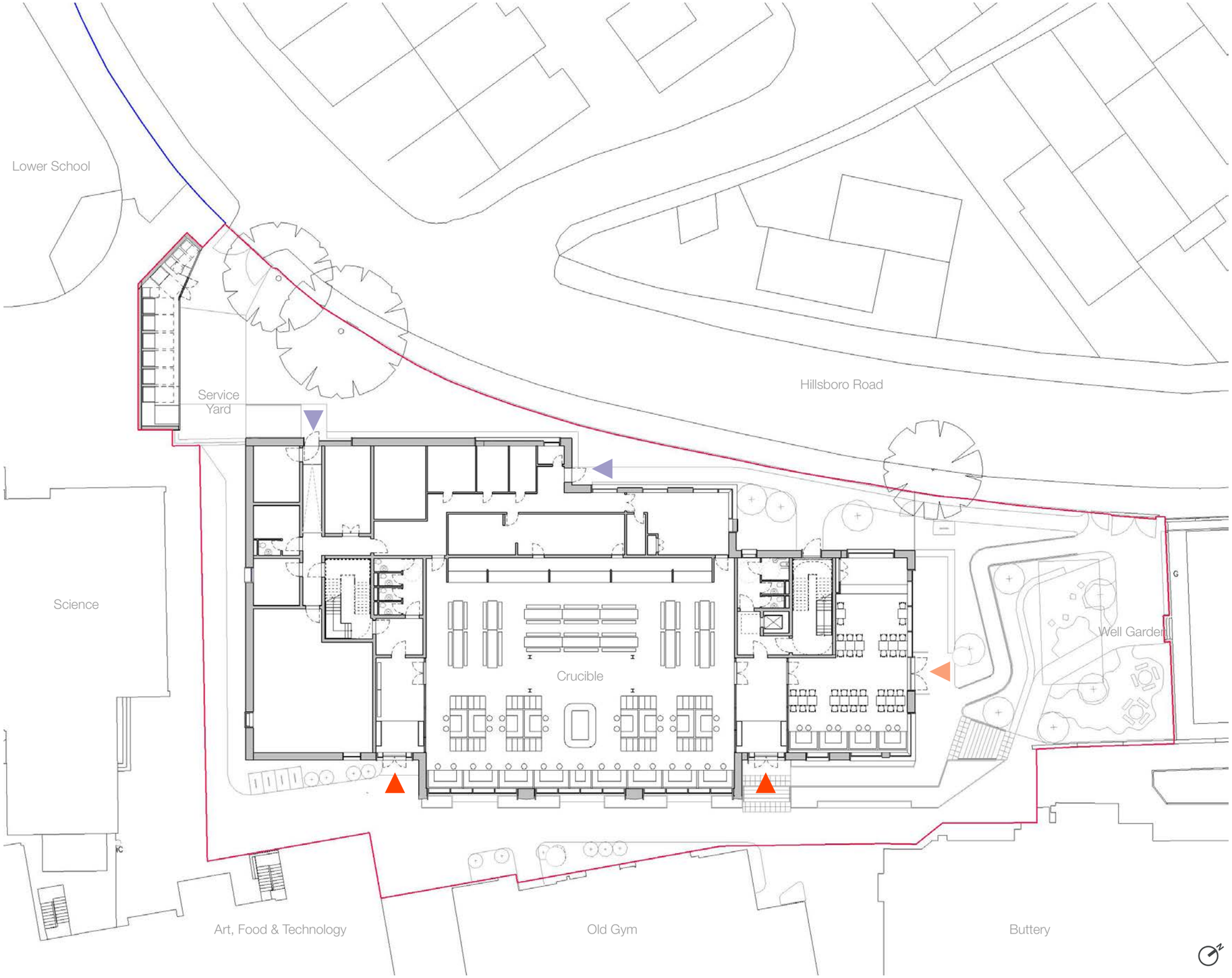
Access to the Crucible is provided via three principal entrances from within the School campus. Two entrances on the southern elevation lead directly into the primary stair cores, supporting clear and legible circulation. A third entrance on the eastern elevation opens from the staff dining area onto the external terrace, reinforcing the relationship between the building and the Well garden.

Back-of-house access is located along the northern elevation and is segregated from pupil movement. The first door connects the kitchen and plant areas to the service yard for deliveries and waste management. A second door opens from the kitchen to a pedestrian route linking to a dedicated pedestrian catering route to trolley catering to other buildings on the campus. The third door is a fire escape door for escape from the right-hand core.

Accessible and Inclusive Approaches

All entrances into the Crucible building, as shown on the adjacent plan, are designed to provide level access. The Site is characterised by a pronounced change in level along the length of the building, which is carefully addressed through a series of gently graded ramps integrated within the surrounding landscape to ensure inclusive access throughout.

Internally, all floor plates are a set level, with upper floors served by an accessible lift located within the eastern stair core, ensuring step-free access across the building.



Crucible Ground Floor Plan

KEY

- Pupil entry and egress
- Staff entry and egress
- Back-of-house access and egress

5.9 Internal Arrangements

Ground Floor

Dining

The ground floor accommodates the School's main dining facilities, comprising a pupil dining hall for Years 8 and above as well as a separate staff dining hall, which opens onto an external terrace overlooking the existing Well garden.

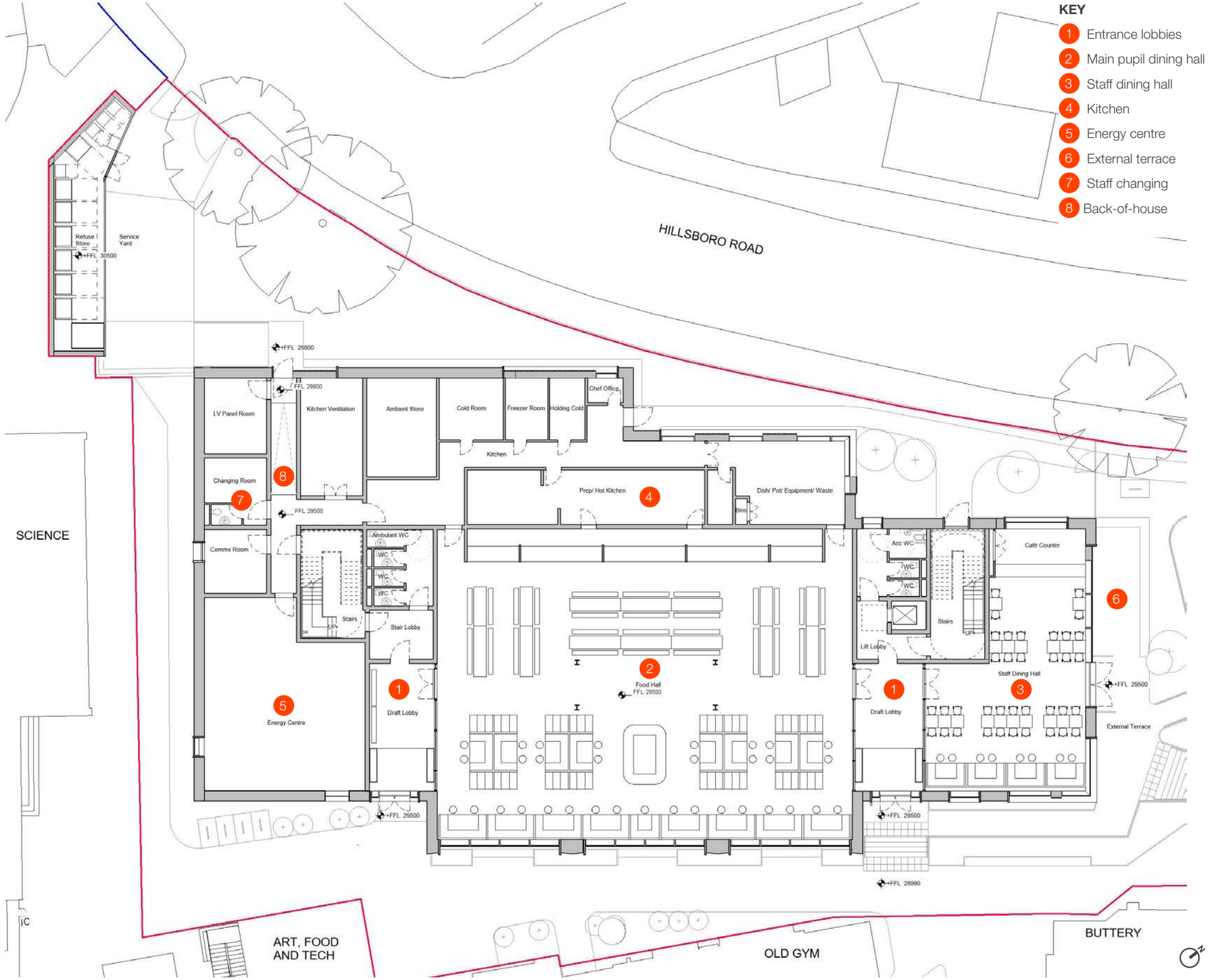
The main dining hall is informed by the typology of indoor food market halls, with a range of food offers arranged in a food-stall format to provide greater choice, legibility, and visual connection between food preparation and consumption. The staff and pupil dining spaces are separated by glazed partitions within the entrance lobbies, minimising movement and crossover at peak times while maintaining visual connectivity and passive surveillance.

Furniture layouts are illustrative and demonstrate a flexible mix of communal tables, picnic seating, and more intimate booths. Outside of dining hours, the spaces are intended to support wider school use, including social interaction, informal study, and collaborative working.

Kitchens, staff changing facilities, and back-of-house plant areas are located to the rear of the building, ensuring efficient servicing to the service yard and a clear separation from public areas.

Energy Centre

Positioned in a prominent and visible location, the Energy Centre is conceived as both critical infrastructure and an educational resource, allowing pupils and staff to engage with how the School's buildings are powered and operated. This approach reflects the School's appetite to use architecture as a learning tool, raising awareness of environmental performance and operational use, while helping to reduce gas demand, improve operational efficiency, and create future opportunities to share heat across the wider School estate.



Crucible Ground Floor plan

First Floor

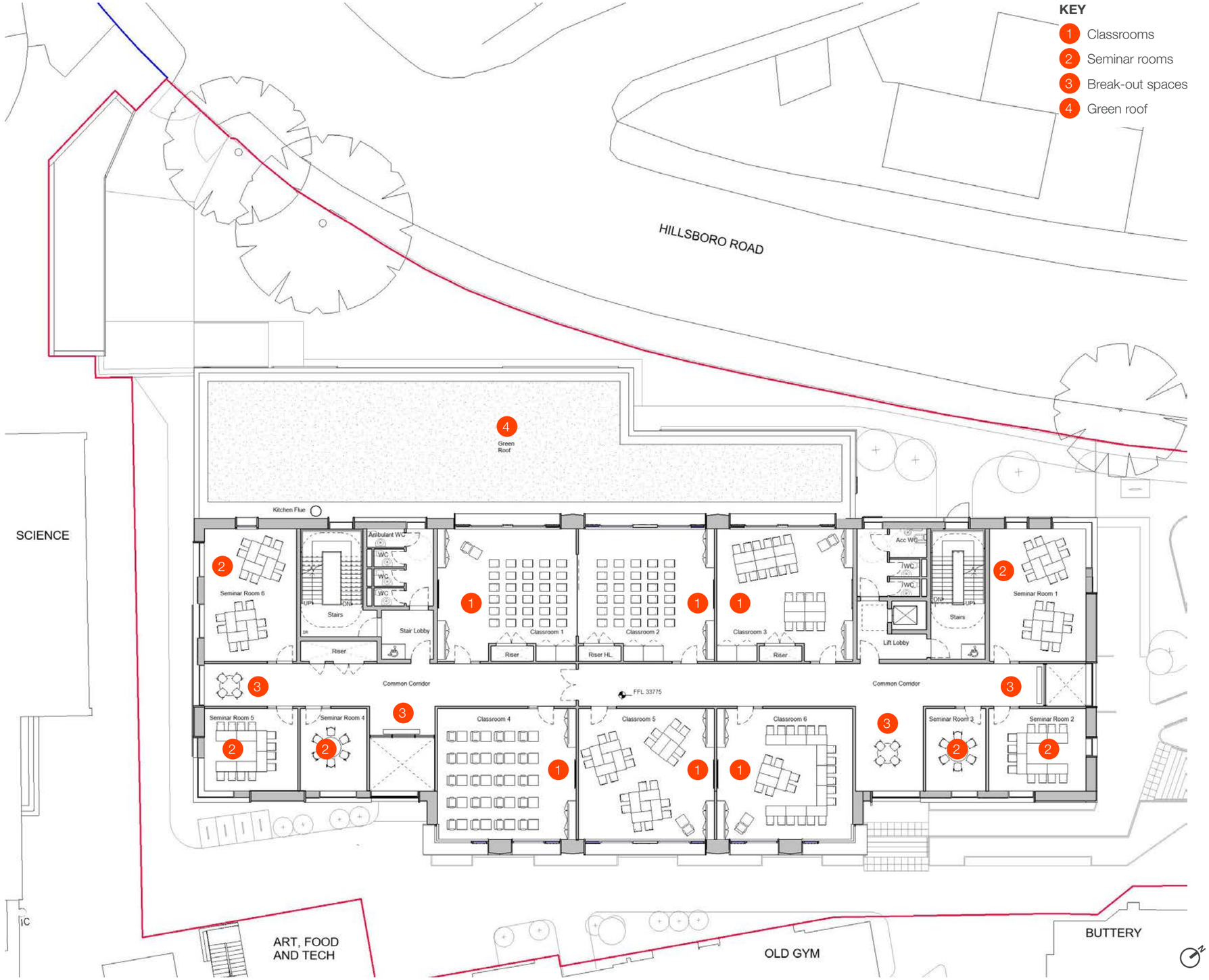
Teaching Spaces

The first floor accommodates six general classrooms capable of accommodating approximately 22 pupils. Classroom layouts are designed to be inherently flexible, supporting a range of teaching formats including traditional lessons, group workshops, exam arrangements and year group meetings. The two north-eastern classrooms are proposed to be join-able through the use of an acoustic foldable partition to provide further additional flexibility in use. In addition, a further six seminar rooms in various sizes are also provided and can be used as teaching spaces, meetings rooms or perhaps an office space.

This floor also provides a number of break-out spaces strategically positioned to offer views across the wider School campus. Two atriums separated by a glazed screen are provided near these break-outs and visually connect with two of the ground floor entrances.

Toilet Provision

Each stair core is provided with a bank of single-sex self enclosed toilets with an ambulant WC and a wheelchair accessible WC on every floor. These open directly on the stair and lift lobbies for visual permeability and increased safeguarding. Each self-enclosed WC will be labelled to suit a range of different identities and requirements.



Crucible First Floor plan

Second Floor

Assembly Hall

The top floor is entirely dedicated to a multi-purpose assembly hall designed to accommodate approximately 220 people. The space is intended to support a wide range of uses, including school assemblies, year group meetings, conferences and external events. To maximise flexibility, the hall is designed to be subdivided into two smaller halves, allowing for simultaneous activities to take place if required. A series of ancillary spaces are provided for storage, some of which are designed to be adaptable for use as an events pantry to support larger gatherings.

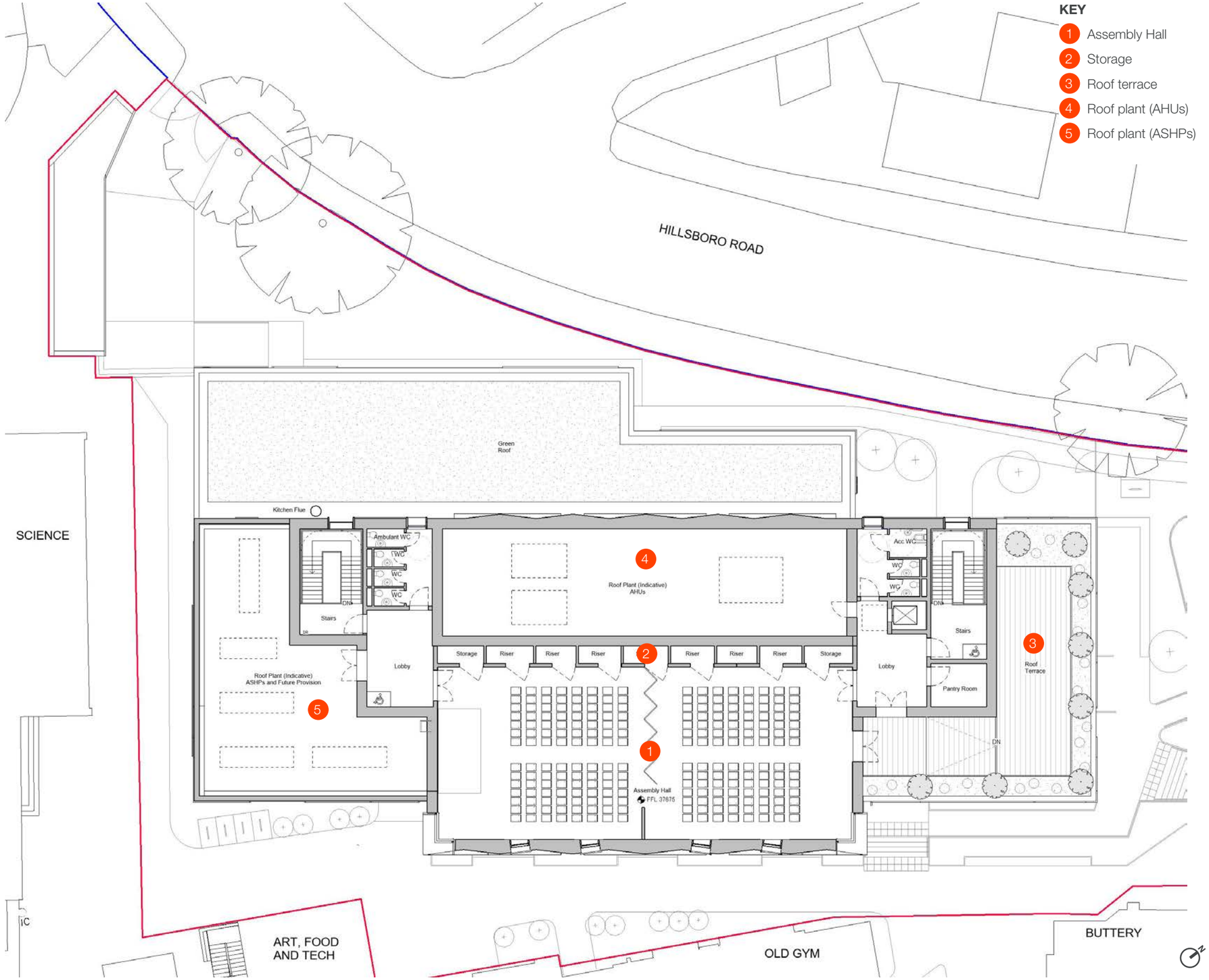
Roof Terrace

An external roof terrace is accessed from the main lift lobby, providing valuable outdoor amenity space within the building. Planter depths and layout have been designed to create a more inward-facing terrace, mitigating overlooking towards Hillsboro Road while reinforcing a sense of enclosure and privacy.

Roof Plant

The roof area immediately to the north of the assembly hall accommodates air handling units that provides mechanical ventilation to the dining halls, teaching spaces and the assembly hall. The western roof zone is fully screened from view and is reserved for acoustically treated air-source heat pumps, with additional capacity allocated for future plant.

This infrastructure is designed to connect to the proposed site-wide ambient loop system and, over time, support other buildings across the campus as part of the School's wider decarbonisation strategy.



Crucible Second Floor plan

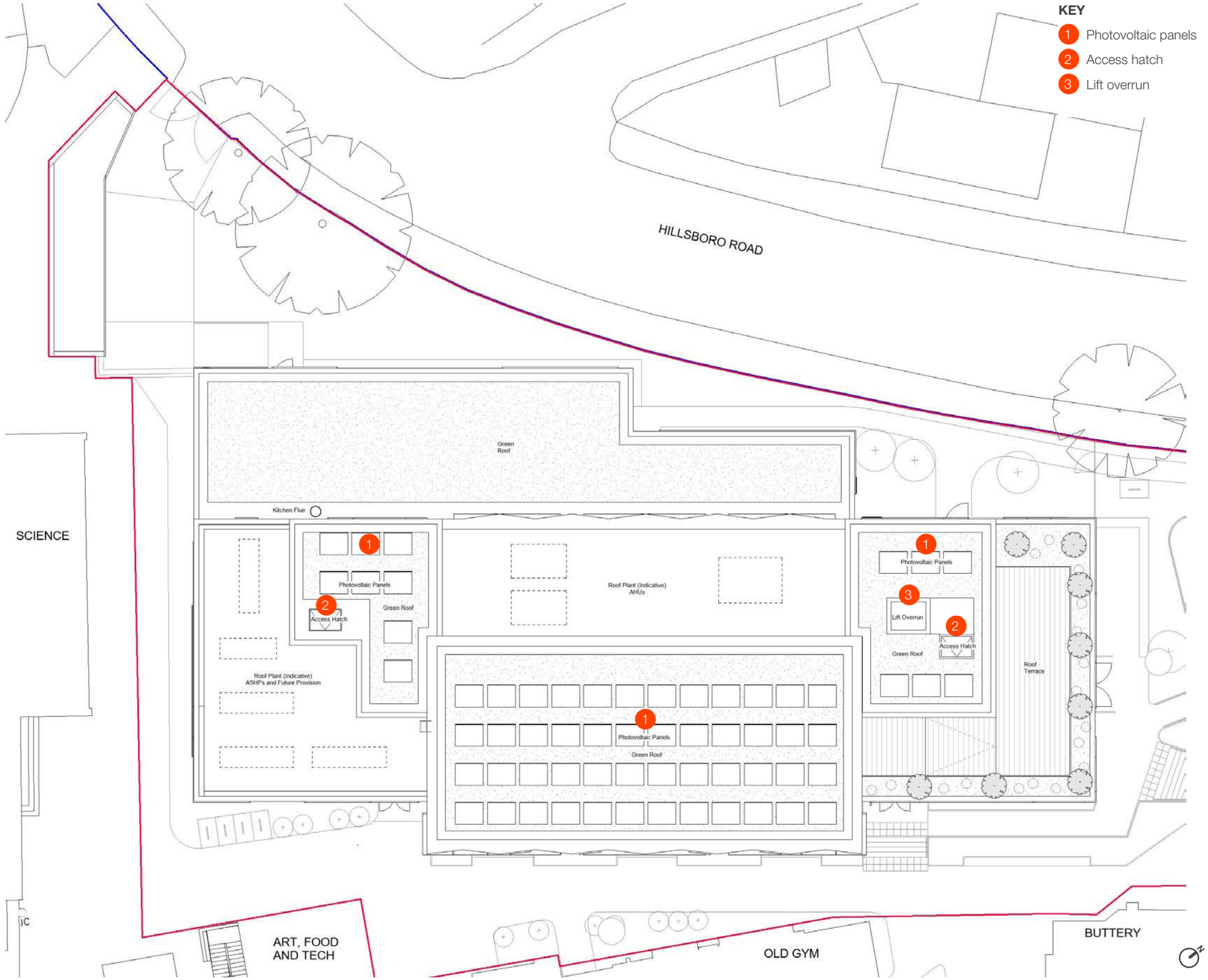
Roof Level

Green Roofs

In line with the roof strategy at level 01, the roofs on the top levels are also proposed to be intensive green roofs, contributing to biodiversity, surface water management and visual amenity. Photovoltaic panels are proposed on the roofs above the assembly hall and stair cores to support on-site renewable energy generation.

Maintenance and Access

Access to the roofs is proposed to be provided via access hatches above the stair cores and a laddered access from the ASHP roof plant enclosure.



Crucible Roof Plan

5.10 Height and Massing

Approach to Height

The adjacent aerial view illustrates the building in its final proposal incorporating adjustments outlined in the preceding chapters following planning and consultation feedback. These refinements, including stepping the upper floors away from Hillsboro Road, repositioning the top floor assembly hall volume and the modulation of the external façade, demonstrate a careful balance between functional requirements, visual impact and sensitivity to the surrounding residential context.

Illustrative aerial view indicating number of storey heights

Massing and Volume

The building is articulated as four clear volumes, arranged to respond to functional requirements, site constraints and its relationship to the surrounding context.

The central volume forms the core of the scheme and accommodates the main communal uses: the dining hall at ground floor, six general classrooms at first floor, and the assembly hall at second floor, establishing the building's overall scale and presence.

The volume to the west contains the Energy Centre and plant rooms at ground floor, with seminar rooms above. Roof-level air source heat pumps are screened by a full-height hit-and-miss brickwork enclosure, designed as an integrated extension of the main façade.

The volume to the east form is intentionally reduced in height in response to its prominence along Hillsboro Road. It accommodates the staff dining hall at ground floor, additional seminar rooms on the first floor, and a roof terrace on the second floor, helping to soften the building's massing along the residential frontage.

The fourth and lowest volume runs along the northern elevation and is limited to a single storey, housing the kitchen and back-of-house functions with direct access to the service yard, while remaining visually recessive within the overall composition.

5.11 Building Appearance

Materiality

As outlined in Chapter 4, the proposed Crucible is clad in a lighter, paler brick, maintaining a connection to the wider campus palette while giving the building its own distinct character. The choice of tone subtly references the mineral quality of Portland stone often found in higher-education buildings.

Windows are design as composite units, alternating between glazed panes and solid panels, the latter incorporating integrated vents to provide natural ventilation to teaching spaces. The warmer, deeper tones to the windows complement the lighter, more neutral brickwork, while deep, projecting sills accentuate the openings whilst providing passive solar shading.

Fabric Performance

Below is a breakdown of the various building elements and their target U-values:

- External Walls: 0.15 W/m²K
- Roofs: 0.12 W/m²K
- Floors: 0.12 W/m²K
- External Doors: 1.20 W/m²K
- Openable Panels: 1.20 W/m²K
- Glazing U-value: 1.20 W/m²K
- Glazing G-value: 0.40
- Visible Light Transmittal: 70%
- Frame factor: 10%

For more information, please refer to Square Gain's Sustainability Statement.

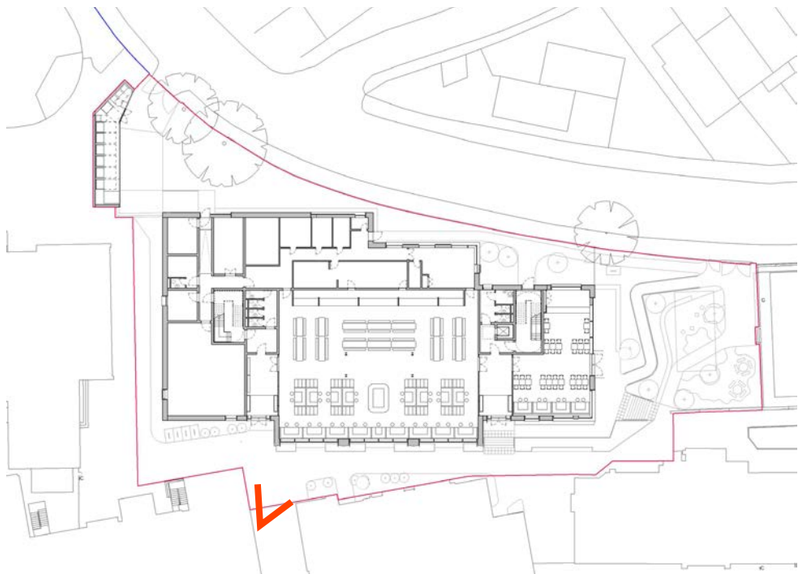
Indicative view of Crucible looking north-west

Massing and Volume

The façade of the Crucible building is articulated to express both its internal functions and its civic presence. The principal volume features subtle brickwork inflections and variations in texture, including solid, hit-and-miss, and projecting brickwork, which introduce rhythm and depth while maintaining material continuity.

Windows are carefully positioned and sized to reflect the activities within: dining areas feature larger panes to bring daylight into deeper ground floor plans, classrooms are arranged to provide even daylight without overheating with bottom sills aligned to desk heights, whilst the assembly hall full height glazing follows the modulated façade line to maximise views across the campus.

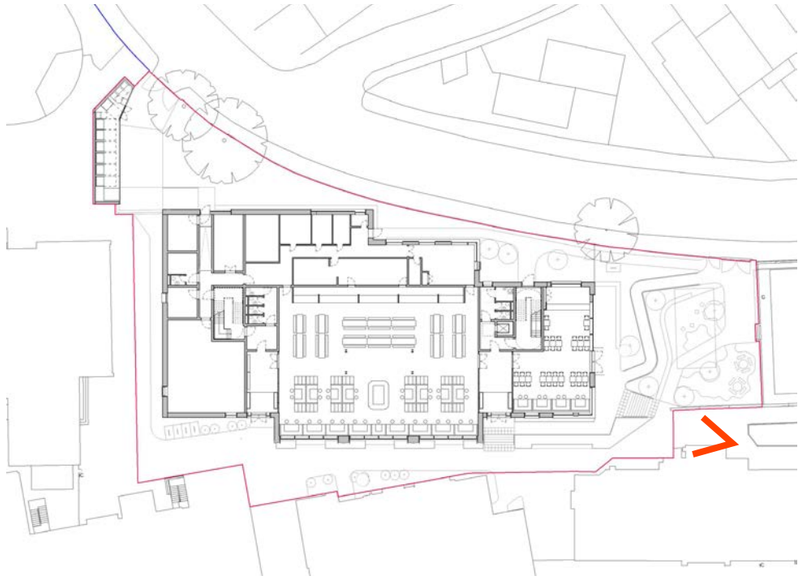
Entrances are highlighted with double-height glazing, reinforcing a sense of civic arrival, while playful moments - such as circular windows into the Energy Centre - offer visual insight into what are typically unseen spaces, reinforcing the building's role as an educational tool.



View of Crucible looking north from the Art, Food and Technology building

Maximising Views Out

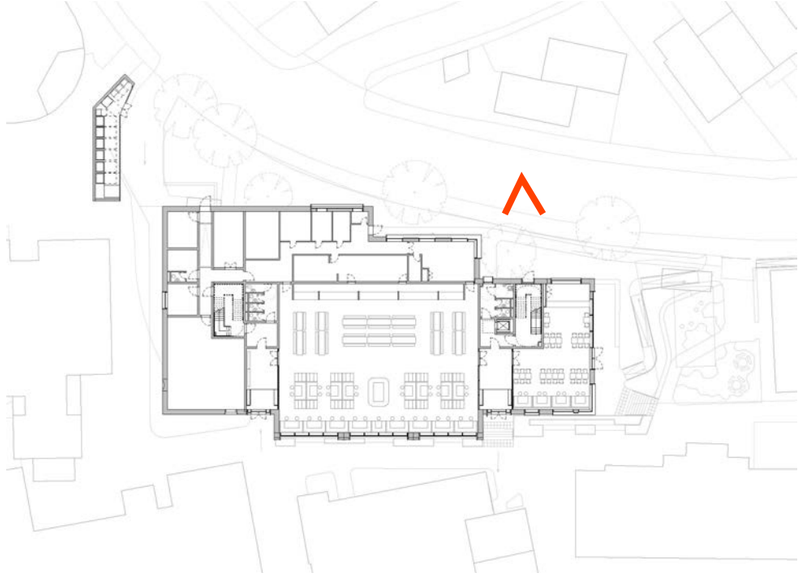
Special moments within the building are created by carefully framing views out onto the wider campus and surrounding context. The staff café is emphasized by double-height glazing at its entrance, while corner windows further enhance the relationship between interior and exterior spaces.



Indicative view of Crucible looking north-west from the Well garden

Addressing Neighbours

The building responds sensitively to its neighbours, engaging in a considered dialogue rather than turning away. Window arrangements continue to reflect the internal functions, with larger corner windows in the staff café and seminar rooms and a vertical strip of glazing running up the stair core. This provides greater visual connection between the School and the street. Smaller windows help punctuate the façade whilst providing daylight into the toilet lobbies.



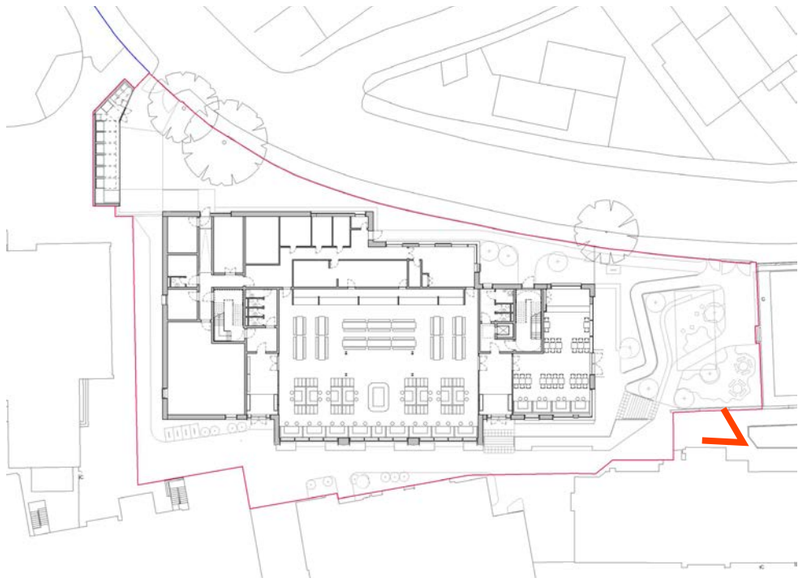
Indicative view of Crucible looking south from Hillsboro Road

Landscape Design

The proposals will also reinstate the Well garden following construction of the Crucible, with a refined layout that integrates the new building, improves accessibility, and enhances opportunities for quiet seating and contact with nature. Within the garden, loose gravel paths and spontaneous, flower-rich planting will shape informal pockets of space for reflection, with small multi-stem trees reinforcing a sense of enclosure and calm.

The landscape along the site edge is proposed to be enhanced to improve visual amenity, introduce colour and biodiversity, and transform what was perhaps a fairly neglected space. Further works to the edge treatment, including introducing a potentially new low brickwork wall, could further enhance the treatment and quality of the boundary edge.

For further information on landscape design, please refer to the following chapter which has been compiled by the Landscape Architect, Gillespies.



Indicative view of Crucible looking across from the Well garden

Aerial indicative view of Crucible looking from within the School campus

Aerial indicative view of Crucible looking from Hillsboro Road

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6.0

Landscape Statement (Gillespies)

6.1 Landscape Approach

Introduction

This chapter has been prepared by Gillespies Landscape Architects and sets out landscape concept proposals for the site through rendered plans, sections and precedent mood imagery. It also includes landscape strategies which explain the layers of landscape, including hard materials, furniture, and soft landscape.

The landscape scheme will serve to integrate the proposed building into the existing site, providing access and delivering amenity spaces for students and staff whilst also optimising greening and contribution to site biodiversity.

The accessible roof terrace offers an additional outdoor space making the most of views out across the city.
The proposals promote biodiversity and habitat creation at all levels of the building including species-rich planting and significant areas of biodiverse roofscape.

Project Crucible Precedent Imagery

Key Principles:
Greening the Masterplan

The existing school campus benefits from a high quality existing green setting with extensive school fields to the east and south of the built campus. However, the developed part of the site is currently predominantly hard-landscaped with limited planting.

There is an opportunity with the development of the Crucible building to enhance greening within the built campus, providing opportunities for contact with nature as well as optimising the site for Urban Greening and Biodiversity Net Gain.

A number of greening principles have been applied to landscape proposals as follows:

- Existing soft landscape areas enhanced with ecologically rich planting
- Greening along the edges of buildings and circulation routes to create a connected network of planting
- Focal spaces with a softer, greener character to provide calmer spaces for quiet activity
- Optimising views to green from within buildings
- Use of planting to help mitigate level change
- Optimising greening at roof level alongside other requirements
- Greening the site perimeter to enhance wider ecological connectivity and provide attractive views both from the new building and into the site from adjacent streetscape

Greening combined with level change

Pockets of quieter seating embedded in planting

Key Principles:
Varied Amenity Space to Cater for All

There is a desire from the School to create a wider range of external spaces in order to cater for all users. Currently there are a number of spaces for more active play and sports however there is a paucity in calmer, quieter space. There is an opportunity with the development of the Crucible to diversify the character of amenity space on site in combination with the proposals for enhanced greening as described on the previous page.

Landscape proposals incorporate the following principles in relation to creation of amenity space:

- Create spaces of varied size, enclosure and character to support different uses
- Create a gradient from more active / social spaces at the centre of the campus to quieter spaces to edges
- Respond to built form and use planting / levels to create varied enclosure
- Respond to building programme to support internal uses and allow them to spill out
- Provide varied seating for larger / smaller groups and individuals
- Integrate with existing high quality spaces

Key Principles:
Levels as on Opportunity

The site slopes generally from south west to north east. This presents a number of challenges in terms of providing level access to the new building however it also presents an opportunity to work with level changes with a number of potential advantages:

- Use of level change to create opportunities for varied seating
- Use levels to enhance the sense of enclosure to some spaces and create calmer, more protected spaces
- Use of levels to sensitively integrate internal boundaries
- Using soft landscape to mitigate level change whilst also enhancing site greening and biodiversity

Site Considerations

Key

Site Boundary

Secure boundary / existing gates will need to be maintained and adapted to provide a fully secure site.

Existing trees to be retained and protected where possible. Some trees require removal to facilitate development and landscape proposals will need to allow for appropriate replacement planting.

Existing vegetation / planting should be considered in the proposals. This may be retained where it is of high quality and contributes to amenity value and biodiversity but could be considered for replacement where there is potential to enhance biodiversity and amenity value.

The existing Well Garden is an attractive space that offers a calmer area to contrast more active spaces. The garden will need to be removed to facilitate construction but should be replaced with a similar calm seating space with attractive seasonal planting.

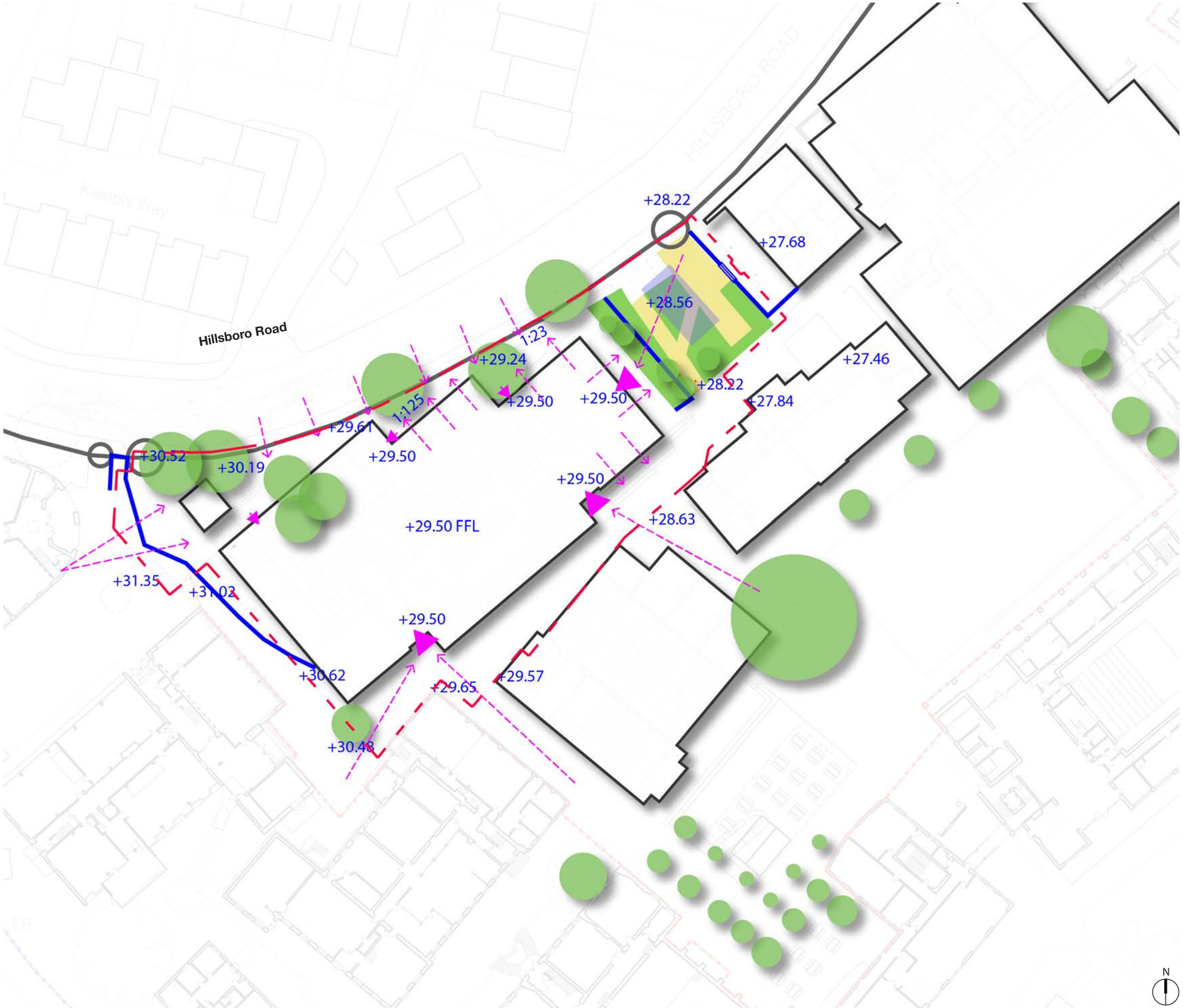
+29.5(

The site slopes significantly from south west to north east and the design will need to consider level access routes. In places stepped and ramped routes will be required to deliver Building Regulations Part M compliant access.

Existing retaining edges require adaptation in places to work with the proposed levels strategy.

The design must consider key views and sight-lines, in particular views out from internal spaces and views into the site from neighbouring Hillsboro Road.

Sight-lines and clear routes to building entrances must be considered.



Site considerations plan

Site Opportunities

The diagram opposite summarises key landscape opportunities that have informed the development of the landscape masterplan as follows:

1. Native planting to boundary provides ecological connectivity and enhances views from inside and outside the site
2. Improve condition of existing trees through increased soft landscape
3. Create new dining terrace to compliment existing Well Garden, incorporate accessible routes
4. Restore the Well Garden as an attractive planted space for quiet seating and calmer activity
5. Create pockets of seating at nodal points / close to entrances, make use of level change as seating opportunity
6. Incorporate planting along building edges where possible to green internal connections
7. Allow for connections through to temporary kitchen / New Gym

Landscape opportunities plan

6.2 Landscape Proposals

Landscape Masterplan

Key

1. Existing trees retained
2. Service access
3. Bin Store
4. Woodland planting to boundary
5. Kitchen access / fire escape
6. Well Garden
7. Dining terrace
8. Step-free route
9. Link to New Gym / temporary kitchen
10. Stepped access
11. Tiered seating / planters
12. Facade-integrated planters and benches
13. Level access entrance
14. Greening to building edges
15. Amenity terrace
16. Biodiverse roof
17. Woodland habitat garden
18. New pedestrian gate

Illustrative landscape masterplan

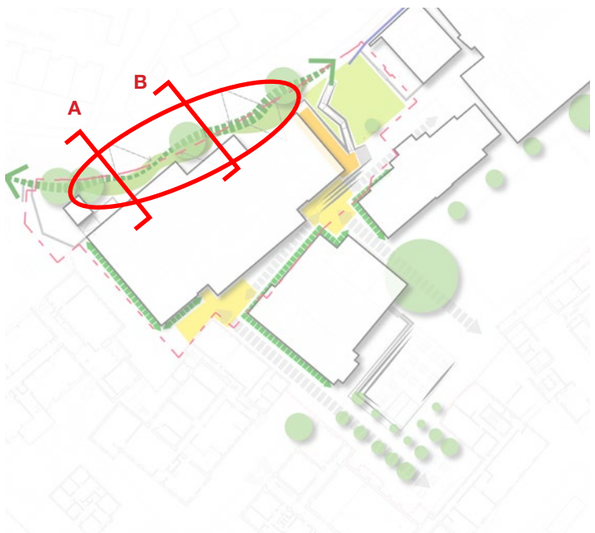
Landscape Character Areas: Hillsboro Road

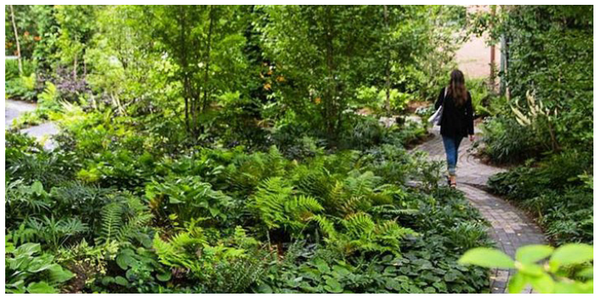
The area between the proposed building and Hillsboro road will be designed as a woodland garden habitat to provide an attractive green setting for the building with a visually rich planting scheme to provide interest both from within the building and from the adjacent footway.

Planting will respond to environmental conditions and the presence of large existing trees with a lush palette of woodland species that will be well suited to lower levels of direct sunlight.

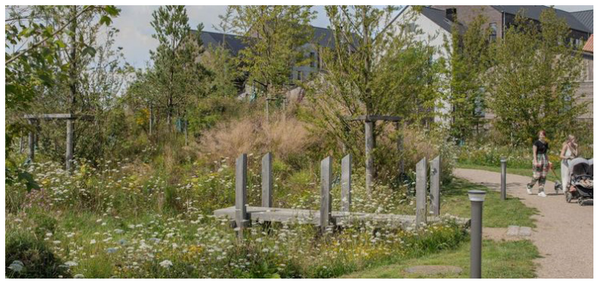
Native species will be prioritised here to maximise the benefits in terms of ecological connectivity along the site boundary and contribution to Urban Greening and Biodiversity Net Gain.

The space must also accommodate some functional requirements including servicing access from the existing gate to the south west, kitchen staff access and fire escape route to the rear of the Crucible.





Woodland feel

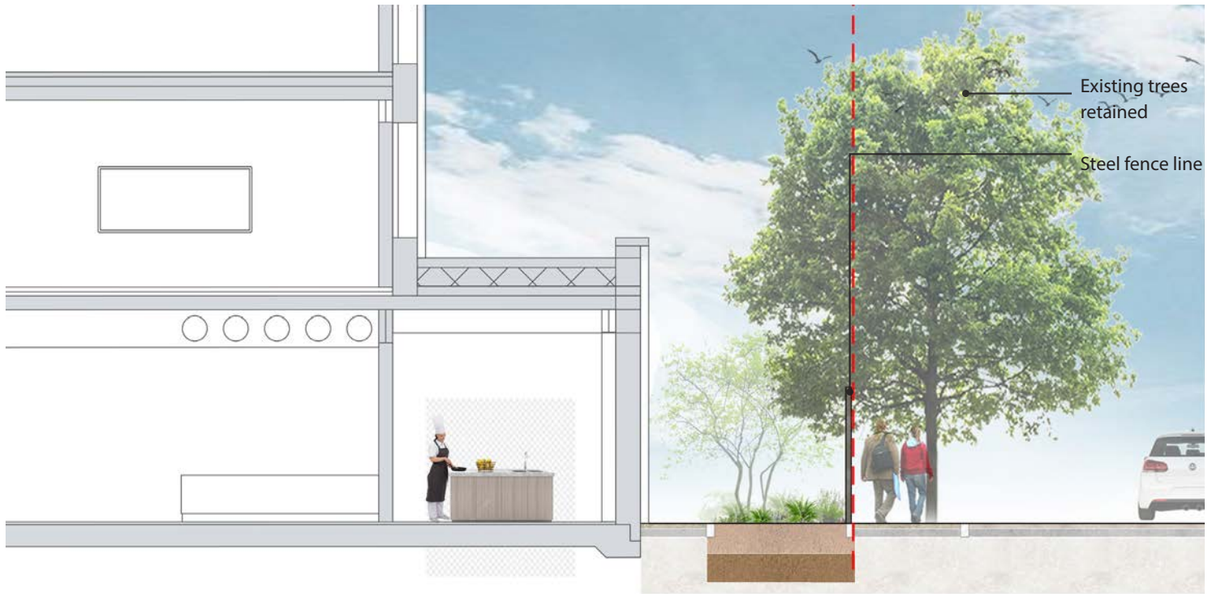


Native planting

Views out to green

Habitat creation

Section A-A



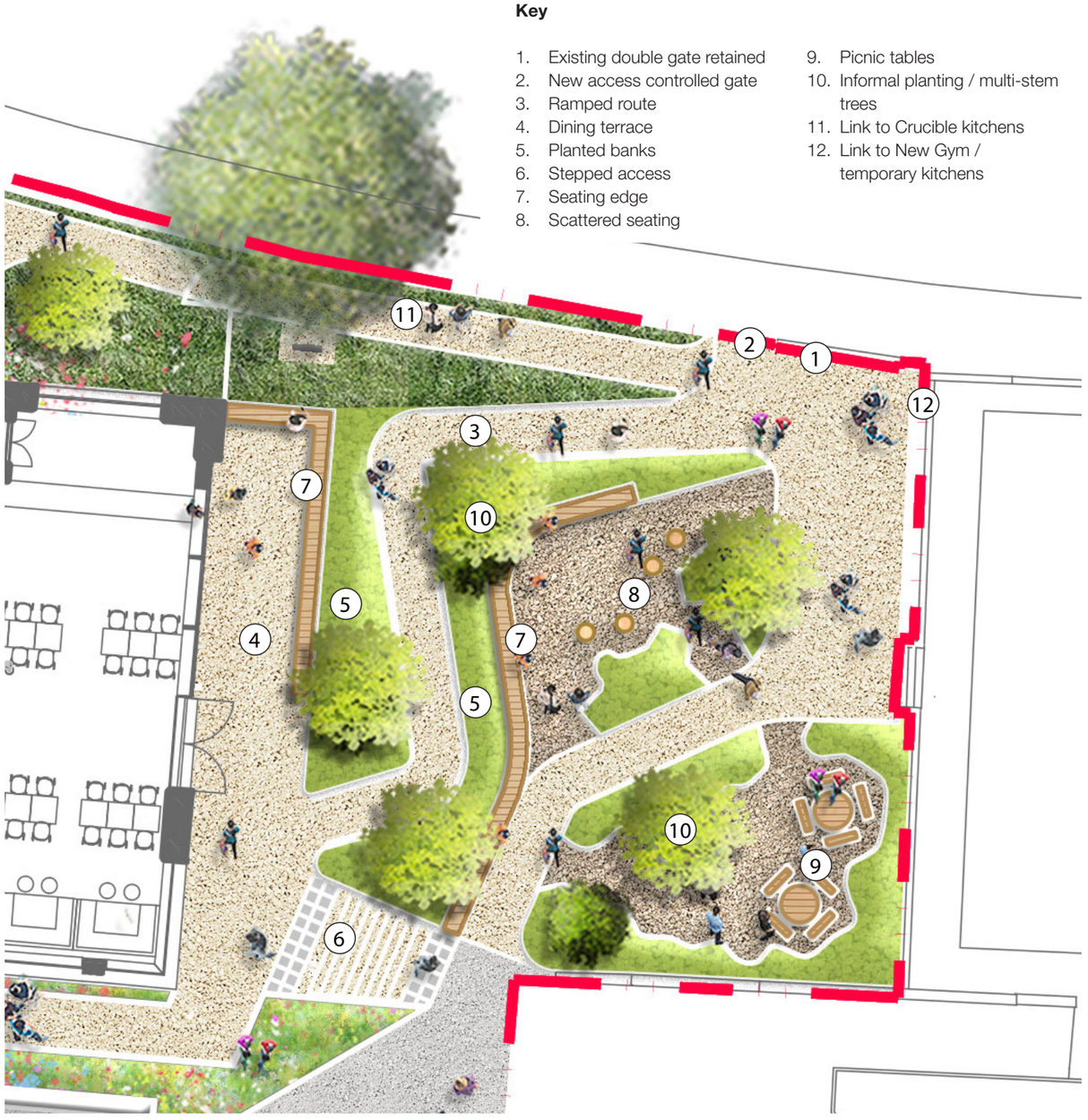
Section B-B

Landscape Character Areas: Dining Terrace / Well Garden

The existing Well Garden provides a valuable calm space for pupils and staff to relax, surrounded by nature. The proposals will reinstate the garden following construction of the Crucible with adaptations to the layout to ensure the new building is well integrated and accessible as well as optimising opportunities for quiet seating and contact with nature within the garden.

An accessible ramped route will provide direct, step-free access from the entrance on Hillsboro Road to a new dining terrace overlooking the Well Garden. Planted banks will mitigate the level difference between the terrace and the garden and provide a green backdrop to the space. A seating wall at the base of the slope makes use of the level change to provide additional space to sit and relax.

Within the garden itself a combination of loose gravel surfacing and spontaneous, flower-rich planting will define pockets of space with informal seating for quiet reflection. Small multi-stem trees will further contribute to the sense of enclosure and calm within the garden.



Key

1. Existing double gate retained
2. New access controlled gate
3. Ramped route
4. Dining terrace
5. Planted banks
6. Stepped access
7. Seating edge
8. Scattered seating
9. Picnic tables
10. Informal planting / multi-stem trees
11. Link to Crucible kitchens
12. Link to New Gym / temporary kitchens

Illustrative landscape plan - Well Garden

Soft, informal garden with peaceful space to relax

Seating integrated into level change

Accessible, step free routes

Spontaneous, colourful planting. Sun loving species

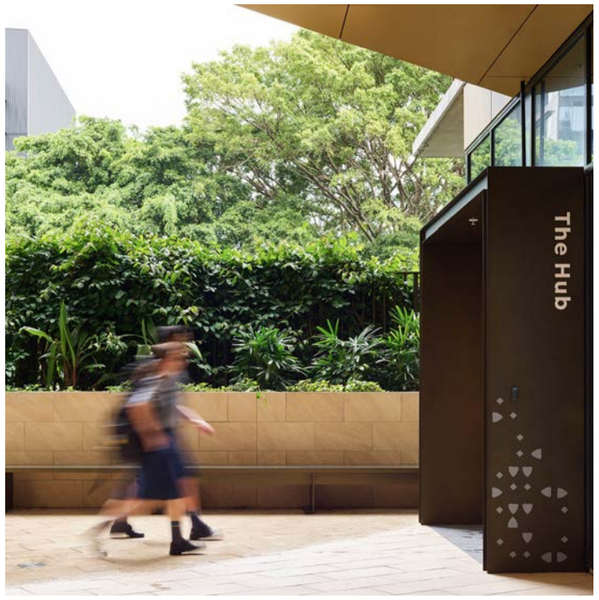
Landscape Character Areas: Entrance Nodes

Entrance areas will be designed to prioritise clear wayfinding and accessible routes to the new building. The southern entrance is designed to provide a fully level threshold with building levels tying in to existing external levels. As a result of decreasing external levels to the north, the northern entrance is designed with stepped access however alternative step free routes are available via the northern entrance and Well Garden access.

The entry points also provide opportunities to integrate pockets of seating. Between the two entrances, planter integrated benches provide seating nooks for individuals or small groups whilst the level change to the north of the northern entrance is used to create tiered seating for larger gatherings.

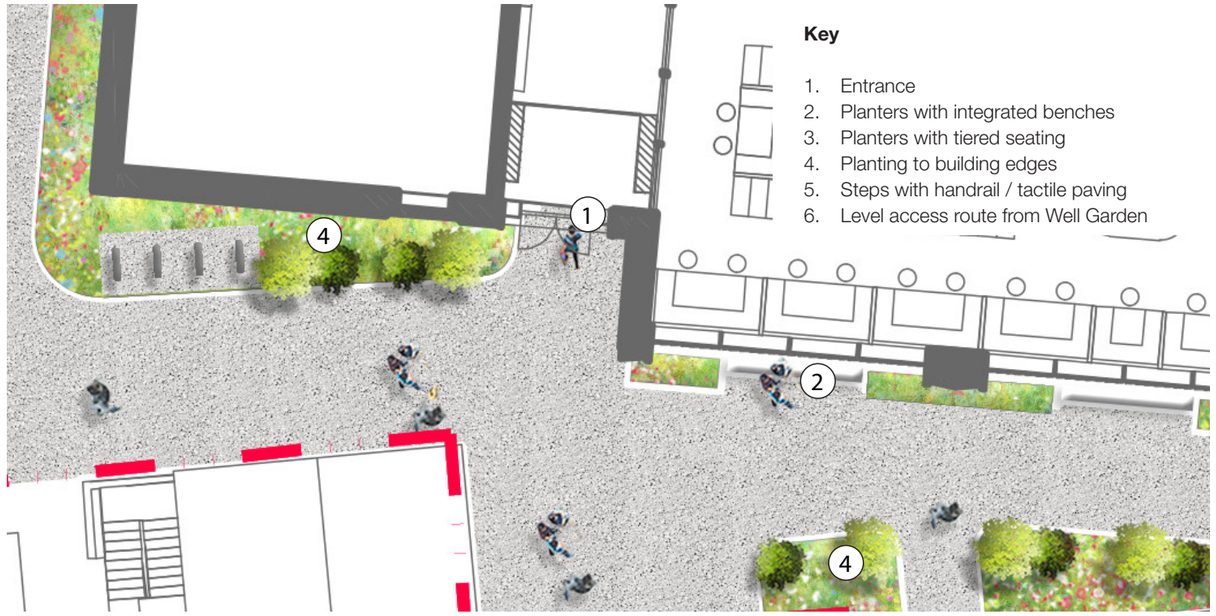
Planting to building edges and around thresholds will enhance the quality of these spaces and contribute to Urban Greening.

Planting and seating integrated into level change

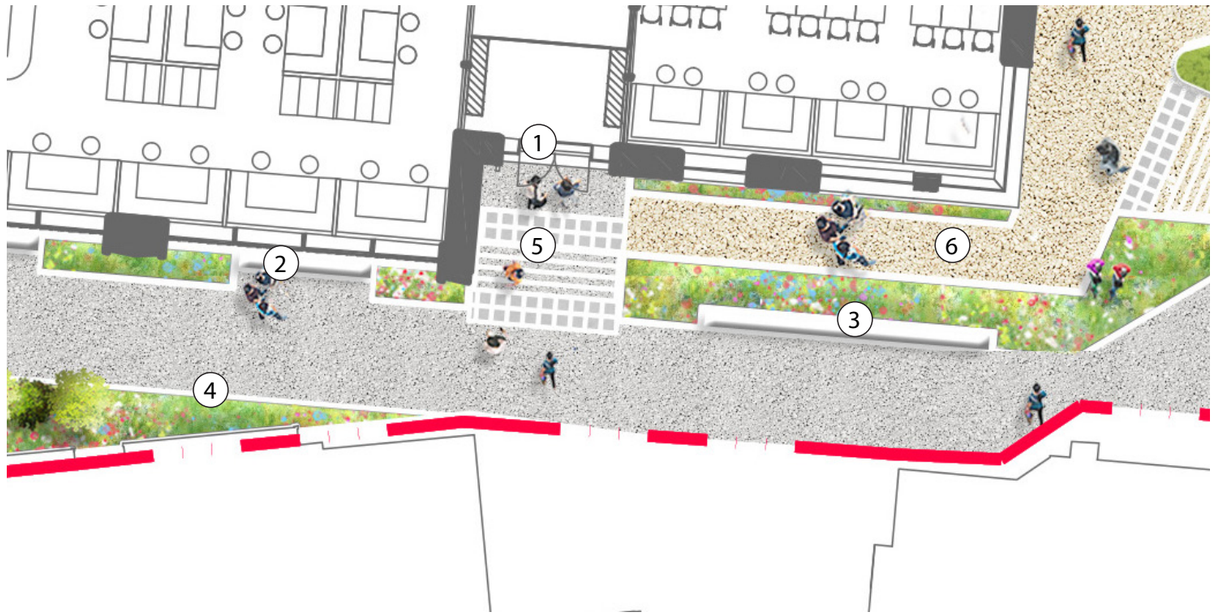


Clear, accessible routes to entrances

Greening to building edges



Illustrative landscape plan - Western entrance



Illustrative landscape plan - Eastern entrance

Landscape Character Areas: Amenity Terrace

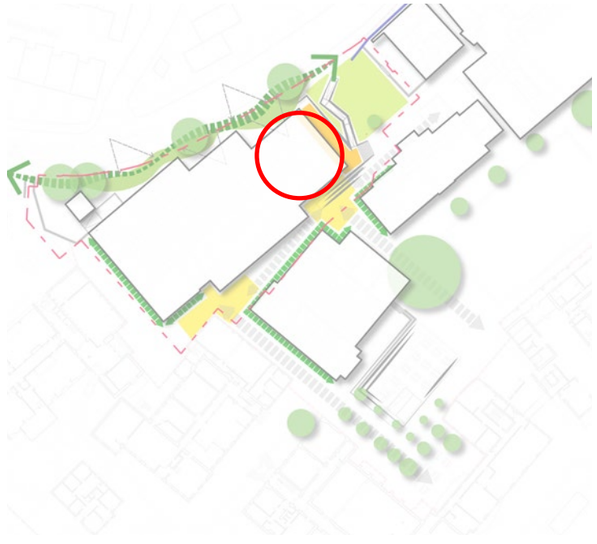
The Amenity Terrace is a flexible outdoor space for a variety of uses. The terrace can be used for outdoor relaxation and respite, a space to gather outdoors with others to have lunch, or as a co-working space. Flexible tables and chairs allow for solo respite as well as collaborative, group socialising. The flexibility of the terrace also allows for open space for events and activities such as group meetings and outdoor yoga classes.

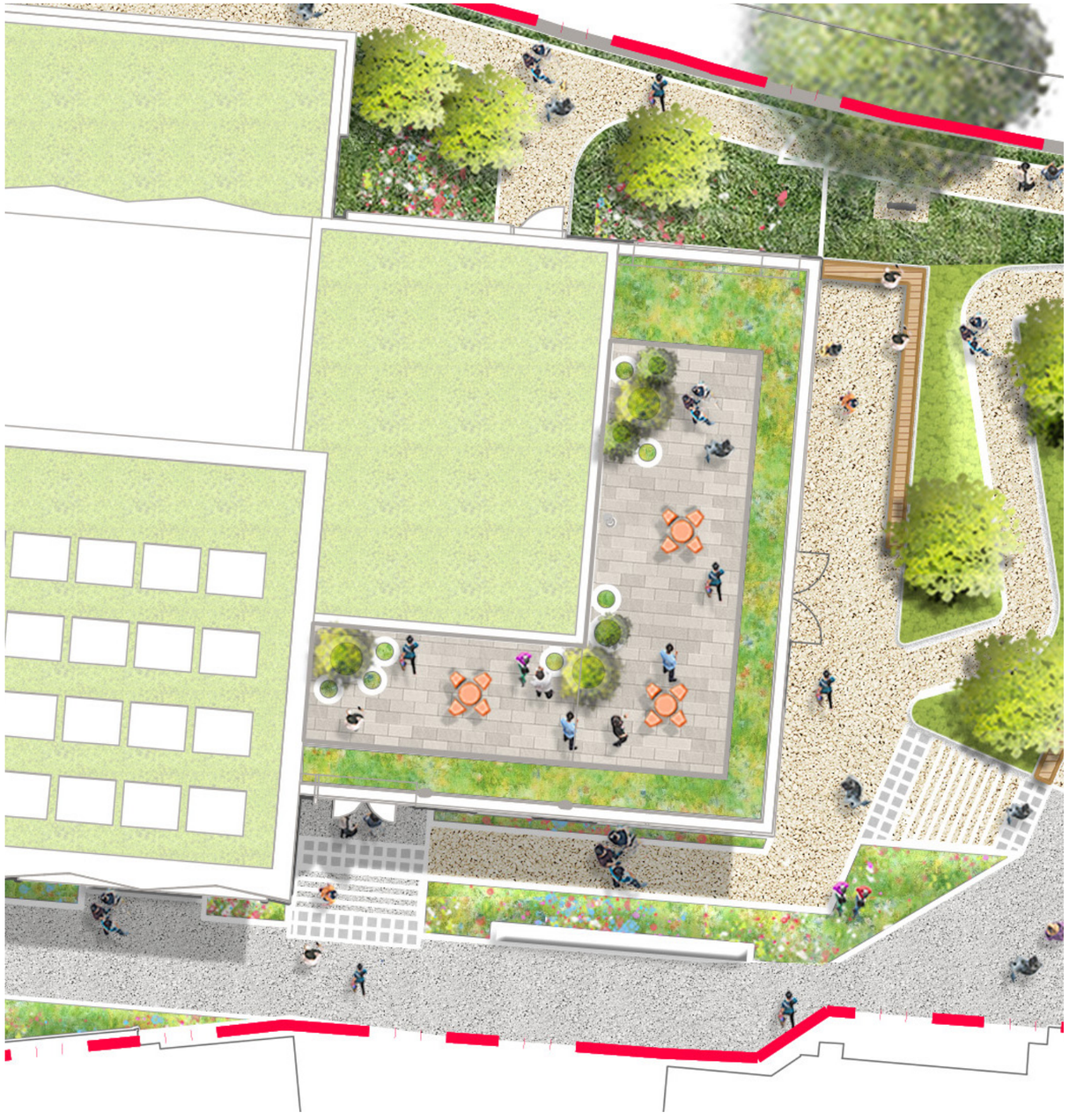
The edges of the terrace are planted and verdant with perennials, shrubs, and small multi stem trees to create an elevated oasis. The amenity terrace provides access to biophilia and increased productivity resulting from access to nature.

Space for group interaction and solo respite

Space for outdoor working

Views across the city

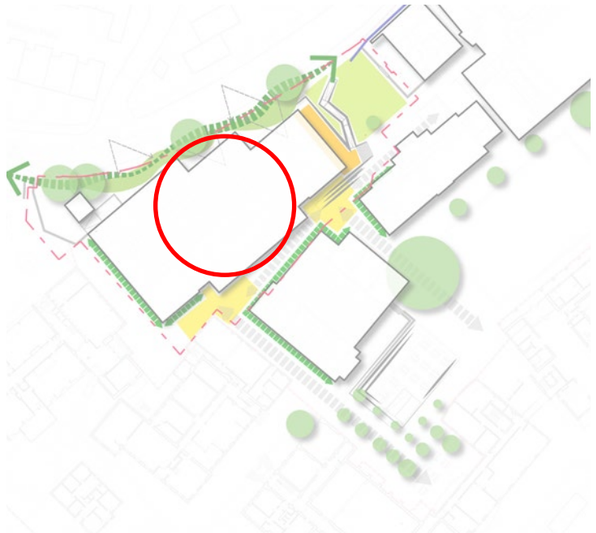


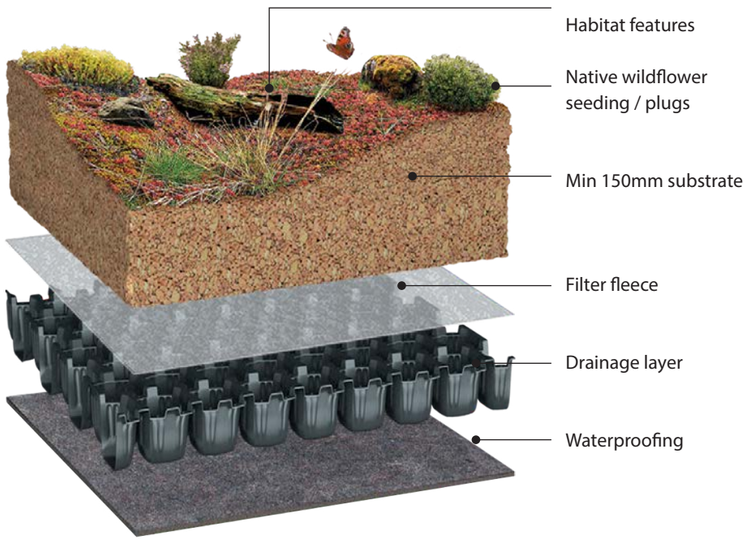


Landscape Character Areas: Biodiverse Roof

Inaccessible roof areas on the new building are prioritised for biodiversity alongside requirements for roof level plant and photovoltaic panels. These areas will be designed with a low-nutrient substrate at minimum 80mm depth (increasing to 150mm in places to create varied habitat) and will be seeded with a native widlfower mix.

Log piles, rubble piles and other features will further increase the habitat value of roof areas.





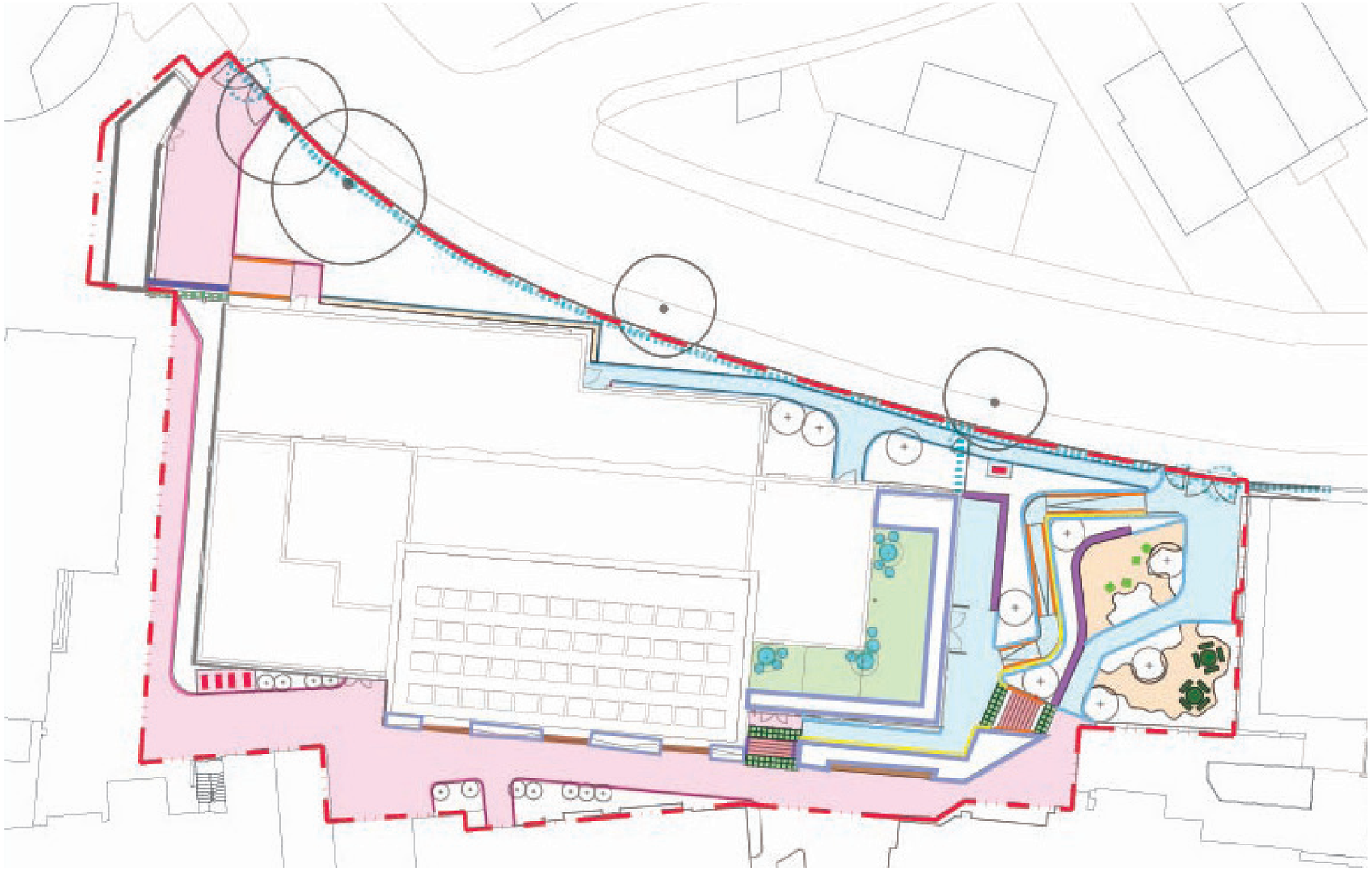
6.3 Landscape Strategies

Hard Landscape and Furniture

This page provides an illustrative palette of proposed hard landscape materials and external furniture.

Key principles are as follows:

- To be durable, hard wearing and fit for purpose;
- To create a safe external environment that is accessible to all users;
- To be selected from a family of materials / furniture items that provide a unified feel;
- To allow some variation in order to reinforce path hierarchy, improve legibility and create varied character within different spaces;
- To consider the existing external environment at Alleyn's and interface with existing materials;
- To support the creation of varied spaces for different users including a range of seating opportunities.



Hard Landscape and Furniture Strategy

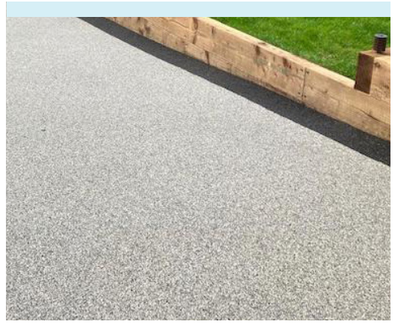
Key

- Application Boundary
- PT1 - Asphalt
- PT2 - Resin Bound Gravel
- PT3 - Loose Gravel
- PT4 - Tactile Paving
- PT5 - PC Concrete paving
- S1 - Concrete Steps
- S2 - Brick Retaining Wall
- B1 2m height steel railing with integrated gates (existing retained / made good)
- **B2 1.8m height timber fence**
- **B3 1.2m height steel railing**
- **E1 flush aluminium edging**
- **E2 flush concrete edging**
- **E3 raised steel planter edging**
- **F1 Planter-integrated timber seating**
- F2 - Concrete Seating Wall with Timber Top
- F3 - Timber Picnic Tables
- F4 - Moveable Timber Seating Cubes
- F5 - Steel handrail
- F6 - Cycle stand
- F7 - Free standing PPC steel pot clusters

N

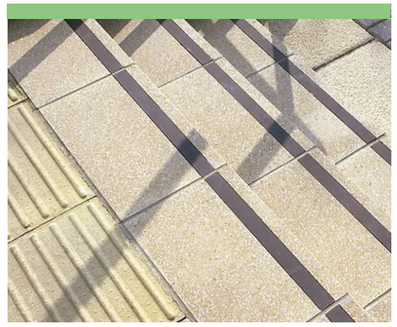
Paving Palette

PT1 Asphalt



PT2 Resin bound gravel

PT3 Loose gravel



PT4 Tactile paving

Structures

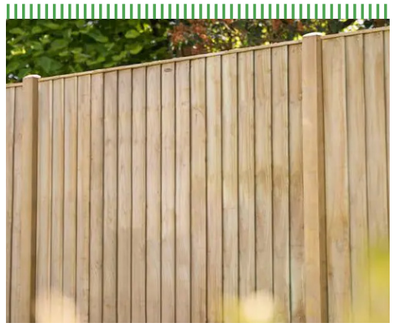
PT5 - PC Concrete paving

S1 Concrete steps

S2 Brick retaining wall

Boundaries

B1 2m height steel railing with integrated gates (existing retained / made good)



B2 1.8m height timber fence

B3 1.2m height steel railing

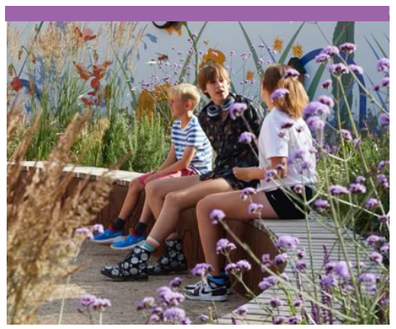
Edging

E1 flush aluminium edging

E2 flush concrete edging

E3 raised steel planter edging

Furniture

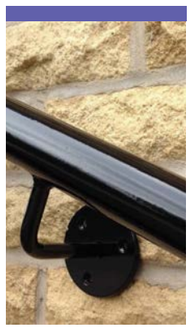


F1 Planter-integrated timber seating

F2 Concrete seating wall with timber top

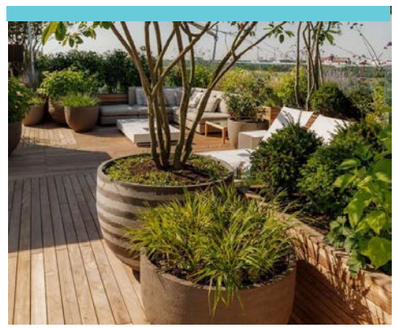
F3 Timber picnic tables

F4 Movable timber seating cubes



F5 Steel handrail

F6 Cycle stand



F7 Free standing PPC steel pot clusters

Trees

The design has been developed with consideration for existing trees. There are a total of 12no. existing trees within the application boundary and 2no. street trees outside the boundary. There will be 10no. of the existing trees on site that will require removal to facilitate the development. Trees to be removed include 6no. Category B2 and 4no. Category C2.

Existing trees to be retained will be protected in accordance with the Arboriculutral Method Statement and tree protection plan submitted as part of this application.

The landscape proposals include planting of 15no. new trees to replace those to be removed. Proposed tree species are described on the following pages and have been selected according to the following principles:

- To reinforce landscape character and support wayfinding within the site
- To suit environmental conditions, particularly levels of sunlight to ensure trees will succeed long term
- To be resilient to changing climate and pests and disease
- To increase the diversity of the tree population, providing greater resilience as well as ecological benefit
- To enhance site biodiversity

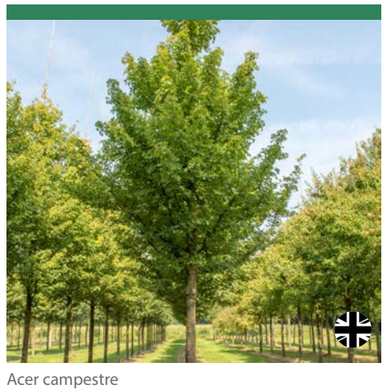
Key

- Application Boundary
- Existing tree to be retained
- Existing tree to be removed
- Proposed Woodland Plant Community Tree
- Proposed Woodland Plant Community Tree
- Proposed Open ground Plant Community Tree
- Proposed Roof Terrace Planting Tree

Tree Strategy

Tree Palette

Woodland Plant Community



Acer campestre
(Field Maple)

Ostrya carpinifolia
(Hop Hornbeam)

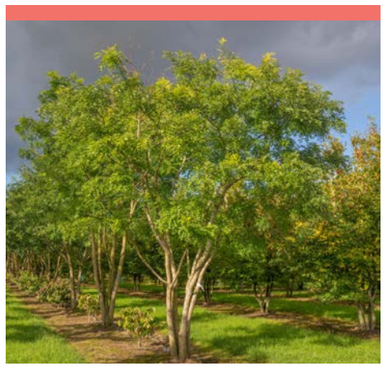
Woodland Edge Plant Community

Viburnum 'Pragense'
(Prague Viburnum)

Viburnum opulus
(Guelder rose)

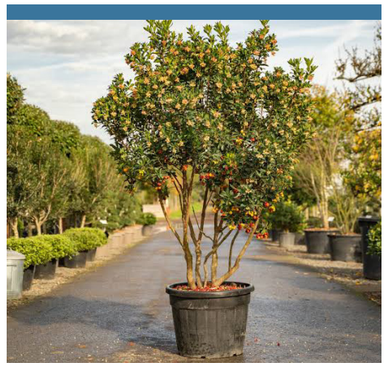
Open Ground Plant Community

Koelreuteria paniculata
(Golden rain tree)



Styphnolobium japonicum 'Regent'
(Regent Japanese pagoda tree)

Roof Terraces



Arbutus unedo
(Strawberry tree)

Key

Sunny Condition | Part Shade Condition | Shady Condition | Native (to the UK) Plant Species | RHS Pollinator Friendly Plant Species

Planting

The planting strategy follows a habitat-based approach with the aim of creating designed plant communities which share the same environmental needs and can thrive in a given habitat.
Planting mixes include a combination of native and selected non-native species to enhance biodiversity and create habitat whilst creating a resilient plant community that will be suited to changing environmental conditions.
Planting also reinforces the various character areas within the plan:

- To the edge of the site in shadier conditions along Hillsboro Road planting mixes utilise woodland species with varied greens and foliage shapes. Woodland bulbs will provide additional seasonal interest.
- For the internal routes along building edges, part-shade conditions inform a woodland edge plant community that will combine lush foliage with colourful flowering species.
- Within the Well Garden, sunnier conditions support an open ground plant community with a spontaneous and vibrant mix of flowering species and grasses.

Planting Strategy

Planting Palette - Woodland Plant Community

- Chosen species to complement the shade conditions within the various Podiums.
- A mixture of adapted and native (to the UK) species has been chosen for their appearance and for their ecological benefits.
- The shrub layer would provide structure and height with an ornamental herbaceous layer beneath to add dynamism, including geophytes (bulbs) to provide seasonal interest
- Colour palette to be a muted white, cream, and pale yellow to create a calm environment.

Understorey Shrub Layer

Viburnum opulus
(Guelder Rose)

Viburnum lantana
(Common Wayfaring Tree)

Cornus sanguinea
(Dogwood)

Viburnum tinus
(Laurustinus)

Sarcococca hookeriana
(Sweet Box)

Herbaceous Layer

Dryopteris filix-mas
(Male Fern)

Geranium macrorrhizum
(Bigroot Crainsbill)

Epimedium x perralchicum
(Barrenwort)

Pulmonaria 'Ice Ballet'
(Lungwort)

Aquilegia vulgaris
(Columbine)

Geophytes

Iris foetidissima
(Stinking Iris)

Lamium album
(White Dead Nettle)

Lilium martagon
(Martagon Lily)

Galanthus nivalis
(Snow Drop)

Hyacinthoides non-scripta
(Bluebell)

Key

Sunny Condition | Part Shade Condition | Shady Condition | Native (to the UK) Plant Species | RHS Pollinator Friendly Plant Species

Planting Palette - Woodland Edge Plant Community

- Plant species to complement the associated tree typology.
- A mixture of adapted and native (to the UK) species are proposed for their aesthetic and ecological benefits.
- Shrub layer to provide structure and height with an ornamental herbaceous layer beneath and geophytes (bulbs) to provide seasonal interest

Shrub Layer

Viburnum bodnantense 'Dawn'
(Arrowwood)

Hydrangea serrata 'Bluebird'
(Hydrangea 'Bluebird')

Viburnum opulus
(Guelder Rose)

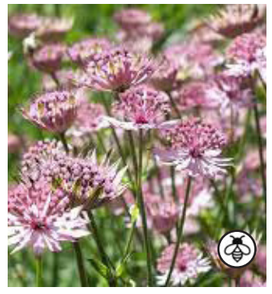
Callicarpa bodinieri 'Profusion'
(Beautyberry)

Hydrangea quercifolia
(Oak leaf hydrangia)

Herbaceous Layer

Euphorbia amygdaloides
(Wood Spurge)

Ajuga reptans
(Bugle)



Astrantia major
(Great Masterwort)

Bergenia 'Eroica'
(Elephant's Ears)

Geranium cantabrigiense
(Cranesbill)

Geophytes

Anemone hybrida 'K
Charlotte'
(Japanese anemone)

Pulmonaria 'Ice Ballet'
'(Lungwort)

Galanthus nivalis
(Snowdrop)

Hyacinthoides non-scripta
(Bluebell)

Crocus tommasinianus
(Crocus)

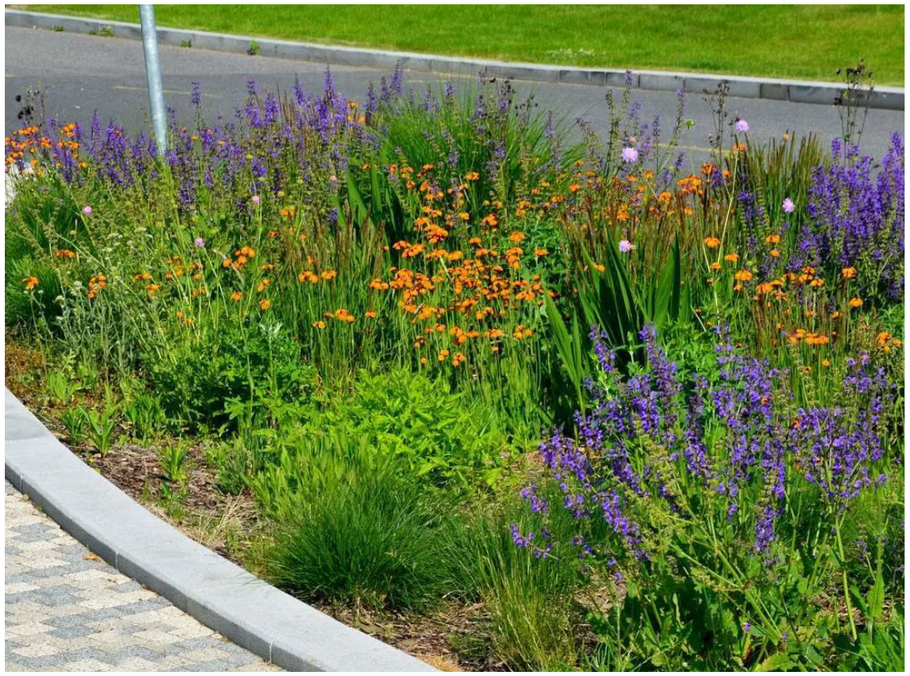
Key

Key

Sunny Condition | Part Shade Condition | Shady Condition | Native (to the UK) Plant Species | RHS Pollinator Friendly Plant Species

Planting Palette - Open Ground Plant Community

- The species chosen will complement the associated Ornamental Feature Tree Typology and provide a flower-rich planting mix beneath.
- A mixture of adapted and native (to the UK) species has been chosen to provide ecological habitat whilst providing ornamental value for the residents.
- Due to the limited overshadowing by buildings but some coverage from proposed trees this mix is suited to part shade to sunny conditions.
- The herbaceous flower-rich species add year-round colour whilst the geophytes (bulbs) provide seasonal variation.



Shrub Layer

Viburnum opulus `Compactus`
(Compact guelder rose)

Escallonia 'Pink Elle'
(Escallonia)

Aronia prunifolia
(Yellow Wax Bell)

Cronus mas
(Cornelian cherry)

Arbutus unedo
(Strawberry Tree)

Herbaceous Layer

Phlomis russeliana
(Turkish Sage)

Calamintha nepeta
(Catmint)

Salvia nemorosa 'Caradonna'
(Salvia)

Amsonia tabernaemontana
(Eastern Star)

Dianthus deltoides
(Maiden Pink)

Geophytes

Rudbeckia 'Goldsturm'
(Rudbeckia)

Sesleria autumnalis
(Autumn Moor Grass)

Crocus tommasinianus
(Crocus)

Allium 'Summer Beauty'
(Ornamental onion)

Hyacinthoides non-scripta
(Bluebell)

Key

Sunny Condition | Part Shade Condition | Shady Condition | Native (to the UK) Plant Species | RHS Pollinator Friendly Plant Species

Planting Palette - Roof Terrace Planting
Woodland Edge /Open Ground Plant Community

- Plant species to complement the associated tree typology.
- A mixture of adapted and native (to the UK) species are proposed for their aesthetic and ecological benefits.
- Shrub layer to provide structure and height with an ornamental herbaceous layer beneath and geophytes (bulbs) to provide seasonal interest

Shrub Layer

Escallonia 'Pink Elle'
(Escallonia)

Pittosporum tobira 'Nanum'
(Japanese pittosporum)

Cotinus coggygria
(Smoke Tree)

Caryopteris x clandonensis
(Bluebeard)

Herbaceous Layer

Phlomis russeliana
(Turkish Sage)

Calamintha nepeta
(Catmint)

Salvia nemorosa 'Caradonna'
(Salvia)

Amsonia tabernaemontana
(Eastern Star)

Dianthus carthusianorum

Geophytes

Rudbeckia 'Goldsturm'
(Rudbeckia)

Sesleria autumnalis
(Autumn Moor Grass)

Thymus serpyllum
(Wild thyme)

Allium 'Summer Beauty'
Ornamental oinion

Muscari armeniacum
(Grape Hyacinth)

Key

Sunny Condition | Part Shade Condition | Shady Condition | Native (to the UK) Plant Species | RHS Pollinator Friendly Plant Species

Planting Palette - Biodiverse Roofs - Open Ground with shallow dry soil Plant Community

- Most buildings within the master plan will incorporate green, inaccessible roofs. These will provide a mosaic habitat, namely areas of open ground, gravel, sand, and log piles, dry meadow vegetation, and bird wash stations.
- At least 30% of the roof to be at 150 mm deep
- Planted with a wide rage of dry grassland wildflower and sedum species (around 60:40 wildflower:sedum species)

Understorey Shrub Layer


Thymus serpyllum
(Wild thyme)


Echium vulgare
(Viper bugloss)


Armeria maritima
(Sea Thrift)


Silene vulgaris
(Bladder campion)


Sedum rupestre
(Reflexed Stonecrop)

Herbaceous Layer


Sedum album
(White stonecrop)


Limonium vulgare
(Sea Lavender)


Centranthuis ruber
(Red Valerian)


Potentilla neumanniana
(Alpine cinquefoil)


Dianthus deltoides
(Maiden Pink)

Geophytes


Nepeta cataria
(Catmint)


Dianthus
carthusianorum


Crocus tommasinianus
(Crocus)


Allium ‘Summer Beauty’
Ornamental onion


Muscari armeniacum
(Grape Hyacinth)

Key

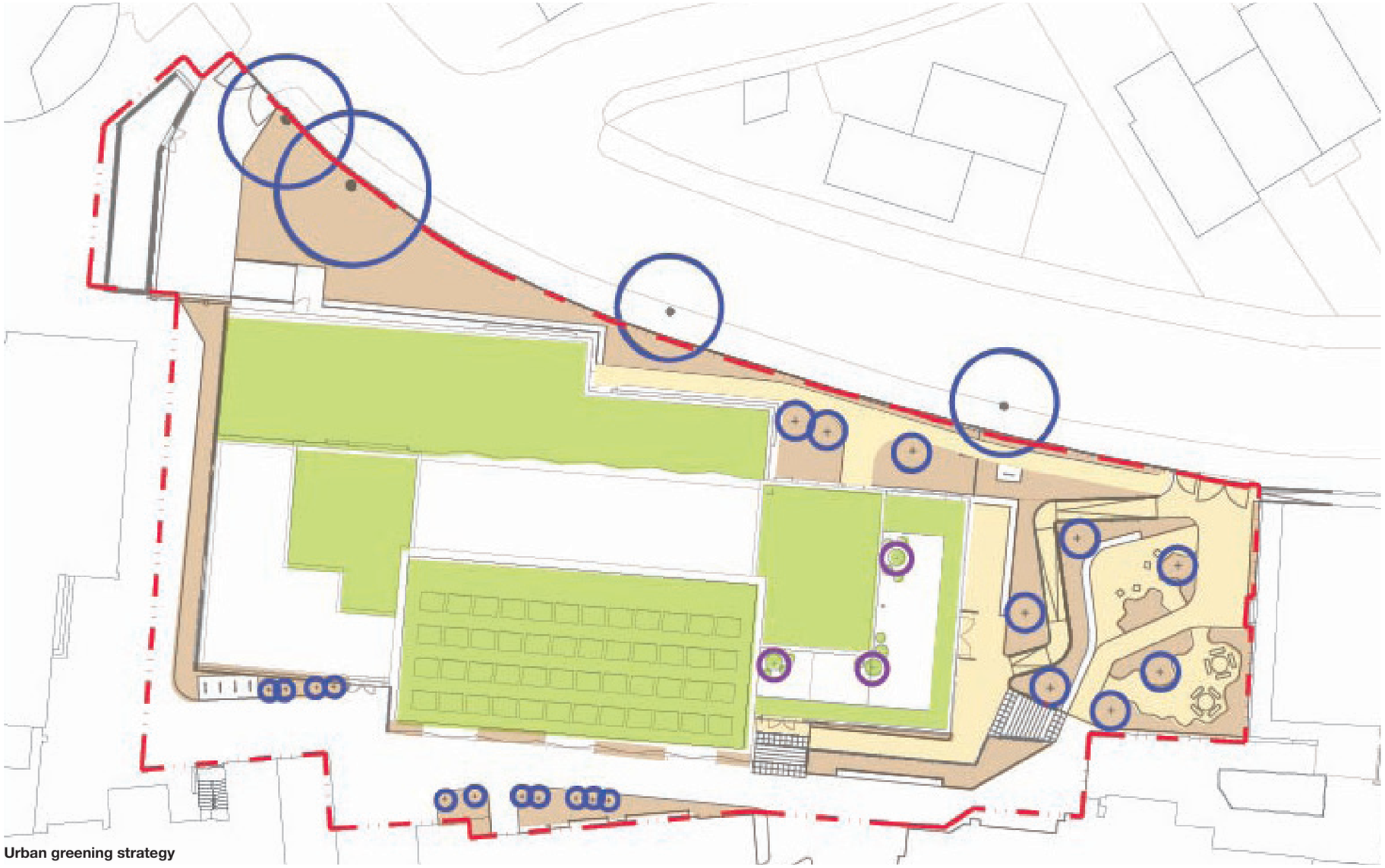
Sunny Condition | Part Shade Condition | Shady Condition | Native (to the UK) Plant Species | RHS Pollinator Friendly Plant Species

Urban Greening

The landscape masterplan has been developed to optimise UGF whilst accommodating requirements for access and servicing and providing diverse and usable external spaces for students and staff. Strategies for delivering Urban Greening have also been developed to provide multiple benefits in terms of biodiversity, landscape character and students well-being through contact with planting and nature.

Urban Greening on site has been optimised in the following ways:

- Roof layouts have been developed in collaboration with the architects and M&E engineers to maximise roof space available for greening around other requirements such as roof level plant. Innovative approaches such as installation of biodiverse roof below photovoltaic panels have been employed to further optimise the score.
- Biodiverse roof areas are designed with a minimum substrate depth of 150mm. Roofs are planted with a mix of dry grassland wildflowers and sedums (60:40 wildflower : sedum) to maximise biodiversity contribution.
- Tree planting is optimised on the ground level. Tree canopy area for the purposes of UGF is based on a reasonable expectation of projected spread based on nursery guidance and space allowed within the plan in line with GLA UGF guidance.
- Tree planting is underplanted with ground level planting to maximise greening. This is calculated independently of canopy cover above in accordance with GLA guidance.
- Predominantly native planting is proposed to the Hillsboro road boundary to enhance ecological corridors as well as maximising UGF score.
- Planting mixes include a mix of perennials, shrubs and groundcovers but are designed to maximise flower-rich perennials allowing this to be included in the higher scoring category in line with GLA guidance.



Urban greening strategy

UGF areas are shown on the diagram above. The scheme achieves a UGF score of 0.4, in excess of the GLA target of 0.3 for educational development.

Green and Blue Infrastructure

Landscape proposals have been developed to incorporate green and blue infrastructure as below with the aim of enhancing site biodiversity and ecological connectivity and supporting sustainable surface water management:

- Existing trees are retained where possible and supplemented with new tree planting including provision of continuous tree canopy along Hillsboro Road.
- Predominantly native woodland planting mixes create and ecological corridor along Hillsboro Road.
- Elsewhere planting mixes have been developed to incorporate plants of known benefit to wildlife including RHS plants for pollinators as well as some native and climate-adaptive species.
- Greening at roof levels has been optimised including biodiverse roof in combination with photo-voltaic panels on inaccessible roofs.
- Provision of green roofs will also intercept and slow movement of surface water into the sewer system.
- Levels are designed to allow hard surfaces to drain into soft landscaped areas, reducing discharge into the drainage system.

Green and Blue Infrastructure Strategy

Key

- Application Boundary
- Native Woodland and Woodland Edge Planting mixes
- Biodiverse flower-rich planting with pollinator species
- Biodiverse Wildflower Green roof
- Retained Existing Trees
- Proposed Tree Planting
- Creation of ecological corridor along Hillsboro Road
- Levels designed to allow hard surfaces to drain into soft landscaped areas
- Permeable Paving

N

Thank you.

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