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Full planning permission is sought for a new teaching block at Standens Barn Primary School located to the north-east of the inner town area of Northampton. Its address is: Standens Barn Primary School, 77 Flaxwell Court, Standens Barn, Northampton, NN3 9EH.

Northampton is currently experiencing the beginnings of an increase in children of primary school age. In order to provide additional school places, Northamptonshire County Council (NCC) has concluded that a number of primary schools in the area be increased in size. Standens Barn Primary School is one such school which requires additional accommodation in order to expand.

The outline brief was to provide new accommodation for a Studio, Hall and two KS2 Yr6 classrooms, so that the school can enlarge from being a 1.5 form entry to a 2 form entry school. The new block also includes associated accommodation; WC’s, stores, plant room etc. Additional to this, the proposal also includes a covered link back to the existing building, some additional staff car parking, as well as provision of new hard play space.

The area of the whole school site is 1.63 hectares and the application site area is 0.502 hectares. The proposal involves a single-storey stand alone block located to the east of the existing school, with a gross internal floor area of 1593sqm.

Standens Barn Primary School is managed and maintained by PFI SPV Northampton Schools Ltd.

Consultation has occurred with the local authority, PFI SPV Northampton Schools Ltd, the School and governors as well as Northamptonshire County Council (NCC) planners and relevant consultees to the planning process. Refer to the Consultation section of this document for a summary of the consultation that has taken place.

This submission for planning approval includes a Design & Access Statement which explains the proposed extension and associated works and also details how the design of the proposal developed from the initial brief set by NCC.

A full set of drawings are also submitted, as well as the additional documents, required to meet local planning requirements as detailed in NCC’s County Council Regulation 3 Applications: Local List Requirements document. These are appended to this application and include: an arboricultural survey, noise impact assessment, drainage details, external lighting details, site investigation/contamination report, school travel plan and transport statement.

An additional document (Appendix A: Construction Management) describes how the proposal can be constructed whilst minimising the disruption to the school.

The accommodation provided in the teaching block are the additional spaces the school needs to increase from 1.5 to 2 forms of entry, as set out in Building Bulletin 99: Briefing Framework for Primary School Projects. The main principle of the design is to locate a pair of teaching spaces on one side of the building and main hall and studio on the other, with support spaces and circulation between. This concept is taken through into the form of the building; the roofs of the classrooms are pitched, as is the roof of the hall and studio on the other, with support spaces and flat roof. The building is designed to meet the aspirations of a modern teaching environment: to maximise natural lighting and natural ventilation and to reduce solar gains and energy use. The materials and colours of the proposal relate to their context – using the same brick and colours found on the existing school building. Refer to Design & Access statement for full details.
National, regional and local planning policies relevant to the proposal include the following:

- **National Planning Policies:**
  
  *Planning Policy Statement 1 - Delivering Sustainable Communities*

- **Regional Planning Policies:**
  
  *East Midlands Regional Plan (March 2009)*

Policy 2: Promoting Better Design is relevant to the proposal. Policy 2 states that the “layout, design and construction of new development should be continuously improved, including in terms of reducing CO2 emissions and providing resilience to future climate change”.

- **Local Planning Policies:**
  

The Local Plan for Northampton Borough defines the school site in its proposals Map for Billing Ward as a School/College Site. The area surrounding the school is identified as Residential. Policy E20 is appropriate to the proposal and outlines the following main principles, which it is believed the proposal meets. Refer to the Design & Access Statement and submitted drawings for full details of how the proposal adheres to this policy in terms of location, materials and character.

**PLANNING PERMISSION FOR NEW DEVELOPMENT WILL BE GRANTED SUBJECT TO:**

A) THE DESIGN OF ANY NEW BUILDING OR EXTENSION ADEQUATELY REFLECTING THE CHARACTER OF ITS SURROUNDINGS IN TERMS OF LAYOUT, SITING, FORM, SCALE AND USE OF APPROPRIATE MATERIALS.

B) THE DEVELOPMENT BEING DESIGNED, LOCATED AND USED IN A MANNER WHICH ENSURES ADEQUATE STANDARDS OF PRIVACY, DAYLIGHT AND SUNLIGHT.

Policy E40 could also be considered as relevant to the proposal, as it concerns reducing the likelihood of crime and vandalism, which is of high importance to the school itself and also of great social importance in the wider context. Refer to Secured By Design section of this document for full details regarding compliance with this policy. Policy E40 states that:

**PLANNING PERMISSION WILL NOT BE GRANTED FOR DEVELOPMENT UNLESS ITS DESIGN, LAYOUT AND LANDSCAPING PAY ADEQUATE REGARD TO THE NEED TO DETER CRIME AND VANDALISM.**
Public consultation
Public consultation is ongoing regarding the proposed expansion of the school to two forms of entry. This took place in line with statutory guidance regarding school expansions. Formal consultation regarding the increasing pupil numbers took place with a wide range of interested parties between 1st November and 24th December 2010. Five responses were received. These were all in favour of the proposed expansion. The public notice was issued on 21st January 2011; no objections were received in the 4 week period of representation.

Northampton County Council
Children & Young People’s Services
The brief for the project was set, and the design developed with conjunction with NCC through regular meetings, and discussions via email and telephone.

Northampton Schools Ltd
PFI SPV
Consultation throughout the development of the brief, and progression of the design via meetings, and discussions via email and telephone.

Amey
PFI facilities managers
Consultation throughout the development of the brief, and progression of the design via meetings, and discussions via email and telephone.

Standens Barn Primary School
Head teacher, Governors & Staff
Consultation throughout the development of the brief, and progression of the design. Consultation occurred through regular meetings, and discussions via email and telephone.

Northamptonshire County Council
Principle Development Control Officer, Planning Services
Consultation occurred regarding the principles and specifics of the design and the requirements of this planning application submission. A meeting was held on 14/07/11 regarding the proposal and regular discussions occurred via email and telephone.

Northamptonshire County Council
Senior Environmental Planner, Planning Services
Consultation regarding the arboriculture, ecology and landscaping of the site, via email and telephone. Refer to ecology and arboricultural sections of this report for further details.

Northamptonshire County Council
Archaeological Advisor
Consultation via email and telephone regarding archaeology and heritage of the site. Refer to Heritage/Arc haeology section of this document for further information.

Northamptonshire County Council
Highways, Transport & Infrastructure
Consultation regarding highways/transport via email and telephone. The transport statement was submitted in draft format, comments were received back from Highways and the report was then updated in line with these.

Environment Agency
Consultation via email and telephone regarding flood risk on the site. No flood risk assessment was requested. Refer to the Flood Risk section of this document for further information.

Sport England
Consultation via email and telephone regarding play space/sports pitches on the site. Refer to Sport England section of this document for further information.

Northampton Borough Council
Environmental Health
Consultation undertaken regarding the site investigation report and contamination. Site investigations were submitted to EH for their comment. EH concluded that the information should be submitted and they will advise if any further information is required.

Northamptonshire Police
Crime Prevention Design Adviser
The proposals were submitted for comment to the Crime Prevention Design Adviser, who had no objections to the proposals. Please refer to the Secured By Design section of this document for further details.

Design team
A full design team was appointed to develop the proposal and planning application submission. Those on the team were: main contractor, architect, structural engineer, M&E engineer, acoustician, arboriculturalist and traffic consultant.
An initial assessment of the site has shown that there are no Listed Buildings, Historic Environmental Assets, Scheduled Ancient Monuments, Conservation Areas, Registered Parks or Gardens, Registered Historic Battlefields, Sites of Specific Scientific Interest, mapped areas within the school site boundary. A copy of the map obtained from Northamptonshire County Council’s interactive mapping service is shown on the following page.

NCC’s Archaeological Advisor was consulted regarding archaeology on the application site. They confirmed that the school sits within an area that has not been subject to archaeological investigation, however the Historic Environment Record indicates a number of Roman pottery shards have been identified in the area to the east of the School. The proposed development therefore has the potential to contain as yet undiscovered remains possibly associated with the Roman period.

The Senior Environmental Planner at Northampton County Council has been consulted with regards to ecology on the school site. Their view is that the proposals are unlikely to cause any significant negative impacts on ecology or biodiversity habitats, and therefore an ecology report is not required for the site. Additionally it was advised that if any demolition of alteration to existing roofs occurs during construction then a bat survey will be required. Equally if any buildings, trees, hedges or shrubs are to be removed or are affected by the proposal between the months of September and February, a bird survey will need to be completed.

Sport England was consulted with regards play space/loss of pitches. They considered the proposal with regard to the policy document: A Sporting Future for the Playing Fields of England. They concluded that the proposal for the stand-alone teaching block would be constructed on an area which is separate to the main school playing field and is not used for sport, and therefore would be unlikely to raise an objection from them. Their advice and comments have been taken on board and incorporated in the proposed scheme.
10.0 Trees/Arboriculture

An arboricultural survey of the school site has been undertaken by Lockhart Garratt Ltd and a Tree Schedule (listing the trees within an influencing distance of the development proposal) a Tree Constraints Plan and Arboricultural Implications Plan have been produced. There are a number of trees located to the west of the proposed teaching block. The retention and protection of the onsite trees has been a focus of discussion between the arboriculturist and the design team. As a result the location of the teaching block has been moved to the east away from a prominent group of ash trees located on a bund. Therefore there is no direct tree loss associated with the proposal and no requirement for facilitation pruning. One small tree and a group of small trees that are low quality and have a low life expectancy have been recommended for removal as part of good arboricultural management. The loss of these trees would likely of occurred within 10 years regardless of the outcome of the planning application.

To protect the retained trees during the construction phase of the development, tree protection fencing specification and location has been outlined on the Arboricultural Implications Plan.

For further details refer to Appendix B.
A high priority for the school, the design team strove to integrate sustainable issues into the design vision of the scheme. A strong sustainable design agenda from inception helped to develop a new building which minimises embodied energy and energy in use, within the constraints available in the budget.

The client and design team believe that passive and low energy sustainable measures should be addressed beginning at the concept design stage; sustainability should not be a ‘bolt-on’; rather it should be embedded in the principles of the building. Once these passive measures have been fully utilised, the team can then decide on the appropriate renewable / low energy technologies appropriate to benefit the project.

Energy Use

Carbon emissions from energy use in buildings accounts for over 50% of our total greenhouse gas emissions. It can also be a significant financial cost for a building user. The proposed strategy for the new building at Standens Barn Primary School is summarised below.

(a) The scheme achieves sustainable design through construction measures through the incorporation of:
- Lower ‘U’ values, than minimum Building Regulations
- Lower design air infiltration than minimum Building Regulations
- Control of building fabric in relation to quantity of external glazing area
(b) The scheme achieves supply energy efficiently through specification of high efficient equipment:
- High efficiency luminaries and automatic control gear
- Introduction of heat recovery to mechanical ventilation systems
- Specification of high efficiency mechanical fans
- Installation of effective automatic controls (BMS)
(c) The scheme incorporates low carbon technology through the incorporation of Air Source Heat Pumps to provide a heating source. Through approximate calculations items (a) and (b) combined reduce CO2 emissions by 26% below the Target Value. With the addition of (c) low carbon technology, a further 14% reduction in CO2 emissions is achieved.

The combined effect of (a), (b) and (c) is an overall reduction of CO2 emissions of 40% which equates to 8032kg CO²/year saving below the TER value determined by SBEM calculations. Refer to the accompanying Energy Statement for further information and calculations.
Integrated Approach
From the project’s earliest stage the principles of Secured by Design have been followed: crime prevention and security issues have been considered throughout the design. These have been discussed with the Head teacher and governors of the school and NCC.

Environmental Quality/Ownership
The surroundings of the school and its site are pleasant and the neighbourhood and local community friendly. Those who have ties to the school: pupils, parents, teachers and staff all take a great deal of pride in it and feel a great sense of ownership in it. Staff members are vigilant and the ethos of the school instils this vigilance into its pupils.

Access + Footpaths
At the beginning and end of the school day entry gates to the site are opened and monitored by staff and parents. Access to the school site other than at these times is controlled. Entry into the school building itself is secure and controlled, with visitors held in an entrance/reception area air-lock, only able to enter the building through an electromagnetically controlled door. During out-of-hours uses such as clubs or extracurricular activities, the classrooms/teaching areas are able to be secured so only the main areas of the school are accessible to visitors.

Lighting
External lighting is designed to provide a well lit exterior that promotes security, however simultaneously respects the surrounding buildings and minimising light pollution.

Natural surveillance
This concept is taken further as the interaction encouraged at the beginning and end of the academic day will promote natural surveillance from the community as well as the staff and teachers. The play space behind the school is visible from the windows of the classrooms and can therefore be monitored.

Specification
The proposed building materials are robust, secure and resilient to wear and tear e.g. brickwork, cladding panels and aluminium framed lockable double glazed windows on 100mm restrictors and doors. The building is located away from any boundaries so is not susceptible to vandalism etc.

Security
The new building will be alarmed, with both the security and fire alarms linked back to the existing building. All rooms will have PIR sensors for detecting movement in the event of a break-in.
# Design + Access Statement

## 1.0 Introduction

1.1 Introduction

1.2 Introducing the School

## 2.0 Context

2.1 Northampton UDP

2.2 Macro Context

2.3 Micro Context

2.4 Site Analysis

2.5 Expansion Options

2.6 Site photos

## 3.0 Design

3.1 Brief / Requirements

3.2 Concept (Use/Amount)

3.3 How it works (Layout)

3.4 How it looks (Scale/Appearance)

3.5 External Layout (Lanscaping)

3.6 Play Space Analysis

## 4.0 Access

## Appendices

A Construction management

B Arboricultural Survey

C Noise Impact Assessment

D Drainage / Foul Sewerage

E External Lighting

F Contamination SI Report

G Supplementary SI Reports

H School Travel Plan

I Transport Assessment
Introduction
The primary-aged population of the area served by Northampton Town primary schools has increased because of a recent rise in the number of annual births. An assessment has been made by Northamptonshire County Council to identify the primary schools where expansion could be possible. An additional intake is required for the beginning of the 2012 academic year.

GHM Rock Townsend has been commissioned to realise the potential expansion opportunity for Standens Barn Primary School.

The intention of this report is:

// To realise the potential of the school in order to meet the increasing demand for child places within the catchment area and also to encourage, promote and improve the services available the community.

// To realise the potential areas appropriate for development to suit the educational requirements of the school whilst maintaining external play space.

// To work in conjunction with Northamptonshire County Council, Northampton Schools Ltd. and Galliford Try in order to deliver exemplary, cost effective and sustainable buildings.
Standens Barn Primary School is located in the suburb of Little Billing. In 2005 it was enlarged to a full primary school. Prior to this expansion it was known as Standens Barn Lower School. It changed its name when it was enlarged its intake capacity to become a primary school.

Standens Barn Primary School is a 1.5 form entry mixed primary school for children aged 3-11. It is located in the east of Northampton in a site bounded on four sides by residential properties with access off Flaxwell Court. The school’s intake is from a diverse range of social, economic, cultural, religious and ethnic backgrounds. The majority live in the locale, with a few travelling in from further afield in Northampton.

It is proposed that the school be enlarged in size from 1.5 to 2 forms of entry (with its first additional intake in September 2012); eventually providing 420 places over 14 classes.

Through discussions with the school and local authority, and due to the constraints of the site it has been agreed that a new stand-alone building be constructed to house two new classrooms, a new hall and studio space (and associated support accommodation).
SB / 2.0

Context
Design + Access Statement

2.1 Northampton UDP

KEY

GENERAL
- Northampton Local Plan Boundary
- Central Area site Boundary
- Development Site - with alternative, or revised land use proposals (reference is to the policy in Chapter 2 of the Written Statement).

ENVIRONMENT
- Green Belt E4
- Site of Aided Nature Conservation Value E12
- Local Nature Reserve E3
- Locally Important Landscape Area E9
- Conservation Area E26 E27
- Proposed Woodland E10
- Scheduled Ancient Monument E38
- Area of Acknowledged Archaeological Value E37 E38
- Area of Site of Special Scientific Interest E1
- Principal Corridor of Travel - Landscape E14

HOUSING
- Proposed Primary Residential Development H1 H2 H3 H4 H5 H6 T4 L4
- Proposed Primary Residential Area H6 H11 H19 H26 H31 B18 B19 T11
- Site for Future School H2
- Wotton Trading Estate H3
- Upton H1 H6 T4 T15 R11
- Berrywood H4 T6 T15 R11 L20
- Kings Heath H5 T5 T15
- Curlews Policy H9
- Metropolitan Multi-Occupancy Policy H31

BUSINESS, INDUSTRY AND DISTRIBUTION
- Existing Business Area B2 B3 B6 B14 B24 B31 B32 T14

TRANSPORTATION
- Road Proposal - Safeguarded Route T3
- Road Proposal - Safeguarded Corridor T3
- North West By-pass Phase 1 T3
- North West Bypass - Town Centre Link T5
- Kingsbury Way and Link to Junction T3A T3
- Beaconsfield AS28 Link T8
- Existing Cycle Route T20
- Proposed Cycle Route (subject to further evaluation) T20
- Safeguarded Rail Corridor T14

RETAIL
- District/Local Centre R1 R2 P12 P13
- Large Scale Retailing Location R1
- Local Centre Proposal R11

LEISURE AND TOURISM
- Existing Recreation/Leisure L1
- Proposed Recreation/Leisure L26
- School/College Site L3
- Eden
- Northampton Golf Course Policy L10
- Kings Road Golf Course Policy L11
- Community Hall L13
- River Valley Policy Area L16 L20 E2
- Peart Nature and Grand Union Canal Policy L47
- Large Major Area - Water Safety Professionals L38
- Large Water Area - Nature Conservation L19
- Linton Hill Country Park L20
- Weston Hill Conservation Park L37
- Allocation Site L24
The area around the school in general is mainly residential. Access to the school site is off Flaxwell court, where there is a pedestrian access gate onto site as well as a vehicular gate into the car park. The car park offers limited numbers of on-site parking for staff, disabled staff and visitor spaces, as well as delivery parking. Refuse bins are located here also.

The map above outlines the development plans around the school site as part of the UDP [Unitary Development Plan] for Northampton.

As can be seen above, the site is not located within or directly adjacent to a conservation area, nor are there any listed buildings on the site or nearby.
The existing school has had a number of additions in the form of extensions and reconfigurations. The most recent works adding classroom spaces.

The school currently has 25 car parking spaces (including 3 disabled/mobility standard spaces). There are quite a few trees scattered around the site, none of which have a tree protection order.

The existing building is located at the northern end of the school site, with the car park above further north and hard play area extending around two sides of the building (to the east and south). Beyond the hard play area is a grass soft play area with pitch and trees scattered around the perimeter of the site.

The accommodation of the existing building is arranged around two central courtyards, one of which is a memorial garden, the other play space for the reception classes.

The teaching classrooms are arranged around the perimeter of the building, with classrooms facing all aspects. Almost each pair of classrooms have their own associated WC’s, which also provide the access route from classroom to external play space.

The main entrance of the school and administration/office areas project from the eastern corner of the building, with the main hall beyond this, adjacent to the memorial courtyard. The hall doubles as a main circulation route thought the building.

Although the existing arrangement is reasonably successful, it causes difficulties when considering the ideal location to extend the building to provide the additional accommodation required in order to enlarge the school to 2 forms of entry.

Due to the layout of the existing building, with the classrooms arranged around the perimeter of the building, there are very few locations where a circulation route could be extended to serve the new accommodation. The only location where this could occur, without circulation extending through an existing classroom is at the centre of the north east side of the building, and even then the new accommodation could not be sited hard up against the existing building as there is no space for this to occur.

Following initial exploration it was concluded that the ideal solution to providing additional accommodation is to construct a stand-alone block, linked back to the existing school building, if possible.
As discussed on the previous page, it seems logical for the additional accommodation to be a new stand alone accommodation block. There are a number of possibilities as to where the new block could be located. The three possible locations considered are shown on the above plan. These options were discussed at the feasibility stage of design; the pros and cons of each option were considered.

The analysis of the options are as follows:

On the face of it option (a) appears to be the best suited location as it is close enough to the circulation route of the existing building to be linked to it. This location does however have a large cluster of trees nearby, which any design will have to take into consideration. It also displaces an existing area of hard play. There is a slight change in level between the existing building and options (a), (b) and (c), as the land slopes away from the building. Options (b) and (c) both have similar potential. Although both locations are clear from obstructions, both would have to be constructed as entirely stand-alone blocks with no link to the existing building, which is not ideal.

Therefore at this stage it was decided that both options (b) and (c) be ruled out, and option (a) developed further, as the most appropriate option.
The next stage in the design process was to develop the new building layout further. It was decided that the new block should contain two KS2 year 6 classrooms and a new hall with adjacent studio, as well as all associated support accommodation. This block is to link back to the new building via a covered link. The design developed during the feasibility study is shown reproduced above.
Photographs: On Site
Photographs: Off Site
The current 1.5 form entry school provides spaces roughly in accordance with those set out in the DCSF guidance document: Building Bulletin 99: Briefing Framework for Primary School Projects [BB99]. Based on BB99, the spaces required to meet space requirements of a 2 form entry school are main hall and 4 additional teaching classrooms with associated accommodation (such as WC’s and stores).

To determine the accommodation to be provided in the new block, analysis of the spaces within the existing building were undertaken, with consideration to the additional rooms the school needed to increase to 2FE. Also, considered is the requirement to group teaching classrooms correctly. (i.e pairs of year group classrooms next to one another.) Alongside this it makes sense to create a hierarchy of classrooms – based upon age so that there is a physical progression through the school as well as one relating to a child’s growth. With this in mind and with thoughts on the part of the school and the NCC on how they envisage the enlarged 2 form entry Standens Barn Primary school operating, it was concluded that the new block should house 6 classrooms, and a new hall and studio.

The diagram above presents the INGREDIENTS of spaces required by the school. Teaching spaces are paired on one side of the building, with hall and studio on the other side and support spaces between, with an axis of circulation between.

The COMBINATIONS diagram rearranges these spaces to illustrate the conceptual design of the scheme.
The basis of the concept revolves around the rationalisation of spaces. It was felt that this differentiation between the teaching and support spaces could be carried through to sections and elevations of the new block, rather than just exist in plan form.

The form of each block relates to its function. In this way the classroom block has a mono pitched roof, whilst the support spaces have a flat roof. The hall’s roof relates to both the practicality of getting natural light into the space, and an articulation of the form which fits with it’s volume with the profile of the classroom. From this point the building layout was developed through an iterative process of consultation, design and redesign.

The opportunity for the school to gain brand new teaching spaces gave the opportunity for the proposal to be designed to meet the aspirations of a modern teaching environment: to maximise natural lighting and natural ventilation; to reduce solar gains and energy use; and to create inspirational teaching and learning environments.
The spaces are arranged with the pair of yr6 classrooms and hall and studio sharing support spaces and circulation at the centre of the building.

The shared facilities include WC’s for boys and girls and a disabled WC (also for use of staff), and a cleaners store as well as a small plant room. The Hall also includes associated storage: a PE store and chair store. At the centre of the support space is the group/break out area, which also acts as circulation.

The principles of natural lighting and ventilation are realised through the design of the classroom spaces. They have a pitched roof which allows for high level windows at the rear of the classrooms, to not only introduce natural lighting to the rear of the spaces, but to facilitate natural cross ventilation. There are brise soleil to the mainly glazed front of the classrooms. A roof light brings natural light into the centre of the building, which is also naturally ventilated (an exception to this obviously, is the required extract in the WC’s).

All classrooms have external doors, as is usual in primary schools, allowing direct external access. The design of the hall also maximises natural ventilation and light.
The existing building is of buff/brown brickwork with areas of light green coloured render, and full height windows with dark green spandrel panels and dark green facias. Most roofs are flat, with pitched metal standing seam roof to the hall. The proposed new building relates to and directly responds to this and as such is mainly the same buff/brown brick as the existing building. The main teaching elevation is clad in cladding panel - the colours of which correspond to the existing building: the dark green shades of the spandrel panels and facias and the light green of the render. The pitched roof of the classrooms is finished in standing seam metal, which wraps down the facade at high level. Brickwork and cladding panels were chosen as it was felt these would best fit in with the context as well as be durable and secure. The windows are aluminium and the external doors are glazed.

At the time of submission, design of the new covered link between the new block and existing building is not finalised. The location and scale/height of the link is known (as shown on plan and elevation/section drawings), however the exact appearance of it is not determined at present. It is anticipated that full details of the covered link design be submitted either as an addendum to this planning submission or as a condition for approval.
Policy E20

The Northampton Local Plan Policy E20 states that:

PLANNING PERMISSION FOR NEW DEVELOPMENT WILL BE GRANTED SUBJECT TO:

A) THE DESIGN OF ANY NEW BUILDING OR EXTENSION ADEQUATELY REFLECTING THE CHARACTER OF ITS SURROUNDINGS IN TERMS OF LAYOUT, SITING, FORM, SCALE AND USE OF APPROPRIATE MATERIALS.
B) THE DEVELOPMENT BEING DESIGNED, LOCATED AND USED IN A MANNER WHICH ENSURES ADEQUATE STANDARDS OF PRIVACY, DAYLIGHT AND SUNLIGHT.

Compliance with policy E20 is detailed below:

Layout / Siting
As described in detail in sections 2.3 to 2.5 of this document, the siting of the proposal was directly a response to the form and layout of the existing building. The proposal’s layout also reflects that of the existing school with teaching spaces with largely glazed elevations at edge of the building, and support spaces behind.

Form / Scale
The proposal reflects the existing building in terms of both form (pitched and flat roofs – as those of the existing building) and scale (single storey, grouped classrooms, taller hall and studio). Refer to accompanying elevation and section drawings.

Materiality
The proposed materials and colours of the proposal are directly derived from those of the existing building. As detailed in section 3.4, the buff/brown brickwork is chosen to match that of the existing building, and the colours of the cladding panels to the classroom elevation relate to the varied shades of green found in the solid panels to the glazing and facia panels and light green render to the existing building. The standing seam roof to the classrooms and hall is as per the pitched roof of the existing building.

Privacy/Daylight/Sunlight
As detailed in the environmental strategy drawing in section 3.4, the use of natural lighting is maximised through high level windows to the rear of the classrooms, and in the hall, and overheating due to solar gains from the sun are minimised through the use of brise soleil to the largely glazed south facing facades to the classrooms. The building has few issues in terms of privacy, as it is not overlooked and there is dense vegetation to the north.
3.4

How it looks
The principle of the external arrangement is to enlarge the existing hard play area to the south of the building to provide space for two all weather courts. Land drainage is proposed for the north side of the grass pitch - as it currently experiences drainage issues and is therefore unusable for a large part of the year. Other play spaces remain as they are currently. There is a new area of hard-standing around the proposed block, which allows direct access outside and also provides a grounds maintenance route around the building - from the car park to the play space, to the south. Also the car park and the existing fence extended. There is a new gate added (for deliveries and maintenance access). A grassed area at the front of the site is re-laid as a hard surface waiting area. No trees are to be removed or affected by the new construction: the new building is located outside of their root protection areas.
3.7

Play Space Analysis

KEY

APPLICATION BOUNDARY: 5062m²
SCHOOL SITE BOUNDARY: 18012m²

EXISTING PLAYSPACE:

- TARMAC
- GRASS
- HARD PLAYSPACE: 2256m²
- SOFT PLAYSPACE: 9746m²
- GAMES COURTS: 588m²
- PITCHES: 1120m²

PROPOSED PLAYSPACE:

- TARMAC
- GRASS
- HARD PLAYSpace: 3033m²
- SOFT PLAYSPACE: 9031m²
- GAMES COURTS: 1166m²
ENTRERING THE SITE
All access arrangements are as existing condition.

Pedestrian / bicycle access
The site is accessed by pedestrians via gates from Flaxwell Court.

Pick up/Drop off
As is the current arrangement, during the peak times when parents gather to drop off or pick up their children at the beginning or end of each academic day, the entrance gates will be open and monitored by members of staff. Pupils and parents will be able to congregate on the hard play area.

Teaching hours
During teaching hours, the access gate off Flaxwell Court is secured, as are all the other access gates into the secure part of the site. Visitors can still access the car park area. Any visitors must enter the site via the secure entrance/reception area, with access into the school through an electromagnetically locked door.

Non-teaching hours
Subject to out of hours uses or holiday use the main entrance gates will be securely closed. All visitors will have to wait off-site for the facilities manager to allow them access.

PARKING
For this section the Northamptonshire County Council’s Parking: Supplementary Planning Guidance (March 2003) was consulted with regards to parking standards.

Cycling provision
NCC Planning guidance asks for 5 cycle parking spaces to be provided for every class at a primary school. Therefore in the case of Standens Barn Primary School this adds up to 70 cycle parking spaces, 5 for each of the 14 classes. NCC planners advised that this figure should be met incrementally, as required by the school. At its current 1.5 form entry size (365 pupils) 10 pupils currently cycle to school. It is hoped that once expanded to 2 form entry, pupils will be encouraged to cycle to school. Therefore it is proposed that an additional 10 spaces are to be added, providing 20 in total, an adequate number for the time being, with more to be installed to meet future requirement.

Car parking
Four additional spaces are proposed in the staff car park, to allow for the increase in staff numbers at the school. This figure came from the client brief from NCC. It is hoped that staff will be encouraged to car share, use public transport, cycle or walk to work.

Disabled Spaces / Mobility
Standard Spaces
There are disabled/mobility standards parking spaces provided on site to meet the standards set out in NCC’s Parking: Supplementary Planning Guidance(March 2003)

Delivery access / parking
All delivery vehicles to the school or school kitchen enter the school site off Flaxwell Court. Access to a dedicated parking space for delivery vehicles in the car park will be via an intercom and secure gate. There is space in the car park for vehicles to turn around.

MAINTENANCE
Refuse collection
The bin store is located adjacent to the Main site entrance (including for recycling bins). Refuse collection occurs via the Flaxwell Court site entrance. There is no change in location of refuse collection.

Service/maintenance access
The site to be accessed via the Flaxwell Court entrance, managed by the facilities manager.

EMERGENCY ACCESS
To occur via the Flaxwell Court site entrance.

INCLUSIVE ACCESS
The new building has been designed to provide an inclusive environment, in accordance with current legislation that provides for the need of all users.

Guidance referred to:
// The Building Regulations of England & Wales (most specifically Part M)
// Building Bulletin 91: Access for Disabled People to School Buildings (published by DCFS)

The building is designed to be fully accessible to all members of society, the design of the building is inclusive for children who may be dependent upon wheelchairs or have varying degrees of visual or aural impairment. All visitors access the building via the same entrance; no segregation occurs. The new building is fully accessible a disabled WC provided.

[Please refer to drawing SB-10 and Transport Statement and School Travel Plan for further details. It must be noted that the school travel plan appended to this application is not current. It is recognised that an up to date travel plan must be developed by the school and will be submitted as a condition of planning for approval.]
<table>
<thead>
<tr>
<th></th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Construction Management</td>
</tr>
<tr>
<td>B</td>
<td>Arboricultural Survey</td>
</tr>
<tr>
<td>C</td>
<td>Noise Impact Assessment</td>
</tr>
<tr>
<td>D</td>
<td>Drainage/Foul Sewerage</td>
</tr>
<tr>
<td>E</td>
<td>External Lighting</td>
</tr>
<tr>
<td>F</td>
<td>Contamination SI Report</td>
</tr>
<tr>
<td>G</td>
<td>Supplementary SI Reports</td>
</tr>
<tr>
<td>H</td>
<td>School Travel Plan</td>
</tr>
<tr>
<td>I</td>
<td>Transport Statement</td>
</tr>
</tbody>
</table>
This section outlines the contractor’s [Galliford Try Construction] initial site management plan for the delivery of the new accommodation block and associated works at Standens Barn Primary School.

It should be noted that Galliford Try successfully completed works to the school a few years ago, and therefore have very specific knowledge of building on this particular school site, as well as extensive experience of working on other ‘live’ school sites in the Northampton area.

This is a preliminary view of Galliford Try’s approach to delivering the scope of works outlined below and is based on their observation of the School site and its operation. It is intended to demonstrate in brief their approach and consideration given to the safe delivery of the project within the confines of an existing, live school environment and its surrounding environs.

Prior to commencement Galliford Try’s detailed proposal for the delivery of the works will be developed into a full Construction Phase Health and Safety Plan, detailed Risk Assessment and Method Statements according to legislation and best practice guidance and submitted for approval by the CDM coordinator.

Throughout we will refer to and seek approval of the management the School during the development of these documents.

**Accommodation and Set up**

Upon commencement Galliford Try will secure the area indicated in the Management plan drawing using ‘Heras’ type fencing. The line of which will vary depending on the stage of construction whilst being maintained as a secure boundary to unauthorised access for the duration of the works. Tree protection fencing will be provided as required. Safety signage will be installed at key places as identified.

Mobile site offices will be situated as indicated and, where space requires, stacked. Within these facilities will be offices, a suitable room for induction, canteen and drying room, secure storage and toilets. Drainage will, by preference, discharge to foul drain however where that is not practicable a tank will be used. Connection to mains services will be provided.

**Site works access**

Galliford Try’s resident Project Manager will agree specific access constraints with the School prior to commencing on Site. Access to the site will be through the existing campus gate which will be shared for the duration of the works from Flaxwell Court with timing of access restricted to avoid the School pick up and drop off times. All orders will be placed on the express proviso that the restrictions will be complied with. A sign will be positioned permanently in a prominent position immediately adjacent to the entrance gate to directly inform delivery drivers of the restriction.

An area for contractors parking will be provided within the boundaries of the school site.

**Sequence of works**

Works will commence with the earthworks to the field to extend the MUGA and the car park. The excavation of the school site will follow with the superstructure and envelope following.

Refer to accompanying drawing SB-13 for site layout.
### BS5837:2005 Tree Schedule

**Trees identified for removal**

<table>
<thead>
<tr>
<th>Tree No.</th>
<th>Species</th>
<th>Height (m)</th>
<th>Stem Dia (mm)</th>
<th>Crown Spread (m)</th>
<th>Height of Crown Clearance (m)</th>
<th>Age Class</th>
<th>Phys Con</th>
<th>Struc Con</th>
<th>Additional notes</th>
<th>Preliminary management recommendations</th>
<th>Action agreed with Northants County Council</th>
<th>Estimated remaining contribution (Years)</th>
<th>Ret Cat</th>
<th>RPA Radius (m)</th>
<th>RPA Area (m²)</th>
</tr>
</thead>
<tbody>
<tr>
<td>G1</td>
<td>Group of: 2 x Hawthorn (Crataegus monogyna)</td>
<td>up to 6.5</td>
<td>up to 230</td>
<td>av dia 6</td>
<td>1.5</td>
<td>Mat</td>
<td>Good</td>
<td>Fair</td>
<td>Fully mature specimens of tree like form. Both trees fork between 1.5-2m into dense crowns. Good condition with high retention value.</td>
<td>None.</td>
<td>Tree protection fencing.</td>
<td>20-40</td>
<td>B2</td>
<td>2.76</td>
<td>-</td>
</tr>
<tr>
<td>T2</td>
<td>Myrobalan plum (Prunus cerasifera)</td>
<td>9.5</td>
<td>270</td>
<td>4</td>
<td>6.5</td>
<td>3</td>
<td>2.5</td>
<td>1.5</td>
<td>Mat</td>
<td>Good</td>
<td>Fair</td>
<td>Main stem and crown a heavily weighted to the east. Otherwise reasonable.</td>
<td>None.</td>
<td>Tree protection fencing.</td>
<td>10-20</td>
</tr>
<tr>
<td>G3</td>
<td>Group of: Ash (Fraxinus excelsior) Pedunculate oak (Quercus robur) Field maple (Acer campestris)</td>
<td>up to 17.5</td>
<td>up to 350</td>
<td>av dia 7</td>
<td>2</td>
<td>Mid</td>
<td>Fair to Good</td>
<td>Poor to Good</td>
<td>Group located on a circular bund. Middle aged specimens largely in good contain. Overall a good feature worthy of retention. Majority of the trees are ash. Ash G3A has an included union at 2m that reduces life expectancy. Ash G3B has a small included union. Crown overhang to east is 5m.</td>
<td>None.</td>
<td>None.</td>
<td>Tree protection fencing.</td>
<td>20-40</td>
<td>B2</td>
<td>4.2</td>
</tr>
<tr>
<td>T4</td>
<td>Silver birch (Betula pendula)</td>
<td>12</td>
<td>235</td>
<td>3</td>
<td>3.5</td>
<td>4</td>
<td>3</td>
<td>1.5</td>
<td>Mat</td>
<td>Fair</td>
<td>Good</td>
<td>Good form in reasonable condition. Good retention value.</td>
<td>None.</td>
<td>Tree protection fencing.</td>
<td>20-40</td>
</tr>
<tr>
<td>T5</td>
<td>Silver birch (Betula pendula)</td>
<td>8</td>
<td>145</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>Mid</td>
<td>Fair</td>
<td>Poor</td>
<td>Main stem has suffered significant amount of bark wounding with partially occluded areas. Spare crown with small amounts of dieback. In poor health.</td>
<td>None.</td>
<td>Tree protection fencing.</td>
<td>10-20</td>
<td>C</td>
</tr>
<tr>
<td>T6</td>
<td>Scots pine (Pinus sylvestris)</td>
<td>4</td>
<td>170</td>
<td>0</td>
<td>1.5</td>
<td>5</td>
<td>0.5</td>
<td>2</td>
<td>Mid</td>
<td>Fair</td>
<td>Poor</td>
<td>Severely stunted growth. No leader and crown weighted to south. Poor quality with no future.</td>
<td>Fall.</td>
<td>Option to fell due to poor condition.</td>
<td>0-10</td>
</tr>
<tr>
<td>G7</td>
<td>Group of: Aspen (Populus tremula) Field maple (Acer campestris)</td>
<td>up to 6</td>
<td>up to 65</td>
<td>av dia 2.5</td>
<td>0</td>
<td>Yng</td>
<td>Fair</td>
<td>Fair</td>
<td>Multiple stemmed specimens that form a dense 'bush'. Located on the boundary between metal railings.</td>
<td>Fall.</td>
<td>Option to fell due to poor condition.</td>
<td>0-10</td>
<td>R</td>
<td>0.78</td>
<td>-</td>
</tr>
<tr>
<td>G8</td>
<td>Group of: 3 x Silver birch (Betula pendula) 1 x Flowering cherry (Prunus sp.)</td>
<td>up to 10.5</td>
<td>up to 195</td>
<td>av dia 5</td>
<td>2.5</td>
<td>Mid</td>
<td>Fair to Good</td>
<td>Fair to Good</td>
<td>Group located close to the boundary of the site. Overall reasonable quality.</td>
<td>None.</td>
<td>Tree protection fencing.</td>
<td>20-40</td>
<td>B2</td>
<td>2.34</td>
<td>-</td>
</tr>
<tr>
<td>G9</td>
<td>Group of: Ash (Fraxinus excelsior) Aspen (Populus tremula) Field maple (Acer campestris)</td>
<td>up to 19</td>
<td>up to 450 E</td>
<td>av dia 10</td>
<td>4</td>
<td>Yng to Mat</td>
<td>Fair to Good</td>
<td>Fair to Good</td>
<td>Offsite mature trees. Provide screening to site. Good overall condition.</td>
<td>None.</td>
<td>Tree protection fencing.</td>
<td>20-40</td>
<td>B2</td>
<td>5.4</td>
<td>-</td>
</tr>
<tr>
<td>T10</td>
<td>Norway spruce (Picea abies)</td>
<td>12.5</td>
<td>330</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>2.5</td>
<td>Mat</td>
<td>Good</td>
<td>Good</td>
<td>Crown lifted to 2.5m. Good form and condition.</td>
<td>None.</td>
<td>None.</td>
<td>20-40</td>
</tr>
</tbody>
</table>

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**Additional notes**

- **BS5837:2005 Tree Schedule**
- **Tree No.**
- **Species**
- **Height (m)**
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