



Wilson design 178 Pleasant Administration Ave 2nd Fl
Cincinnati, OH 45219-1000
Tel: 513.763.2222 Fax: 513.763.2223
www.wilsondesign.com

THAMPTONSHIRE
COUNTY COUNCIL

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GROWTH MANAGEMENT

Design & Access Statement in support of the single classroom development at: Helndon Primary School

Context: (generating principles and concepts)

The present site buildings operate as a primary school and predominantly of single storey structure, which occupies the northerly area of the site. The school site boundary is enclosed by Station Road to the north, a public pathway to the south and dwelling houses to the east and west. The school although generally on a flat plane is restricted by ground levels immediately to the south from within the site which restricts development, but which also provides a 'natural' area for extending. There is a single entrance for vehicles and pedestrians off Station Road, which is proposed to remain in operation, primarily as exists.

The dwelling houses, which surround the above site, range from terraced properties to large detached family units and are generally two storey properties, this 'scale' of development is a influencing factor within any proposals.

Objectives: (access, scale, layout & appearance)

It was the prime objective that all proposals would reflect the scale and existing physical character of the immediate area. By proposing the extended plan (refer submitted drawings) the management and rational of the site together with respecting the adjoining properties make best use of a very tight and restricted area.

All development will comply fully with the current Disability Discrimination Act to provide a fully accessible site throughout the new extension.

Surrounding / adjacent pathways and lighting levels will not be altered, internal site luminance where proposed will be low level as not to impinge on the adjacent properties.

Proposals: (physicality and building setting)

The present use involves the day to day running of a primary school, including delivery of materials and general associated administration. The proposal to provide an extended site is reflected by the school intake, which is expected to increase for the 2006 / 2007 school term.

Due to the simple nature of this development the 'layout' has optimised the site in terms of the adjacent properties (not being overhooked and enclosed by the existing layout) and allows inclusive access through and to the new development area, as proposed the single vehicle entrance will not change in operational use.

Soft and hard landscaping is not viewed as a major issue, the existing playing field which contains the macadam 'hard play' may be extended during 2007 to facilitate additional pupil numbers.

Note: The above should be read in full with the planning submission drawings



Planning Supporting Statement Helmdon Primary School

January 2007

Introduction - The purpose of this statement is to briefly explain the single classroom extension associated with the above school.

1. SUMMARY OF BACKGROUND

Helmdon Primary school has been extended and refurbished in the recent past to accommodate the growing number of pupils attending the school and to facilitate the basic requirements of a school of this size.

2. PHILOSOPHY

Helmdon Primary has successfully strived to provide the best available services for users of the school and continues to do so. Furthermore, there has been a desire to ensure that the facilities keep pace with any expansion of school numbers and basic service needs.

3. CURRENT POSITION

As a result of the above philosophy, there is an 'annual' need to assess all sections of the school and react to requirements accordingly. The prime objective for 2007 is to ensure the classroom sizes and numbers reflect the pupil intake for the forthcoming academic year. This has outlined the need for an additional classroom with adjoining cloakroom space.

4. PROPOSAL

The overall scheme is a proposal which has been fully detailed and outlined within the Access and Design statement:-

5. CONCLUSION

The proposals being put forward will provide a step forward for Helmdon Primary Schools continuous need to provide the best primary school facilities serving the local community and indeed the governing school authority.