Greenbank High School

Redevelopment of existing campus

Introduction

BAM Construction have been appointed by the Department for Education (DfE) through their School Rebuilding Programme (SRP) to redevelop Greenbank High School. SRP is the DfE's national programme of works for major rebuilding and refurbishment projects at schools and sixth-form colleges based on existing condition needs. Over the past 2 years, the team have been working through the feasibility and design development stages to provide Greenbank High School with modern new facilities which will support excellent educational delivery and community use within Southport. BAM Construction are aiming to submit a Planning Application at the end of March/ April 2026 and as part of this process we are consulting with neighbours, community groups and wider stakeholders to hear your views on the proposals.

These presentation boards provide an overview of the planned development. Contact details for our Planning Consultant, Tetra Tech, are shown at the bottom should you wish to provide us with your feedback.

Opening Message from the School and Trust

Greenbank is an exceptional school in the heart of our local community where we all belong.

Greenbank has a long history of academic success. The school has always given its students the best possible start in life by combining excellent teaching with access to the best specialist facilities and many wider extra-curricular opportunities.

Our diverse and inclusive school community provides an exceptional education that nurtures, enriches and empowers children to thrive. Our aim is to develop and nurture the talents of all our pupils, promoting aspiration to take their place as caring and confident young people that will continue to show the world their brilliance.

Our pupils are happy, polite, articulate and fiercely ambitious. Many go on to complete degree courses at prestigious universities, further studies and find successful and rewarding employment opportunities.

Davina Aspinall
Headteacher - Greenbank High School

Inspire Care Achieve

Southport Learning Trust is a multi-academy Trust formed when Greenbank High School was asked to share is expertise, leadership and formula for success with other schools by the Department for Education.

As a Trust we aim to empower the communalities we serve to positively impact the wider world. We fulfil this through our four main pillars of Academic Excellence, Inclusive Education, Professional Development and Realising Aspirations for All. These are central to us achieving the highest possible academic and personal outcomes for the pupils at Greenbank High School.

Greenbank is an inspiring environment to start your secondary school journey being calm, caring and aspirational for all students. I had the immense pleasure of being Headteacher at Greenbank for many years and visit frequently as part of my current role, and I appreciate what a special learning community it is.

Ian Raikes
CEO - Southport Learning Trust

Empowering our communities to positively impact the world

Planning

BAM are looking to submit a planning application for the development proposals to Sefton Council in March/ April of this year. As part of the planning process, the project team have been engaging with the local planning authority at the Council. Initial design proposals were first discussed with the Council in early 2025. The Council's comments and requirements have been taken on-board as the scheme has evolved and have helped to inform the design.

As part of the planning application submission, the School will need to demonstrate how the scheme will be compliant with planning policy. In agreement through dialogue with Sefton Council, the following suite of drawings and technical documents will be submitted to support our planning application.

- Suite of Planning Drawings
- Phasing & Demolition Strategy Plans
- Landscape Plans
- Design & Access Statement
- Planning Statement
- Transport Statement
- Travel Plan
- Heritage Statement
- Ecology Survey Reports
- Biodiversity Report
- Arboricultural Impact Assessment
- Noise Impact Assessment
- Construction Environmental Management Plan
- Lighting Strategy
- Flood Risk Assessment & Drainage Strategy
- Land Contamination Assessment
- Sustainability Assessment
- Statement of Community Involvement

Following receipt of the planning application the Council will undertake their own statutory three-week consultation period, with further opportunity provided for members of the public to provide comments on the submitted proposals. The full package of supporting documents will be made publicly available to view on the Council's website once the application has been validated by the Council. We envisage a decision being reached within circa 16 weeks of the application being submitted, with a decision being targeted for Autumn 2026.

Timeline

Initial development of proposals	September 2025 to February 2026
Local engagement sessions	March 2026
Submit planning application	March/ April 2026
Period for consideration	16 weeks
Target planning decision date	Autumn 2026
The Open golf tournament, Royal Birkdale	12-19 July 2026
Start of construction	Late 2026
Temporary accommodation in use from	Spring/ early summer 2027
New school building opens	Autumn 2028
Completion of works	Autumn 2029

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Where will your new school be? What is the proposed new layout

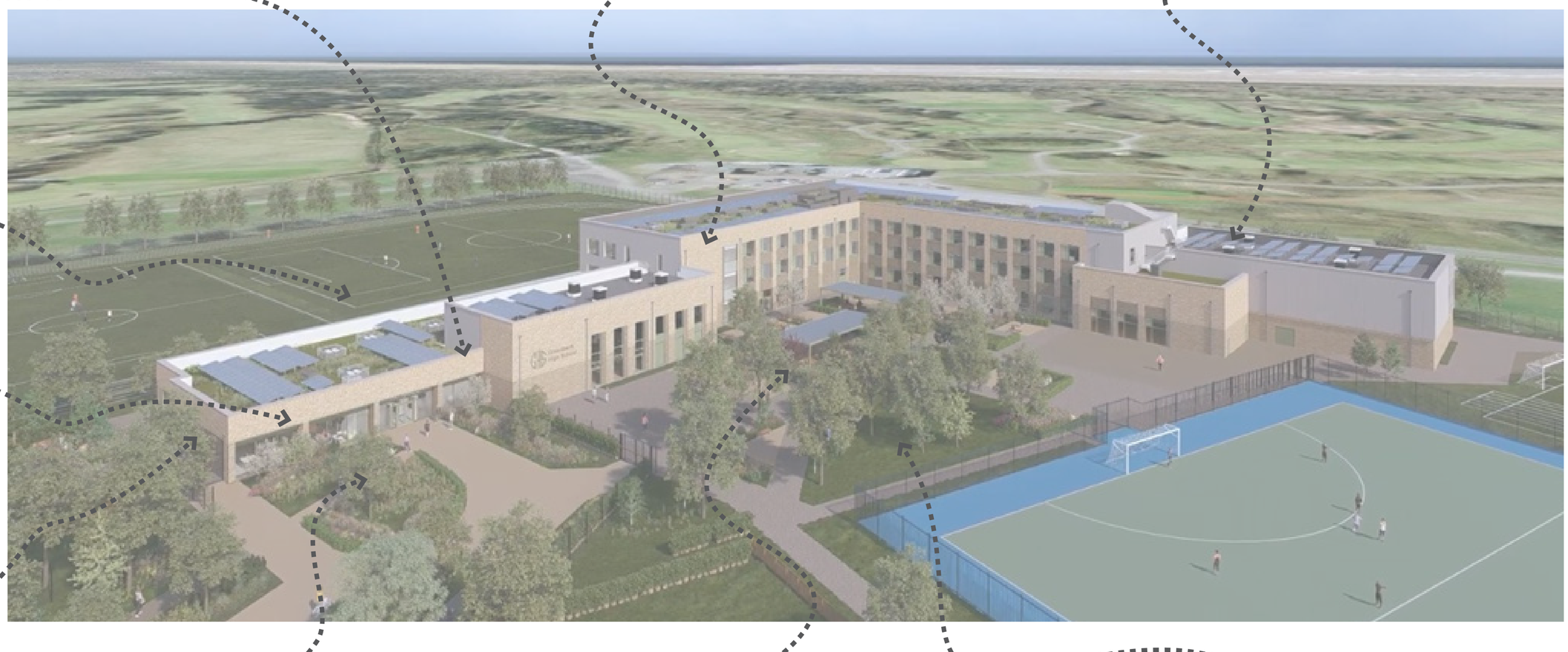
The material palette for the building has been selected to complement the surrounding buildings.

Please refer to the elevations in context and the material palette boards

The ‘stepped’ nature of the rising and falling building masses emulates the surrounding sand dunes and generally helps to break up long facades with added massing interest.

Large provision of photovoltaic panels and other sustainable features to achieve the Department for Education sustainability criteria and the Net Zero Carbon in Use target.

Please refer to the environmental strategy boards.



Recessed brick and details creates interest and break up brick facade

Vertical brick detail to main entrance

Direct access to an outdoor reading garden from Library

Welcome Plaza. Parking kept away from pedestrians for safety

Social and external curriculum areas sheltered from prevailing winds

Outdoor spaces complemented with landscape design

Key Elements

1. Entrance from Hastings Road remains as main vehicle access point with new pedestrian path
2. Reconfigured Car Park - 110 bays including 3 accessible bays, 6 coach parking bays, deliveries bay
3. Main Arrival Zone
4. Horticulture Garden & Habitat Area (SuDS feature)
5. MUGA - Tennis & Netball
6. Existing all weathers pitch retained
7. Central Courtyard - External Dining, Learning and Social Zone, Informal Play Space
8. New Cycle Storage
9. Reading Garden
10. Soft PE Grass Pitches - Football, 400m Running Track, 100m Sprint Track, Long Jump
11. Existing Pedestrian & Cyclist entrance retained and enhanced

Proposed Landscape Masterplan

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Redevelopment of existing campus

What is the construction plan?

Start of construction	late 2026
Temporary accommodation in use	Spring/ eary summer 2027
Early demolition works complete (to facilitate the new building)	Summer 2027
New school building complete	Autumn 2028
Demolition of remaining school buildings	Summer 2029
All works complete	Autumn 2029

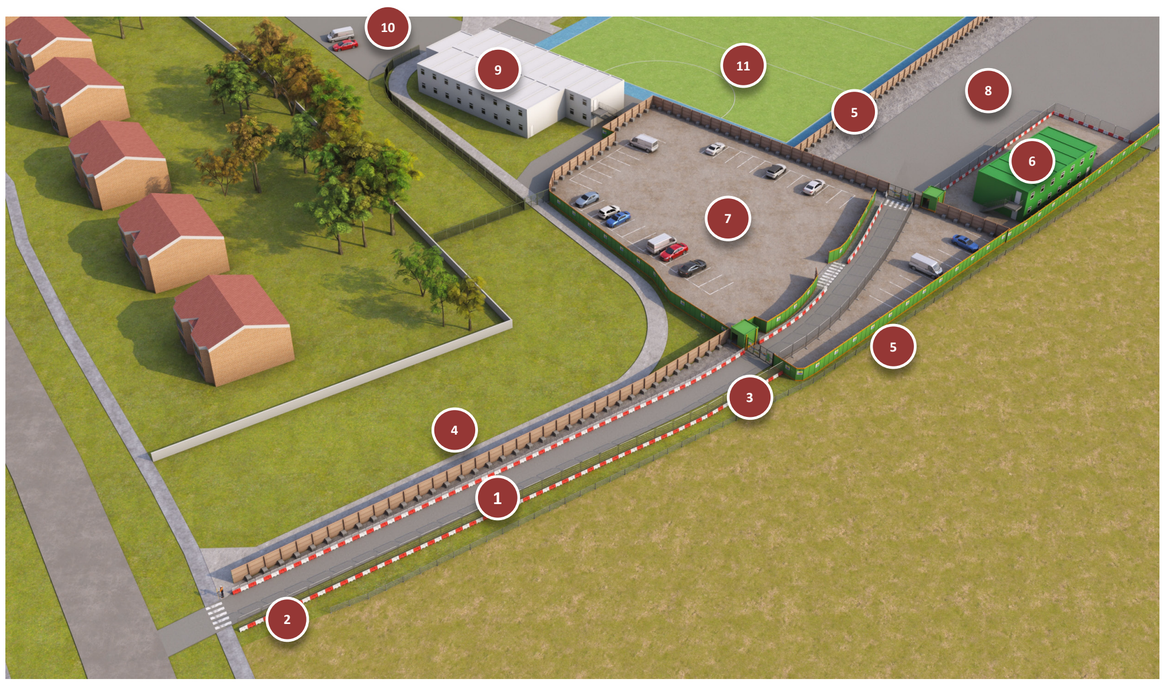
CONTRACTOR AND SUPPLIER PARTNER
CONSIDERATE CONSTRUCTORS SCHEME

BAM will register the project with the Considerate Constructors Scheme. BAM is committed to delivering our works in a manner which is clean, safe, environmentally conscious, and respectful of the local community, causing as little inconvenience as possible. We aim to be a good neighbour for the duration of our construction works, working with the community to leave a positive legacy.

In 2024, BAM's average score for Considerate Constructors Scheme audits across 50 sites was 43.72 out of 50, compared to the industry average of 40.7. In 2025 we scored an average of 43.51 across 55 sites, against an industry average of 40.85. This demonstrates our commitment to being a considerate and sustainable contractor, as well as a good neighbour.

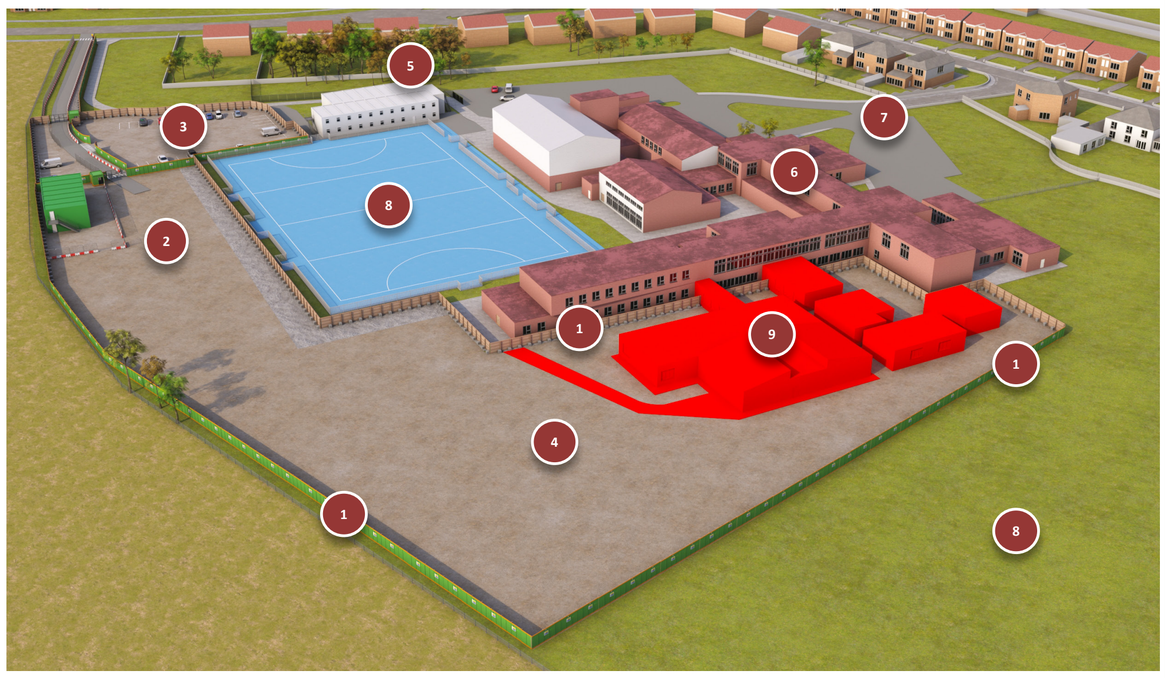
Logistics and Phasing

Phase 1 - Site Establishment and Installation of Temporary Accommodation



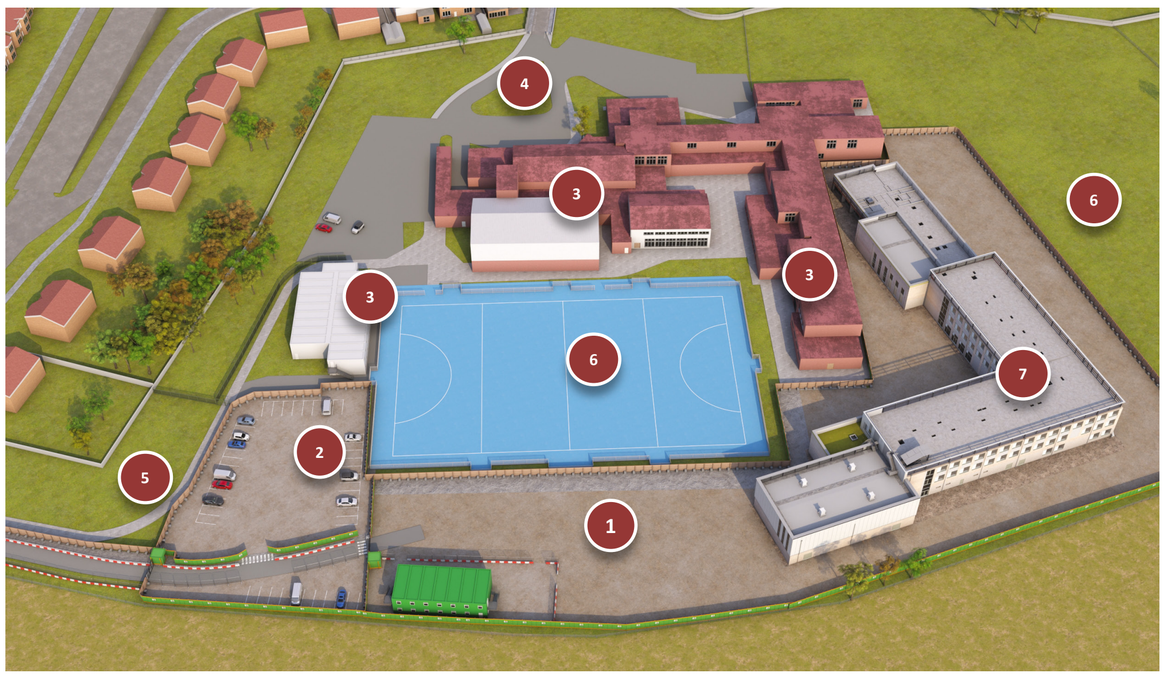
1. Temporary entrance off Waterloo Road for construction vehicles.
2. Drop down barrier at Waterloo Road end for out-of-hours use.
3. Main site entrance gates with BAM Gateman cabin.
4. School pedestrian and cycle access route maintained.
5. Solid panel perimeter hoardings around the construction area.
6. BAM site offices and welfare.
7. Contractor parking and route for temporary accommodation installation.
8. Material storage and laydown. All deliveries unloaded within the site compound.
9. Temporary classrooms for school use.
10. Existing school parking retained, with access off Hastings Road.
11. All-weather pitch remains in use.

Phase 2 - Early Demolition and Start of Construction



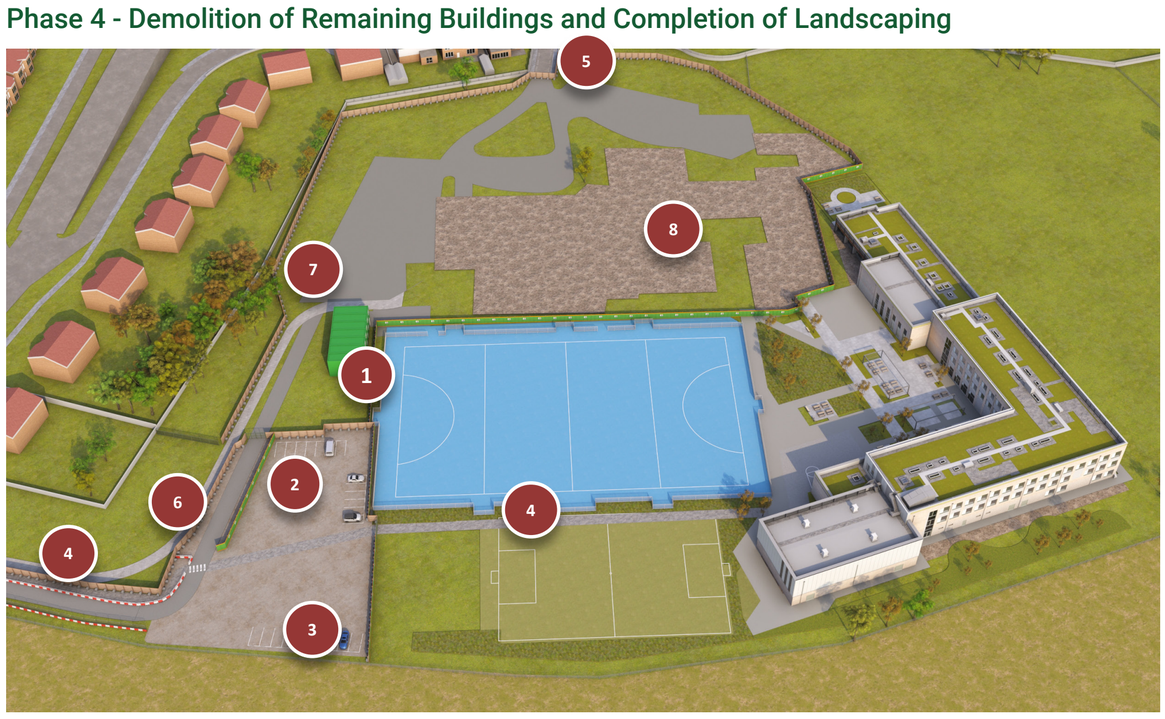
1. Solid panel perimeter hoardings extended to enclose the main construction area.
2. BAM site compound.
3. Contractor parking.
4. Topsoil strip, area stoned up in preparation for construction.
5. Temporary classrooms in use by the school, replacing early demolition spaces.
6. Existing school buildings remain in use by the school for this phase.
7. Existing school parking and access off Hastings Road.
8. Continued school and community use of the all-weather and grass sports pitches.
9. Drainage diversion, service isolations, asbestos surveys/removal and early demolition.

Phase 3 - Construction of the New Building



1. BAM site compound, with access off Waterloo Road.
2. Contractor parking.
3. Temporary classrooms and existing school buildings in use for this phase.
4. Existing school parking and access off Hastings Road.
5. School pedestrian and cycle access off Waterloo Road.
6. School and community use of the all-weather and grass sports pitches.
7. New building construction. School decant when complete and handover to Greenbank High School.

Phase 4 - Demolition of Remaining Buildings and Completion of Landscaping



1. Temporary accommodation removed and BAM office relocated.
2. Temporary school staff and visitor parking, with access off Waterloo Road for this phase.
3. School bus/coach parking.
4. School pedestrian and cycle route
5. No school or construction access from Hastings Road in this phase.
6. Construction access off Waterloo Road.
7. Contractor parking.
8. Service isolations, asbestos surveys/removal and demolition of all remaining buildings.
9. Final landscaping and handover to the school.

Key Principles:

No construction works until after The Open golf tournament has demobilised.

Site deliveries scheduled to avoid school arrival and departure times.

All construction works contained within the perimeter hoarding line. Any interface works outside of this line will be coordinated with the school to maintain safeguarding or will be programmed for holiday periods.

Decant and handover of temporary accommodation and new building programmed for school holidays to minimise disruption.

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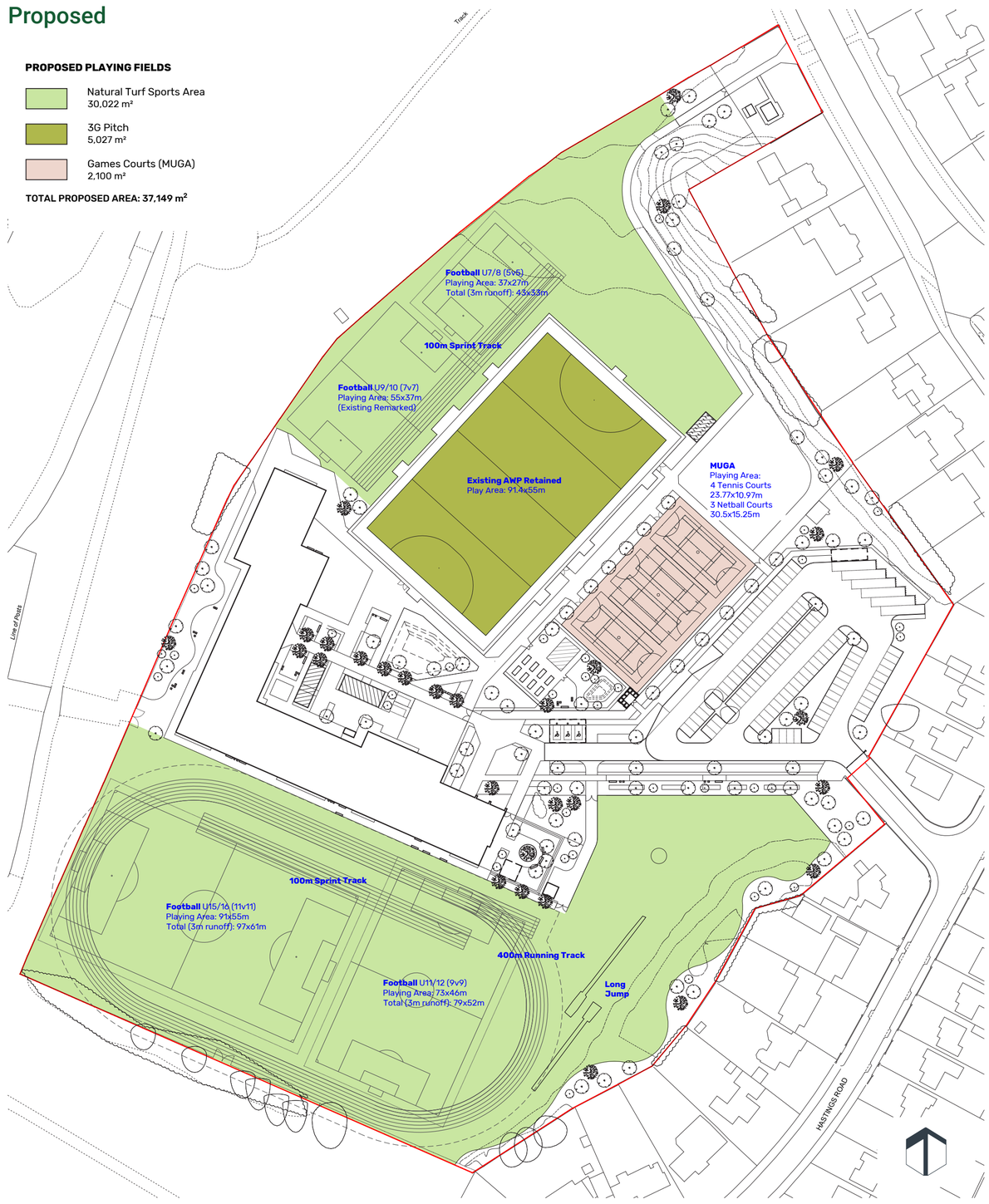
External Sport Provision

Existing

Proposed



External Provision - Summary

The landscape proposals retain and enhance the school's significant sports offer:

Grass Pitch Area

- 4no. Football pitches - U7/8 (5v5), U9/10 (7v7), U11/12 (9v9), U15/16 (11v11)
- 2no. 100m Sprint Track
- 1no. 400m Running Track
- Long Jump

MUGA

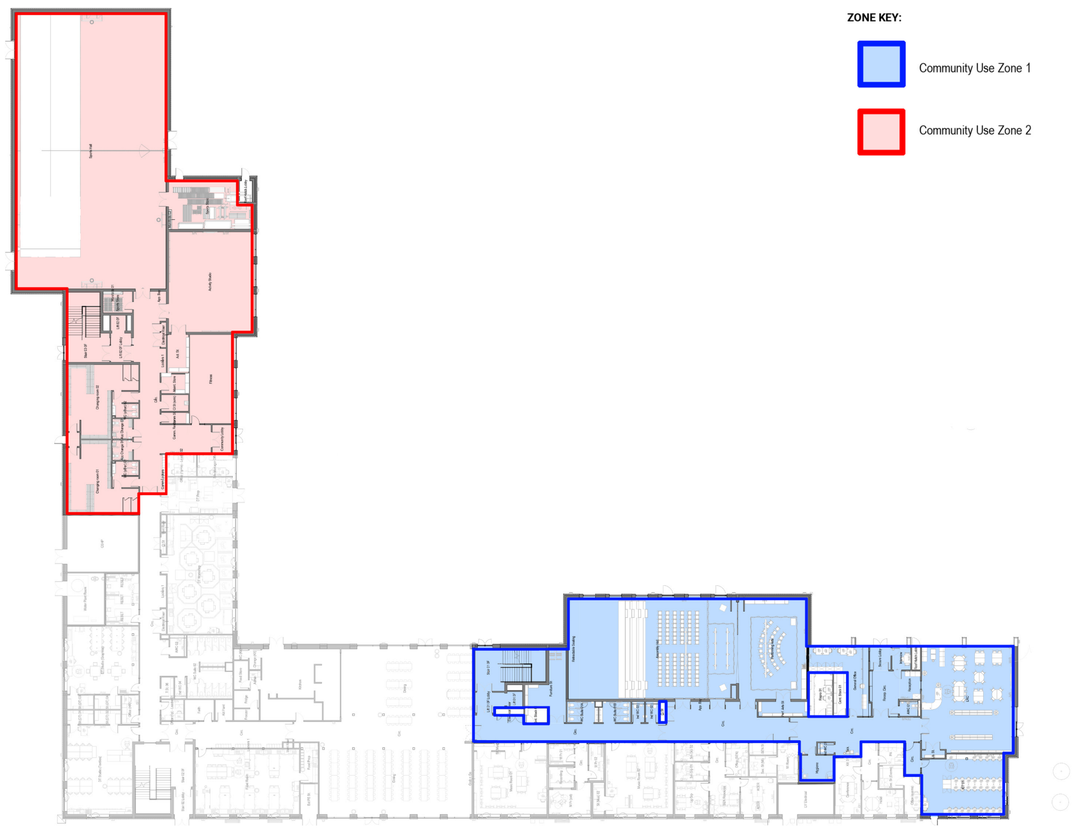
- 4no. Tennis
- 3no. Netball

Existing All Weather Pitch

- 1no. 2G Hockey

Indoor Sports Provision / Community Use

Indicative visual of the proposed Sports Hall



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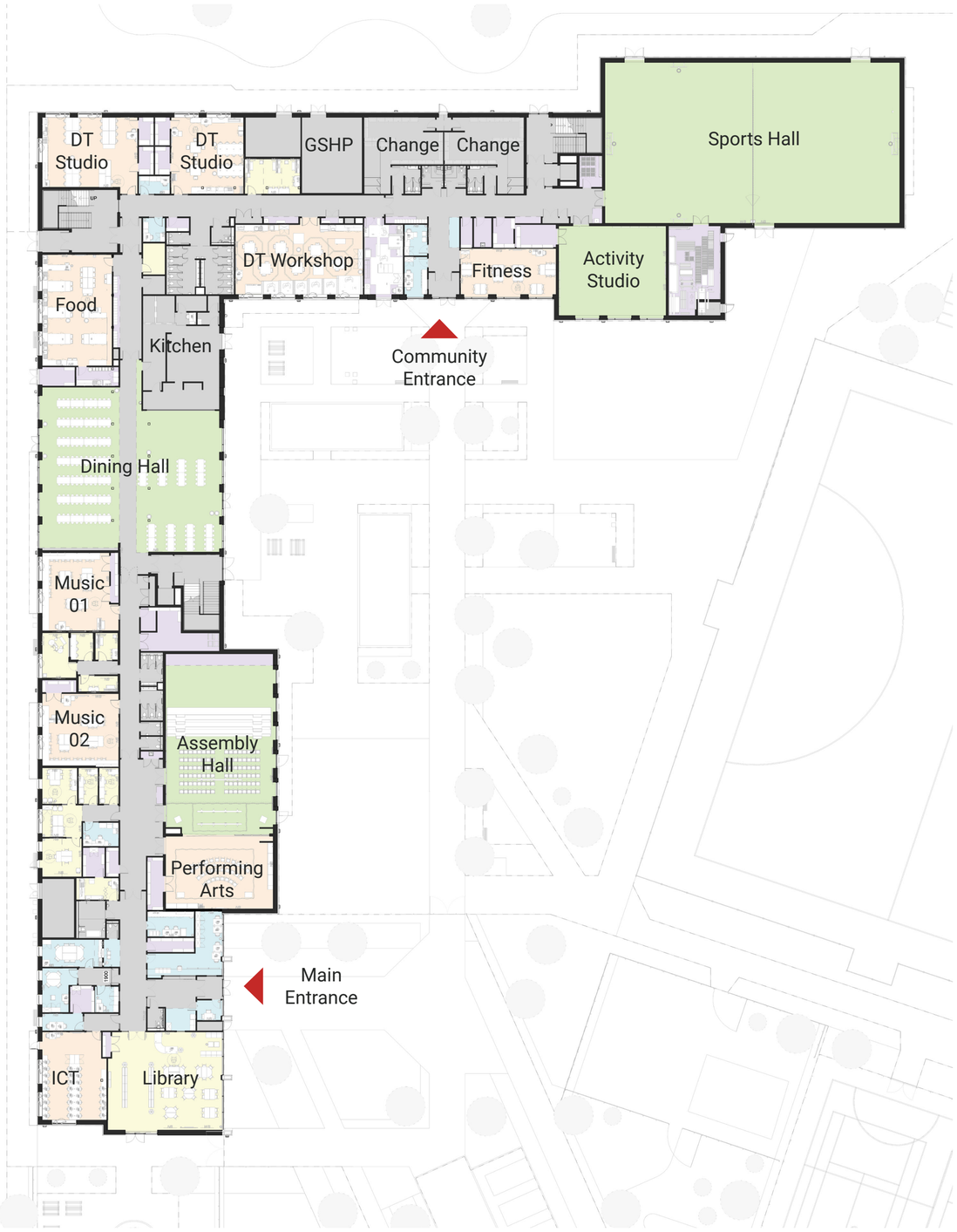
Redevelopment of existing campus

Proposed Layout



Ground Floor Plan (NTS)

Indicative visual of the proposed Main Hall

Indicative visual of the proposed Dining Hall

First Floor Plan (NTS)

Second Floor Plan (NTS)

Greenbank High School

Redevelopment of existing campus

Proposed Landscape

Transport

- No anticipated increase in traffic or on-street parking in proposed scheme
- Parking in the new development – total of 110 car spaces including 3 accessible bays
- 6 coach parking spaces and 2 community parking bays
- Visitor and disabled parking bays provided in close proximity to the new building entrance
- Secure storage for 40 staff and students bicycles
- Entrance from Hastings Road remains as main vehicle access point – new pedestrian path for students and visitors with direct access to the building; new vehicle barrier to existing vehicle access point
- Pedestrian and cyclist access point from Waterloo Road retained and enhanced
- New on-site lay-by for school deliveries
- Please refer to construction phase board to see how disruption with regards transport arrangement will be managed and minimised during the construction period

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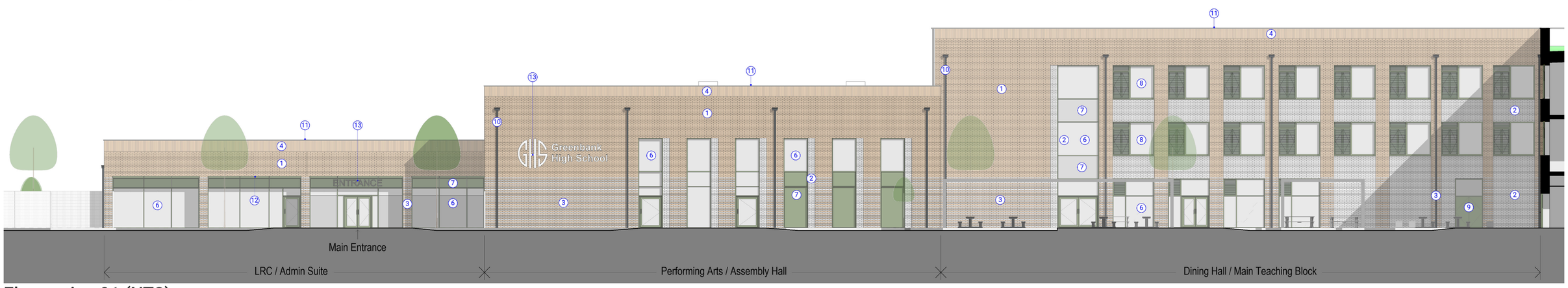
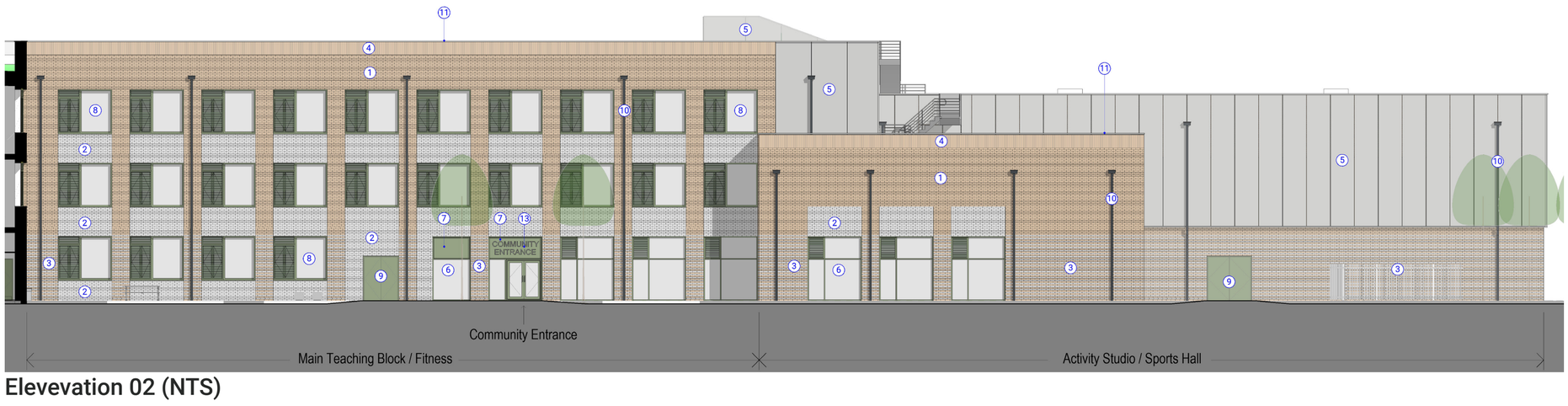
Redevelopment of existing campus

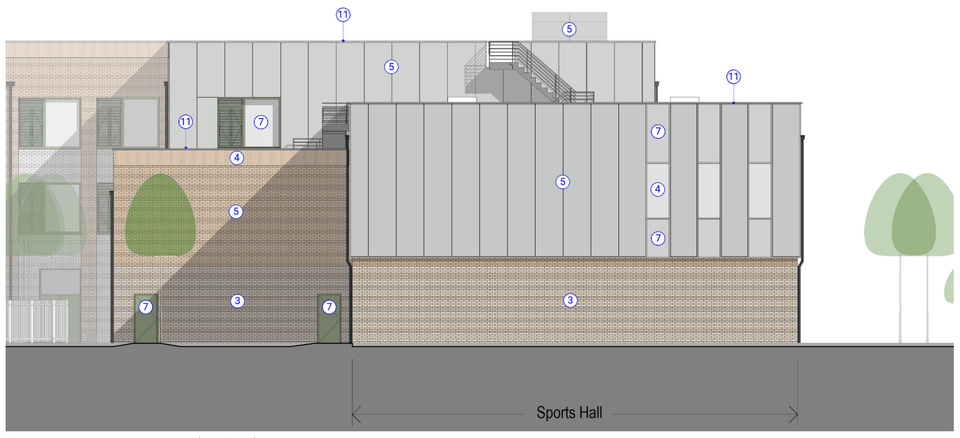
External Appearance



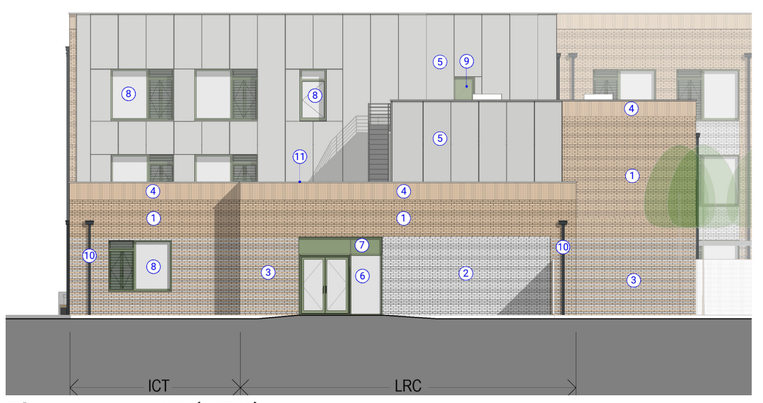
Elevation 01 (NTS)



Elevation 02 (NTS)

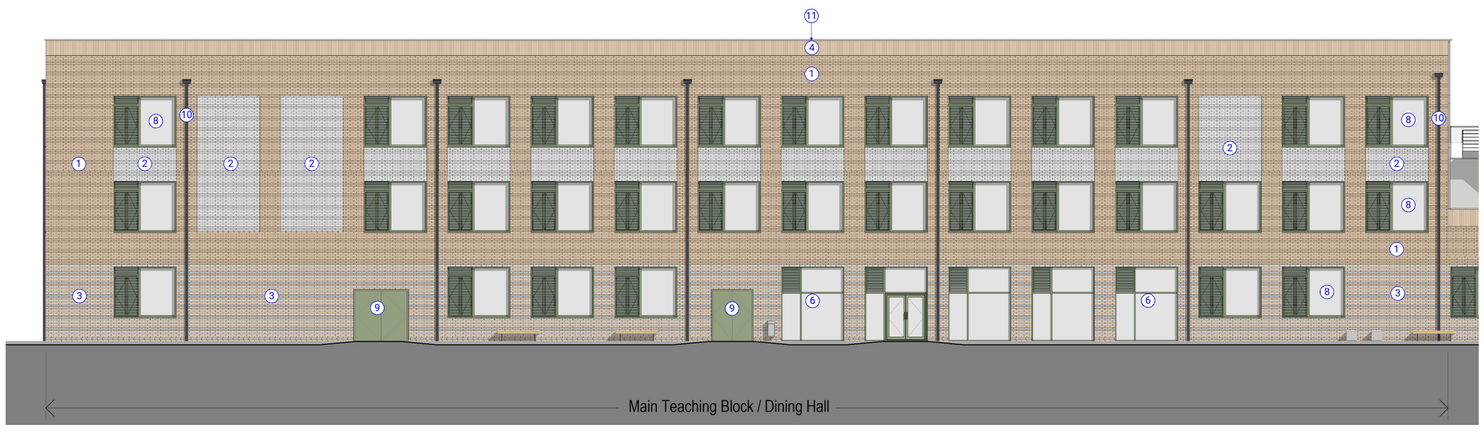


Elevation 07 (NTS)

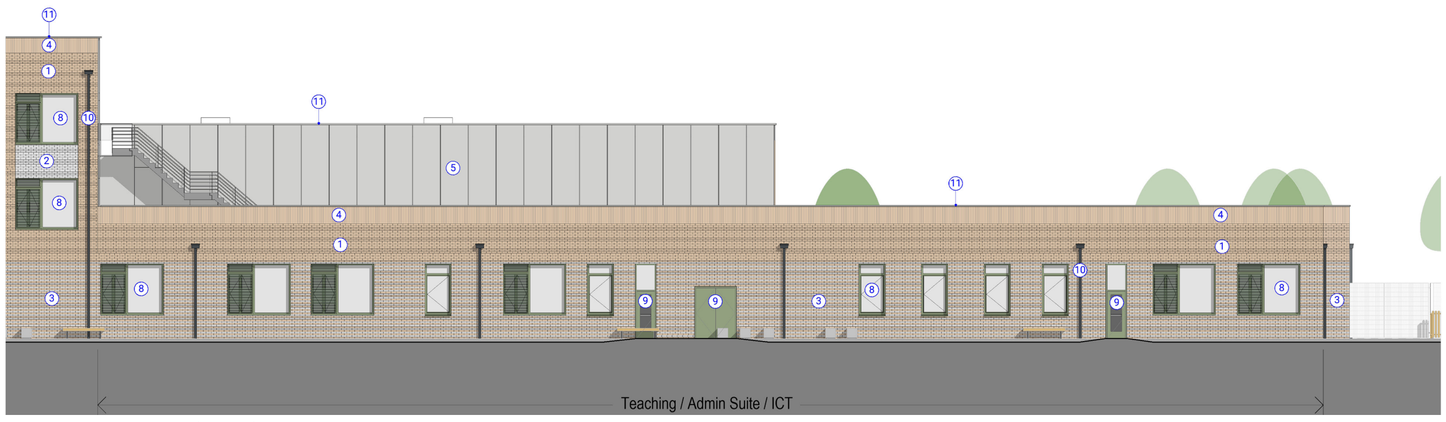


Elevation 03 (NTS)

Elevation 04 (NTS)

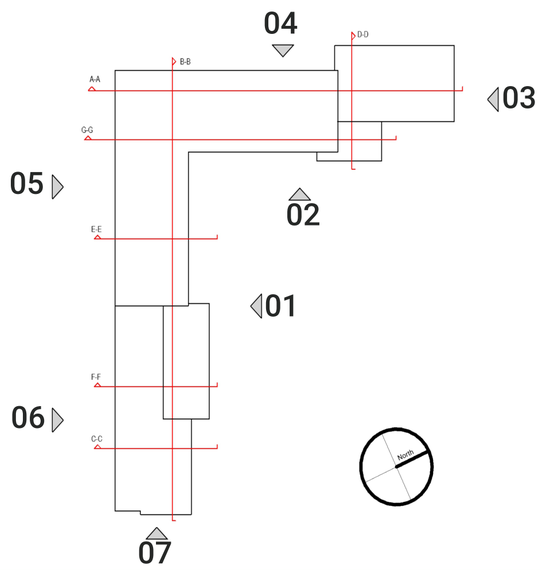


Elevation 05 (NTS)



Elevation 06 (NTS)

1. Type A Buff Brick
2. Type B Grey Brick (15 mm Recessed)
3. Type C Alternating Buff/Grey Courses (Flush)
4. Type D Soldier Course (Buff)
5. Vertical Cladding
6. PPC Curtain Walling system
7. PPC Aluminium Spandrel Panel
8. PPC Aluminium Windows
9. PPC Aluminium External Doors
10. PPC Aluminium Rainwater Goods
11. PPC Aluminium Copings / Cappings / Flashings
12. PPC Aluminium Cassette Soffit
13. External Stainless Steel Signage



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Mechanical, electrical and environmental strategy

Biophilic Design

We have considered the concept of Biophilic Design within the site planning. It is a term, meaning love of nature, used to describe our deeply rooted, emotional connection to nature, natural systems and living things. The theory, based on years of evidence-based research of living and working situations, suggests that because humans evolved in natural environments, access to quality nature is essential to our happiness, sense of belonging and overall well-being. With increasing urban living this connection is becoming weakened.

The benefits of adopting this approach has been assessed to;

- **Increased productivity**
- **Faster healing** times
- Reduced staff turnover
- **Enhanced creativity** and **reduced stress**
- **Improving social interaction** and reducing hostility

And specifically, within an educational environment

- **Increased rates of learning** at schools by 20-25%
- **Improved test results** and **concentration levels** at schools

Water Efficiency

We have designed the water systems to operate as efficiently as possible

- Dual flush WCs **reduce water consumption**
- Water saving devices will be installed on showers and taps
- Water storage has been sized to balance storage volumes with a good level of water turn over to eliminate the risk of stagnation

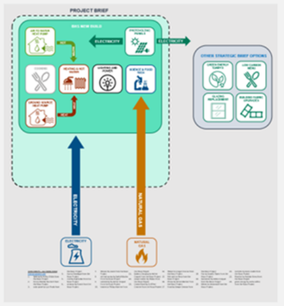
Low Carbon Technology

An appraisal of low and zero carbon technologies has been undertaken with the following options considered;

- high efficiency **ground source** and **air source heat pumps**
- **LED lighting**
- Heat pumps to heat hot water
- **Photovoltaic panels**
- **Low energy fans** providing great indoor air quality

The proposals are currently based upon using heat pumps to provide all the heating and hot water requirements to the site. Energy modelling has been undertaken, based on benchmarks to determine indicative load profiles for heating and electrical energy.

Low energy and maintenance LED lighting will be used throughout to drive down energy use and reduce on-going maintenance costs



Extensive use of photovoltaic panels offset the building's carbon emissions.

Controls

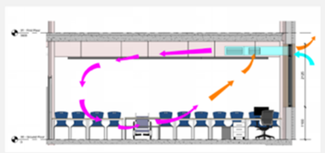
We have included a central Building Management System (BMS) to control and operate all the HVAC plant. The BMS will provide the following;

- **Optimisation of all systems** to **maximise efficient operation** and running
- **Nighttime cooling** of occupied areas to **reduce risk of overheating** in summer
- Variable speed controls to **reduce energy consumption** during low occupancy or out of hours
- Classroom controls are s**imple and** intuitive. User controls are provided to ensure the **systems are easy to operate and** generally run autonomously.

Heating Systems

We have selected heating systems to suit the needs of each space. Several different systems will be installed as follows;

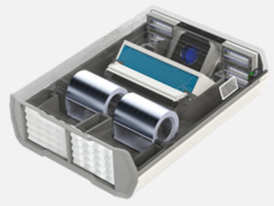
- Warm air heating to give a **high level of thermal comfort** in the classrooms. This gives a **dependable, flexible** and **easy to use** solution for teachers.
- Underfloor heating to Sports hall, Drama, Main Hall and Dance/Activity Studios gives **good levels of thermal comfort**
- Warm air heating to changing to **maximise flexibility of the rooms**



Heat Recovery

Heat recovery will be provided on all ventilation systems where possible providing;

- **High efficiency** heat recovery from exhaust air to pre-heat fresh air for occupants
- Thermal wheels or counterflow heat exchangers **provide up to 80% efficiency** to **minimise heating requirements** from the main heating plant.
- Ventilation plant will include bypass systems to take benefit from **'free cooling' when available**



Green Roofs

Areas of the roof will be designed to include bio-solar roofs. These combine extensive green roof systems with a photovoltaic array to provide a bio-diverse roofscape that generates on-site energy to reduce carbon emissions.

Extensive green roofs have the following benefits;

- Improved **thermal mass** to regulate the building's temperature, and stabilise roof temperatures for maximum PV panel efficiency
- Increased **bio-diversity** on the site - vegetation provides a home for smaller wildlife as well as insects and invertebrates

Sustainable Urban Drainage

Our strategy for drainage is to provide a sustainable solution that maximises the use of SUDs features to regulate water run-off from the site whilst enhancing the biodiversity and ecology of the external spaces. SUDs features include;

- **Permeable** paving/**Porous** surfacing to **provide water attenuation**
- **Underground attenuation tanks** used to **regulate water discharge** from site
- **Rainwater harvesting** to store rainwater on site, use for WC flushing and prevent local flooding

Lighting

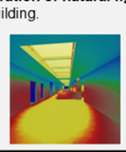
Artificial lighting to supplement the available daylight has been designed to be **energy efficient and simple to operate**.

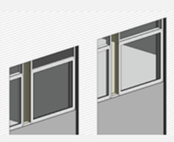
- Daylight linking will be included in all teaching spaces to **automatically dim artificial lighting in response to availability of natural light**
- Manual dimming and switch is provided to give **flexibility in teaching spaces**
- **High efficiency LED fittings** are proposed to **minimise energy consumption** from artificial lighting, when required.
- LED lights have long life expectancy so significantly **reduce maintenance and replacement costs**

Daylighting

We have carried out detailed assessments on both natural and artificial lighting for the project. A detailed **climate-based daylight model** has been produced to determine the availability of natural light to the teaching and learning spaces.

- Climate based modelling gives a more **robust indication of quality daylight** availability vs older, more traditional methodologies such as daylight factors
- Daylight linking will be included in all teaching spaces to **automatically dim artificial lighting in response to availability of natural light**
- Integrated window design to incorporate opening elements to supplement and enhance hybrid ventilation, **maximise penetration of natural light**, and to give **great views out** of the building.





Hybrid Façade Ventilation

The teaching areas within the building will be ventilated via hybrid façade ventilation units integrated into the window module and encased within a ceiling bulkhead.

- The units are designed to provide an **enhanced level of ventilation** and achieve **superior levels of thermal comfort**, both in summer and winter.
- Each unit will contain an LTHW heater battery to provide space heating to the classroom, and as units are located at high level, floor **flexibility is maximised.**
- The diffusers promote **good mixing** with air velocities to give **high levels of occupant comfort** removing the perception of draughty environments.
- Boost mode for warmer summer periods the unit will increase the fresh air rate based on the internal CO2 and temperature
- Night cooling mode to **securely pre-cool areas overnight**
- **Acoustically treated** to meet the requirements of BB93

Energy Performance

We have carried out detailed thermal modelling using IES Virtual Environment to determine the performance of the building with respect to **compliance with Part L** of the Building Regulations. The following design considerations have been made;

- We have followed the well-established **Lean, Clean, Green** approach to design, first considering good passive design, followed by energy efficient technology**, then considering renewable/green energy**
- **High performing thermal constructions** will be targeted, exceeding the minimum requirements of Part L.
- **Solar control glazing** will be used on the south, east and west facades to limit solar gains and maintain occupant comfort.
- High air tightness of 3m³/h/m² @ 50Pa will be targeted to **minimise heat losses in winter.**

An **A+ EPC rating is achievable** due to the inclusion of heat pump technology, low energy consumption and photovoltaic panels on the roof.
With high efficiency heat pumps, hybrid ventilation, and high efficiency LED lighting **a net zero carbon building** is achieved

Feedback & Next Steps

We would welcome your comments on the school redevelopment proposals. Comments can be provided by completing a feedback survey available at the consultation event, or by completing our online survey. The consultation information and online feedback survey are available at the following web address:

Consultation Web address: https://greenbankhigh.co.uk/

Alternatively, you can email or post your comments to the address below:

- C/O Peter Campbell, Planning Team, Tetra Tech, 11 York Street, Manchester, M2 2AW
- Email: consultationpagesUK@tetratech.com

Closing Date: Sunday 15th March 2026

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Department for Education