

7.1 UNDERSTANDING THE SITE

Context

- The primary school (1) site is located in the Eastern Neighbourhood of Northern Arc, on the southern side of the Neighbourhood Centre.
- The primary school is a feeder school for the new secondary school (2) to the north of the new development.

The character of the neighbourhood:

- Offering a primary school, secondary school, community centre and neighbourhood centre.
- Civic node.
- Formed of attractive and well-connected links and spaces, where people will want to walk and cycle.

Scale

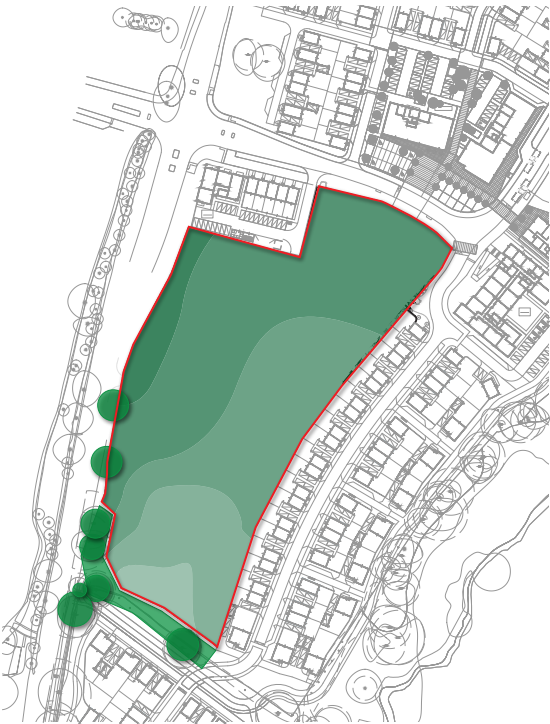
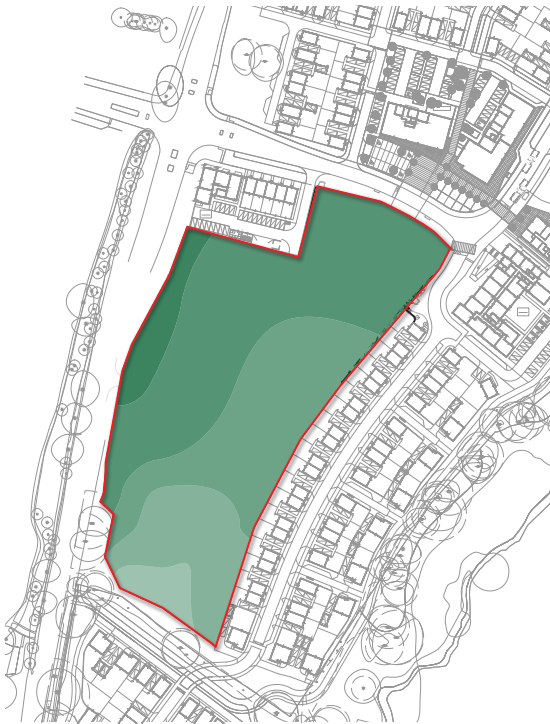
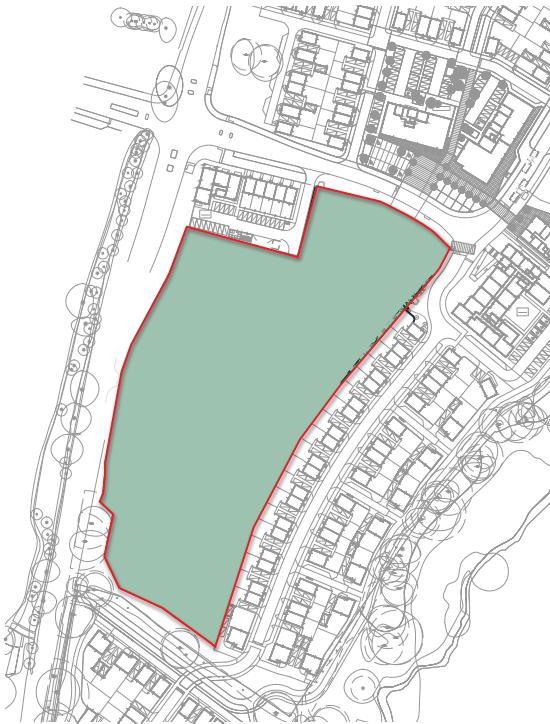
- The site is approximately 250m x 100m.
- The project red line boundary measures - 21,846 sqm.

Levels

Existing site grades from 26.0m on the western boundary to 23.0m on the southern boundary

Features

The site benefits from a group of established trees to the south and south west.



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School Building

The proposed school, single block building, will be located to the north of the site facing the public square, as per the wider masterplan proposals.

Adjacent Development

Proposed new homes to the east with rear gardens meeting the boundary. Residential block proposed to the north west; this area also includes a sub station.

Wider Masterplan

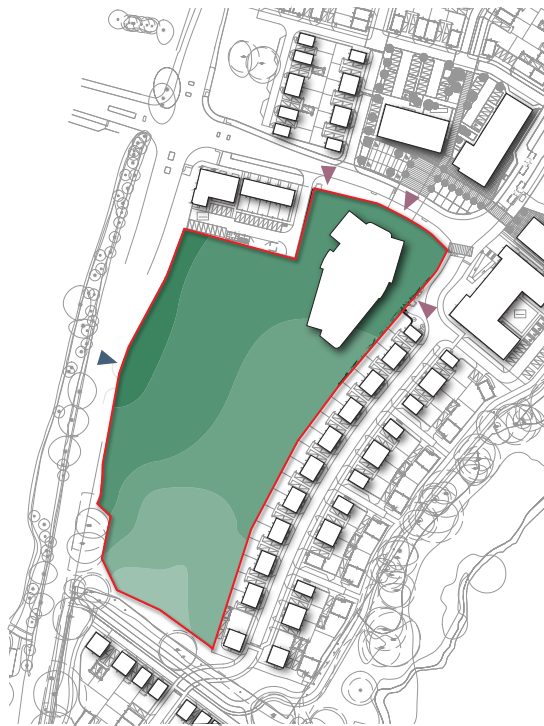
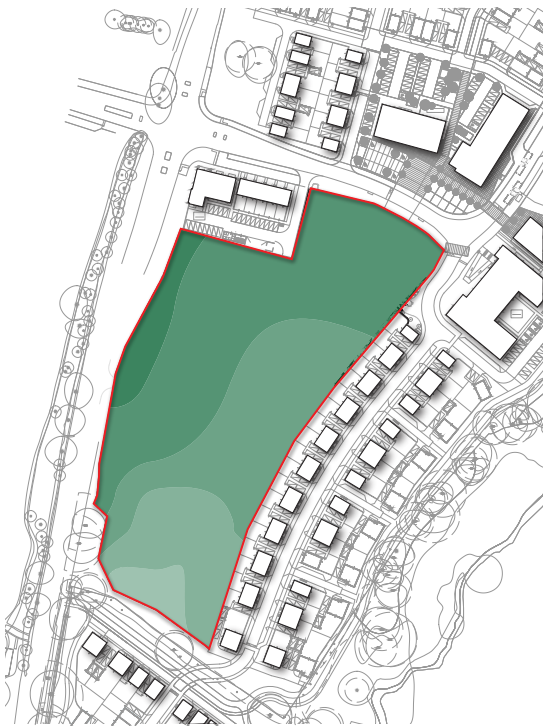
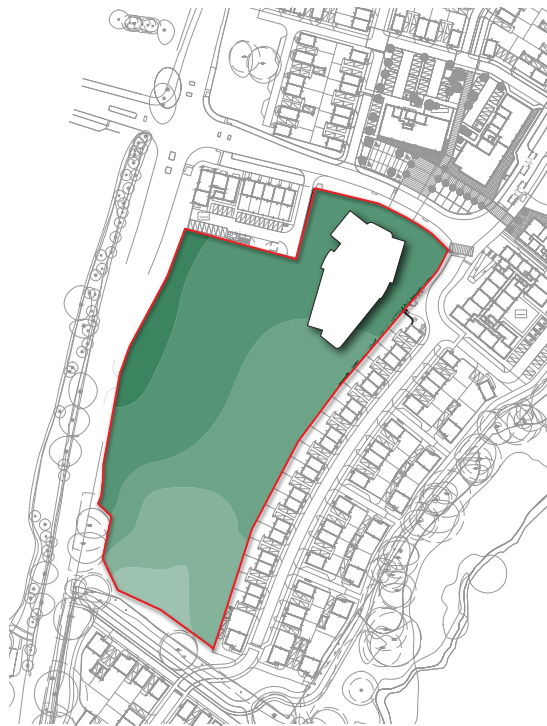
The aspiration is for students to live locally and to arrive sustainably on foot or by cycles. Vehicle drop off will be limited and via the public square to the school frontage.

Opportunities and Constraints

Due to the development of the residential site to the east the access road is now between homes rather than adjacent to the school. The original masterplan proposed vehicle access from the east. Due to the development of the residential plot to the north west and associated vehicle access, we no longer have the opportunity to access the site by vehicle from the frontage. These developments have led to vehicle access from Isaac's Lane to the west.

The site levels fall 1000mm across the frontage to the proposed homes on the east, also the EBLR levels are fixed as they have been constructed. In order to achieve level access the proposed FFL will need to be higher than existing levels.

To maximise the usable areas of the sports pitches it has been agreed to utilise landscape batters at 1:3 max to provide the largest possible 'level' area for sports.



In the absence of a School Specific Brief the external spaces will be developed in accordance with BB103, BB104 and The Green Guide which provides guidance on the design and specification of external spaces within the WSCC capital asset portfolio.

Green Guide Requirements

The design of the school grounds, including all Outdoor Furniture & Equipment, shall comply with the Equality Act 2010, and with all relevant and current European and British regulations, standards and policies. Particular attention should be paid to the most recent editions of:

- BB103 – Area Guidelines for Mainstream Schools
- BB104 – SEND and Alternative Provision: Area Guidelines
- Building Regulations: Approved Document M

All external school areas to be design to BB103 and BB104. The formal curriculum and the informal and social activities of pupils shall be accommodated by consideration of the following types of outdoor space:

- Soft Outdoor PE - The school-specific brief will dictate what sports pitches are required to meet curriculum needs.
- Hard Outdoor PE - Marked out for games such as netball and tennis should be provided in the form of Multi-Use Games Areas (MUGA) wherever possible. These should conform to design guidance published by Sport England
- Soft Informal and Social areas – Soft-surfaced areas, such as grass, grassed banks, meadowland and shrub or planted spaces.
- Hard Informal and Social Areas - external courtyards, hard-surfaced breakout spaces and pedestrian movement routes Wherever possible these should be constructed from permeable materials to avoid the need for additional drainage infrastructure and surface water attenuation.
- Habitat areas - To provide for a wide range of supervised activities, habitat areas could comprise meadowland, wildlife habitats (such as ponds), gardens and outdoor science areas to support the curriculum and improve play and recreational spaces. Types of habitat areas should be discussed with the client and service at early stages of design.
- Access areas – Paths, Cycle routes, public transport, drop off, delivery and bin storage, roads and parking.

SCC Requirements

Page 78 of BB104 states:

Net site area in SRP and Units pupils will share PE, social and habitat areas with the main school but there should be a separate protected area, with some shelter, directly accessible from the facility where pupils can have quiet time away from the main part of the school.

It does not provide guidance on areas required. We have based our assumptions on the following:

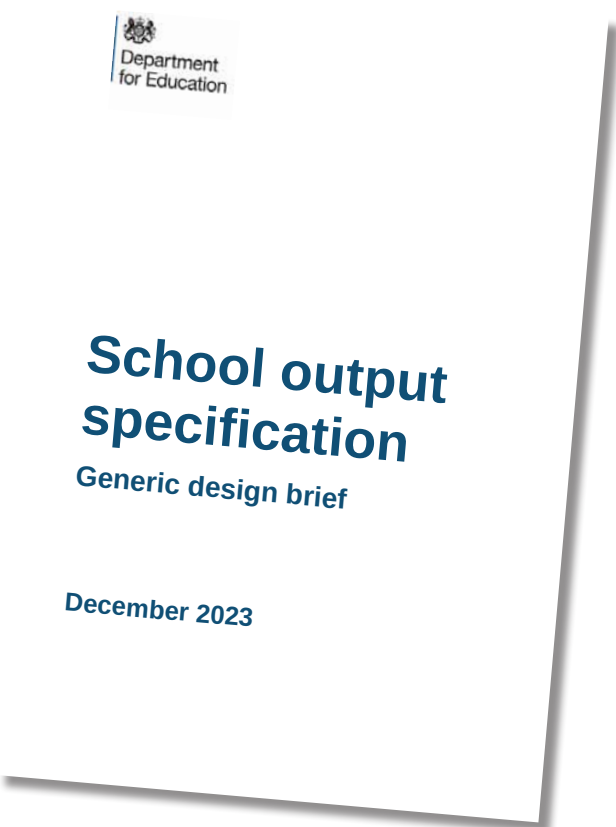
The table on Page 87 of BB104 illustrates the 'per pupil' allowance for each category of space. These figures are minimal compared to the base allowance of 600m2.

If we calculate the base allowance for a whole school, based on a 1 FE primary (7 classes of 8 pupils) that gives a total category net area of 600 + (7*8)*2 m2, or 712m2. If we then divide by 7 and multiply by 2 to calculate a 2FE, we get circa 200m2. However, a 2FE school, following the same rationale, would yield an area of circa 120m2.

We therefore propose to achieve a space between 120-200m2. The design for the space will be low-stimulus for calming / quiet reflection, a sheltered area for small group learning activities (such as story-telling) and a less-structured area for free play. The areas will be accessible to wheelchair occupants.

School Requirements

We have been working to deliver the DFE Employer's Requirements Part B: Generic Design Brief and there is no School Specific Brief for this school.



7.0 LANDSCAPE

7.2 UNDERSTANDING THE REQUIREMENTS

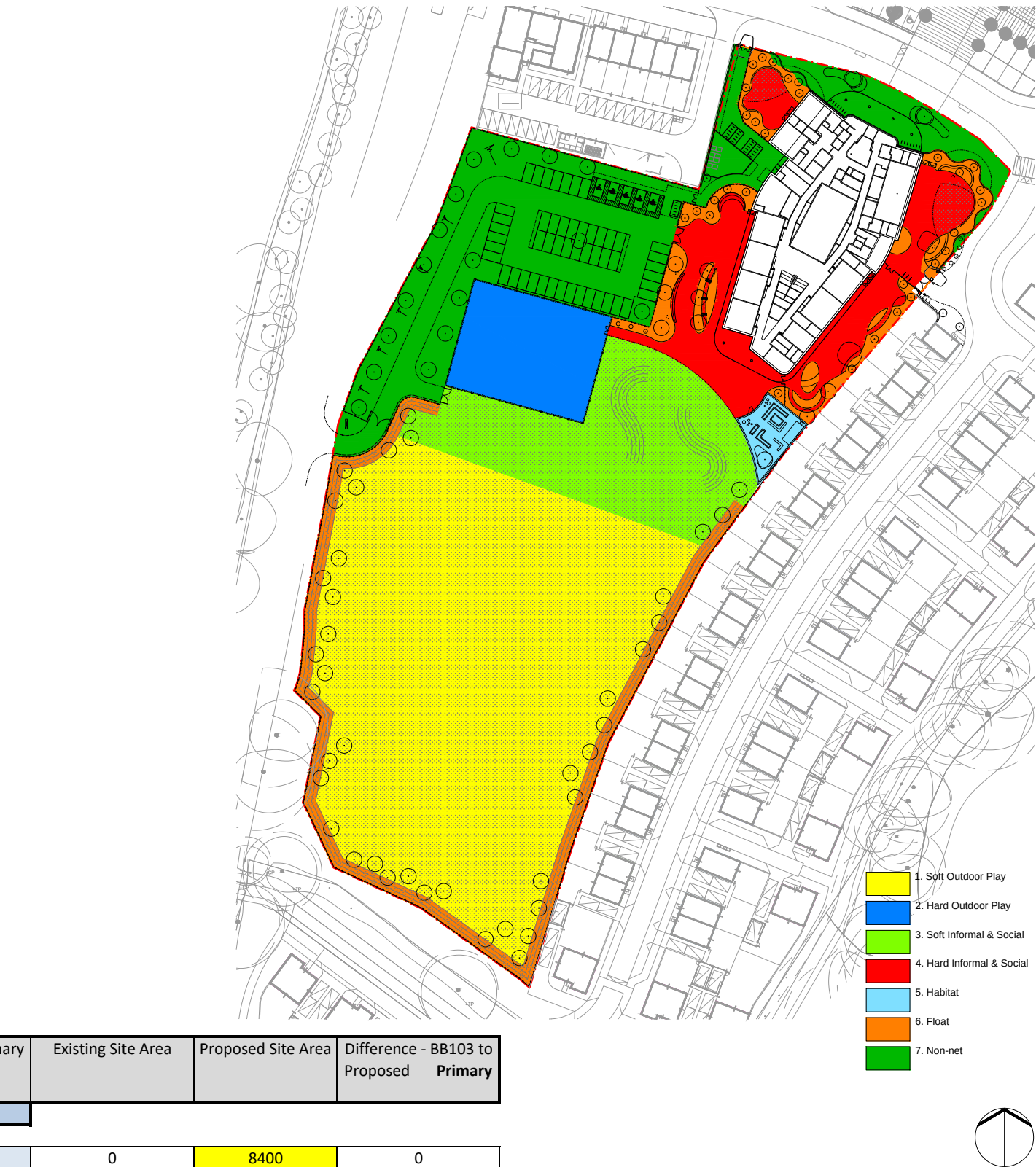
BB103 Requirements

The following information has informed the completed BB103 calculations:

- 2 Form Entry
- 420 (Reception – KS2)
- 52 Nursery Places
- 16 (Special Support Centre places)
- Total pupil design occupancy : 488
- The project red line boundary measures - 21,846 sqm.

The developing site proposals, illustrated later in the document, have been included for Proposed Site Areas.

Refer to supporting fabrik drawing to illustrate BB103 areas.



No of Form entry	2
No in class	30
Reception (infant)	60
KS1 (infant)	120
KS2 (junior)	240
Total Places	420

Recommended minimum site area	Base Area for any Primary School	Nursery	Reception & KS1 (infant)	KS2 (junior)	BB103 Total - Primary Only	Existing Site Area	Proposed Site Area	Difference - BB103 to Proposed Primary
Projected Pupil Numbers / Places		52	180	240	420			
1. Soft Outdoor PE	0	0	0	8400	8400	0	8400	0
2. Hard Outdoor PE	400	0	270	360	1030	0	1030	0
3. Soft Informal & Social	600	104	360	480	1544	0	2448	904
4. Hard Informal & Social	200	52	180	240	672	0	1743	1071
5. Habitat	0	0	90	120	210	0	210	0
Float	600	104	900	1200	2804	0	1817	-987
Minimum Net Site Area	1800	260	1800	10800	14660	0	15648	988
Non-net	350	52	180	1200	1782	0	4179	2397
Minimum Total Site Area	2000	312	2070	12000	16382	0	21846	5464

Maximum Net Site Area	2000	312	1980	12000	16292
Maximum Total Site Area	2400	390	2520	15120	20430

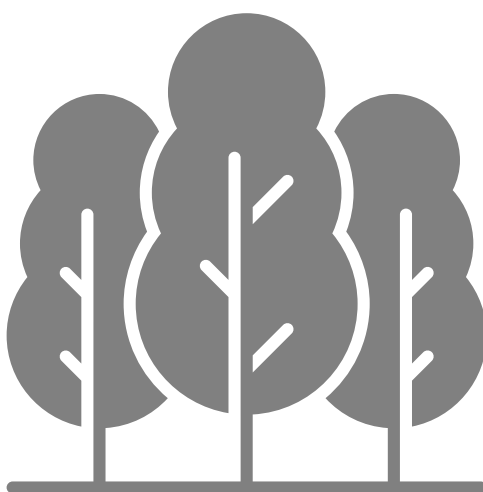
7.3 COMPLIANCE AND BENEFITS



High Quality Primary School Building



2FE
420 Pupils / 52 Nursery / 16 SSC



0 tree removed
100 trees added



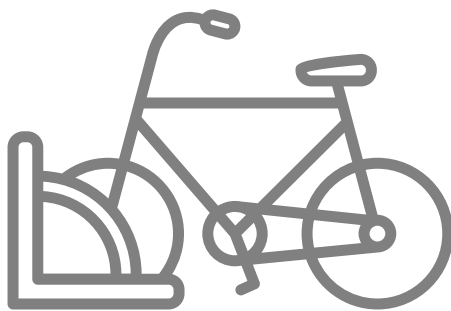
210 sqm of Habitat space for pupils



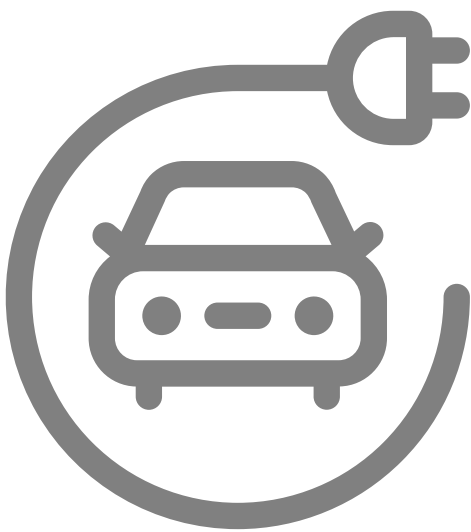
New planting areas and habitat creation



1,030 sqm MUGA
8,400 sqm playing fields



68 cycle parking spaces



54 parking spaces for staff and visitors
including EV charging