Planning Statement.
Exeter Primary School.

Infill to court yard.

The school is trying to achieve 2 extra classrooms for multiple use within the court yard and provide storage for the existing toys and games currently housed in various containers in the court yard. This will be below the mezzanine level and accessed directly from the hall.

Need - there will be no increase of pupils for this specific requirement nor staff, outside of the annual intake. The main propose for the enclosure is to provide additional, more flexible teaching spaces and how our proposals will improve the overall look and feel of the of the existing courtyard, making it into an internal space without obstructing the current lighting to the adjacent rooms.

The level is split as you access it from the corridor. This proposal can not be seen from any external point and does not have any adverse effect in planning terms on the schools existing setting or layout.

Extension to front Entrance.

This will provide extra office area and a formal reception in the main lobby of the school. The extension is an infill area to the front of the building utilising what is the existing buggy park. The buggies will now be placed on the opposite side of the entrance under a propriety shelter.

Need - again this is not because of an increase of pupils or teachers but a lack of private interview space and administrative area already needed for the existing facility.

Whilst this extension can only be seen from the pedestrian entrance gates it still is quite a prominent location. That’s why careful consideration has been made to ensure harmony between old and new. Exeter has had a relatively new extension provided and we tried to enhance this by linking some of the old to the new. This was easily achievable just by the small scale of the development and the design of which we purposely married into the existing.
Design and Access Statement

Proposed reception and office extension to the 1– Early learning centre. and alterations to the 2– Courtyard Enclosure.
at Exeter Primary School.

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1. Early learning centre

2. Courtyard
**Brief - Design Standards**

The following standards will apply to this project and therefore will influence the design process:

**Building Bulletin 99**: Briefing Framework for School Projects, published by the Department for Education and Skills, provides details of the latest accommodation standards for schools to meet modern curriculum needs. The key issues raised by the guidance reflect wider changes in the organization of the classroom:

- Changing teaching methods, including more interactive teaching, pupil-focused development and wider use of new technology, providing a stimulating learning environment.
- Provision of multipurpose space, including practical study rooms and space for small group teaching.
- Sizing and equipping rooms to enable a range of group sizes to be taught effectively in a single space. This may mean using moveable furniture and so on. A current example of this is the debate as to whether to have computers located in shared ICT suites or in larger classrooms and the consequent effects on floor areas, furniture, storage and so on.
- Providing for long-term flexibility, including:
  - **Room layout** - particularly narrow rooms that are difficult to space-plan as classrooms
  - **Storage** - sufficient, well-located, secure and non-secure storage for teaching equipment
  - **Design for long-term adaptation** - for example, using drywall partitions rather than load-bearing blockwork
  - **Achievement of a cost-benefit balance** when investing in high-cost solutions such as moveable partitions.

**CABE's design principles**

In addition to the practical issues raised by Building Bulletins, CABE has contributed to the school design debate by putting forward these key design principles:

- Good, clear organisation
- Spaces that are well proportioned, efficient, fit for purpose and meet the needs of the users
- Generous and well-organised circulation
- Appropriate levels of natural light and ventilation that offer good environmental conditions
- Attractive design
- Good use of the site that offers a civic building presence
- Appropriate levels of security with a variety of attractive external spaces
- Robust materials that are durable and attractive
- A layout that offers broad community access and use out-of-hours where appropriate
- Flexible design that will facilitate changes in policy and technology, which allows expansion or contraction where appropriate.

The main design parameters for services are detailed in Building Bulletin 87: Guideline for Environment Design in Schools, published in 2003. Typical criteria include:

- Heating to classrooms and administration areas to achieve 18°C, with 15°C in circulation and washroom areas.
- Ventilation rates of 8 litres/s/person in teaching areas and six air changes per hour in washrooms.
- Lighting to general areas of 300 lux, increasing to 500 lux for some practical work spaces. Entrances halls and stairs require 175-250 lux.
- Cold water storage should not exceed 25 litres per occupant. It is recommended that hot water temperature is limited to 43°C.
Introduction

Our client, the Exeter Primary School, has appointed us to prepare a planning application for 2 separate classrooms within the existing courtyard of the main school adjacent to the main hall, along with a small extension to the front of the early learning centre.

The two separate projects will be submitted under one comprehensive planning application and they are:

**Exeter courtyard enclosure**

The school is trying to achieve 2 extra classrooms for multiple use within the court yard and provide storage for the existing toys and games currently housed in various containers in the court yard. This will be below the mezzanine level and accessed directly from the hall.

**Early Learning Centre**

This will provide extra office area and a formal reception in the main lobby of the school. The extension is an infill area to the front of the building utilising what is the existing buggy park. The buggies will now be placed on the opposite side of the entrance under a propriety shelter.
Block Plan - Areas of works

Early Learning Centre - Front Extension

Exeter courtyard enclosure -
Site photos - Front Extension

Distant view of the lead up to the entrance of the early learning centre.

Approach indicating difference in ground levels.

Existing access to the buggy park, where the extension is proposed.

Underside of the existing buggy park where proposed space can be better utilised.

Showing different finished roofing levels in the existing design.

Current space behind buggy park which can be optimised.
Existing buildings - Front extension

The area being taken into consideration is overshadowed by a disabled ramp access and existing façade, various forms of vegetation coexist with some inaccessible space which can be better utilised.

It has a function of a parking space for prams and buggies when visiting the early learning centre.

There is a mixture of Architectural styles and elevations which infringe on the potential of this being a reception area.

The purpose of this document is to present our design process and the conclusions of that process, showing how we propose to provide a better use of the space, open up the area and introduce a cohesive form which compliments the building and performs the function required.
Design Development — Preferred option

This option takes advantage of the full space available after relocating the buggy park, access is more natural with a reception area to the right without infringing on the side building.

Consideration is given to the disabled WC, making it more accessible

- New reception
- Larger office
- View not inhibited by existing ramp
- All unused space is better utilised
- Overall look of the building blends in with the neighbouring elevations creating a solid look and identity.
Site photos - Enclosure.

- Showing existing split level access to the courtyard via a stone staircase.
- Shows samples of the existing services which will need relocating.
- Existing Foliage within the courtyard.
- Learning centre looking towards courtyard showing a higher level on one side of the courtyard.
- Access to the site through the learning centre.
- Existing access to the P.E. area from the internal courtyard.
Existing buildings

The area studied in this report consists of a small courtyard surrounded by an access corridor and activity hall. The level is split as you access it from the corridor.

The existing courtyard has some foliage and stone staircase with various services outlets such as rainwater and Heating and ventilation. It has a function as a storage facility for items related to adjacent teaching areas.

The purpose of this document is to present our design process and the conclusions of that process, showing how we propose to provide additional, more flexible teaching spaces and how our proposals will improve the overall look and feel of the existing courtyard, making it into an internal space without obstructing the current lighting to the adjacent rooms.
Design Development - Preferred option

- Retained access via multi-level stairs.
- Glazed link to form transition between existing and new building
- Mezzanine floor added to provide split level class room areas.
- Access from hall and corridor retained
- Three class areas can be achieved
- Velux windows installed to compensate for any loss of light penetration in toilet areas.
Design Development - Preferred option

The proposal encloses the existing courtyard space, making it more secure and suitable as an indoor teaching / display space.

The courtyard will be refurbished, in order to create a softer more intimate space.

A canopy is proposed to cover the courtyard space. This will provide an indoor environment; a place for students to congregate and socialise regardless of the weather. The courtyard can also be used as a display space for students course work.

The canopy is designed to float above the existing roofline, allowing the courtyard to remain naturally ventilated and to prevent overheating in summer. The canopy roof overhangs the existing roof so that rainwater can be discharged directly onto the existing roofs.

A mezzanine floor provides two levels of activity with a transition area leading to hallway. Which can be used as a separate space or opened to form a greater area.

Coloured render in natural shades.

New timber / steel canopy structure with translucent glazing.

Suggested durable timber effect flooring.

Aluminium / timber composite window system.
Preferred option—Continued.

The scheme aims also set the standards and possibly suggest a way in which the rest of the school building stock could be updated in future. It is envisaged to enhance the existing spaces and prove an valuable addition.

A selection of durable, natural, sustainable materials have been selected.

The proposed material palette is:

- **Roof**: Glazed roof maintaining the existing light in and re-directing water.
- **Walls**: New material used where possible to create a lively durable surface.
- **Windows & doors**: Aluminium clad high performance to match existing where possible.
- **Flooring**: Timber clad with rubberised insulation to minimise sound travel.

Large areas of glazing are shown on the courtyard elevations to make the most of the light available from the enclosed space, and high level windows are used on non-overlooking elevations to maintain the required lighting. Glass is used to mediate between the existing and new structures. This assists in meeting the requirements for day lighting and reduce reliance on electrical lighting.
**General Specification - Courtyard**

**Heating**
Under floor heating can be introduced or the stair-case space can be used to house additional heating requirements. It is envisaged the existing system has the capacity to provide any extra heating requirements, thus minimising the carbon footprint of the building.

**Ventilation**
The only area being compromised is the wall adjacent to the toilet areas, where overlooking will come into play with a mezzanine floor being introduced. This is counteracted by the use of velux windows. Some ventilation ducts may have to be introduced to the disabled toilet facilities.

**Daylighting**
Each adjacent room has a minimum of approximately 12sqm of glazing which equates to approximately 18% of floor area. This amount of glazing is in line with government guidelines and sufficient to dramatically reduce the need for artificial lighting.

**Building Fabric; insulation**
New external walls will be insulated in excess of building regulations requirements. The external walls where required will be re—constructed of traditional block work, with full fill 125mm cavities. The floors and roof will also be insulated in excess of building regulations requirements. High performance timber windows with aluminium cladding have been specified, where existing windows cannot be utilised.

**Building Fabric; embodied energy**
The choice of building materials has been based on knowledge of their sustainable credentials. Timber has been used where maintenance can be minimised. Hard wearing and durable materials such as a thorough coloured render have been specified due to their longevity and low maintenance requirement.

**Flexibility**
The new classrooms have been designed as large, open spaces with simple rectilinear geometry. This enables them to be adapted to a number of educational uses over time.

**Sound insulation**
As the room is going to be used for teaching near to an activity area care and consideration is to be given the passage of sound. Use of sound proofing materials will be introduced to adhere to building regulations related to the passage of sound Part E.

**Relocation of services.**
A best practise strategy will be adopted to ensure the balance cost and sustainability is effectively achieved by redirecting and re locating the services, to optimising the best.
General Specification - Early learning centre

Heating
It is envisaged the existing system has the capacity to provide any extra heating requirements, thus minimising the carbon footprint of the building.

Ventilation
Increased ventilation is introduced by the new openings and larger workspace, high level ventilation is proposed for the enclosure.

Daylighting
The opening up of the building introduces more light into the office and reception space. By changing the brickwork ramp to a glazed one has a positive effect on the outlooks. We have provided daylight studies for the enclosure as part of this document.

Building Fabric; insulation
New external walls will be insulated in excess of building regulations requirements. The external walls where required will be re-constructed of traditional block work, with full fill 125mm cavities. The floors and roof will also be insulated in excess of building regulations requirements.

Building Fabric; embodied energy
The choice of building materials has been based on knowledge of their sustainable credentials. Timber has been used where maintenance can be minimised. Hard wearing and durable materials such as a through coloured render can been specified due to their longevity and low maintenance requirement.

Flexibility
Accessibility and the opening up of an area which had a specific use results in the new form being more adaptable for future changes, consideration has been given to the use changing again in the future.

Relocation of services.
A best practise strategy will be adopted to ensure the balance of cost and sustainability is optimised when relocating any existing services.

Disability access.
Option 2 increases the disability access the disabled toilet and baby changing facilities, as it is more readably accessible directly from the entrance.

Implications to school whilst under construction.

Front Extension
The current use of the area can be moved immediately to the new location which will free up the area for the new construction place to take place. Access can be via the front of the building with screens put up to protect the existing area from consequences of construction.

Enclosure.
As the is an element of excavation works it would be better to maintain an access through the existing hall to direct external access on the north part of the building. Protection will be necessary to all existing floors as machinery will be needed throughout the process.
Daylight analysis performed as on 15 March showing average amount of natural light entering new classrooms. Over 10% of natural daylight is well in the desirable conditions for learning when the minimum acceptable average amount is 5%.

Central roof lantern and high level windows allow for comfortable environment within the classrooms.