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1.0 Introduction

Full planning permission is sought for a new two-storey teaching block at Kingsley Primary School located to the north of the inner town area of Northampton. Its address is Kingsley Primary School, Wallace Road, Northampton, Northamptonshire, NN2 7EE.

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. Kings Heath Primary School is one such school which requires additional accommodation in order to expand.

The outline brief was to provide new accommodation for a new studio space, 8 teaching classrooms and associated support spaces, so that the school can enlarge from 1 to 2 forms of entry. 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 1.35 hectares and the application site area is 0.385 hectares. The proposal involves a two-storey stand alone block located to the east of the existing school, with a gross internal floor area of 959sqm. The existing school building has a gross internal floor area of 1124sqm.

Kingsley 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.

2.0 Submission

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.

3.0 Design

The accommodation provided in the teaching block are the additional spaces the school needs to increase from 1 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 teaching spaces on one side of the building, with support spaces and circulation behind. This concept is taken through into the form of the building; the roofs of the classrooms are pitched and the support spaces have a lower flat roof.

A teaching terrace is also proposed, providing external teaching space directly accessible from the first floor. 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 Kingsley 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 PERMISSTION 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 PERMISSTION 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.

Kingsley 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.

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

Consultation throughout the development of the brief, and progression of the design. Consultation occurred through regular meetings, and discussions via email and telephone.

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
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/Archaeology 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.
Heritage/Archeology

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, or mapped areas within the school site boundary.

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 recent archaeological investigation, however, a number of find spots have been identified during building works including a Neolithic axe, unsatisfied Palaearctic finds, and scattered finds to the north.

The archaeological potential of the area is unclear and as such I would suggest that observation and recording is undertaken if permission was granted.

A copy of the map obtained from Northamptonshire County Council’s interactive mapping service is shown on the following page.

Ecology

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.

Flood Risk Assessment

The site is not shown as being at risk of fluvial or tidal flooding, as identified on the Environment Agency’s Flood Zone Map and the application site area is less than 1 hectare in size (0.244), therefore flood risk assessment is not required for the site.

Additionally, the environment Agency has been consulted and confirmed that this is the case.

Sport England

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 partly existing hard court and partly playing field, but that it is separate to the main school playing field and therefore could be considered under Exception E3. Additionally, the school site is to be extended and therefore the playing filed provision is increased, which is welcomed by Sport England.
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 is no direct tree loss associated with the proposal, however, one mature hawthorn is in close proximity to the hardstanding surrounding the proposed teaching block. It has been agreed with a Senior Environmental Planner from Northamptonshire County Council that the hawthorn is unlikely to be significantly affected although tree protection fencing will be required throughout the construction phase of the building. Further tree protection fencing is required during the construction phase of development to protect trees to the west of the site known as the ‘Millennium spinney’ and the mature Lawson cypress close to the school entrance.

Tree protection fencing Specification and location has been outlined on the Arboricultural Implications Plan. Overall the development proposal given the tree protection outlined above is unlikely to have a detrimental impact on the long term health of the trees within the school grounds.

For further details refer to Appendix B
Sustainability

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 buildings user. The proposed strategy for the new building at Kingsley 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.
Secured By Design

The Crime Prevention Design Adviser was consulted regarding the proposals during the design process.

It has been recommended that all doors and windows meet the standards set out in the Secured By Design guidance, and that the alarm of the new building should be linked to the existing building, and motion sensors be provided in all rooms. Provisions have been taken to ensure that the proposal upholds the key Secured by Design principles to reduce opportunities for criminal behaviour and disorder, increase the likelihood of detection and to reduce the fear of crime for the school children, teachers and neighbourhood around the primary school.

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 and doors on 100mm restrictors. 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

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2.2 Macro Context

2.3 Micro Context

2.4 Site Analysis

2.5 Expansion Options

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3.3 How it works (Layout)

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## 4.0 Access

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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 Kingsley 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 to 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.
Kingsley Primary School is a 1 form entry mixed primary school located in the north east of Northampton, with a 210 place intake of children aged 4-11 years. All access is off Wallace Road.

The school site is bounded on two sides by residential properties, by the derelict Raebum building and grounds on the third, and on the fourth by Wallace Road. Neighbouring the school to the south, is Wallace Road Nursery which has close links to the Kingsley. In 2006 the school was expanded under the Northampton Schools PFI project, when a number of extensions were added to the school building, to provide additional curriculum space. Due to the increase in need for primary school places in the local areas, it is proposed that the school be enlarged in size from 1 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 two storey stand-alone building be constructed to facilitate the expansion, housing eight key stage 1 and 2 classrooms (and associated accommodation) and also a new studio space. Works to provide additional play-space for the schools once doubled in size are also required.
KL/2.0

Context
The area surrounding Kingsley Primary is mainly residential semi-detached and terraced housing. There is a scattering of commercial uses in the locale, the most notable of which is a supermarket superstore located to the north east of the school, with access off the nearby A1523 road, which runs parallel to Wallace Road. There are a number of large open spaces surrounding the school, which include allotments to the north, Kingsthorpe Golf Course to the west and Abington Park further away towards the south east.

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.
The existing building was enlarged in 2006, when a number of new teaching spaces were constructed. The school is located adjacent to the eastern boundary of the school site, with access off Wallace Road. The main entrance into the school is located at the central point of its frontage on Wallace Road. The main circulation route of the building runs north south with the main shared spaces of the school off it. 4 classrooms are located in two pairs, facing south and west, with the main hall behind, linking them to the main circulation route. Each pair of classrooms has their own associated WC’s and storage and all have direct access outside to the play space. The three remaining classrooms in the school are at the north of the building. One of these is the reception year classroom, which has its own dedicated external play space with covered play area. Next to the hall is a courtyard, open to the play space at its north-west corner. The external play consists of a hard surfaced area with grass pitch beyond to the west.

The school currently has 17 car parking spaces (including 2 disabled/mobility standard spaces). There are a number of trees scattered around the school site, none of which have tree preservation orders. Given the amount of additional floor space required to enlarge the school to two forms of entry, eventually doubling its intake, the most appropriate manner in which to provide this would be in one location and over two floors. This not only minimises the amount of school site (pitches/play space) taken up by the footprint of a new building, it is also the most economical method of construction, guaranteeing that the school maximises the educational potential of the new teaching spaces they gain. This also helps dramatically with regards to reducing the impact of any building work on an occupied school site, allowing for total

The arrangement of the existing building does not provide an obvious location to provide the additional accommodation required to enlarge the size of the school. In fact there is only really one point where the circulation of the existing building could be extended to link to a new building: This location is the point the main circulation route meets the courtyard.
As discussed on the previous page, it was decided that the additional accommodation required to increase the school to two forms of entry be provided in a stand-alone two storey teaching block. This block would be linked back to the circulation of the main building and therefore cannot be located too far away from it. Although only one point was identified as to where the new building can link to the existing, there were possibilities in terms of the exact location and form of the new block.

The analysis of the options are as follows:

Location (a) provides a new linear building which would have a main east west axis. Option (b) is located directly in front of the classrooms in the existing building which face to the west. Although options (a) and (b) are similar in location and both will allow for full separation between the workings of the existing school during construction, option (b) would block daylight into and views from the existing building. Therefore it was concluded that options (a) would be the most appropriate to be developed further.
The principle of the proposal is to construct a new stand-alone two storey teaching block in which would house 4 classrooms (and associated accommodation) and a studio on ground floor, with 4 more classrooms on the first floor. All ground floor teaching spaces would have direct access to the outside, which is obviously not possible for first floor classrooms. This is addressed by the addition of an external teaching terrace on the first floor for use as an outdoor teaching space. The new building would be linked back to the existing building via a covered circulation route. External works required would include the addition of hard play space and also more staff car parking. Through consultation with the school, governors and NCC, the feasibility study concluded that option (a) was the ideal location for the proposed teaching block.
2.6

Photographs: On Site
Photographs: Off Site
KL/3.0 Design
The current 1 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 needed to meet space requirements of enlarged Kingsley to a 2 form entry school are a studio and 8 additional teaching classrooms and associated accommodation (such as WC’s, group rooms and stores).

BB99 sets out the main requirements of the additional accommodation needed to increase the school by 1 form of entry, there are a number of practical considerations which also need to be taken into account.

These are summarised below:

Firstly there is the requirement to group teaching classrooms correctly (i.e. pairs of year group classrooms are located 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 related to a child’s growth. Secondly is the analysis of the spaces and rooms available in the existing school building.

With these requirements in mind and with thoughts on the part of the school and NCC on how they envisage the enlarged 2 form entry school operating, it was concluded that the new block should house the studio space and pairs of classrooms for key stage 2 years 3-6. NCC then finalised the brief for the new block. The diagram above presents the ingredients of spaces required by the school. The combinations diagram rearranges these spaces to illustrate the conceptual design of the scheme.

Teaching spaces are arranged in a linear form on one side of the building, with the support spaces behind and an axis of circulation running between. Classrooms and support spaces will be stacked over two floors.
The basis of the concept revolves around the rationalisation of spaces, as previously discussed. 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. 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.
Access into the building is between the studio and teaching accommodation. Vertical circulation occurs at this end of the building also allowing separation between studio, ground floor teaching spaces and first floor teaching spaces. Years 3 and 4 are on the ground floor, with the older years 5 and 6 children on the first floor. The ground floor classrooms all have external doors to allow direct access outdoors. Each pair of classrooms (year group) has their own group/break-out space off the main circulation route. The building also includes WC’s to meet pupil and disabled/staff requirements, a group room, stores, plant room and server/hub room.

Two stairs serve the building (as is required): One is internal and one external. A passenger lift is also provided for vertical circulation.

To make sure that the classes on the first floor are not cut off from those on the ground floor, and also to introduce natural light and surveillance to the ground floor, there are two voids in the first floor adjacent to the group/break out spaces.

The single storey nature of the studio space allows for the inclusion of an external teaching area at first floor level. This provides an extremely useful external deck which is easily accessible by years 5 and 6. The school would use this as an additional curriculum space.

The principles of natural lighting and ventilation are realised throughout the design of the classroom spaces. They have a pitched roof which allows for high level windows at the rear of the first floor classrooms, not only to introduce natural lighting to the rear of the spaces, but to facilitate natural cross ventilation. Ground floor classrooms are also naturally cross ventilated via ventilation chimneys at the rear of the classrooms and opening windows on the external wall. There are brise soleil to the mainly glazed south facing front elevation of the classrooms for solar shading. Roof lights bring natural light into the centre of the building, and as mentioned above, voids in the first floor allow natural light to reach the ground floor group/breakout spaces. The support spaces are also all naturally ventilated (with the obvious exception to this the required extract to all WC’s).
The existing building is mainly buff/brown brickwork (original building) and brightly coloured render (previous extensions to the building). It has a mixture of flat roofs and mono-pitched standing seam metal roofs with light grey facia panels. 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. Rather than using coloured render to provide colour and flair to the elevation (as is the case on the existing building), the main teaching elevation is clad in cladding panels, the colours of which correspond to those of the existing building. Each colour (light grey, yellow, green and blue), as well as linking to the colours of the existing building also define a different classroom in the new block. The standing seam metal pitched roofs of the existing building are replicated on the mono-pitched roof to the classrooms. This finish also wraps down the façade at high level.

The support accommodation has a flat roof. Brickwork and cladding panels were chosen as it was felt that these would fit in best with the context as well as be durable and secure. The windows and glazed external doors are aluminium framed, as found on the existing building.
3.4

How it looks
The principles of the external arrangement remain largely unchanged. Site access is unchanged as is general access to the building. Additional hard play space is provided, to meet the required all weather play space and the staff car park is extended. It is worth noting that the school site is to be extended to include an area currently part of the unused Raeburn site to the west. This will guarantee that the soft play space/grass pitches available to the enlarged 2 form entry school are enlarged and improved. No trees are to be removed; however there is one located near to the proposal, which will be protected.
Play Space Analysis

EXISTING PLAYSSPACE:
- TARMAC
- GRASS
- HARD PLAYSPACE: 1424m²
- SOFT PLAYSPACE: 6463m²
- GAMES COURTS: 290m²
- PITCHES: 1575m²

PROPOSED PLAYSSPACE:
- TARMAC
- GRASS
- HARD PLAYSPACE: 2300m²
- SOFT PLAYSPACE: 7695m²
- GAMES COURTS: 580m²
- PITCHES: 2535m²
ENTERING THE SITE
All access arrangements are as existing condition.

Pedestrian / bicycle access
The site is accessed by pedestrians via gates in the perimeter fence off Wallace Road. There are then two further pedestrian gates onto the secure part of the site.

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 secondary gates onto the secure part of the site are secured. Visitors can still access the main school entrance and staff car park.

Any visitors must enter 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 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 Kingsley Primary School this would add up to 70 cycle parking spaces, 5 for each of the 14 classes. NCC planners advised that this figure could be met incrementally, as required by the school. At its current 1 form entry size (210 pupils) No pupils currently cycle to school and there are no cycle parking spaces currently available. It is hoped that once expanded to 2 form entry, more pupils will be encouraged to cycle to school. Therefore it is proposed that 10 additional cycle spaces be provided, at first, with more to be installed to meet future demands.

Car parking
13 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 Planning Guidance (March 2003).

Delivery access / parking
All delivery vehicles to the school or school kitchen enter the school site off Wallace Road. Access to a dedicated parking space for delivery vehicles in the car park will be via an intercom and secure gate. There is a ‘hammer head’ end to 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 will occur via the St. George street site entrance. There is no change in location of refuse collection.

Service/maintenance access
The site is to be accessed via the Wallace Road entrance, managed by the facilities manager.

EMERGENCY ACCESS
To occur via the Wallace Road 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 KL-10 and Transport Statement and School Travel Plan for further details.]
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Appendix A

Kingsley Primary School
AUGUST 2011

Construction Management
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 Kingsley 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. Safety signage will be installed at key places as identified. Mobile site offices will be situated as indicated within the adjacent Raeburn site 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. Their intention is to limit the impact of the works on the existing School and its population by accessing the works through the redundant Raeburn Site utilising the access off Raeburn Road. Access to the site will then be by the shortest possible route by temporary roadway with timing of access restricted to avoid times when the field is in use. 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 the temporary access road 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. The excavation of the school site will follow with the superstructure and envelope following. The final area of work is envisaged as the modification of the car parking area.

Refer to accompanying drawing KP-13 for site layout.