Earl Spencer Primary School
Planning Statement
March 2013

Construction of a new two-storey, eight classroom teaching block, new hard play area and hard surfaced court, revised car park layout and extension to existing car park to enable the school intake to increase from 210 to 420 places.
Introduction

Architecture Initiative, on behalf of Northampton Schools Limited Partnership, has been commissioned to develop a proposal for the expansion of Earl Spencer Primary School in Northampton.

Full planning approval is sought for the construction of a new two storey, eight classroom teaching block, new hard play area and hard surfaced all weather court, to enable the school intake to increase from 210 to 420 places (1 to 2 form entry). The increase in pupil numbers is forecast to occur steadily over a seven year period to match demand.

It should be noted that the current school intake capacity is 210 pupils. This is based on 30 pupils per year, over 7 year groups. The current number of pupils on roll at the school differs from this school capacity figure.

Summary of Proposal

The application site area is 2935sqm. The proposal involves a two storey stand alone block located to the south of the existing school, with a gross internal floor area of 727sqm. The existing staff car park will also be extended to increase the number of spaces. The existing school building has a gross internal floor area of 1640sqm. This Design & Access Statement details the proposal as well as how the final design solution was reached.

This Planning Statement details the context of the proposal and specifies how it relates to relevant national, regional and local planning policies. Consultation undertaken in the development of the proposal is also detailed.

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 Northamptonshire County Council (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 Regulation 3 Applications: Local List Requirements document. These are appended to this application and include:

<table>
<thead>
<tr>
<th>Drawing:</th>
<th>Completed by:</th>
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<tr>
<td>ES-01 Location plan</td>
<td>Architecture Initiative</td>
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<tr>
<td>ES-02 Existing site plan</td>
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<td>ES-03 Existing elevations</td>
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<td>ES-04 Proposed site plan</td>
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<td>ES-05 Proposed ground floor plan</td>
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<td>ES-06 Proposed elevations/sections</td>
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<td>ES-07 Proposed 3D views</td>
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<td>ES-08 Proposed site access plan</td>
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<td>ES-09 Site photos</td>
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<td>ES-10 Construction management</td>
<td>Architecture Initiative</td>
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<th>Document:</th>
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<tr>
<td>Design &amp; Access Statement</td>
<td>Architecture Initiative</td>
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<td>Transport Assessment</td>
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<td>Noise Impact Assessment</td>
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<td>Drainage / Foul Sewage</td>
<td>Ion Acoustics</td>
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<td>External Lighting</td>
<td>Michael Barclay Partnership</td>
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<td>Site Investigation Report</td>
<td>Peter Sharp Associates</td>
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<td>Soiltechnics</td>
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</table>

Earl Spencer Primary School
3.0 Requirement for Primary Places

Decision to Expand: Overview

It should be noted that this application specifically concerns the built accommodation and associated works required to house the additional intake of pupils at the school.

The decision to enlarge the school is covered via a formal process undertaken by Northamptonshire County Council, which included a period of consultation with a final Cabinet Member decision in late 2012.

The proposed expansion is related to the general rise in the population of primary aged pupils living in the area, which is the result of the higher birth rate and inward migration being experienced by the County as a whole and Northampton in particular.

Recent census data demonstrates a 19% increase in the County’s under-fives population. Northamptonshire County Council has a statutory obligation to provide sufficient school places for all pupils living in the area. Current projections forecast that additional capacity is required in the local area and therefore extra places are proposed at Earl Spencer Primary School. Refer to statement on the following page for further details.

Alternative solutions to the need for additional places considered by Northamptonshire County Council included:

(i) Providing ‘Portakabin’ style accommodation to house the additional intake. - It was concluded that this would not provide a long-term conducive learning environment for children and would separate them from their peers.

(ii) Transporting children to alternative schools outside the town. - It was concluded that there would be a negative impact on the welfare and education of children for them to be spending considerable parts of their day on buses and this does not support the healthy schools agenda.

(iii) Reconfigure the starting ages for children to attend school. – It was concluded that this would not adequate to meet the levels of school place demand and does not ensure that every child in the county has the same opportunities as their peers.

(iv) Increase class sizes. – Legislation precludes this option.

Therefore NCC made the decision that the best solution is to construct additional long-term teaching accommodation on the school site to accommodate the enlarged pupil intake.
Cabinet approval for the expansion of Earl Spencer Primary was given on 4 September 2012 following statutory consultation processes and the publication of a Public Notice on 21 June 2012. A number of factors were taken into account in proposing this particular school for expansion to meet the growing demand for primary pupil places in Northampton:

- The school has a large site suitable for two forms of entry (1.8ha).
- There are longer term educational and financial benefits from increasing a one form of entry primary (30 pupils per year group) to two forms of entry (60 pupils).
- The proposed increase was supported by the Headteacher and Governing Body.
- The increase would be phased in gradually from the Reception class upwards, so the ethos of the school would not change overnight.
- The extension could be included in the batch of PFI schools through a contract variation.
- There was already a model design of a two storey block for another one form of entry increase.
- The school could manage the first year’s increase within existing accommodation.

The table below outlines the current number (January 2013) of pupils on roll:

<table>
<thead>
<tr>
<th>Year group</th>
<th>Published Admission Number</th>
<th>Number on roll</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception</td>
<td>60</td>
<td>57</td>
</tr>
<tr>
<td>Year 1</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>Year 2</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>Year 3</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>Year 4</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>Year 5</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>Year 6</td>
<td>30</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>240</td>
<td>236</td>
</tr>
</tbody>
</table>

It can be seen that as a single form of entry, the school has consistently filled all its places. The school increased its admission number, on a temporary basis in the first instance, for Reception children starting in September 2012 and quickly filled 27 of the extra 30 places. Analysis of these address alongside the admissions criteria shows that 18 had sibling links, it was the closest school for a further 28 children and 11 others were admitted (50% of which lived at NN5 7** postcodes). Remaining at one form of entry would have meant insufficient provision of school places for those who lived closest to the school.

There are another nine primary schools that have a NN5 postcode and together these provide 15 forms of entry (450 reception places). In January 2013 there are only three spare places for Reception children across all the schools; a surplus capacity rate of 0.6% does not provide enough flexibility in the system and does not offer choice and diversity for parents. These figures are also on the basis that Earl Spencer Primary has already doubled its capacity. Northamptonshire County Council is also extending the accommodation at Kings Heath and Hopping Hill Primaries where pupil numbers have already increased, and is currently consulting on plans to expand Chiltern Primary.
This Planning Statement has been prepared by Architecture Initiative, who have been appointed by Northampton Schools Limited Partnership to develop a proposal for Earl Spencer Primary School on behalf of Northamptonshire County Council.

Northamptonshire Schools Limited Partnership (NSLP) is a Special Purpose Vehicle (SPV) set up to run the Northampton Schools PFI Scheme. The scheme, which was set up in 2005 following the Review of Education in Northampton includes the operation and maintenance of five secondary schools and thirty-six primary schools in Northampton over a 32 year period.

Earl Spencer Primary is one of the primary schools covered under the PFI scheme.

Consultation has occurred with Northamptonshire County Council, local authority, PFI SPV (NSLP), the School and governors as well as NCC planning department and other relevant consultees to the planning process.

Refer to the Consultation section on the following page for a summary of the consultation that has taken place.

**Northampton Schools Limited Partnership (NSLP)**

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.

**Northamptonshire County Council (NCC)**
The brief for the project was set, and the design developed with conjunction with NCC through regular meetings, and discussions via email and telephone.

**Earl Spencer Primary School**
Head Teacher & School Governors
Consultation throughout the development of the brief, and progression of the design. Consultation occurred through meetings, and email.

**Parents, pupils & neighbours of Earl Spencer Primary School**
Consultation has occurred with the pupils and parents at the school, as well as the local community and neighbours, concerning the expansion of the school.

**Northamptonshire Planning Department**
Principal Development Control Officer, Planning Services
Consultation occurred regarding the principles and specifics of the design and the requirements of this planning application submission. Meetings were held regarding the proposal and regular discussions occurred.

**NCC Highways Department**
Highways, Transport & Infrastructure
Consultation regarding highways/transport.
**NCC Archaeological Advisor**
Consultation via email and telephone regarding archaeology and heritage of the site. Refer to section 7.0 - Heritage / Archaeology later in this document.

**NCC Environmental Planner**
Senior Environmental Planner, Planning Services
Consultation regarding the arboriculture, ecology and landscaping of the site, via meetings, email and telephone. Refer to section 8.0 - Ecology and section 11.0 - Trees / Arboricultural, later in this document.

**Northampton Borough Council HSE**
Environmental Health
Consultation undertaken regarding site investigations and contamination.

**Northamptonshire Police**
Crime Prevention Design Adviser
Consultation via email and telephone regarding Secured by Design and crime prevention principles on the site. Refer to section 13.0 - secured by design later, in this document.

**Sport England**
Consultation via email and telephone regarding play space/ sports pitches on the site. Refer to section 10.0 - Impact on Playing field, later in this document.

**Environment Agency**
The Environment Agency has been contacted in regards to flood risk on the site. Refer to section 9.0 - Flood Risk, later in this document.

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**Consultation with Parents, Pupils and Neighbours**

A public consultation evening was organised at Earl Spencer Primary School on Monday 14th January between 5.00 and 6.30pm. The meeting was not attended by any residents or parents.

The school asked if an on-site pupil drop of could be considered. Architecture Initiative worked up a potential scheme for on site drop-off that involved reconfiguring the car park to have part of the car park repositioned at the rear of the school and a new connecting road created. The Highways department comments on this scheme stated that this was unnecessary as pupil-drop off is not currently a problem at the school and the area created would be small.

Following a suggestion from the school that the kitchen pod be removed and a new kitchen be created inside the existing school building, the scheme has been updated to show this. As a result of this the proposed building was moved closer to the existing building. The building is shown in this revised position in this application.
Developing the Brief

The overall brief for the project, set by Northamptonshire County Council, was to develop a proposal for housing the additional intake required at Earl Spencer Primary School to suit the specific constraints of the site and educational requirements of the school. To maintain external play space and deliver an exemplary, cost-effective and sustainable construction solution, whilst minimising the impact on the running of the school during construction.

The specific brief for the expansion which forms this proposal, was then developed through site analysis and consultation and dialogue with NCC, NSLP, Earl Spencer Primary School and other consultants listed in the Planning Statement.

Northamptonshire County Council gave specific request that the accommodation provided should adhere to the Department for Education’s Building Bulletins. The bulletins set out the types of spaces that school of a particular size should have and the areas of those spaces.

Northamptonshire County Council is also acutely aware of the potential traffic and car parking impacts that increasing school places can incur and in developing the brief Northamptonshire County Council has engaged with the highways authority and the school to insure where possible impacts are limited by additional facilities provided on the school site.

Setting the Brief

In order to keep the impact on the day-to-day running of the school during construction as small as possible it was decided from the outset that all additional accommodation required would be provided in a new stand-alone building over two storeys, to minimise its footprint and impact on the school site. Any works to the existing school building are also minimised. This is also the best way to ensure that the expansion of the school can occur in the most cost effective manner (the budget for expansion is finite).

With this starting point, analysis of the existing spaces within the school was undertaken in order to identify the additional accommodation required to enlarge the school from 1 to 2 forms of entry. This was completed in conjunction with the school in order to ensure that the best educational solution was reached.
5.1 Existing School Analysis

The main circulation route is ‘C’ shaped and links the four blocks containing classrooms. The classrooms are currently orientated around this ‘C’ shaped circulation route with two south facing blocks with views out over the soft play areas.

A main consideration in a 2FE school is that the two classrooms in each year group are kept as a pair, so with this in mind 14 pairs of classrooms are required in the enlarged 2FE school (as well as other support and shared accommodation).

As previously mentioned, Northamptonshire County Council use area and space standards as set out in the 2003 document Building Bulletin 99: Briefing Framework for Primary School Projects as a guide for primary school provisions in the County.

It was against these space standards that analysis of the existing building was undertaken in order to determine the additional spaces required.

The conclusion of this analysis was that eight additional classrooms and associated accommodation (such as WC’s and stores) would be required for the school to enlarge to a 2FE intake of 420 pupils.

EXISTING SCHOOL BUILDING ANALYSED:

Additional accommodation required for 2FE:

- KS1 Yr1
- KS1 Yr1
- KS1 Yr1
- KS1 Yr1
- KS2 Yr2
- KS2 Yr2
- KS2 Yr2
- KS2 Yr2

Associated accommodation:

Site plan showing existing layout of school
Expansion Options

The new building could potentially be sited in a number of locations. However creating a successful circulation link back to the new building will provide the best possible solution of the proposed location as the link needs to run off the existing central circulation routes.

The next step was to analyse the most desired locations on the site for locating the new stand-alone block. This would ideally be as near to the existing school building as possible, whilst minimising the impact on sports and play space. Through discussion with NCC and the school two possible locations were indicated for the new classroom development.

The following principles and practises were employed in the analysis of location options for the additional accommodation:

(i) The location that would have the least impact on the private amenity of surrounding neighbours.
(ii) The location best suited due to site constraints e.g. protection of green spaces for sports, construction access, protection of the environment, etc.
(iii) The location best suited to support the circulation of pupils within their year groups and key stages.

The diagram below illustrates the potential locations that were identified for siting the building. One of these options (shown in blue) were deemed less appropriate;

Option B is located on an existing hard play area that would require relocating.

Option A is the most favourable site for the new classroom block as it sits comfortably within the existing site and is most considerate to the current building arrangement. Option A is located on soft play pitch area but does not adversely affect the total area of sports pitches provided.
The basis of the concept revolves around the rationalisation of spaces. From this point the building layout was developed through an iterative process of consultation, design and redesign.

The form of the proposed new teaching block is designed to respond to and was directly inspired by the existing school building. The overall result is one that sits lightly within the landscape while providing a valuable and sensitive addition to the existing built fabric.

Note that internal works will be undertaken to the existing building to create a new school kitchen to replace the kitchen ‘pod’ which is to be removed as part of this application. As details of the new kitchen are not yet determined, this will be covered under a separate permitted development application.
6.0 **Planning Policy & Design**

The diagram below identifies zones of land use surrounding the school site and details the relevant development areas.

As the map indicates, the area immediately surrounding the school site is primarily residential with a nearby railway depot.
National Planning Policy Framework

Achieving Sustainable Development

The National Planning Policy Framework 2012 (NPPF) sets out a number of policies that constitute the Government’s view of what sustainable development in England means in practice for the planning system. Paragraph 7 of the NPPF outlines the three dimensions to achieving sustainable development:

- **1. economic** – contributing to building a strong, responsive and competitive economy
- **2. social** – supporting strong, vibrant and healthy communities
- **3. environmental** – contributing to protecting and enhancing our natural, built and historic environment

The proposed design aims to address these three core principles by:

- **1.** Once expanded the school will provide additional employment opportunities for full and part time members of staff. Refer to West Northamptonshire Joint Core Strategy Policy S7 section below.
- **2.** The reason for the proposed expansion of the primary school is in order to meet the needs of the local community, to ensure that all children have the opportunity for high quality education in well-designed schools in the locality of where they live.
- **3.** The proposal is of high quality and of scale and appearance that is in keeping with the local area and existing school building and in this way maintains and enhances the quality of the built environment.

Delivering Sustainable Development

Earl Spencer Primary School and the design team are committed to ensuring the sustainable expansion of the existing school building. The sections on the following pages outline how the proposed design addresses the relevant NPPF planning policies.
Promoting Sustainable Transport

The school site may be considered as a ‘development that generates significant amounts of movement’. Therefore paragraph 32 of the NPPF should be taken into consideration. It states that:

All developments that generate significant amounts of movement should be supported by a Transport Statement or Transport Assessment. Plans and decisions should take account of whether:

- the opportunities for sustainable transport modes have been taken up depending on the nature and location of the site, to reduce the need for major transport infrastructure;
- safe and suitable access to the site can be achieved for all people;
- improvements can be undertaken within the transport network that cost effectively limit the significant impacts of the development.

The transport statement and school travel plan demonstrates the NCC and Earl Spencer Primary School’s commitment to promoting sustainable transport. The schools travel plan aims to encourage the use of more sustainable forms of transport and reduce the number of car journeys to the school. The school design changes reflect the commitment to give priority to pedestrian and cycle movements, create safe and secure layouts which minimise conflicts between traffic and cyclists or pedestrians.

The school has an existing Travel Plan which aims to inform the travel choice of staff, parents and guardians and encourage the use of more sustainable forms of transport. The travel plan aims are set out below:

- To encourage the development of ‘walking buses’ where possible.
- To include safe parking, walking to school and cycling proficiency within the school prospectus.
- To encourage all Year 6 pupils to participate in cycling proficiency courses.
- To actively seek to raise parental co-operation in safe parking and the eradication of dangerous/illegal parking.
- To provide ‘safe routes to school’ information.
- To encourage parents to play an active role in raising pupils’ awareness of the Road Safety issues and concerns.
- The continued use of traffic wardens and police.
- To include cross-curricular themes in future planning linked to our travel plan and to positively promote road safety within our PSHE programme of study.
- To participate in the annual Walk to School week and to build on its success, and to monitor year group percentages (taking into account seasonal).

It should be noted that the schools travel plan will be submitted as a draft document and final versions will be conditioned as part of planning approval.
Requiring Good Design

In terms of promoting good design, paragraph 58 of the NPPF should be consulted. It states that:

- will function well and add to the overall quality of the area, not just for the short term but over the lifetime of the development;
- establish a strong sense of place, using streetscapes and buildings to create attractive and comfortable places to live, work and visit;
- optimise the potential of the site to accommodate development, create and sustain an appropriate mix of uses (including incorporation of green and other public space as part of developments) and support local facilities and transport networks;
- respond to local character and history, and reflect the identity of local surroundings and materials, while not preventing or discouraging appropriate innovation;
- create safe and accessible environments where crime and disorder, and the fear of crime, do not undermine quality of life or community cohesion;
- are visually attractive as a result of good architecture and appropriate landscaping.

The school extension to provide additional classroom space will extend the life of the existing school building, ensuring current school provision has a long term future. Using building form to create positive and attractive external space and appropriate and inspiring places for learning.

The design will meet the objective to provide high quality buildings and environments and a good standard of amenity and to support the transition to a low carbon future in a changing climate, taking full account of flood risk and coastal change, and encourage the use of renewable resources (for example, by the development of renewable energy).

The school design considers the requirement for games areas and the proposal attempts to ensure no actual loss of total area. This is an example of how the school proposals take account of and support local strategies to improve health, social and cultural well-being for all, and deliver sufficient community and cultural facilities and services to meet local needs.

The design proposal reflects the modern character and history of the school site, and through its choice of location, scale and materials responds positively to the identity of the local surroundings - primarily residential housing with a nearby railway depot. The proposal will use a brickwork that matches the colour of the existing building and be provided to a scale which will sit well with the school site as a whole.

The applicant is committed to providing a safe and accessible environment for learning and the prevention of crime and disorder. For further details please refer to the Secured by Design section of this document.

The proposal has been carefully designed to sympathetically respond to the existing school. The scale and rhythm of the existing elevations have been emulated in the proposed teaching block. However contemporary details have been added so that the teaching block is read as a modern addition to the school site. Therefore ensuring a visually attractive addition that is well consolidated in relation to the existing school building and surrounding grounds.
Promoting Healthy Communities

In terms of promoting healthy communities, there are several policies within the NPPF that the proposal would be required to address;

Paragraph 69 states that developments should aim to promote:

- safe and accessible environments where crime and disorder, and the fear of crime, do not undermine quality of life or community cohesion; and
- safe and accessible developments, containing clear and legible pedestrian routes, and high quality public space, which encourage the active and continual use of public areas.

Paragraph 74 underlines the importance of existing open space, sports and recreational buildings and land, including playing fields and states that they should not be built on unless:

- an assessment has been undertaken which has clearly shown the open space, buildings or land to be surplus to requirements; or
- the loss resulting from the proposed development would be replaced by equivalent or better provision in terms of quantity and quality in a suitable location.

Paragraph 72 outlines the importance of ensuring that a sufficient choice of school places is available to meet the needs of existing and new communities. It states that local planning authorities should take a proactive, positive and collaborative approach to development that will widen choice in education.

The design has been developed to create safe and accessible learning environments where crime and disorder (but more generally antisocial and bullying behaviour) do not undermine quality of life with the school and wider community. For further information please refer to the Secured by Design section in this document.

The proposal has aimed to provide a safe and accessible master-plan design for the school site, containing clear and legible pedestrian routes, and allow for safe access for the wider community to the school facilities.

The school design has been developed to reflect the planning policy and aims to deliver the social, recreational and cultural facilities and services the community needs.

Access to high quality open spaces and opportunities for sport and recreation can make an important contribution to the health and well-being of communities. Through our consultation with Sport England we have ensured that the development will result in no loss of sports pitch.
6.2 Local Planning Policy

The Local Plan for Northampton Borough defines the school site in its Proposals Map as a School/College Site. The area surrounding the school is identified as Primary residential. Policy E20 is appropriate to the proposal and outlines the following main principles, which it is believed the proposal meets:

Northampton Local Plan, 1993-2006, adopted June 1997 and subsequent Schedule of Saved Policies, September 2007 Planning permission for new development will be granted subject to:

- The design of any new building or extension adequately reflecting the character of its surroundings in terms of layout, sitting, form, scale and use of appropriate materials.
- The development being designed, located and used in a manner which ensures adequate standards of privacy, daylight and sunlight.

The immediate context of the proposal is the existing school building and the neighbouring Camrose Centre building. The buildings have been subject to a number of additions over the years differing styles. The school building and neighbouring Camrose Centre are of a similar architectural language; monolithic rectilinear forms of 1-2 storeys in height and both of a buff/brown colour brick and all with flat roofs. Together the buildings form a kind of campus setting for the primary school.

Although the proposed two storey teaching block is higher that the existing school building nearest to it, when considering the collection of buildings as a whole it fits in well with the varying heights of the of the school and Camrose Centre. The proposal is hidden from the west behind a row of tall evergreen trees. The materiality of the new building matches the existing buildings on the site, being of the same brown/buff brick. In this way the character of the new building will fit within its context.
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.

Policy E40 could also be considered as relevant to the proposal. It concerns reducing the likelihood of crime and vandalism and 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.

The Northampton Borough Council Crime Prevention Officer has been consulted with regard to crime prevention, and the building has been located and detailed to the principles of the document Secured By Design Schools (2010). Principles include a secure school site boundary and use of robust and secure materials, natural surveillance and lighting.

Refer to the Secured by Design section of this document for full details of how the proposal meets the requirements for policy E40.

Refer to section 5.0 Design of the Design & Access Statement and submitted drawings for further details of how the proposal addresses the requirements of policy E20.
West Northamptonshire Joint Core Strategy

The policies listed below incorporate those from the West Northamptonshire Joint Core Strategy – Pre-submission document (Feb 2011) and the proposed changes as detailed in the document Proposed Changes to the Pre-submission Joint Core Strategy (July 2012). It should be noted that this policy has not yet been adopted by Northamptonshire County Council and is only to be used for guidance.

Policy S7 – Provision of Jobs

This policy is:

Provision will be made for a minimum net increase of 16,000 jobs in the period 2010 – 2026 in order to maintain a broad balance over time between homes and jobs and to maintain a diverse economic base.

The proposed development for the expansion of the school will create new jobs at the school. After a number of years, once the school is at full capacity, an increase in full time employment is envisaged from 10 currently to 17, and an increase in part-time staff employment from 31 to 44.

Full time staff are likely to come from the wider Northampton area, while part-time staff often live in the locality of the school.

Policy S10 – Sustainable Development Principles

The key policy points are listed below in the left hand column. The right hand column describes how the proposed development will meet the policy.

<table>
<thead>
<tr>
<th>Achieved the highest standards of sustainable design incorporating safety and security considerations and a strong sense of place;</th>
<th>The proposal is well considered and is of high quality sustainable design, through passive measures incorporated as fundamental principles of the design. Secured By Design principles are utilised to achieve a safe and secure building and site with robust finishes and materials, the selection of which is derived from the local setting.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be designed to improve environmental performance, energy efficiency and adapt to changes of use and changing climate over its lifetime;</td>
<td>The proposed new building is designed to achieve a lower ‘U’ Value and air infiltration rate than required by current building regulations in order to improve environmental performance. Energy efficient luminaries with automatic control are specified, as well as heat recover and use of low temperature hot water heating via energy efficient equipment, all of which reduce energy use during the life of the building. In this way the building is designed for longevity and not just to achieve the minimum standards of the day. Refer to the Sustainability Statement for further details.</td>
</tr>
<tr>
<td>Make use of sustainably sourced materials;</td>
<td>Sustainably sourced materials will be used where possible, utilising ‘A’ rated constructions/building elements from the BRE’s Green Guide.</td>
</tr>
<tr>
<td>Minimise resource demand and the generation of waste and maximise opportunities for reuse and recycling;</td>
<td>During its use, the building will be included within the school’s existing waste management strategy; pupils and staff separate waste for recycling to minimise landfill. During construction a contractor will have a waste management strategy to minimise landfill waste.</td>
</tr>
<tr>
<td>Be located where services and facilities can be easily accessed by walking, cycling or public transport;</td>
<td>The school is easily accessed by walking and cycling, as it mainly caters for pupils from the local community which it serves.</td>
</tr>
</tbody>
</table>
Achieved the highest standards of sustainable design incorporating safety and security considerations and a strong sense of place;

The proposal is well considered and is of high quality sustainable design, through passive measures incorporated as fundamental principles of the design. Secured By Design principles are utilised to achieve a safe and secure building and site with robust finishes and materials, the selection of which is derived from the local setting.

Maximise use of solar gain, passive heating and cooling, natural light and ventilation using site layout and building design;

Solar gains are maximised (and controlled through use of solar controlled glass and user controlled blinds internally). Windows are tall to maximise natural light penetration to the rear of the classrooms, and are situated on two external walls of each, again to bring daylight into the space. All teaching spaces are naturally ventilated.

Maximise the generation of energy needs from decentralised and renewable or low carbon sources

Use of renewable energy technology such as air source heat pumps will be fully considered at detail design stage.

Maximise water efficiency and promote sustainable drainage;

Water efficiency is maximised through the use of water flow restrictors to all taps and all WC cisterns shall be of low water volume type, to reduce water consumption.

Protect, conserve and enhance natural and built environment and heritage assets;

The design of the building is in keeping with the local surroundings in terms of mass, scale and materiality, and therefore is sympathetic to and enhances the character of the local built environment.

Promote the creation of green infrastructure networks, enhance biodiversity and reduce the fragmentation of habitats; and

n/a

Minimise pollution from noise, air and run off.

Water run off is combated through water attenuation measures.

Refer to the Sustainability Statement within this document for further details.

Policy C2 – New Developments
This policy pushes for new developments to achieve:

…the modal shift targets by maximising travel choice from non-car modes.

Development will be required to be supported by a transport assessment and travel plan prepared in accordance with current best practice guidelines..

A full transport assessment document and up to date school travel plan are submitted as part of this application. The school travel plan, sets out the school’s goals in terms of reducing use of motor vehicles both by parents and staff, and promoting cycling, walking and car share schemes.

Policy BN7a – Water Supply, Quality and Wastewater Infrastructure
This policy sets a requirement to reduce flood risk and to promote conservation of water.

The school site includes water attenuation measures to address issues caused by high levels of precipitation. Water efficiency is maximised through the use of water flow restrictors to all taps and low water volume WC cisterns, to reduce water consumption and conserve water.
**Policy BN7 – Flood Risk**

This policy calls for compliance with flood risk assessment and management requirements as set out in the NPPF and technical guidance for the NPPF to address current and future flood risks.

The Environment Agency has confirmed that school site is in a flood zone 1 and the application boundary is under 1ha, therefore no flood risk assessment has been produced to accompany this application.

**West Northamptonshire Joint Core Strategy Infrastructure Delivery Plan Update 2012**

Within the document it is stated that:

*Primary schools by their nature are required to be provided close to the population they serve.* (6.39)

And that the

*...the need for primary school places within the existing urban area of Northampton is growing.* (6.41)

The proposed expansion of Earl Spencer Primary School goes some way to addressing the growing need for primary places within Northampton for the local community that the school serves.

The infrastructure requirement is Ref E1 within the Infrastructure Delivery Plan, which is described as: Extensions to Existing Primary Schools in Northampton Urban Area.

The date given for provision of this infrastructure is 2013/2014 onward. The programme for delivering this works detailed in this proposal are in line with the Infrastructure Delivery Plan; it is proposed that the enlarged school to be fully operational for the start of the school term in September 2013.
7.0 **Heritage / Archaeology**

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 Battle Fields, Sites of Specific Scientific Interest mapped areas within the school site boundary.

NCC’s Archaeological Advisor was consulted regarding archaeology on the application site. It was concluded that no archaeological investigation would be required as part of this application.

8.0 **Ecology**

The Senior Environmental Planner at Northamptonshire County Council has been consulted with regard 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 trees, hedges or shrubs are to be removed or are affected by the proposal between the months of March and September, a bird survey will need to be completed to avoid disturbance of breeding birds.

9.0 **Flood Risk Assessment**

The Environment Agency has been consulted with regard to Flood risk. The site is shown as being located within Flood Zone 1 (low probability of river and sea flooding as defined in the National Planning Policy Framework).

The application site area is less than 1 hectare in size (0.31) and can be classed as “operational development of less than 1 hectare” located in Flood Zone 1. Therefore any applications should be considered under Flood Risk Standing Advice.

The Environment Agency has therefore been consulted and their advice is outlined below:

> We have produced a series of comments, known as Flood Risk Standing Advice (FRSA), for planning authorities and planning applicants to refer to on “lower risk” development proposals where flood risk is an issue to replace direct case by case consultation with us. Your proposal falls within this category.

> As the increase in impermeable area will be less than 1 ha we recommend guidance in FRSA F5 “operational development less than a hectare in flood zone 1” is followed. Please be aware that the designed standard for Northampton is 0.5% (1 in 200) plus climate change.

Following this advice from the Environment Agency a flood risk assessment is not required for this development and therefore has not been submitted as part of this document.
**10.0 Impact on Playing Field**

Sport England have been consulted with regard to play space/loss of pitches. They considered the proposal with regard to its effect on the schools playing fields in the light of its Playing Fields Policy: ‘A Sporting Future for the Playing Fields of England’.

This policy statement defines in planning terms what is considered a ‘Playing Field’, which is: the whole of a site that encompasses at least one playing pitch. A playing pitch is a delineated area, which together with any run off is of 0.2 hectares or more. The aim of this policy is to ensure that there is an adequate supply of quality pitches to satisfy the current and estimated future demands of the pitch sports.

The policy identifies five exceptions to the normal position of opposing development, which would result in the loss of playing fields.

The proposal locates the building on an area of pitch. This loss of area is mitigated through the provision of a new hard surfaced games court. The external spaces at Earl Spencer Primary area a great asset to the school and local area; a large grass pitch to the south of the school and a hard play area and hard court to the west.

It is paramount that the construction of the new teaching accommodation does not impact negatively on the play and sports provisions of the school. This has been addressed in the design layout of the new block (compact footprint/two storey building).

Sport England have a statutory obligation to protect sports pitches, therefore building on a pitch will be opposed by Sport England unless one of their Exceptions listed in the playing fields policy A Sporting Future for Playing Fields of England.

The sports pitch area includes the grass area to the south of the school in its entirety. The proposed location of the new building on an area classified as pitch and therefore protected. This loss of pitch is mitigated by the creation of a new hard surfaced all weather court to the west of the school building. Under Exception E4:

*The playing field or playing fields which would be lost as a result of the proposed development would be replaced by a playing field or playing fields of an equivalent or better quality and of equivalent or greater quantity.*

The pitch area lost does not negatively impact the marking out a large football pitch on the playing field. The grass pitch area lost is 650sqm and the hard court area gained is 700sqm, giving a net increase of 50sqm. It is also worth noting that the hard surfaced court is usable all year round whereas use of the grass pitch is seasonal.

Refer to the diagram on the next page for details.
11.0 Trees / Arboricultural

The arboricultural implications for Earl Spencer Primary School are limited to the proximity of a mature Leyland cypress hedge on the eastern boundary of the school, and a group of young trees in the centre of the site to the south of the existing hard play area. The retention of the cypress hedge is of paramount importance as a result of the screening it provides into and out of the Gladstone Centre to the east.

The proposed location of the new building will not impact any of the trees on this site and there overall scheme does not require the removal of any trees. Provided that the tree protection measures detailed in the Arboricultural Implications report are adhered to, the proposed development is unlikely to have any detrimental impact on any of the trees within or in close proximity to the site.

12.0 Sustainability

The following Statement is in accordance with the requirements of the Joint Core Strategy Policy S10 and Schedule 1 : Significant Proposed Changes (July 2012).

As a high priority for the Client, 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.

As a standalone building, the new construction shall be independently serviced with Mechanical and electrical services installations separated from the main school. The new building shall incorporate a new plant room. Any renewable energy or low carbon based systems considered shall initially be contained within the plant room. The detailed design may include for a ducted internal Air Source Heat pump which is contained within the plant room. Any renewable or low carbon systems considered in the detailed design for this project shall not have a visible or acoustic impact upon the Planning drawings or submissions.

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 ‘Earl Spencer Primary School Northampton’ is summarised below.

The classrooms ventilation occurs through natural ventilation through openable windows located upon adjacent sides to provide cross flow ventilation. The natural ventilation has been proposed in accordance with the requirements of Building Bulletin 101 Ventilation of Educational Buildings to achieve 3 litres/sec/
per person background ventilation and 8 litres/sec/per person rapid natural ventilation. In accordance with the recommendations of BB101, occupants shall be made aware of CO2 levels within occupied spaces via means of CO2 detection. The detection provided shall make occupants aware that CO2 levels are rising and that windows and roof lights should be opened to increase natural ventilation.

(a) The scheme achieves sustainable design through construction measures through the incorporation of:

- Lower ‘U’ valves, than minimum Building Regulations
- Lower design air infiltration than minimum Building Regulations
- Control of building fabric in relation to quantity of external glazing area
- Quality assured Approved construction details for building joints/intersections and linear thermal transmittance.

(b) The scheme achieves supply energy efficiently through specification of high efficient equipment:

- High efficiency luminaries and automatic control gear for internal and external lighting
- Specification of high efficiency mechanical fans incorporating heat recovery
- Low Temperature Hot Water Heating via high efficiency equipment
- Installation of effective automatic controls (BMS) & user friendly local controls
- Installation of inverter driven variable speed circulating pumps for heating and domestic water.

(c) The scheme incorporates passive design techniques:

- To achieve natural daylight where possible and practical, through positioning of glazing to give day light uniformity.
- Avoidance of solar overheating by reducing the amount of glazing in the south facade. The new building will be in compliance with BB101 and there shall be no more than 120 hours when the air temperature in the class bases rises above 28 deg C
- Extend roof over hangs to provide external solar shading to glazing in external walls.
- Orientation of new School building to reduce solar gain

(d) The scheme shall achieve Building Regulations Part L compliance. SBEM calculations shall be carried out to demonstrate compliance. The project shall be thermally modelled utilising recognised and compliant software to ensure the requirements of BB101 are achieved.

(e) Heating shall be generated by SEDBUK A rated gas fired boilers with low Nox emissions.

(f) The scheme shall incorporate as a design requirement water flow restrictors to all terminal water fittings e.g. taps, to prevent excessive water flow and hence saving water consumption. Further consideration in the design stage shall be given to the benefits of rainwater harvesting to this particular project. All taps shall be of the percussion type to operate on a fixed time period once activated. The WC cisterns shall be of low water volume type.

(g) The proposal will not increase noise levels on the site. There will be no loud external plant to the building, nor any features likely to increase the current noise levels on the site, other than children playing in the playground.
Low Carbon Technology

For feasible low carbon technology applicable to the school extensions, the following technology shall be considered when selecting appropriate systems, in conjunction with considering the feasibility of Traditional systems such as gas fired boilers, to meet the energy demands of the proposed extensions.

Air Source Heat Pump (ASHP)

The installation of internally mounted high efficiency ASHP(s) modules within the plant room shall be considered. Each ASHP module would be ducted to atmosphere. The inlet and outlet ducts would be via integrated weather louvers within external walls. Contained within the inlet and outlet ductwork would be attenuators to limit noise emissions to below background external noise levels.

ASHP’s would provide low grade heating for underfloor heating and generate higher temperature for domestic hot water generation. ASHP’s can generate a typical maximum Coefficient of Performance (COP) of 3.6.

Ground Source Heat Pump (GSHP)

Consideration will be given to the installation of a GSHP from boreholes. The feasibility of GSHP’s will depend upon the availability of suitable land and space to provide closed loop boreholes. The ground requires testing for thermal conductivity.

Closed loop circulation buried pipework from the borehole(s) would be collected into a concealed manifold chamber prior to entering the plant room below ground. The Heat pump unit would be contained within the plant room and requires no external louvers.

GSHP’s would provide low grade heating for underfloor heating and generate higher temperature for domestic hot water generation. GSHP’s can generate a typical maximum Coefficient of Performance (COP) of 5.

Photovoltaic Panels (PV)

PV panels could be integrated within the roof design of the new extensions, preferably on roofs facing in a southerly direction and with an optimum angle of 36 degrees. The facing direction and angle can be flexible but effectiveness will be reduced. The PV would generate on site electricity and attract fee in tariffs and export tariffs. Capacities depend upon the available roof areas.

Unlike the other technologies considered PV panels are not sized against a specific load. Any amount of electricity can be generated, space availability allowing, and used on site when there is a demand and exported when not used. To have an impact and a significant reduction in CO2 emissions, large areas of PV panels are required. Consideration shall be given to PV panels as a single installation or in combination with other systems, for example ASHP.

Solar Hot Water

Energy from sunlight is absorbed by the solar panel and converts it to heat energy. This is then removed by a heat transfer liquid, usually water or anti-freeze. In most systems, a small pump is required to circulate the heat transfer fluid to where it is immediately needed, or to a store from which it can be used later. In the case of solar hot water systems, this is usually a hot water cylinder. A back-up heat source is required to ensure that the water is heated to a sufficient temperature on days when light levels are limited. The water in the cylinder is then fed to your taps and showers to provide hot water.

Solar panels could be integrated within the roof design of the new extensions, preferably on roofs facing in a southerly direction and with an optimum angle of 36 degrees. The facing direction and angle can be flexible but effectiveness will be reduced. Consideration is required as to the effectiveness of solar panels as domestic hot water demand within the proposed extensions may be low.
13.0 Secured By Design

The Crime Prevention Design Adviser was consulted regarding the proposals during the design process. The crime data received from them from the area around the school is summarised below:

In the last 12 months there has been no crime associated with the school premises. However as the school is situated in a ward which has high levels of Serious Acquisitive Crime and which is a crime hotspot I would recommend that the ground floor doors and windows are fitted with tested and certificated secure doors and windows as outlined above. The new block should be protected by a monitored intruder alarm system linked to the existing and all ground floor rooms should be protected rather than just corridor and main entrance areas. It would also be prudent to ensure a secure door set at the top of the external stairs.

Integrated Approach
From the projects 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 Headteacher 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. Staff members are vigilant and the ethos of the school instils this vigilance into its pupils.

Access + Security
During the hours of 08:00 to 18:00 on a school day the main entrance gates into the school site off of Streatfield Road are open to allow access into the ‘air lock’ zone beyond. At the beginning and end of the school day secure gates are opened and, monitored by members of staff, allow pupils to gain access into the secure part of the site.

At all other times access occurs via the main entrance to the school building, via secure, controlled access. Visitors are held in the entrance/reception area, only able to enter the building through an electromagnetically controlled door. Out of hours the entire site is secured and all access gates are locked.

The school building is protected by a security alarm system. The system will be extended to include the proposed new building.

Lighting
The lighting design provides a well lit exterior that promotes the open secure quality, however simultaneously respecting 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.

Additional
The proposed building materials are robust, secure and resilient to wear and tear e.g. brickwork and aluminium framed lockable double glazed windows. The building is located away from any boundaries so is not susceptible to vandalism.
14.0 Construction Management

Undertaking buildings works on an occupied school site requires careful planning to ensure that the educational delivery of the school is not negatively impacted.

This section outlines a preliminary approach for the site management plan for the delivery of the proposed new building and associated works. Note that the building contractor appointed to undertake these works will complete, and submit for approval, a thorough construction management plan which has been worked up in conjunction with NCC and Earl Spencer Primary. The plan will detail their methods to ensure safe, cost effective and on time delivery of the project, within the confines of the active school site. This plan will have to be approved by Northamptonshire County Council as a condition of planning approval.

Prior to commencement the contractor’s detailed proposal for the delivery of the works will be developed into a full Construction Phase Health & Safety Plan, a detailed Risk Assessment and Method Statements according to legislation and best practice guidance and submitted for approval by a CDM co-ordinator. The construction management plan will include details of of the tree protection required during construction phase.

An outline construction management approach is detailed below. Read in conjunction with the Construction Management drawing submitted as part of this application.

Accommodation and Set Up

Upon commencement the contractor will secure the construction site area (as indicated in the Construction Management 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 and will contain facilities including site office, induction room, secure storage and toilets. Drainage by preference will discharge to foul drain however where that is not practice a tank will be used. Connection to mains services will be provided.

Site Works Access

The project manager will agree specific access constraints with the school prior to commencing on site. Access to the site will be through the service access gate at the south of the site of Brecon Street. with timing of access restricted to avoid the school pick up and drop off times. All deliveries to site will strictly adhere to these restrictions and a sign will be positioned permanently and prominently by the entrance gate detailing the restrictions. All construction traffic will be segregated from pupils and wheel washing will be in place to ensure the school site and surrounding neighbourhood are kept free of mud from the construction site.

Sequence of Works

Works will commence with removal of the kitchen pod and clearing of the site, followed by excavation and earth works and superstructure and building envelope. The final area of work is envisaged as the landscaping and planning of trees and shrubs and work to extend the car park.
15.0 Site Investigation

A preliminary site investigation report has been completed by environmental and geotechnical consultants Solitechnics. The report details site history, ground conditions and chemical and gaseous contamination found.

The table below summarises the potential chemical and gaseous contamination on the site.

### SUMMARY TABLE OF POTENTIAL CHEMICAL AND GASEOUS CONTAMINATION AT EARL SPENCER PRIMARY

<table>
<thead>
<tr>
<th>Known source of contamination identified</th>
<th>Potential source of contamination identified</th>
<th>Radon protection requirements</th>
<th>Comments/Justification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gas</td>
<td>Chemical</td>
<td>Gas</td>
<td>Chemical</td>
</tr>
<tr>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Northampton Sand deposits at crop are likely to have elevated naturally occurring Arsenic levels - recommend testing.
Quarry 120m south of the site backfilled with unknown material so potential for gas contamination on site recommend testing.
No potential source of landfill type gas recorded within 1km of the site.
Earl Spencer Primary School
Design + Access Statement
March 2013

Construction of a new two-storey, eight classroom teaching block, new hard play area and hard surfaced court, revised car park layout and extension to existing car park to enable the school intake to increase from 210 to 420 places.
Contents

Design + Access Statement

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1.0 Introduction

Architecture Initiative, on behalf of Northampton Schools Limited Partnership, has been commissioned to develop a proposal for the expansion of Earl Spencer Primary School in Northampton.

Full planning approval is sought for the construction of a new two storey, eight classroom teaching block, new hard play area and hard surfaced all weather court, to enable the school intake to increase from 210 to 420 places (1 to 2 form entry). The increase in pupil numbers is forecast to occur steadily over a seven year period to match demand.

It should be noted that the current school intake capacity is 210 pupils. This is based on 30 pupils per year, over 7 year groups. The current number of pupils on roll at the school differs from this school capacity figure.

Summary of Proposal

The application site area is 2935sqm. The proposal involves a two storey stand alone block located to the south of the existing school building, with a gross internal floor area of 727sqm. The existing school building has a gross internal floor area of 1640sqm.

This Design & Access Statement details the proposal as well as how the final design solution was reached.

The document has been arranged into six sections; starting with an explanation of the requirement for additional primary places at Earl Spencer Primary, details of how the brief was developed and a final design solution was reached. The specifics of the proposal are described in the Design section. The final part of this document addresses access.
2.0 Requirement for Primary Places

Decision to Expand: Overview

It should be noted that this application specifically concerns the built accommodation and associated works required to house the additional intake of pupils at the school.

The decision to enlarge the school is covered via a formal process undertaken by Northamptonshire County Council, which included a period of consultation with a final Cabinet Member decision in late 2012.

The proposed expansion is related to the general rise in the population of primary aged pupils living in the area, which is the result of the higher birth rate and inward migration being experienced by the County as a whole and Northampton in particular.

Recent census data demonstrates a 19% increase in the County's under-fives population. Northamptonshire County Council has a statutory obligation to provide sufficient school places for all pupils living in the area. Current projections forecast that additional capacity is required in the local area and therefore extra places are proposed at Earl Spencer Primary School. Refer to statement on the following page for further details.

Alternative solutions to the need for additional places considered by Northamptonshire County Council included:

(i) Providing ‘Portakabin’ style accommodation to house the additional intake. - It was concluded that this would not provide a long-term conducive learning environment for children and would separate them from their peers.

(ii) Transporting children to alternative schools outside the town. - It was concluded that there would be a negative impact on the welfare and education of children for them to be spending considerable parts of their day on buses and this does not support the healthy schools agenda.

(iii) Reconfigure the starting ages for children to attend school. - It was concluded that this would not adequate to meet the levels of school place demand and does not ensure that every child in the county has the same opportunities as their peers.

(iv) Increase class sizes. - Legislation precludes this option.

Therefore NCC made the decision that the best solution is to construct additional long-term teaching accommodation on the school site to accommodate the enlarged pupil intake.
Cabinet approval for the expansion of Earl Spencer Primary was given on 4 September 2012 following statutory consultation processes and the publication of a Public Notice on 21 June 2012. A number of factors were taken into account in proposing this particular school for expansion to meet the growing demand for primary pupil places in Northampton:

- The school has a large site suitable for two forms of entry (1.8ha).
- There are longer term educational and financial benefits from increasing a one form of entry primary (30 pupils per year group) to two forms of entry (60 pupils).
- The proposed increase was supported by the Headteacher and Governing Body.
- The increase would be phased in gradually from the Reception class upwards, so the ethos of the school would not change overnight.
- The extension could be included in the batch of PFI schools through a contract variation.
- There was already a model design of a two storey block for another one form of entry increase.
- The school could manage the first year’s increase within existing accommodation.

The table below outlines the current number (January 2013) of pupils on roll:

<table>
<thead>
<tr>
<th>Year group</th>
<th>Published Admission Number</th>
<th>Number on roll</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception</td>
<td>60</td>
<td>57</td>
</tr>
<tr>
<td>Year 1</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>Year 2</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>Year 3</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>Year 4</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>Year 5</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>Year 6</td>
<td>30</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>240</td>
<td>236</td>
</tr>
</tbody>
</table>

It can be seen that as a single form of entry, the school has consistently filled all its places. The school increased its admission number, on a temporary basis in the first instance, for Reception children starting in September 2012 and quickly filled 27 of the extra 30 places. Analysis of these address alongside the admissions criteria shows that 18 had sibling links, it was the closest school for a further 28 children and 11 others were admitted (50% of which lived at NN5 7** postcodes). Remaining at one form of entry would have meant insufficient provision of school places for those who lived closest to the school.

There are another nine primary schools that have a NN5 postcode and together these provide 15 forms of entry (450 reception places). In January 2013 there are only three spare places for Reception children across all the schools; a surplus capacity rate of 0.6% does not provide enough flexibility in the system and does not offer choice and diversity for parents. These figures are also on the basis that Earl Spencer Primary has already doubled its capacity. Northamptonshire County Council is also extending the accommodation at Kings Heath and Hopping Hill Primaries where pupil numbers have already increased, and is currently consulting on plans to expand Chiltern Primary.
Consultation

This Design & Access Statement has been prepared by Architecture Initiative, who have been appointed by Northampton Schools Limited Partnership to develop a proposal for Earl Spencer Primary School on behalf of Northamptonshire County Council.

Northamptonshire Schools Limited Partnership (NSLP) is a Special Purpose Vehicle (SPV) set up to run the Northampton Schools PFI Scheme. The scheme, which was set up in 2005 following the Review of Education in Northampton includes the operation and maintenance of five secondary schools and thirty-six primary schools in Northampton over a 32 year period.

Earl Spencer Primary is one of the primary schools covered under the PFI scheme.

Consultation has occurred with Northamptonshire County Council, local authority, PFI SPV (NSLP), the School and governors as well as NCC planning department and other relevant consultees to the planning process.

Refer to the Consultation section of the Planning Statement for a summary of the consultation that has taken place.
3.0 **Context**

Earl Spencer Primary School is currently a 1FE mixed primary school for children of 5-11yrs with a current intake of 240 pupils. It is located in the north west of Northampton in the Dallington Ward, the site is located in a mainly residential area, with a cluster of other community buildings.

The site is bound on two sides by public highways; Streatfield Road to the north and Brecon Street to the south. The Camrose Nursery occupies the mainly 1-2 storey building immediately to the east, the windows of which look directly onto the school play space. Another community building bounding the school site is the Gladstone Road Resource Centre, home of the Northamptonshire Centre for Independent living, located to the east, the building hidden behind a thick row of tall evergreen trees.

Most other neighbouring and near-by properties are dwellings; mainly semi-detached houses with generous gardens.

The site does not lie within any areas of particular note, as shown in the map identifying zones of land use surrounding the school site. For full details of this map and other relevant planning policy please refer to the accompanying Planning Statement.

The existing school is mainly visible from the adjacent public roads and from the rear of the Camrose Centre, as well as from the rear of the neighbouring houses located on Gladstone Road. Care has been taken to ensure that the new development is sympathetic to view from these nearby residences.

The main entrance is located at the north west of the site, where pedestrian and vehicular access occurs. There is an on-site car park for staff and disabled visitors in front of the school building, within the fenced ‘air-lock’. The refuse and recycling bins are also located in this area.
3.1 The School Site

The 1.8ha school site is split into two parts with the school and adjacent hard play and court areas located at its north west end, with soft play space/pitch occupying the south of the school grounds. A small rectangular chunk of land is cut out of the school site at its southern site, which is occupied by a small public playground.

From the main entrance at the front of the school access through the ‘air-lock’ is either into the building or via access gates to either side of the building. The site is fenced and it contains a number of trees (none of which have TPOs).

As can be seen from the photographs on the following pages, the school building has been subject to a number of additions over the years differing styles. The school building and neighbouring Camrose Centre are of a similar architectural language; monolithic rectilinear forms of 1-2 storeys in height and both of a buff/brown colour brick.
3.2 Site Photographs

On Site

Key plan showing views

1. On Site

2. On Site

3. On Site

4. On Site

5. On Site

6. On Site

7. On Site

8. On Site
3.2 Site Photographs

Off Site

Key plan showing views

1
2
3
4
5

1
2
3
4
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4.0 Developing the Brief

The overall brief for the project, set by Northamptonshire County Council, was to develop a proposal for housing the additional intake required at Earl Spencer Primary School to suit the specific constraints of the site and educational requirements of the school. To maintain external play space and deliver an exemplary, cost-effective and sustainable construction solution, whilst minimising the impact on the running of the school during construction.

The specific brief for the expansion which forms this proposal, was then developed through site analysis and consultation and dialogue with NCC, NSLP, Earl Spencer Primary School and other consultants listed in the Planning Statement.

Northamptonshire County Council gave specific request that the accommodation provided should adhere to the Department for Education’s Building Bulletins. The bulletins set out the types of spaces that school of a particular size should have and the areas of those spaces.

Northamptonshire County Council is also acutely aware of the potential traffic and car parking impacts that increasing school places can incur and in developing the brief Northamptonshire County Council has engaged with the highways authority and the school to insure where possible impacts are limited by additional facilities provided on the school site.

Setting the Brief

In order to keep the impact on the day-to-day running of the school during construction as small as possible it was decided form the outset that all additional accommodation required would be provided in a new stand-alone building over two storeys, to minimise its footprint and impact on the school site. Any works to the existing school building are also minimised. This is also the best way to ensure that the expansion of the school can occur in the most cost effective manner (the budget for expansion is finite).

With this starting point, analysis of the existing spaces within the school was undertaken in order to identify the additional accommodation required to enlarge the school from 1 to 2 forms of entry. This was completed in conjunction with the school in order to ensure that the best educational solution was reached.
Existing School Analysis

The main circulation route is ‘C’ shaped and links the four blocks containing classrooms. The classrooms are currently orientated around this ‘C’ shaped circulation route with two south facing blocks with views out over the soft play areas.

A main consideration in a 2FE school is that the two classrooms in each year group are kept as a pair, so with this in mind 14 pairs of classrooms are required in the enlarged 2FE school (as well as other support and shared accommodation).

As previously mentioned, Northamptonshire County Council use area and space standards as set out in the 2003 document Building Bulletin 99: Briefing Framework for Primary School Projects as a guide for primary school provisions in the County.

It was against these space standards that analysis of the existing building was undertaken in order to determine the additional spaces required.

The conclusion of this analysis was that eight additional classrooms and associated accommodation (such as WC’s and stores) would be required for the school to enlarge to a 2FE intake of 420 pupils.
4.2 Expansion Options

The new building could potentially be sited in a number of locations. However creating a successful circulation link back to the new building will provide the best possible solution of the proposed location as the link needs to run off the existing central circulation routes.

The next step was to analyse the most desired locations on the site for locating the new stand-alone block. This would ideally be as near to the existing school building as possible, whilst minimising the impact on sports and play space. Through discussion with NCC and the school two possible locations were indicated for the new classroom development.

The following principles and practices were employed in the analysis of location options for the additional accommodation:

(i) The location that would have the least impact on the private amenity of surrounding neighbours.
(ii) The location best suited due to site constraints e.g. protection of green spaces for sports, construction access, protection of the environment, etc.
(iii) The location best suited to support the circulation of pupils within their year groups and key stages.

The diagram below illustrates the potential locations that were identified for siting the building. One of these options (shown in blue) were deemed less appropriate;

Option B is located on an existing hard play area that would require relocating.

Option A is the most favourable site for the new classroom block as it sits comfortably within the existing site and is most considerate to the current building arrangement. Option A is located on soft play pitch area but does not adversely affect the total area of sports pitches provided.
4.3 Brief Requirements

In order for Earl Spencer Primary School to become a 2FE school, eight new classrooms – and associated support spaces - are required within the new teaching block. The diagrams below display the rooms necessary for this expansion, and how they have been arranged to generate the new building. An efficient footprint and use of space is achieved by stacking classrooms and support spaces over two floors.

Ingredients

- Classrooms
- Support Spaces (W.C’s, Stores etc)
- Group Area

Combination

This diagram shows the arrangement of the spaces required by the school over one floor of the new build block. The classrooms are in pairs with communal and support spaces between.

Proposed Plan

This drawing represents how the diagram has been translated into a material form. The plan form is compact so as to minimise its footprint which reduces its impact on the school site. The group space is open to circulation to enable maximum use of space in the building.
5.0 Design

The basis of the concept revolves around the rationalisation of spaces, as previously discussed in section 4.3.

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 building would house Key Stage 2 with year 3 and 4 classrooms located in pairs on the ground floor, and the oldest children, years 5 and 6 on the first floor.
The new teaching block is arranged as four pairs of classrooms over two floors with shared support spaces in the core of the building and vertical circulation on either side. The design consolidates the relationship of the classrooms with the shared amenities core into a rational layout that is efficient both in terms of general use and construction. The classrooms have windows on two external walls to maximise natural daylight. Internally each space meets the requirements of a modern teaching environment.

The ground floor classrooms all have external doors to allow direct access to outdoors. The service core consists of boys and girls WCs, a disabled WC (also for use by staff), a curriculum and cleaner’s store, a small plant room and hub room. A portion of the circulation space doubles up to provide a group area/break out space. Two stairs serve the building (as is required): One internal and one external. A passenger lift is also provided for vertical circulation and disabled access.
5.1 **Layout**

**External Works**

External works include a new all weather court with extended hard play area. The existing kitchen ‘pod’ is removed to make way for the proposed teaching block. The existing car park is reconfigured and extended with additional spaces provided.

Note that internal works will be undertaken to the existing building to create a new school kitchen to replace the kitchen ‘pod’ which is to be removed as part of this application. As details of the new kitchen are not yet determined, this will be covered under a separate permitted development application.
5.2 Form & Scale

Form of the Proposal

The form of the proposed new teaching block is designed to respond to and was directly inspired by the existing school building.

The scale and rhythm of the existing elevations have been emulated in the proposed teaching block. However, contemporary details have been added so that the teaching block is read as a modern addition to the school site.

The overall result is one that sits lightly within the landscape while providing a valuable and sensitive addition to the existing built fabric.
5.2 Form & Scale

Scale within the Existing Context

The proposal is designed to sit comfortably in relation to its surroundings and the existing school. The school building and neighbouring Camrose Centre are of a similar architectural language; monolithic rectilinear forms of 1-2 storeys in height and both of a buff/brown colour brick and all with flat roofs.

Although the proposed two storey teaching block is higher that the existing school building nearest to it, when considering the collection of buildings as a whole it fits in well with the varying heights of the of the school and Camrose Centre. It is situated ideally away from the school site boundary and within appropriate proximity to the existing school building to allow easy access to the new classrooms whilst not being detrimental daylight or views from the classrooms in the main building.

The overall affect of the new build block on the existing context is small, the proposal is hidden from the west behind a row of tall evergreen trees. The proposal sits lightly within its surroundings and compliments the landscape through carefully considered detailing and contemporary design.
Materiality

The materiality of the new teaching block has been carefully considered to respond to the existing school building. Creating a link between the buildings on site and helping to consolidate the existing materials and therefore defining the image of the school within its context.

The existing school building is brickwork. The existing roof is flat throughout. The proposed new building relates to and directly responds to this design and as such the materiality of the new building matches the existing buildings on the site, being of the same brown/buff brick. In this way the character of the new building will fit within its context.

Facing brickwork was chosen as it was felt it would best fit in with the context as well as being durable and secure.

The flat roof of the proposal will be finished in a single ply membrane or asphalt. With a thin profiled, powder coated aluminium coping.

The double glazed windows and external doors are aluminium framed, powdered coated grey to provide an attractive a durable finish.

Example of proposed facing brickwork (colour to match existing building)
5.4 Detail Design

The suspended ceiling is set back from the internal wall to let more daylight penetrate deeper into the classrooms.

The one brick return helps to control daylighting inside the classrooms whilst also reducing cleaning and maintenance.

Windows at eye level allow for surveillance of the external play areas.

Mid-level slide open windows provide easy access for natural ventilation. The windows open within the recessed opening.

Windows are raised from ground level and together with the one brick return help to reduce cleaning and maintenance.

The internal skirting visually aligns with the external window finish and also reduces maintenance.

Floor to ceiling windows allow for full height views out onto the surrounding landscape and natural light to reach deeper into the classroom. South facing windows utilise solar control glazing. Mid-level slide open windows provide easy access for natural ventilation. The windows open within the recessed opening.
5.5 **Daylight & Ventilation**

### Natural Daylighting

The principles of natural lighting and ventilation are realised throughout the design of the classroom spaces.

The classrooms have full height windows with the suspended ceilings set back to allow natural light to penetrate into the rear of the spaces during the winter.

In summer months, solar control is used to prevent over heating within the classrooms. The proposal utilises solar control glass, which is both cost effective and easier to maintain than alternate forms of solar shading such as canopies or bries soleil. All window have internal blinds for user control of light levels.

### Natural Ventilation

The classrooms are naturally cross ventilated via mid-level opening windows situated on each of the adjacent external walls.

The support spaces are also all naturally ventilated (with the obvious exception to the required extract to all WC’s).
Play Space

The external spaces at Earl Spencer Primary area a great asset to the school and local area; a large grass pitch to the south of the school and a hard play area and hard court to the west.

It is paramount that the construction of the new teaching accommodation does not impact negatively on the play and sports provisions of the school. This has been addressed in the design layout of the new block (compact footprint/two storey building).

Sport England have a statutory obligation to protect sports pitches, therefore building on a pitch will be opposed by Sport England unless one of their Exceptions listed in the playing fields policy: A Sporting Future for Playing Fields of England.

The sports pitch area includes the grass area to the south of the school in its entirety. The proposed location of the new building on an area classified as pitch and therefore protected. This loss of pitch is mitigated by the creation of a new hard surfaced all weather court to the west of the school building. Under Exception E4

The playing field or playing fields which would be lost as a result of the proposed development would be replaced by a playing field or playing fields of an equivalent or better quality and of equivalent or greater quantity.

The pitch area lost does not negatively impact the marking out a large football pitch on the playing field. The grass pitch area lost is 650sqm and the hard court area gained is 700sqm, giving a net increase of 50sqm. It is also worth noting that the hard surfaced court is usable all year round whereas use of the grass pitch is seasonal. The new building does not impact on the marking out of the grass pitch.

Refer to the diagram below for details.
6.0 Access

Entering the Site
All access arrangements are as existing condition.

Pedestrian / bicycle access
The site can be accessed by pedestrians from both the main access located to the north (off Streatfield Road) and the north west from a foot path also off the same road.

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, all access gates to the secure part of the site are secured. 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 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 Earl Spencer Primary School this adds up to 70 cycle parking spaces, 5 for each of the 14 classes. NCC planners advised that additional spaces can be added incrementally, as required by the school. At its current 1 form entry size (210 pupils) no pupils currently cycle to school. It is hoped that as they expand to 2 form entry, pupils will be encouraged to cycle to school. Therefore it is proposed that 10 additional cycle spaces be provided, 20 in total, to meet current requirements.

Car parking
The existing car park will be reconfigured and extended. 16 additional car parking spaces will be provided to cope with the increased traffic the school will receive as a result of it’s expansion.

Disabled Spaces / Mobility
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). There will be three disabled spaces to the entrance of the school.
Delivery access / parking
All delivery vehicles to the school or school kitchen enter the school site off Streatfield Road.

**Maintenance**

Refuse collection
The bin store is located adjacent to the Main site entrance (including for recycling bins). Refuse collection will occur via the Streatfield Road site entrance. There is no change in location of refuse collection.

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

**Emergency Access**
To occur via the Streatfield Road site entrance, with vehicular access gates in to the secure part of the school site.

**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)
- Building Bulletin 94: Inclusive School Design (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 the Transport Statement, School Travel Plan and access drawing for further details.