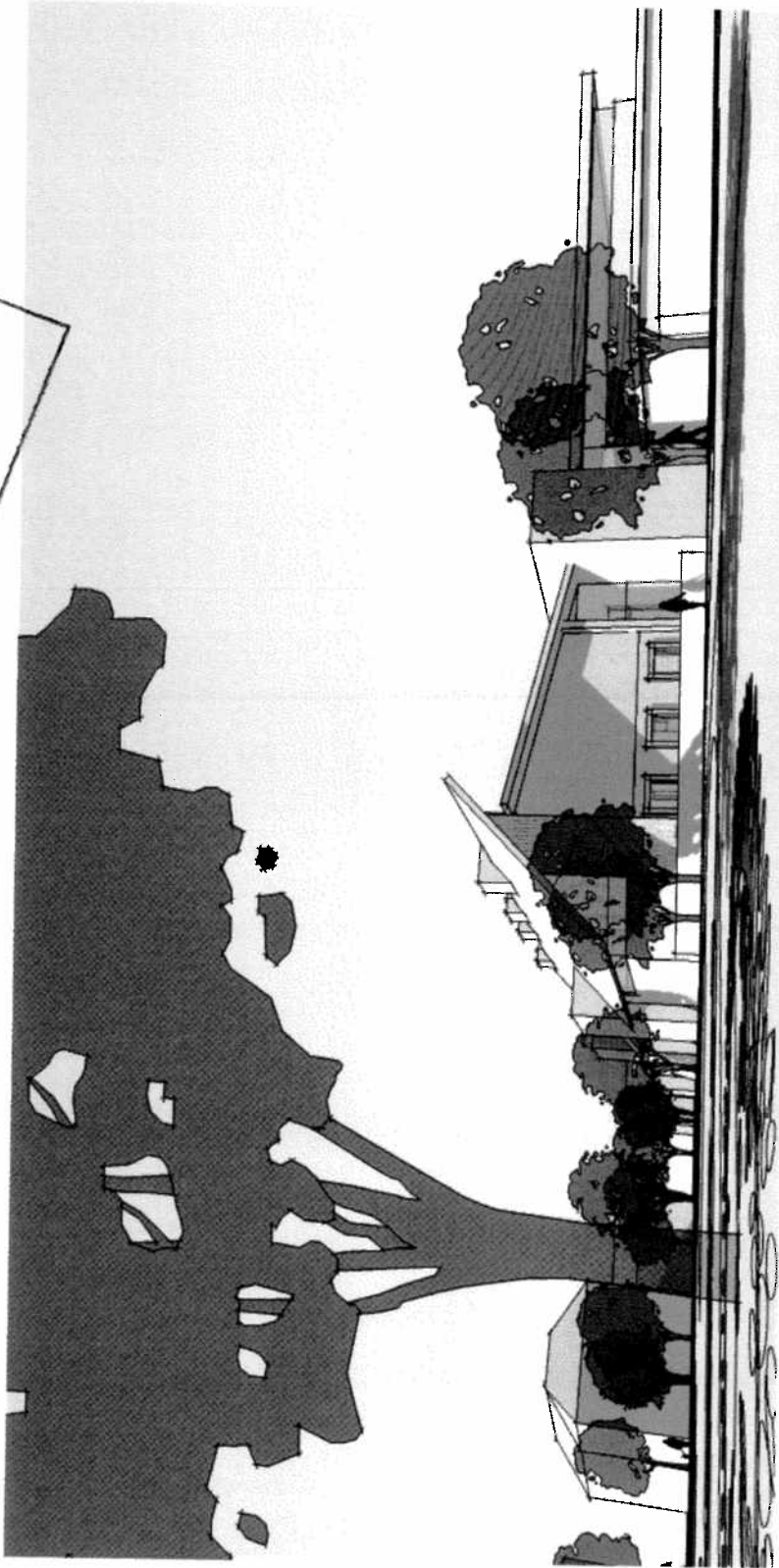


# Design Statement

DESIGN and ACCESS STATEMENT FOR  
PLANNING APPLICATION

E/09/1324

Job No. 7515

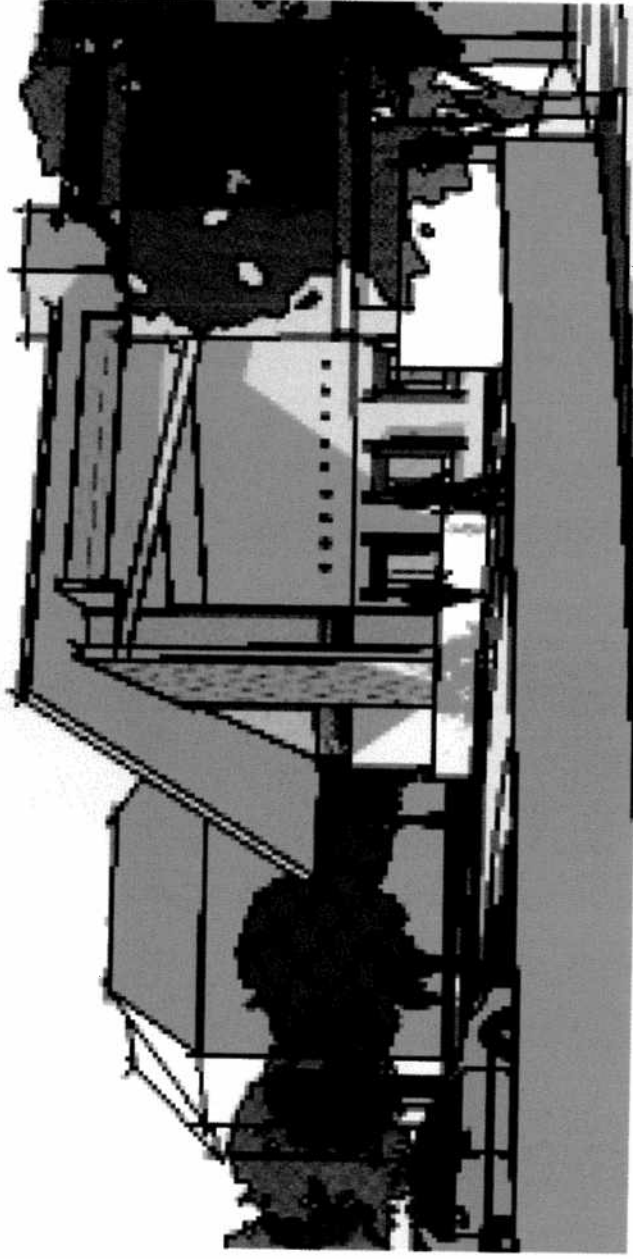


ST PETER'S CHURCH of ENGLAND VA PRIMARY SCHOOL  
QUAKERS WALK, DEVIZES  
WILTSHIRE

## PLANNING APPLICATION STATEMENT

## Contents

Introduction	3
Background	4
The Site	5
<b>Site Context</b>	6
Design concept	7
Design development	8
Design proposals	9
Sustainability	10
Car parking provision	10
<b>Access</b>	10
<b>Landscape strategy</b>	11



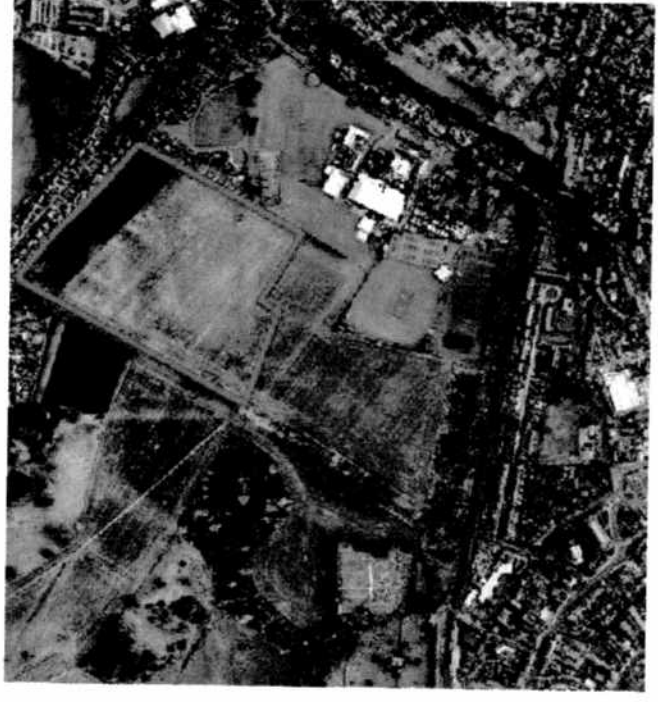
## Introduction

### Introduction

This Design Statement relates to the submission of a planning application for reserved matters to support the building of a new Primary School as part of the new housing development proposed at Quakers Walk, Devizes.

Based upon Kennet District Council's adopted Replacement Local Plan 2004 and the Devizes Strategic Development Brief, Quakers Walk was identified as a site for development of 230 residential units and a new Primary School

A Planning Brief prepared in 2005 established the principle to be adopted as a guide for the development of Quakers Walk addressing the relevant policies contained within the Kennet Local Plan. The Strategic Development Brief identified as a key issue the location of a new primary school to include re-provision for the St Peter's School catchment area.



## Background



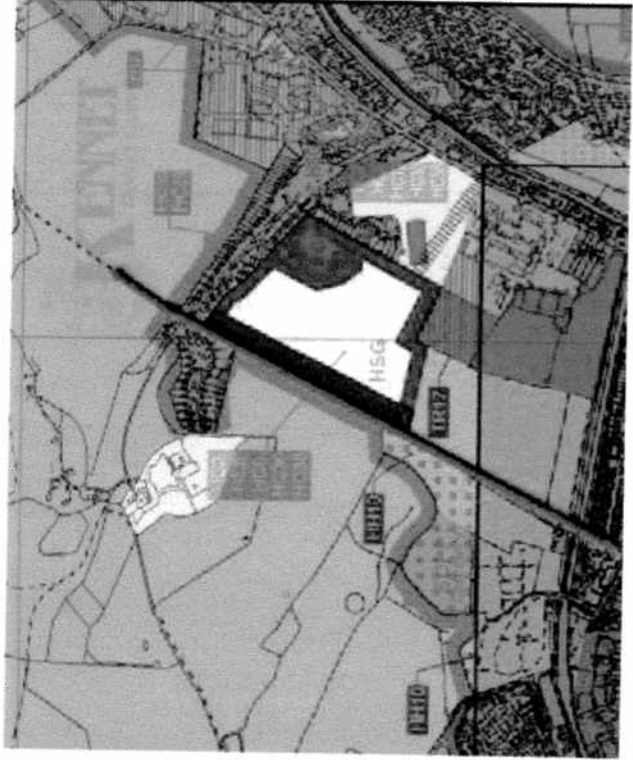
Responding to the proposed increase in the house building programme for Devizes, the Education Authority agreed to review the designated areas within the town to balance the school catchment population.

The site at Quakers Walk, previously in the Southbroom designated area has been amended to become an enlarged St Peter's School designated area.

The existing St Peter's School, situated on Bath Road in the north west quarter of the town centre, became isolated from the extensive residential development of the town which spreads mainly to the south east and southern side of the town.

The new Primary School at Quakers Walk therefore fulfils the requirement to meet the enlarged catchment area and to cater for the pupils currently attending St Peter's School. When the new school is built it will remain a Church Aided School managed by the Salisbury Diocesan Board of Education and the existing St Peter's School will close.

The new school is to be funded in part by a number of separate Section 106 Agreements through contributions made by the housing developers.



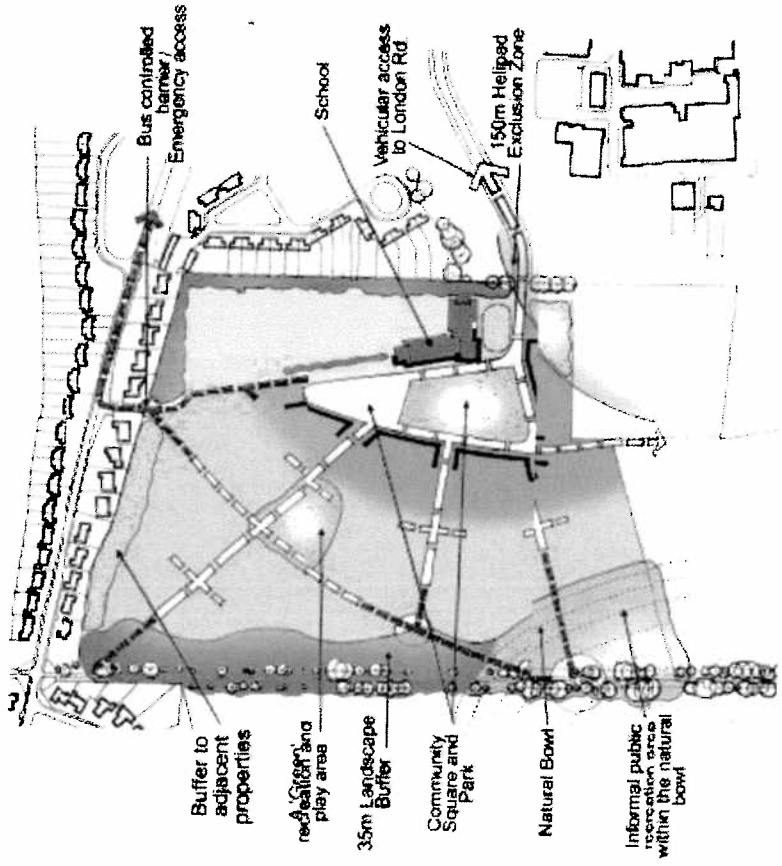
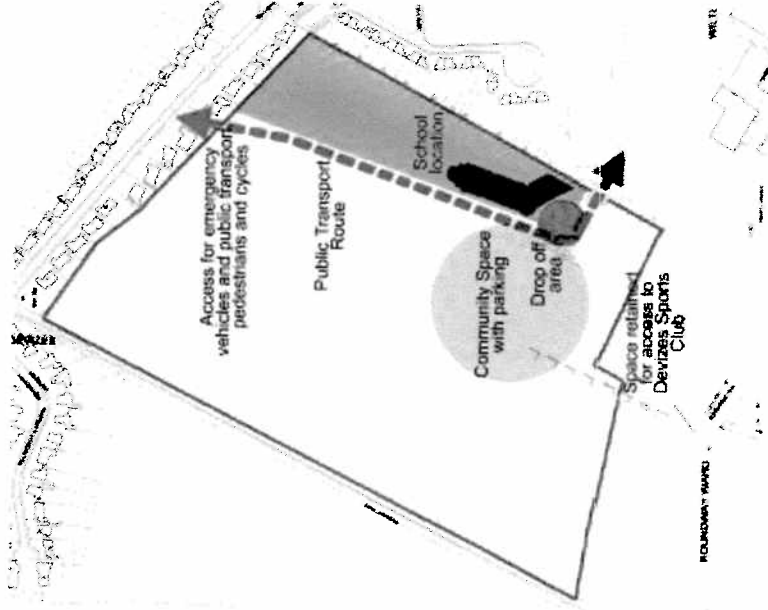
# The Site

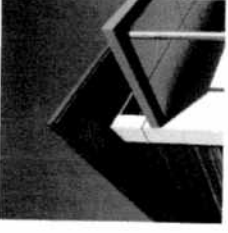
The School site is located in the south east side of the larger Quakers Walk development site. As part of the consultation process during the formulation of the Planning Brief the Education Authority requested that consideration was given to locating the school closer to the existing St Peter's School catchment population as well as close proximity to Devides Sports Club.

The school site, occupying some 1.5 hectares of the development land aligns with the eastern boundary of the main site and extends from the access road to Roundway Park road to the north.

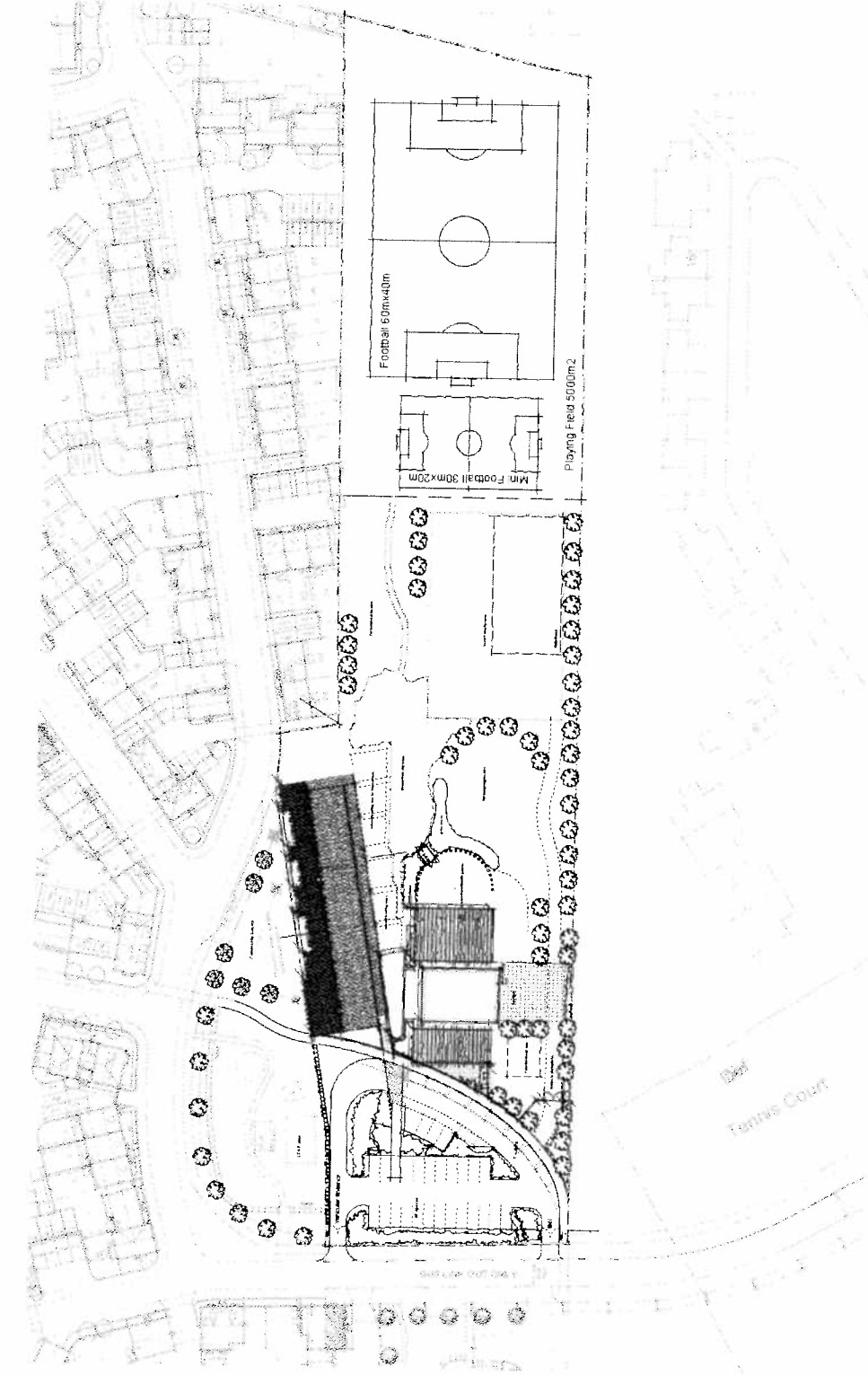
The primary vehicular access serving the entire housing development site is taken off London Road (A361) across Police Authority land. No other vehicular access is provided for the site except the provision of a public transport route into the site from Roundway Park which passes through the residential area to a community square and Park where a drop-off for the school is provided.

The Planning Brief determined that the main school buildings should be positioned to the south east of the site with existing neighbouring properties backing onto the playing fields running north.





## Site Context



The School is a key component to the proposed housing development at Quakers Walk. It will become the focal point of the new community serving both the needs of an educational resource and as a social generator for the local area.

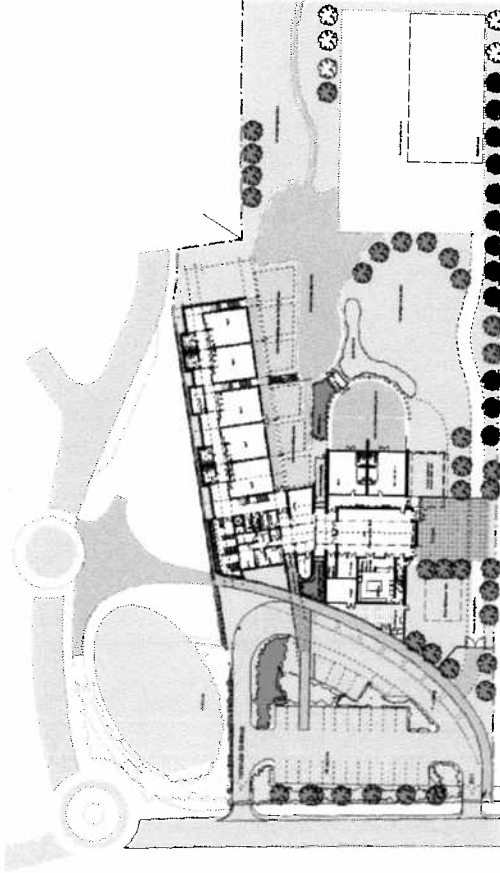
Its location at the entrance to the residential development, associated with the proposed community square and LEAP provision, signals the importance this Primary School will have in shaping the community. It is seen as an opportunity to create a landmark building with which people living in the area will be proud to be associated.

The school is intended to provide 315 pupil spaces to the national standards set out in the guidelines prepared by the Department for Children, Schools and Families (DCSF) Building Bulletin 99

In the first instance the construction of the school may be phased to respond to its initial intake. However, it has been designed to expand incrementally to meet any future increase in pupil numbers up to a maximum Two-form entry catering for 410 pupils

# Design Concept

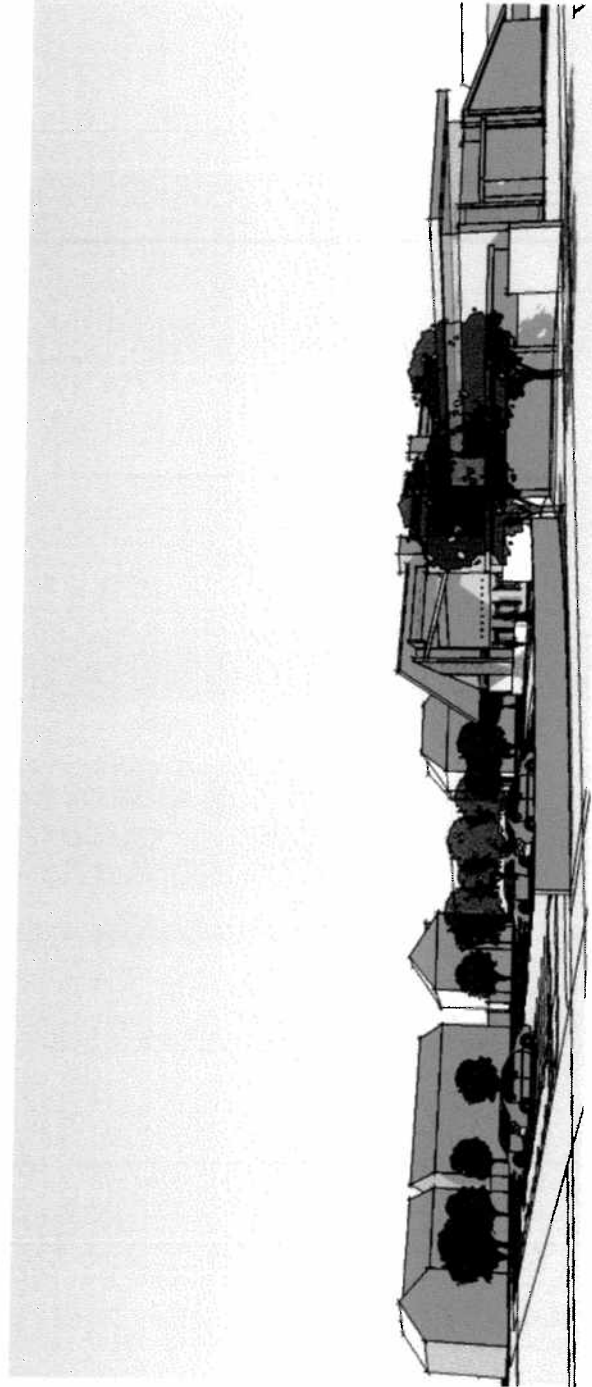
The boundaries of the site have largely determined the layout of the school in context with the housing development. Undersized and elongated in shape the site imposes limitations on the arrangement of the school building, its relationship with the community square and the need to take into account the potential extendability of the school to meet future needs without diminishing the importance of retaining adequate amenity space on site. The layout for the school has therefore been developed to be as compact as possible between the playing fields and car park provision to the south.



The concept adopted has been to minimise the footprint of a traditional single storey primary school by introducing a two storey classroom block that maximises the remaining site for the schools' amenity provision. Linear extensions to this two storey block predetermine the maximum footprint of the school without compromising the playing fields to the north or the external play areas in the future.

The two storey element borders the community square and creates a hard edge along the boundary that both contains the public space and forms a defendable façade to the school. The edge of the school aligns with the frontages of the proposed residential street.

The community square and adjoining park are an important focal point to the entire development. The associative link with the school is the pedestrian path connecting these spaces with the main access road into the estate. The path creates a defining boundary to the school building bringing pedestrians 'inboard' of the access road. The approach to the entire development is to give an impression of a large landscaped open space framed by the school and the housing in the distance which encloses the community square.

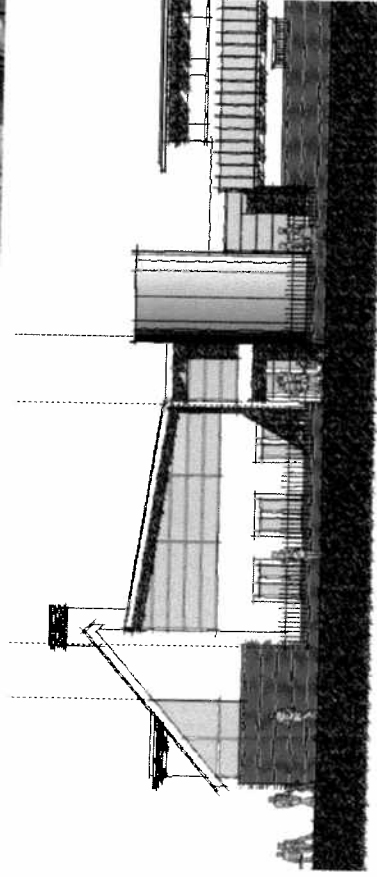


### Design Development



The school building has been designed in three distinct parts; a two storey classroom block, a single storey hall, kitchen and reception class block and a pivotal intervening link which ties the two together.

The two storey classroom block has been shaped to reduce its impact on the community square. A steeply sloping pitched roof masks the full height of the building with the eaves brought down to a storey and a half in height. At ground level this arrangement belies the normal height of a two storey building and more importantly minimises the shadowing effect over the public open square. It also relates in scale to the taller housing units that contain the square to the west and north-west.



The façade to this elevation is seen as a visual series of solid and voids, with expanses of brickwork and render, broken with large areas of glazing, providing glimpses into the school building.

The southern elevation expresses the two storey element in relation with the link to the school hall where the scale of the building diminishes. It is unified along the frontage by a boundary wall forming the edge of the footpath.

The entrance to the school is identified by the pivotal link.

between the classrooms and the hall. The slipped entry widens internally to create open views of the school playing fields and contains the centralised library resources. The scale of this link appropriately abuts the single storey elements whilst concealing water tanks for the sprinkler system.

At its narrow end the curved wedged shaped link softens the approach to the school but still signals a point of entry with the school name. It is intended that this pivotal block appears as a colourful architectural feature of the school clearly seen from the approaches into the site from the access road.

The hall and kitchen form a self contained entity that will be available for community use during out of school hours. This hall, designed to be large enough for a 2FE school, will be used for assembly, dining, PE, other educational activities and worship.

Access to these facilities may be via the external courtyard and entrance into the hall on the east elevation. This approach, which also leads to the school playground and amenity space, will provide access for children attending school and an area for waiting parents collecting children at the end of the day.

## Design Proposals



### Sustainability

The design of the building will not only embody sound principles of sustainable design, but the school will also have a very low carbon impact. High levels of insulation and air tightness are to be incorporated.

Fossil fuel consumption will be reduced by the use of renewable technologies, bettering current national carbon and energy requirements.

The building will incorporate a ground source heat pump system, operating at very high coefficients of performance, reducing the amount of energy needed for space heating.

Domestic hot water will also be pre-heated via the ground source system and further augmented by a solar thermal collector to reduce fossil fuel reliance.

The building has been designed with clerestorey glazing to maximise natural lighting and to provide a well lit internal environment. Deep overhanging eaves and brise soleil provide solar shading.

A series of ventilation flues induce passive air movement within the two storey teaching block and controlled fresh air into the building.

Fresh air for occupant comfort and to control airborne pollutants will be

circulated throughout the building primarily via natural air movement, with assistance only provided by mechanical means where necessary to comply with current regulations.

This 'mixed mode' ventilation strategy will therefore minimise energy usage; and via the adoption of night time cooling controls, will also reduce internal temperatures during warmer days.

Water conservation via low volume, low consumption appliances will reduce the impact of the building on local infrastructure, plus rainwater harvesting and recycling technology will be incorporated.

Lastly, electrical energy consumption due to artificial lighting will be reduced by harnessing daylight via the optimal use of glazing, reflection and modern lighting technology - occupant sensing controls, daylight sensing and LED technology will all play an important role.



### THE SUSTAINABILITY ISSUES

The school building is required by the recommendations contained in the DCSF Briefing framework for Primary School projects (BB99) to have a 'very good' BREEAM rating and as such has influenced the design of the building.

Detailed design will embody all the principles of sustainability adopting construction techniques to maximise thermal efficiency, harnessing thermal storage, introducing passive ventilation (BB101), reduction of Co2 emissions, natural light and glare control, energy management, rain water harvesting, recycling and implementation of 10-15% renewable energy requirements.

## Design Proposals

### Car parking

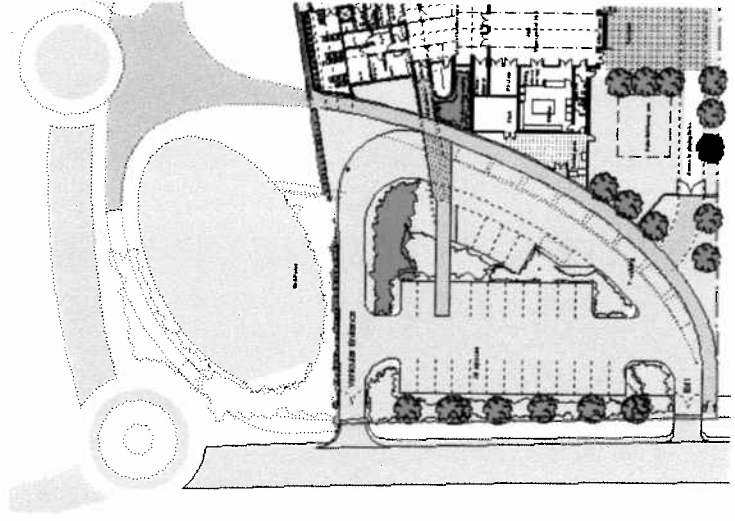
Vehicular access to the school is arranged as a looped in and out system of movement to provide for school deliveries, refuse collection and parents cars to enter and leave the site without creating congestion in the main access road.

The layout achieves a maximum parking and waiting provision on the minimal area of site bounded by the sweeping pedestrian footpath between the main access road and the community square which determines the boundary wall of the school building.

The number of car parking spaces has been determined in accordance with the size of the school and is designed to provide space for 26 cars and 2 spaces for the disabled.

There is provision for at least seven additional waiting spaces alongside the pedestrian footpath to facilitate parents dropping off and collecting children at the end of the day. Deliveries to the school and kitchen will be able to use this lay-by space.

The layout also includes for access to the school playground and playing fields from the main pedestrian foot path. This will facilitate access for grounds maintenance as well as entry to the parent waiting area.



### Access

Pupil and visitor entrances to the school will be flat or level or fully ramped in accordance with Building Regulation requirements. (DDA). All thresholds will be flush and the main entrance will have mechanical assisted door entry.

Signage will be clear and simple with contrasts in accordance with guidelines for the partially sighted.

A lift is provided for access to the upper floor and accessible toilet provision is included

