

Planning Officer's Report – LDCA AUGUST 2020

APPLICATION	2020/42 – Proposed Covered Way
PERMISSION SOUGHT	Permission in Full
REGISTERED	27 th May 2020
APPLICANT	PMU, SHG
PARCEL	SCOT0413
LOCALITY	St Paul's Primary School
ZONE	Intermediate
CONSERVATION AREA	None
CURRENT USE	Vacant Area within the School
PUBLICITY	The application was advertised as follows: <ul style="list-style-type: none">▪ Sentinel Newspaper on 5th June 2020▪ A site notice displayed in accordance with Regulations.
EXPIRY	19 th June 2020
REPRESENTATIONS	None Received
DECISION ROUTE	Delegated / LDCA / EXCO

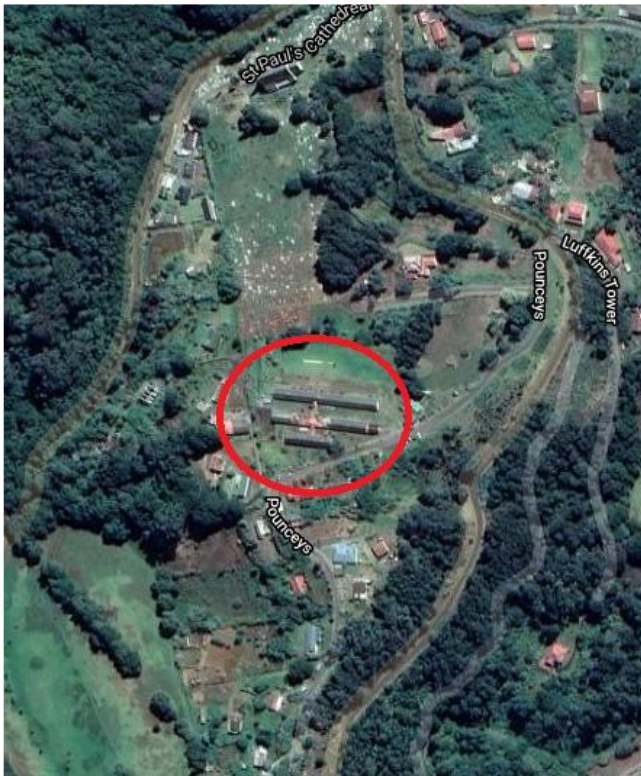
A. CONSULTATION FEEDBACK

1. Sewage & Water Division	No Objection
2. Energy Division	No Objection
3. Fire & Rescue	No Response
4. Roads Section	No Objection
5. Property Division	No Response
6. Environmental Management	No Objection
7. Public Health	No Response
8. Agriculture & Natural Resources	No Response
9. St Helena Police Services	Not Consulted
10. Aerodrome Safe Guarding	Not Consulted
11. Enterprise St Helena (ESH)	No Objection
12. National Trust	No Objection
13. Sure SA Ltd	No Objection

B. PLANNING OFFICER'S APPRAISAL**LOCALITY & ZONING**

The application site is St Paul's Primary School. The school site is south of St Paul's Cathedral and the cemetery. The proposed area of development is a disused area within the school boundary. The area on the western boundary of the school adjacent to access track that runs to the side of the school boundary

The School site is located within the Intermediate Zone and there no Conservation area designations in the area. St Paul's Cathedral is a listed building, however the proposed development is some distance away from the listed building to have any impact on the setting of the Cathedral building.

Diagram 1: Location Plan

The school is arranged three building that are arranged parallel to each other on the southern side of the school with school playing fields to the north of the buildings. The main entrance from Pounceys in the south-east. There are number of residential properties to the southern side of the road (Pounceys) and on the western side of the access track that run south and west of the school respectively.

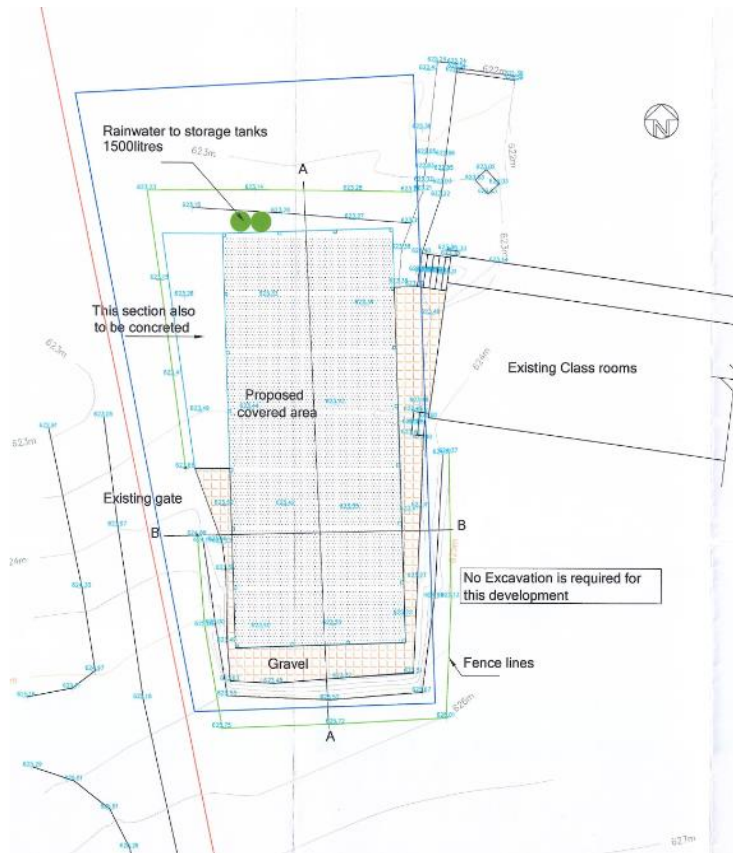
THE PROPOSAL

The applicant proposes to build a cover area for the children to provide protection from the weather during break and also for formal games areas for school lessons. Currently school has no hard play area that can be used, besides the grassed area and playing fields.

Diagram 2: Development Location



Diagram 3: Proposed Layout of Covered Area



The covered area will be 20.5m by 8.5m with a pitched roof. The height to the ridge will be 4.6m and 2.6m to the eaves. The construction of the covered area will be

number of timber posts to provide support for the pitched roof. On the length side the post will at 2.75m interval providing seven bays and at 2.65m interval on gable sides providing three bays. Both gable sides will be cladded with cement fibre boards and the four bays on the western side of north elevation will be similarly boarded. The roof covering will corrugated roof sheets.

Diagram 4: Proposed Elevations

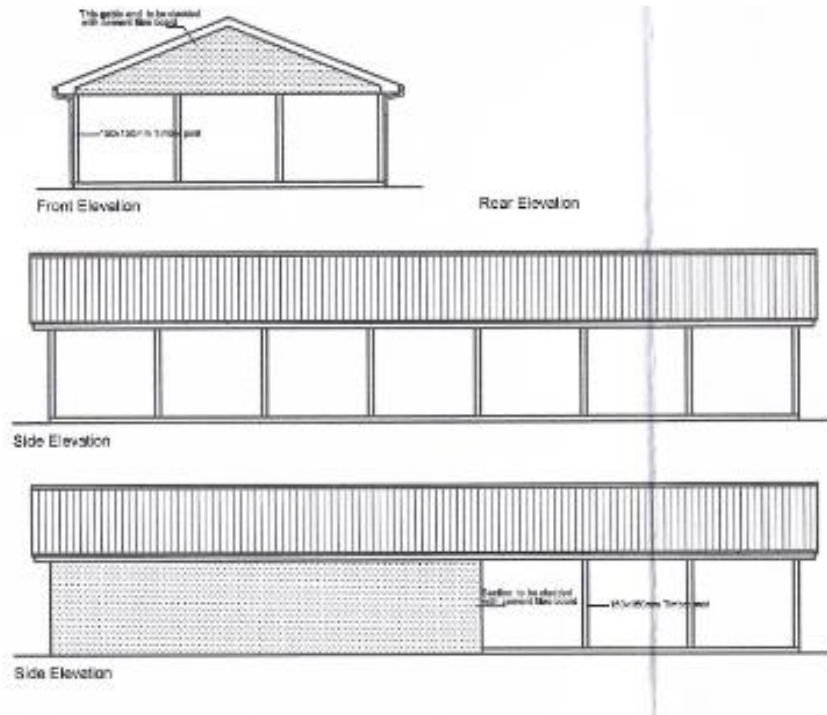
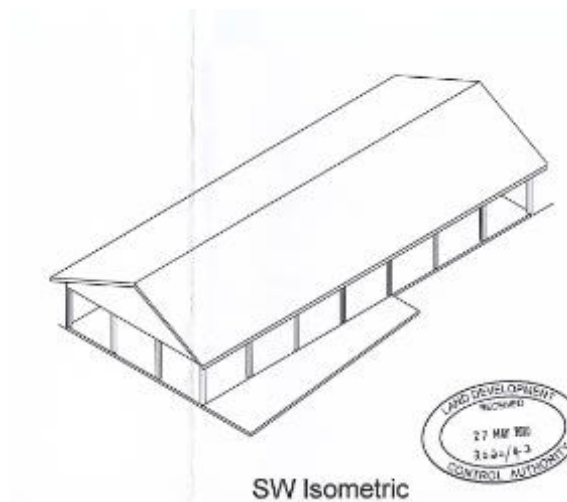


Diagram 5: Isometric Image of the Proposed Covered Area



POLICY CONSIDERATION

The proposed development is assessed against the LDCP Policies set out below:

- Intermediate Zone: Policies
- Sewage, storm and Drainage: Policies SD1 (b)

OFFICER ASSESSMENT

The proposed development of the covered area is a very simple structure of timber posts to provide support for the timber and metal rafters and truss to provide corrugated roof sheets. With closure of the western gable and a section of the southern side will provide noise barrier for the adjacent residential properties. There is some hedges and shrubbery along the boundary to the school that runs along the road and track.

The overall design of the structure is very much in keeping with the school buildings that all very linear shaped in their footprint with a pitched and gable ends and there are no policy issues in respect of the proposed development.