COLLIS PRIMARY SCHOOL /

DESIGN & ACCESS STATEMENT

AUGUST 2019

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	Date	Author
-		IMRAN KASSIM
A	15.08.19	IMRAN KASSIM

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1.0 INTRODUCTION

1.1 THE PURPOSE OF THIS DOCUMENT

This Design and Access Statement has been prepared on behalf of the Secretary of State for Education to accompany the planning application for the proposed new build infant block and nursery at Collis Primary School with an associated 'front of house' administration building and multi-use games area landscape works.

This statement responds to the requirements of the Town and Country Planning (Development Management Procedure) (England) Order 2015 for planning applications to be accompanied by a Design and Access Statement that explains the design principles and concepts that have been applied to the development and how issues relating to the access to the development have been dealt with.

This structure and content of this statement has been informed by National Planning Practice Guidance pertaining to Design and Access Statements and 'Design and Access Statements; how to write, read and use them' (CABE 2006).

The planning application proposals that are considered within this Statement have been the subject of discussions with the London Borough of Richmond upon Thames and the DfE.

This statement has been prepared by AHR Architects in conjunction with the wider consultant team which includes:

- Planning Consultants
- Mechanical and Electrical Consultant
- Modular Build Contractor
- Drainage Consutlant
- Acoustic Consultant
- Arboricultural Consutant
- Ecology Consultant
- BREEAM Consultant
- Environmental Consultant

The design team have worked together to consider the context of the site and identify the constraints and opportunities that this presents. The proposal is a consolidated response to this analysis.

1.2 SCHEME OVERVIEW

Collis Primary School is a Community Primary School located within a residential area of Teddington, a large suburban town in the southwest of London on the north bank of the River Thames. The school represents a set of partnerships between the London Borough of Richmond upon Thames and other community resources, providing educational facilities for mixed-sex pupils aged 3 to 11. There are several bulge classes currently being accommodated, with a total of 793 pupils currently on the school roll.

The school is typical of a suburban primary; the site is triangular, approximately 0.031 km2 in size. It is currently occupied by the school with five educational buildings located in the south-western area of the site, one of which is a temporary building that is used for the After-School club. A school house is located close to the southwest boundary, multiple hard surfaced playground areas and two hard surfaced courts in the north of the site, an outdoor swimming pool in the northwest of the site, a recreational sports field in the eastern half and a conservation area containing a pond within the southwest corner of the site. The site has one main vehicular access point via Fairfax Road, located at the southwest side. There is additional informal vehicular access via Harlequin Road located on the site's southern boundary however this is rarely used. There are two pedestrian access points to the site; one via Fairfax Road to the southwest and one via an alleyway footpath connected to Cromwell Road to the north. The site's parking area is situated in the south-western area of the site, directly accessible via Fairfax Road.

Due to the poor condition of the existing infant and nursery buildings, the proposal is to demolish the blocks and replace with a two-storey teaching block to the north of the current infant block with an associated reception/ admin block close to the existing junior block. The teaching block will compromise of one nursery, twelve classrooms, one practical learning space, a kitchen suite, a dining area, three group rooms, a medical room, a reception suite and associated ancillary spaces. The surrounding areas will be made good as necessary.

2.0 SITE CONTEXT

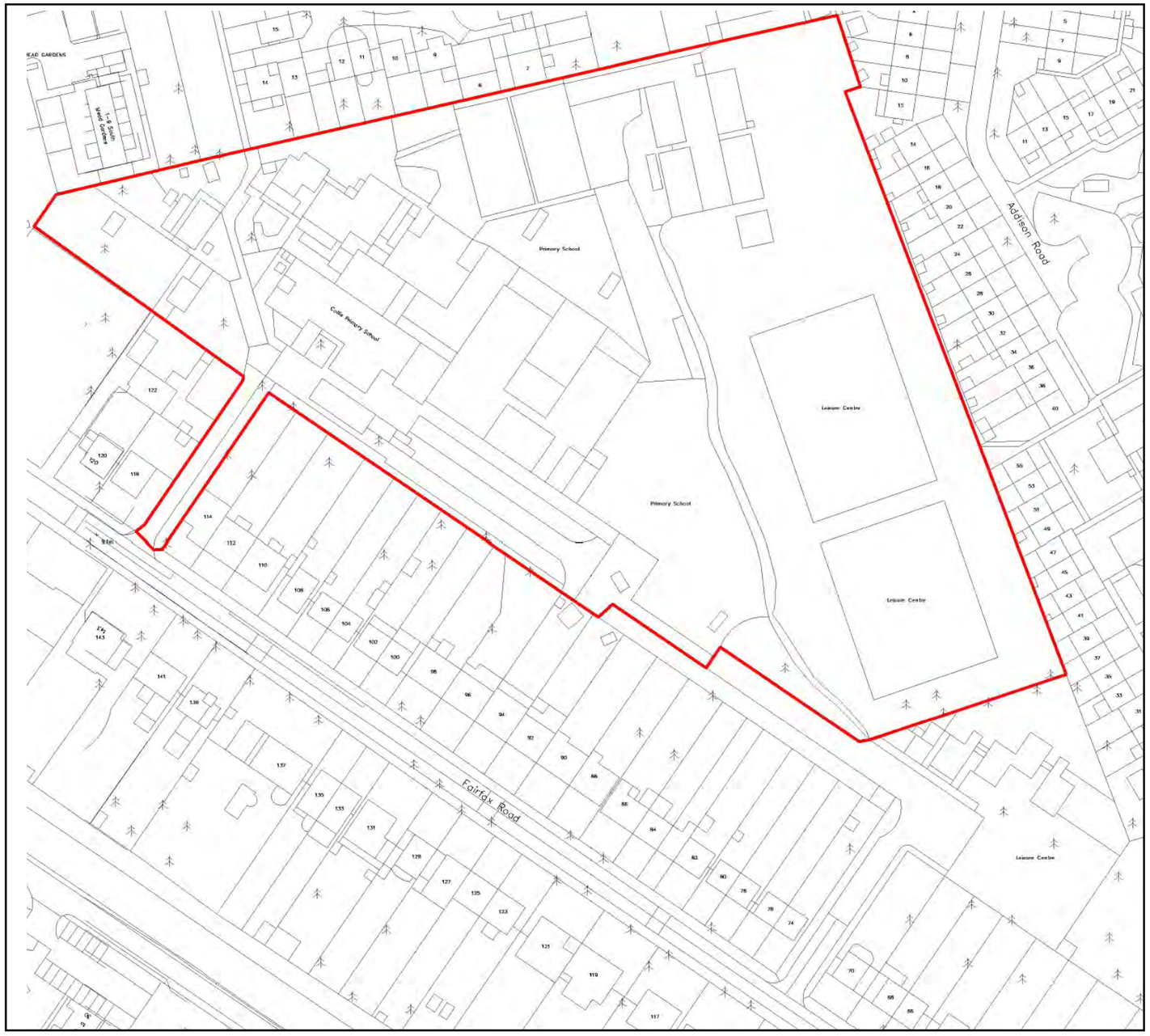
2.1 SITE DESCRIPTION AND CONDITION

Collis School was founded in 1865 by Sarah Collis in a house in Park Road, Teddington. The school expanded rapidly and following the Education Act of 1880 and with the introduction of free schooling, the school relocated to Station Road and was renamed accordingly. In 1937, the school was again renamed Christchurch County Primary before finally being named Collis Primary School in 1960. The school moved to a new main school building (EFAA) on Fairfax Road in 1972 and the building was extended in 1982 to accommodate a new reception (EFAF) and nursery development (EFAD). In 2005, a new building (EFAB) was constructed to cope with growing demand for places in the local area, completing the 3FE educational facility.

The school sits in an open site of approximately 0.031km^2. The school is set back from Fairfax Road and is bordered on all cardinal directions by residential housing. The topography of the site is relatively flat. We are advised that there are no known TPO's on any of the trees within the existing boundary.

The site has one main vehicular access point via Fairfax Road, located southwest of the site. There is additional informal vehicular access via Harlequin Road located on the site's southern boundary however this is rarely used. There are two pedestrian access points to the site; one via Fairfax Road to the southwest and one via an alleyway footpath connected to Cromwell Road to the north. The site's parking area is situated in the south-western area of the site, directly accessible via Fairfax Road.

It is proposed that construction traffic is directed via Harlequin Road, although no official route or surfaces are currently in place.



2.1 SITE DESCRIPTION AND CONDITION

A photographic record has been assembled describing the building proposed to be demolished

2.2 PLANNING POLICY

Please refer to the submitted planning statement, prepared by NT+A Planning.

3.0 CONCEPT EVOLUTION

3.1 DEVELOPMENT OBJECTIVES & PRINCIPLES

3.1 DEVELOPMENT OBJECTIVES & PRINCIPLES

The proposed design is generated from first principles utilising 'Baseline Designs' developed by the DfE as guidance in achieving the requirements of the Department of Education's 'Facilities Output Specification'. The design and construct team commissioned consists of a team of consultants with the purpose of developing the 'Baseline Designs' as a means of bringing together technical expertise & experience from previous approaches to school procurement.

The design team investigated a variety of options regarding building location, orientation and massing to reach an optimal design approach from the very start of the design process. These proposals became the subject of both client and community engagement meetings where planning policy, school specific brief and neighbourhood concerns came together to guide the design process.

The proposed design follows the same adjacencies principles and are organised into the three types of suite: classroom, hall & administration set out in the above guidance. A single main entrance is planned for school security affording ease of access to the main hall and community zones but controlled access to classrooms. Classrooms are arranged according to key stage with same-age rooms grouped allowing team teaching. Toilets are easily accessed from classrooms for younger children, there are 55m2 classrooms for junior children plus practical classrooms. All classrooms provide direct access outdoors affording designated drop off of pupils and easy access to external teaching areas.

Key principles of the design include:

Functionality - designed to be easy to use with flexibility to suit a range of educational needs. Staff offices & support spaces are located to facilitate pastoral care & learning support. Circulation routes are designed to avoid congestion & give pupils easy access to teaching spaces.

Health & Safety - easy to navigate but have controlled access points with clear boundaries between public & private. The design provides good ventilation, daylight & acoustics, taking account of those with SEN & disability.

Future Proofing - Plan dimensions, fenestration, structure & building services are designed to allow easy adaptation.

Sustainable Design - An energy-efficient approach runs through all aspects of the design including: durable, air tight & well-insulated building fabric; maximum use of daylight while limiting solar gains; natural ventilation in summer and winter. The design gives provision for the school operator to monitor the energy use of the building.

Utilising the sound design principles above the design team have continually appraised & developed the scheme. The design team has organically developed to provide the expertise to refine the design and engineer the product to be as efficient and cost effective as possible whilst underpinning educational delivery, flexibility & architectural quality at the same time.

As part of the engagement process a series of brief objectives were identified and the respective members of the team were tasked with developing specific areas such as: Educational vision, engineered efficiency, lifecycle & running costs, sustainable delivery, FF&E integration, community use & continuous improvement.

Adaptability & flexibility have been crucial in the team approach and underpin design solutions capable of becoming 'bespoke' through engagement with the end user. A choice of internal and external design, furniture & equipment solutions can be easily tailored to meet aspirations, future demand & increased demand for student places to suit specific client needs.

4.0 THE SCHEME

4.1 USE

The proposed development is for a 360 place infant block (Reception to Year 2) and a 27 place nursery that will replace the corresponding existing facilities on the site.

Positioning the teaching block on the site in the location proposed allows for the separate construction and operation of the new building from the existing buildings on the campus.

The proposed educational facility complies with local land use policy as it is situated on an existing educational site. In addition to the educational facility for the students, community facilities have been integrated into the design. Careful zoning of the building allows efficient use of the kitchen and dining hall to suit specific school and managed community requirements.

The building and grounds have been designed to comply with Part M of the Building Regulations and where possible BS 8300. This ensures a fully inclusive design to meet the needs of both pupils & the local community. This would also accord with Richmond Council's Design for Maximum Access SPD (1991)

4.2 AMOUNT

The proposed building has been developed in response to the schools specific design brief and schedule of accommodation which relates to their education policy & local catchment area demand.

The total provision of new internal gross floor area (1987m2) is directly linked to central government funding on which the EFSA based their brief.

Level	Name	ADS Code	Number	Department	Brief Area	Area	Difference
Admin Block							
Circulation							
LEVEL 0	Circulation	(CIR00)	151	Circulation	0 m²	19.4 m²	19.4 m²
LEVEL 0	Lobby	(CIR00)	148	Circulation	0 m²	9.3 m²	9.3 m²
					0 m²	28.7 m²	28.7 m²
Learning Resource							
LEVEL 0	SEN Therapy/MI Room	SEN11	145	Learning Resource	0 m²	12.2 m²	12.2 m²
					0 m²	12.2 m²	12.2 m²
Non-Net							
LEVEL 0	Acc WC	TOC21	147	Non-Net	0 m²	4 m²	4 m²
					0 m²	4 m²	4 m²
Partitions							
LEVEL 0	Partitions		142	Partitions	0 m²	6.7 m²	6.7 m²
					0 m²	6.7 m²	6.7 m²
Staff and Administration							
LEVEL 0	Entrance	ADM01	146	Staff and Administraton	0 m²	17.1 m²	17.1 m²
LEVEL 0	General Office	ADM05	144	Staff and Administraton	0 m²	31.1 m²	31.1 m²
LEVEL 0	Interview	ADM02	152	Staff and Administraton	0 m²	6.8 m²	6.8 m²
LEVEL 0	Reprographics	ADM08	149	Staff and Administraton	0 m²	6.8 m²	6.8 m²
LEVEL 0	Sick Bay	ADM03	6	Staff and Administraton	0 m²	4.1 m²	4.1 m²
LEVEL 0	SMT	ADM11	150	Staff and Administraton	0 m²	16 m²	16 m²
					0 m²	81.8 m²	81.8 m²
					0 m²	133.4 m²	133.4 m²
Main Building							
Basic Teaching							
LEVEL 0	Art/DT	PRA12	22	Basic Teaching	34 m²	33.9 m²	-0.1 m²
LEVEL 0	Nursery	PRI03	99	Basic Teaching	55 m²	55.7 m²	0.7 m²
LEVEL 0	Reception 1	PRI13	55	Basic Teaching	62 m²	62.1 m²	0.1 m²
LEVEL 0	Reception 2	PRI13	58	Basic Teaching	62 m²	62.4 m²	0.4 m²
LEVEL 0	Reception 3	PRI13	62	Basic Teaching	62 m²	62 m²	0 m²
LEVEL 0	Reception 4	PRI13	67	Basic Teaching	62 m²	62.6 m²	0.6 m²
LEVEL 1	Year 1	PRI23	105	Basic Teaching	55 m²	54.5 m²	-0.5 m²
LEVEL 1	Year 1	PRI23	108	Basic Teaching	55 m²	54.5 m²	-0.5 m²
LEVEL 1	Year 1	PRI23	120	Basic Teaching	55 m²	55 m²	0 m²
LEVEL 1	Year 1	PRI23	117	Basic Teaching	55 m²	55 m²	0 m²
LEVEL 1	Year 2	PRI23	132	Basic Teaching	55 m²	54.2 m²	-0.8 m²
LEVEL 1	Year 2	PRI23	128	Basic Teaching	55 m²	56.1 m²	1.1 m²
LEVEL 1	Year 2	PRI23	129	Basic Teaching	55 m²	54.2 m²	-0.8 m²
LEVEL 1	Year 2	PRI23	123	Basic Teaching	55 m²	56.1 m²	1.1 m²
					777 m²	778.2 m²	1.2 m²
Circulation							
LEVEL 1	Circulation	CIR01	101	Circulation	136 m²	139.2 m²	3.2 m²
LEVEL 0	Circulation	CIR01	9	Circulation	132 m²	155.4 m²	23.4 m²
LEVEL 0	Lobby	(CIR00)	138	Circulation	8 m²	7.4 m²	-0.6 m²
LEVEL 1	Roof Access Stair	CIR01	179	Circulation	0 m²	3.6 m²	3.6 m²
					276 m²	305.6 m²	29.6 m²
Large Spaces							
LEVEL 0	Dining	DIN01	10	Large Spaces	195.6 m²	195.6 m²	0 m²
					195.6 m²	195.6 m²	0 m²
Learning Resource							
LEVEL 0	Large Group	RES00	141	Learning Resource	16 m²	14.8 m²	-1.2 m²
LEVEL 0	Library	LIB01	61	Learning Resource	28.5 m²	28.5 m²	0 m²
LEVEL 0	Small Group	RES00	65	Learning Resource	9 m²	8.6 m²	-0.4 m²
LEVEL 0	Small Group	RES00	135	Learning Resource	9 m²	9 m²	0 m²
					62.5 m²	60.8 m²	-1.7 m²
Non-Net							
LEVEL 1	Acc WC	TOC21	102	Non-Net	3.5 m²	3.8 m²	0.3 m²
LEVEL 0	Acc WC	TOC21	139	Non-Net	3.5 m²	4 m²	0.5 m²
LEVEL 0	Hygiene	TOC04	16	Non-Net	9 m²	7.9 m²	-1.1 m²
LEVEL 1	Infant WC	TOC11	111	Non-Net	24 m²	21 m²	-3 m²
LEVEL 1	Infant WC	TOC11	115	Non-Net	24 m²	22.1 m²	-1.9 m²

Level	Name	ADS Code	Number	Department	Brief Area	Area	Difference
LEVEL 0	Kitchen	KIT00	92	Non-Net	90 m²	91.2 m²	1.2 m²
LEVEL 0	Nursery WC	TOC11	178	Non-Net	12 m²	10.2 m²	-1.8 m²
LEVEL 0	Other Pupil WC	TOC11	21	Non-Net	6 m²	6.4 m²	0.4 m²
LEVEL 0	Plant	PLA01	180	Non-Net	27 m²	25.2 m²	-1.8 m²
LEVEL 0	Reception WC	TOC11	54	Non-Net	12 m²	13.8 m²	1.8 m²
LEVEL 0	Reception WC	TOC11	56	Non-Net	12 m²	13.7 m²	1.7 m²
LEVEL 0	Reception WC	TOC11	63	Non-Net	12 m²	13.7 m²	1.7 m²
LEVEL 0	Reception WC	TOC11	68	Non-Net	12 m²	13.7 m²	1.7 m²
LEVEL 0	Server	PLA02	140	Non-Net	10 m²	10 m²	0 m²
					257 m²	256.5 m²	-0.5 m²
Partitions							
LEVEL 0	Partitions		143	Partitions	49 m²	79.5 m²	30.5 m²
					49 m²	79.5 m²	30.5 m²
Staff and Administration							
LEVEL 1	Office	OFF10	104	Staff and Administration	9 m²	9 m²	0 m²
LEVEL 0	Office	OFF10	136	Staff and Administration	9 m²	9 m²	0 m²
LEVEL 0	Reprographics	ADM08	5	Staff and Administration	10 m²	7.8 m²	-2.2 m²
LEVEL 0	Staff Room	OFF33	48	Staff and Administration	7 m²	14.3 m²	7.3 m²
LEVEL 1	Staff Work	OFF35	103	Staff and Administration	6 m²	7.7 m²	1.7 m²
LEVEL 0	Staff Work Room	OFF31	49	Staff and Administration	7 m²	14.3 m²	7.3 m²
					48 m²	62.1 m²	14.1 m²
Storage							
LEVEL 0	Appliance Bay	(CIR00)	24	Storage	1.5 m²	1.8 m²	0.3 m²
LEVEL 0	Chair Store	STH10	79	Storage	20.9 m²	23.3 m²	2.4 m²
LEVEL 0	Chair Store	STH10	112	Storage	10 m²	7.9 m²	-2.1 m²
LEVEL 0	Cleaners Store	STN31	25	Storage	1.5 m²	1.5 m²	0 m²
LEVEL 1	Cleaners Store	STN31	113	Storage	1.5 m²	1.5 m²	0 m²
LEVEL 0	General Store	STT10	47	Storage	6 m²	5.7 m²	-0.3 m²
LEVEL 0	Nursery Store	STT10	177	Storage	4 m²	4.5 m²	0.5 m²
LEVEL 0	PE Store	STH00	173	Storage	0 m²	4.4 m²	4.4 m²
LEVEL 1	Personal Store	STN01	126	Storage	2.5 m²	2.2 m²	-0.3 m²
LEVEL 1	Personal Store	STN01	130	Storage	2.5 m²	2.6 m²	0.1 m²
LEVEL 1	Personal Store	STN01	124	Storage	2.5 m²	2.2 m²	-0.3 m²
LEVEL 1	Personal Store	STN01	133	Storage	2.5 m²	2.6 m²	0.1 m²
LEVEL 1	Personal Store	STN01	121	Storage	2.5 m²	2.5 m²	0 m²
LEVEL 1	Personal Store	STN01	118	Storage	2.5 m²	2.5 m²	0 m²
LEVEL 1	Personal Store	STN01	107	Storage	2.5 m²	2.5 m²	0 m²
LEVEL 1	Personal Store	STN01	109	Storage	2.5 m²	2.5 m²	0 m²
LEVEL 0	Personal Store	STN01	53	Storage	2.5 m²	2.3 m²	-0.2 m²
LEVEL 0	Personal Store	STN01	57	Storage	2.5 m²	2.3 m²	-0.2 m²
LEVEL 0	Personal Store	STN01	64	Storage	2.5 m²	2.3 m²	-0.2 m²
LEVEL 0	Personal Store	STN01	69	Storage	2.5 m²	2.3 m²	-0.2 m²
LEVEL 0	Personal Store	STN01	137	Storage	2.5 m²	2.9 m²	0.4 m²
LEVEL 0	Specialist Store	STT05	23	Storage	10 m²	11.4 m²	1.4 m²
LEVEL 1	Teaching Store	STT10	127	Storage	1.5 m²	1.6 m²	0.1 m²
LEVEL 1	Teaching Store	STT10	131	Storage	1.5 m²	1.3 m²	-0.2 m²
LEVEL 1	Teaching Store	STT10	125	Storage	1.5 m²	1.6 m²	0.1 m²
LEVEL 1	Teaching Store	STT10	134	Storage	1.5 m²	1.3 m²	-0.2 m²
LEVEL 1	Teaching Store	STT10	122	Storage	1.5 m²	1.4 m²	-0.1 m²
LEVEL 1	Teaching Store	STT10	119	Storage	1.5 m²	1.4 m²	-0.1 m²
LEVEL 1	Teaching Store	STT10	106	Storage	1.5 m²	1.5 m²	0 m²
LEVEL 1	Teaching Store	STT10	110	Storage	1.5 m²	1.5 m²	0 m²
LEVEL 0	Teaching Store	STT10	52	Storage	1.5 m²	2.3 m²	0.8 m²
LEVEL 0	Teaching Store	STT10	59	Storage	1.5 m²	2.2 m²	0.7 m²
LEVEL 0	Teaching Store	STT10	60	Storage	1.5 m²	2.3 m²	0.8 m²
LEVEL 0	Teaching Store	STT10	66	Storage	1.5 m²	2.3 m²	0.8 m²
LEVEL 1	Wheelchair Store	(CIR00)	114	Storage	1.5 m²	1.1 m²	-0.4 m²
					107.4 m²	115.5 m²	8.1 m²
					1772.5 m²	1853.8 m²	81.3 m²
Grand total: 90					1772.5 m²	1987.2 m²	214.7 m²

Gross Internal Areas	
Level	Area
Admin Block	
LEVEL 0	133.2 m²
	133.2 m²
Main Building	
LEVEL 0	1144.2 m²
LEVEL 1	710 m²
	1854.2 m²
Grand total: 3	1987.4 m²

4.3 LAYOUT

The plan form of the building is driven by both the year group and subject adjacencies identified in the school design brief and recommendations set out in DfE exemplars. The resultant linear plan creates strong faculty groupings that reinforce the school's teaching ethos. The linear block configuration also creates distinct external environments for external dining, formal sport, informal play and external learning.

The building's orientation on site reflects the direction from which all pupils, staff and visitors will access the school whilst presenting minimal encroachment upon highly regarded external play facilities. The siting of the building is also dictated by the requirement not to have a harmful impact on surrounding neighbouring properties.

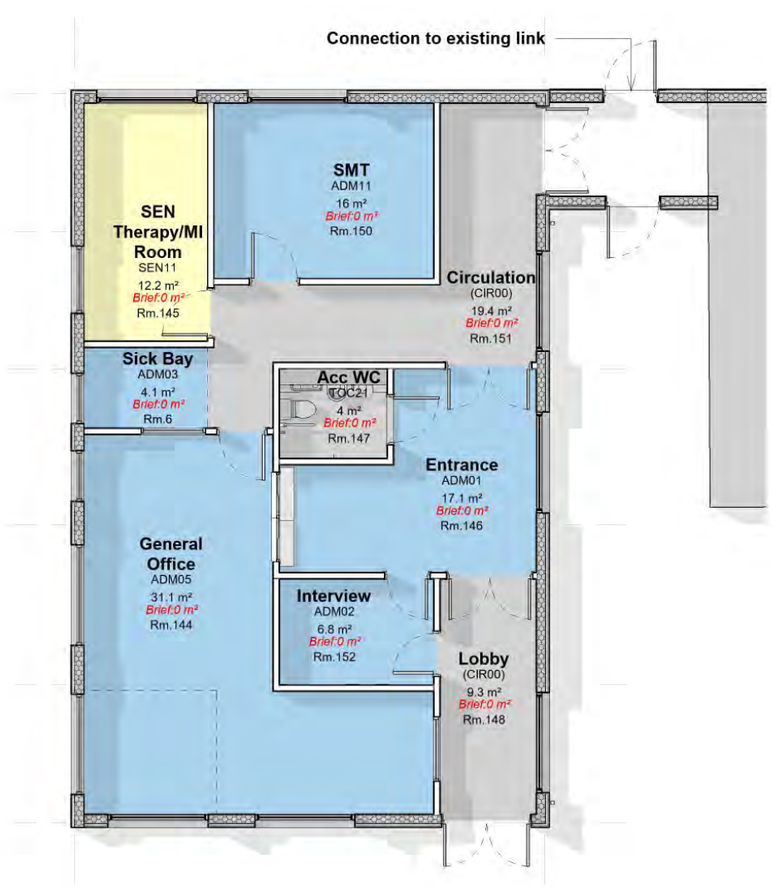
The design sets to make the experience of visiting the school daily or occasionally as pleasant, easy and trouble-free as possible. A welcoming main entrance plaza with independent pedestrian access creates a civic quality and reinforces the presence and importance of the school, emphasising its role in the community, as well as improving the arrival experience for students, staff and visitors.

The teaching block entrance is clearly articulated to the south of the building and is further defined by an effective elevational treatment. Clearly defined fence lines provide separation, where possible, of pedestrian from vehicular traffic enhancing safety and security throughout the site.

The existing vehicle access off Fairfax Road remains unaltered with a clear movement strategy to direct vehicles entering the site to a retained car park to the southwest of the junior block.

The dedicated pedestrian entrances present an articulated and safe route to the proposed building. This route will be assisted by wayfinding and building mounted lighting ensuring that those arriving naturally navigate to the building's reception point.

ADMIN BLOCK



BB98 Key

- Learning Resource Areas
- Non-net Areas
- Staff and Administration Areas

MAIN BUILDING

GROUND FLOOR

FIRST FLOOR

4.4 APPEARANCE

Externally, the design team has elected to creatively use a simple palette of robust materials. The palette of materials (brick, render and rainscreen cladding) used will be low maintenance, sustainably sourced and selected to suit the site.

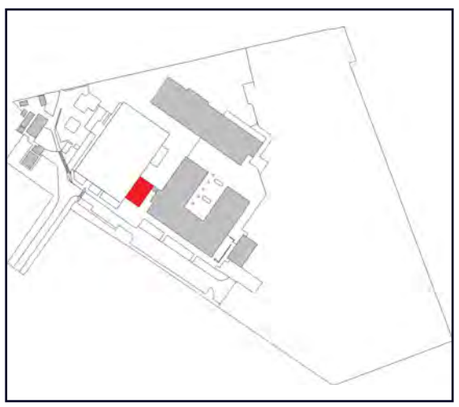
The proposed single and two storey massing of the buildings is appropriate to the size of the school proposed and in keeping with the residential nature of the context. This approach to massing will lend the building a homely feel, familiar to even the youngest of school children.

All materials and external components have been selected to provide a high quality and inspiring learning environment, whilst providing the required robustness durability and low maintenance costs over the life of the building.

All materials will be specified and installed in accordance with the required thermal U values and to the requirements of Building Regulations & relevant British Standards. External walls will be of durable and robust brick slips with contrasting render system to further articulate the massing of the building.

External windows (with integrated louvres) and doors will be double glazed thermally broken ppc aluminium with glazing specified for security, safety and to minimise heat gain to internal spaces. All applicable rooms will have openable windows for natural ventilation. What with the structure being a modular build with the external skin applied on site, this creates significant reveals in the openings to give the building appearance more depth.

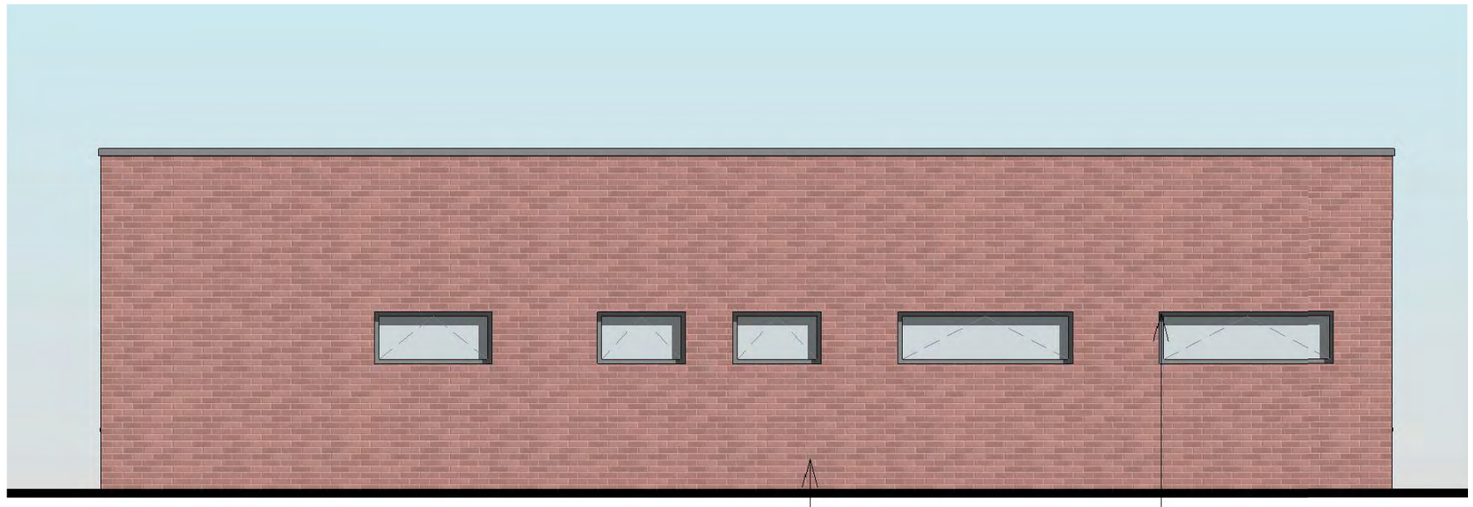
The roof will be of a single ply finish and form part of a fully insulated and acoustically rated build up. 100sqm of PV panels are sited in a southerly direction on the two storey roof to significanty improve on the Schools energy performance.; rainwater gutters will be kept hidden at the edges of the building foot print.



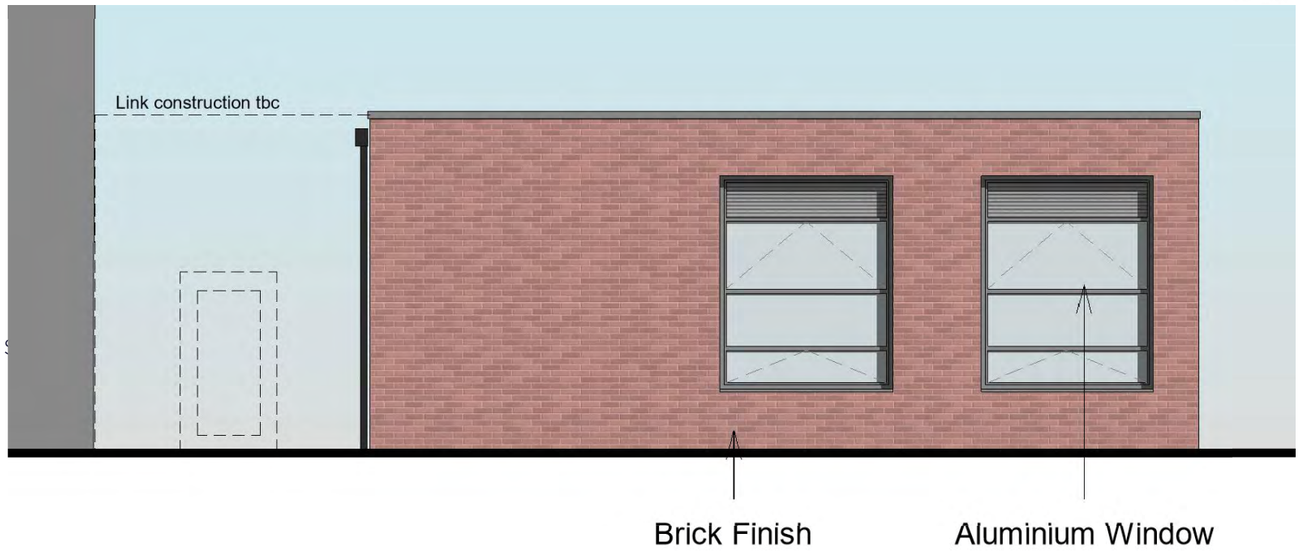
ADMIN BLOCK

SOUTH-EAST ELEVATION

SOUTH-WEST ELEVATION

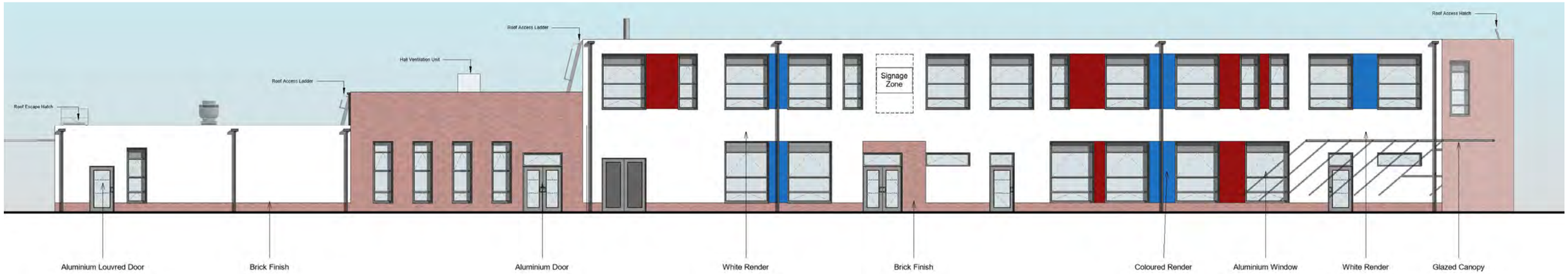


NORTH-WEST ELEVATION



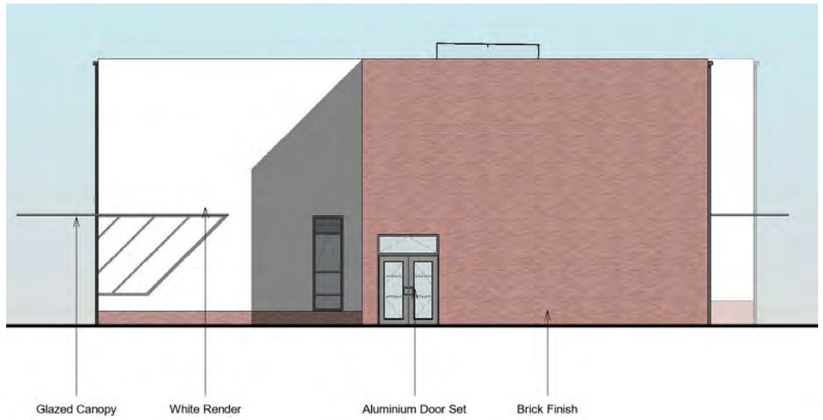
NORTH-EAST ELEVATION

MAIN BUILDLING

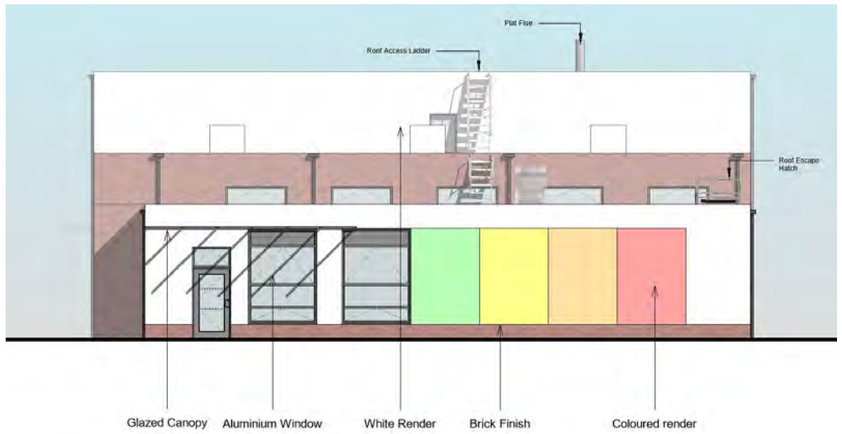


SOUTH-WEST ELEVATION

NORTH-EAST ELEVATION



SOUTH-EAST ELEVATION



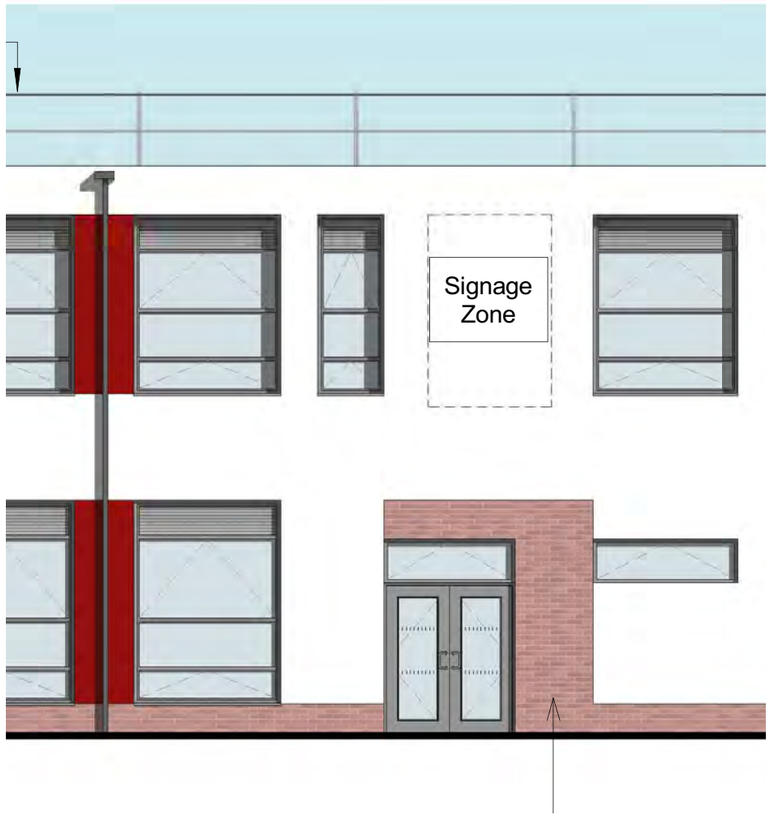
NORTH-WEST ELEVATION

PRECEDENT IMAGES - HIGHCLIFFE PRIMARY SCHOOL

4.6 SIGNAGE

Whilst the building design and site layout facilitates intuitive wayfinding the proposal will also include clear and coordinated signage for pedestrians and vehicles. Contemporary style signage that compliments the existing and proposed architectural style of the development is proposed.

The signage will be influenced by the school 'brand' and the aim is to coordinate this with the building aesthetic to create a cohesive and easy to navigate development. Identity signage is likely to be on the front façade of the building, these images provide an indicative illustration of suitable 'signage zones'.




Main
Entrance

5.0 LANDSCAPE

5.1 INTRODUCTION

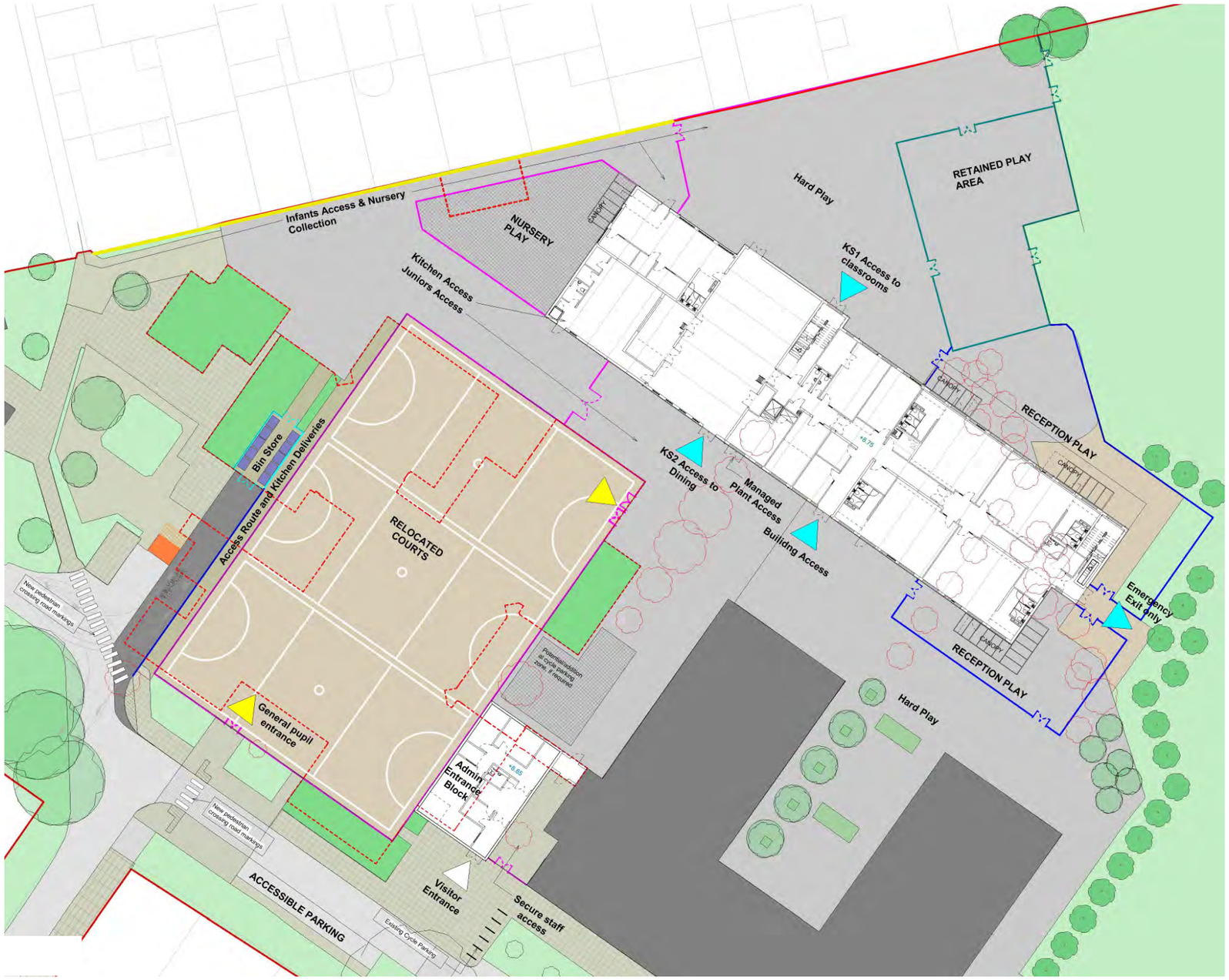
The school grounds provide important facilities for outdoor learning and social activities. The design uses the site's natural flat topography to create an attractive yet efficient layout of grounds, optimised building orientation and enhanced public/private zoning and security. The proposed building takes up a position to the middle of the site that helps strengthen the main pedestrian axis on which the campus has organically developed. The frontage to the main entrance building affords breathing space in the form of hard landscaping on arrival and the building is clearly identifiable due to its distinctive appearance promoting a civic look and feel to the campus.

The school's civic frontage includes clearly articulated entrances for staff, visitors and pupils, with a high degree of passive supervision from optimised staff offices and workrooms.

Locating the building on the hard play to the northeast of the existing buildings ensures that the school can operate during the construction process with maintained access to sports facilities to the east.

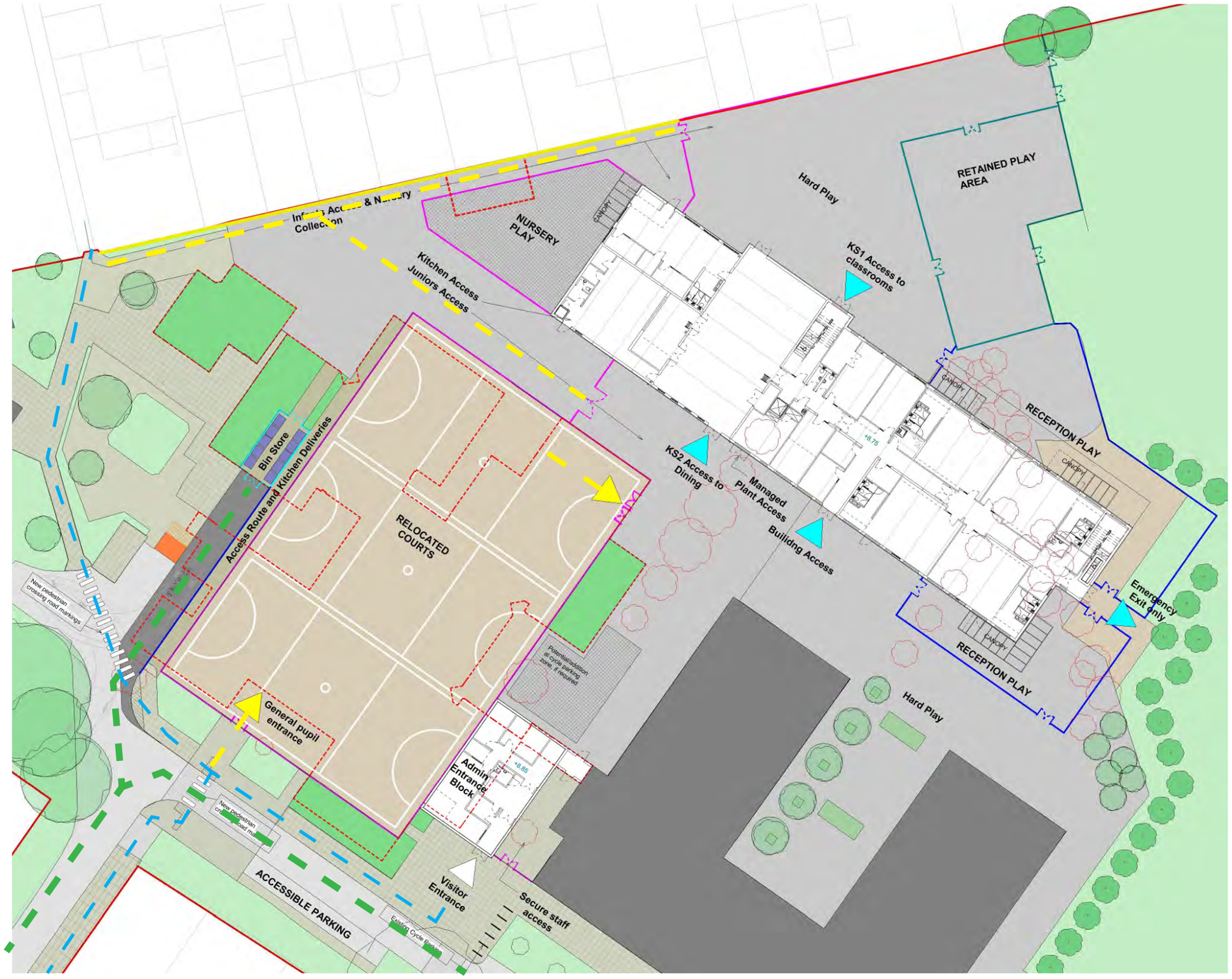
5.2 SITE LAYOUT

External spaces are organised around the relevant building perimeter to provide strong internal-external links. A flexible suite of external spaces supports the formal & informal curriculum, social activities as well as external community use. They are coordinated efficiently with retained existing hard and soft landscaping facilities where applicable & include KS2 play areas and provision for external dining and outdoor teaching.



5.3 SITE ACCESS & CIRCULATION

External spaces are organised around the relevant building perimeter to provide strong internal-external links. A flexible suite of external spaces supports the formal & informal curriculum, social activities as well as external community use. They are coordinated efficiently with retained existing hard and soft landscaping facilities where applicable & include KS2 play areas and provision for external dining and outdoor teaching.



6.0 CONCLUSION

CONCLUSION

This application is for a school building of educational & architectural significance. It will transform and increase the delivery of learning in its catchment area and will significantly benefit a much wider network of educational organisations across the borough.

The proposed design has been developed jointly with the DfE, design team, and the School to meet the combined visions of Local and National planning policy and has been subject to ongoing discussion with Local Authority planning officers to ensure good building design.

This rigorous approach has produced a school proposal which will greatly enhance the standard of Collis Primary School's student education, improve the skills of the workforce & provide a genuine community and educational facility for generations to come.

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