



Ranikhet Academy Redevelopment

Proud to Belong

Design & Access Statement

Part 1 of 2

June 2021
E04759

A report by:

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for

Reading Borough Council

Revision	Description	Date	Revised By	Checked By
0 v1	DRAFT issue	22 February 2021	NC	KE
0 v2	FINAL issue	12 April 2021	NC	KE
0 v3	PLANNING Issue	21 June 2021	NC	KE

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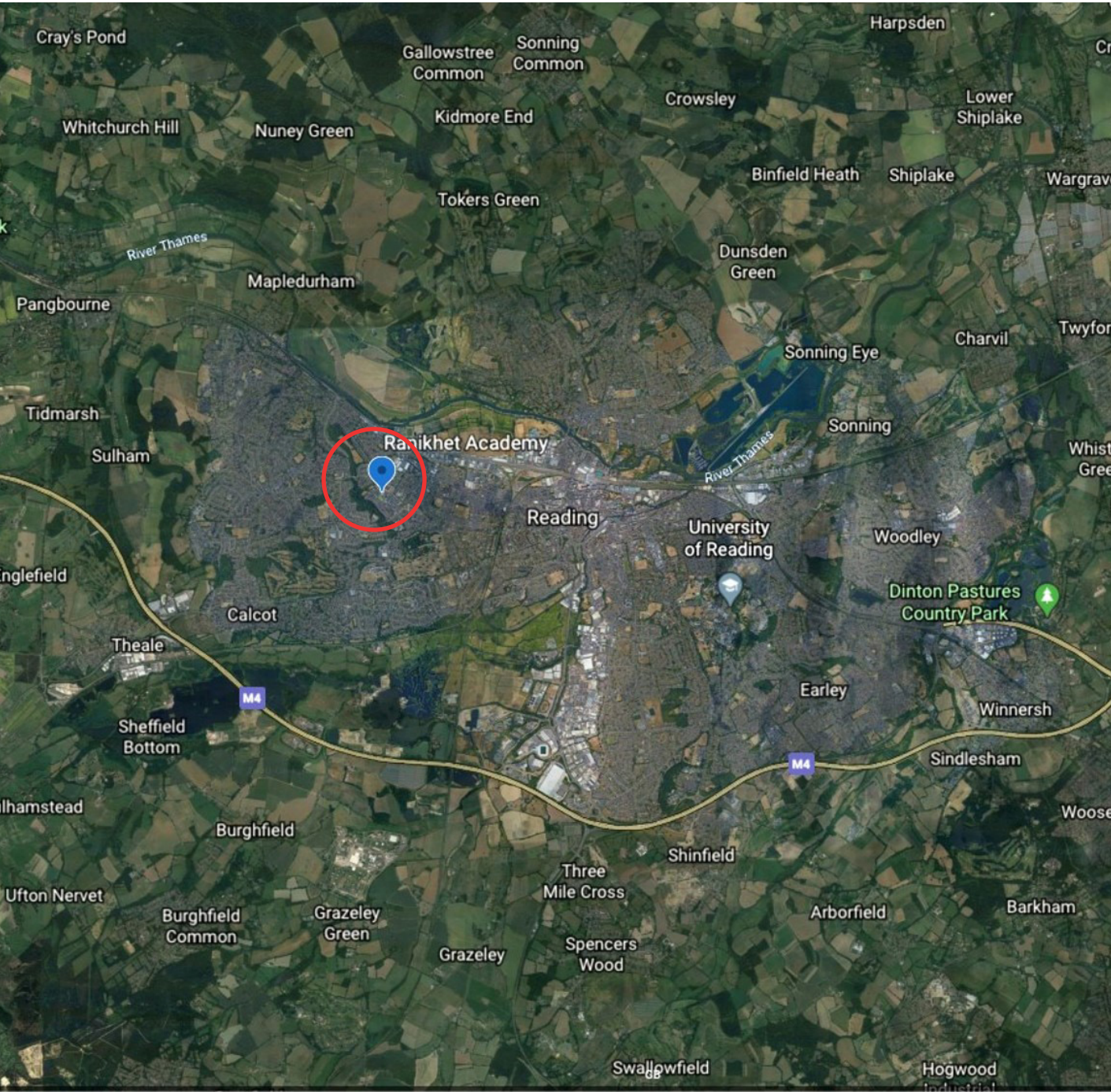
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1.00 Introduction



Aerial location map

Purpose

1.01 This Design and Access Statement describes the design of Reading Borough Council's new £10.8 million redevelopment of Ranikhet Academy. This project involves the replacement of the existing primary school buildings with a purpose built new 2 Form Entry school and forms a key component of the wider Dee Park Regeneration programme.

The old school buildings are now considered at end of life and are suffering badly from repeated leaks, vandalism and other maintenance issues. In addition the existing layout and interior arrangements do not now provide the most suitable academic environment. The original Dee Park Regeneration began in 2009, included the provision of a Synthetic Turf Pitch and Multi Use Games Area for the school. This enabled a reduction of school land with reorganisation of the school's site boundaries. The school design being brought forward now concludes the ambitions for the school which were set in motion by the developer in 2009.

1.02 This Design and Access Statement has been prepared by Hampshire County Council Property Services (a multi-disciplinary team) in association with Reading Borough Council, Ranikhet Primary School, REAch2 Academy and the developer.

1.03 The replacement of the school originally formed part of an Outline permission granted in 2009 for the wider Dee Park site (ref 09/01454/OUT or ref 091606 as varied in 2013 (ref 131058/VARIAT)), however this permission has now expired. As such this school design being put forward now is to be considered as a separate standalone application.

Other Related Documents

1.04 The report should be read in conjunction with other documents supporting this planning application, including amongst others:

- Archaeology Statement
- Site Investigation Geotechnics Report
- Ecology Report
- Energy & Sustainability Statement, inc BREEAM
- External Lighting Details
- Flood Risk Assessment
- Levels Survey Information
- Noise Impact Assessments
- Planning Statement
- Transport Assessment.
- Travel Plan

- Arboricultural Report
- Air Quality Statement

Background

1.05 The Planning Statement, (Appendix J) contains detailed information on the background planning history of the site, and how the design now fit within the wider Dee Park regeneration scheme.

A brief overview follows.

History

1.06 Following the adoption of the Dee Park Planning Brief in December 2008, outline planning consent was granted in December 2009 for an extensive programme of improvements to the area, including provision of new housing, roads infrastructure and community features including the renewal of the existing Ranikhet Academy Primary School.

1.07 The outline permission (09/01454/OUT) approved a phased regeneration of the Dee Park Estate, comprising demolition of 376 dwellings and replacement with 281 new houses and flats for affordable rent and sale and 482 new houses and flats for private sale (763 total), with a new community centre, shops, redevelopment of Ranikhet school and other environmental improvements to support the regeneration of the area.

1.08 Since then, works have been progressed with a series of planning applications and reserved matters submissions by the Dee Park Partnership, and with a considerable amount of the regenerative works completed. The replacement school forms part of Phase 3 of the wider development.

1.09 In parallel with these events, the school moved to Academy status in 2015 and is now operated by the REAch2 Academy Trust, with the school site leased by the school from Reading Borough Council.

Due to falling numbers of pupils in recent years, the school, which was built originally as a 2 Form Entry provision, is now designated as a 1 Form Entry (210 pupils plus Nursery). With spare space available, rooms were leased out by RBC for use by a Childrens Centre, including the Ranikhet Rainbows and a Midwifery service. With the new school reverting back to a 2 Form Entry provision, these other existing site users are now to be relocated and have been accommodated in the new Community Centre being constructed nearby as part of the wider regeneration development.

Masterplan History & Changes to Phases

1.10 Under the original Outline approval, three principal phases of development were put forward and these were sub-divided into sub-phases. The provisional content of these three main phases is summarised in the table below in the left hand column. In 2014, two planning applications were submitted for Phase 2B, comprising a reserved matters application and a section 73 VARIAT application. This VARIAT was introduced following concerns over the viability of the wider project, to provide some flexibility within the master plan, and allow small adjustments. The adjusted phasing content is summarised in the right hand column below.

Outline Application 09 / 01454 / OUT (Ref: 091606)	Application 131058 / VARIAT
Phase 1 64 Affordable Homes for Rent 60 Sheltered Flats 140 Private Sale Homes 264 Total New Homes 26 Existing Homes demolished (on Tay Road and Deveron Drive) Pub Site Demolished	Phase 1 – COMPLETED 64 Affordable Homes for Rent 60 Sheltered Flats 140 Private Sale Homes 264 Total New Homes 26 Existing Homes demolished (on Tay Road and Deveron Drive) Pub Site Demolished
Phase 2 85 Affordable Homes for Rent 138 Private Sale Homes 223 Total New Homes Community Hub/Youth Centre 188 Existing Homes demolished (on Spey Road, Deveron, Thurso, Orin Close, Helmsdale Close)	Phase 2 - COMPLETED 113 Affordable Homes for Rent 156 Private Sale Homes 269 Total New Homes 4 New Retail Units Community Centre (start 2021) 188 Existing Homes demolished (on Spey Road, Deveron, Thurso, Orin Close, Helmsdale Close)
Phase 3 72 Affordable Homes for Rent 204 Private Sale Homes 276 Total New Homes 3 New Retail Units New School constructed 149 Existing Homes demolished (on Spey Road, Deveron, Lyon Square, Tweed Court, Eldart Close) Existing School demolished	Phase 3 42 Affordable Homes for Rent 130 Private Sale Homes 172 Total New Homes New School constructed 149 Existing Homes demolished (on Spey Road, Deveron, Lyon Square, Tweed Court, Eldart Close) Existing School demolished

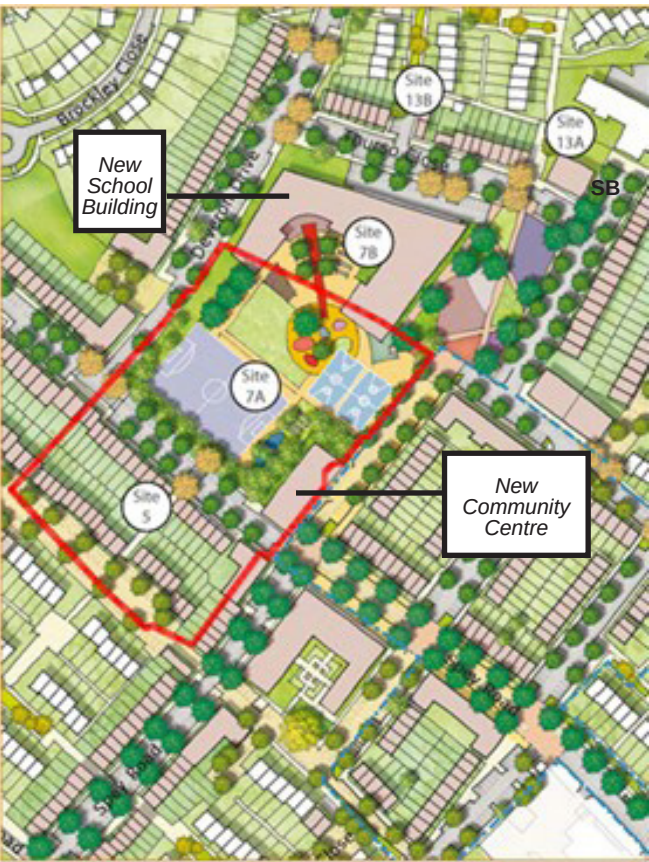
1.11 The Section 73 VARIAT application obtained approval to vary conditions 6, 7 and 22 under the outline permission (09/04154/OUT) to amend the phase 1, 2 and 3 of the development and allow for alterations to the retail and community facilities (numbers as table).

Masterplan Update

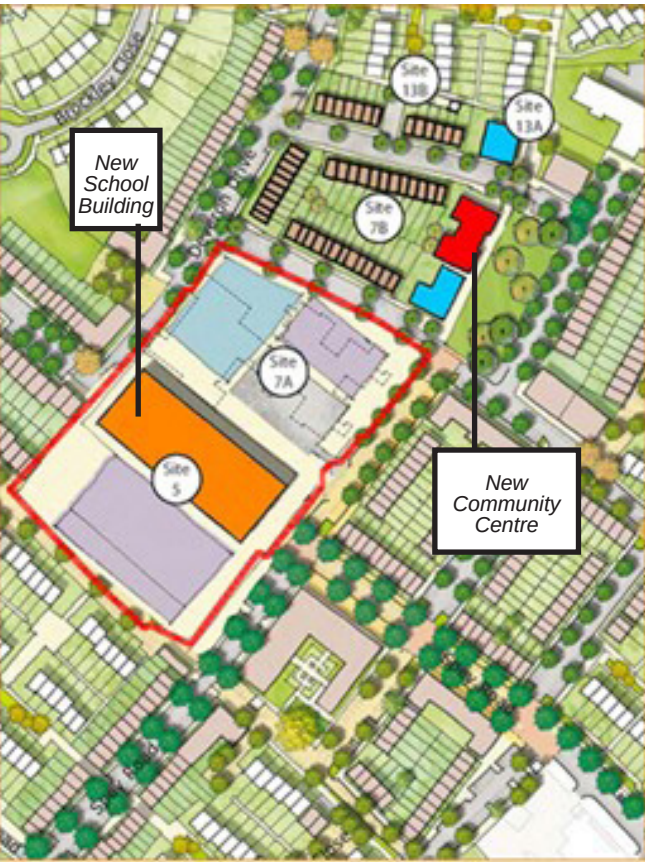
1.12 Originally a central hub was to be provided, forming a new central square along with related new facilities. The change agreed under the Phase 2B VARIAT, related to the treatment of this new central hub, along with adjustments to the number and form of housing units. The overall housing objectives were restructured to reflect a revised mix of units and layout along with a transfer of unit numbers from Phase 3 in to Phase 2, with an increase in the proportion of houses as opposed to flats, but with a slight reduction in the overall number of units ultimately provided. The non-residential uses were relocated to Spey Road with the central square redesigned as an enhanced commercial street - which is now completed. This was to be complimented with a new public space to tie in with the development of the new community centre as part of Phase 3.

Three subsequent reserved matters have been approved since the VARIAT was agreed, including a standalone planning permission for the new Community Centre. The developer confirms a contractor has been appointed to undertake the Community Centre works involved in the discharge of the pre commencement conditions, with an expectation that works will commence in February 2021.

Developers Original Masterplan 2009.
Existing School site indicated by red boundary line



Developers Latest Masterplan Option.
Existing School site indicated by red boundary line



Community Centre



Developers Latest Community Centre Proposal, with associated Open Public Space

Note the open public space in front of the Community Centre is not part of the current approved planning application for the Community Centre and will come forward as part of phase 3 works at a later date.

School Location

1.13 It has become evident to Reading Borough Council and the developer, that the original Masterplan concept which showed the new school building rebuilt to the east (away off the existing school site), should be reconsidered and that the school redevelopment should now remain within the school's existing curtilage.

The main reasons for this being:

- The revised school location allows retention of the existing all weather Synthetic Turf Pitch (STP), promoting a more sustainable approach to the project (i.e. it avoids rebuilding a perfectly good STP facility). This also strengthens the overall viability of the wider project.
- Increased difficulties in designing and constructing the new primary school on the existing slope to the eastern side of the existing school site (the previously intended site). The Disability Discrimination Act requires level pedestrian access throughout all areas of a school. The change in ground level present adjacent the existing school site would necessitate use of complex plan and level change arrangements and necessitate costly construction methods.
- The school became an Academy in 2015. Keeping the new school within its current curtilage helps project certainty, since there is now no need for further approvals under Section 32 of the housing act.
- The Community Centre has already been relocated away from the school site and is now located adjacent the southeast corner as was agreed in the VARIAT and is as approved under planning application ref 72312. The new Centre will front on to a new public space and play facilities to the south. Refer graphic across to left titled : *Developers Latest Community Centre Proposal, with associated Open Public Space*.
- The community requested the housing developer re-provide a 'Lyon Square' type open public space with associated play facilities. As noted above these will now be sited in front of the new Community Centre, but be constructed in Phase 3.
- The overall masterplan has seen an increase in family homes over flats and the delivery of the school in the new location assists with the overall masterplan.
- Viability - the scheme is in danger of stalling and its viability is in question, so cost efficiencies must be incorporated.
- The new school location makes better use of existing topography and respects neighbouring property.
- Urban context – the position of the new school building is now able to better integrate with the existing wider urban building layout and context and can now relate directly to the main key access route providing a prominent focal composition at the end of Spey Road.
- The school building's community related facilities (School Hall etc) are positioned to the front and easily accessible from the main entrance and with a secure open landscaped entrance courtyard, aligned with Spey Road, provide a further valuable space to support related community functions and events.
- The school building, being now centrally located within the existing site, provides a clear legibility of accessibility, use and function and is much preferred by the school in terms of improvements to pedestrian and vehicle movement, as well as enhancing overall site supervision and management of security generally.
- The phased construction and site set up arrangements lessen the overall level of disruption to the wider community during the construction phase.

2.00 Assessment of Site Context

Location and Surroundings

2.01 Ranikhet Academy Primary School is located within the Dee Park Estate, a residential area of some 36 hectares in the borough of Tilehurst, on the western side of Reading.

2.02 This area has been undergoing a phased regeneration process over the last ten years, delivered through the Dee Park Partnership, an alliance between Reading Borough Council and private development. Some 2/3^{ds} of the original outline plans approved in 2009 have been implemented and the final elements are now being considered. The urban context around the existing school site has evolved considerably, with new residential housing and flat developments on all sides.

2.03 The site area is 1.73 hectares, and broadly rectangular in shape, loosely orientated south west to north east. The site divides into 3 distinct areas / plateaus each with a sizeable level difference. This configuration and site boundary was established in 2015 by the developer as part of their offer to RBC, having regard to wider site objectives. The site includes:

- To the north east side, at the lowest level, is the existing school building, comprising a mid 1970's single storey 'cluster' style development with an area of 2,661 sqm. This is surrounded by various poor external hard and soft play areas along with a staff carpark and bin store
- The central zone includes a 1,450 sqm MUGA (multi use games area) some 1.8m higher than the lower school ground level, and a sloping grassed area which includes some poor quality outdoor play features. A former swimming pool was known to have existed in this grassed area. Above ground features are now removed. Remains of the below ground substructure etc are unknown.
- To the south west side of the site, the highest level, 3m above the MUGA (and 4.8m above existing school FFL), sits an STP (Synthetic Turf Pitch), enclosed by 3m fencing.
- A number of retaining walls, fences, ramps and steps divide the zones. Existing site security is poor, with regular unauthorised access and evidence of vandalism to fences and buildings.



Aerial view of site from south



Aerial view of surrounding urban context

2.04 The site's immediate surroundings comprise:

- To the north: New residential accommodation including several two storey terraced housing blocks (gable ends), pedestrian pathway and two multi storey blocks of flats onto Deveron Drive:
- To the east: Future residential housing. Site is currently vacant and clear of buildings. An existing path exists on the boundary:
- To the south: New residential housing units and multi storey blocks of flats on Spey Road and Eddleston Way facing the school entrance. Flats mostly overlook the existing STP:
- To the west: Existing residential two storey terraced houses fronting open garden areas and their pedestrian access pathway facing the STP.

Transport Links

2.05 The main vehicular access points to the Estate are via Links Drive / Deveron Drive to the north and Tay Road and Spey Road to the south. These access points are not linked and there is therefore no through vehicular route linking the north and south of the estate.

2.06 The regeneration has seen improvements to both roads and paths generally. Some of the existing internal footpaths incorporate cycle facilities to provide traffic-free cycle routes, while the road network itself is generally suitable for use by cyclists. A network of footpaths across the estate makes it permeable for pedestrians. Most of the schools existing catchment walk to the school. Traffic speeds have been reduced to 5-10 mph by use of traffic calming measures.

2.07 Bus stops are located along Spey Road and close to Lyon Square. There are also services and bus stops along Norcot Road to the north of the site. All the bus routes provide access to Reading Town centre, along with a number of other local destinations.

For further detail regarding Transport matters refer to the Transport Assessment in Appendix K and the new School Travel Plan in Appendix L.

2.00 Assessment of Site Context



View of existing school entrance from Eddleston Way to the south



View of east side of existing school from pathway



View of existing school from Deveron Drive to the north

Views of Site and Surroundings

2.08 Public views of the school site exist from all sides from public footpaths and highways looking onto and through the existing mesh school boundary fencing. Views are present from existing adjacent houses and flats, however distant views are generally obscured by the same residential units.

2.09 A prime vista view is provided from the south along Spey Road, currently focusing on the schools existing MUGA.

2.10 Views from the north off Deveron Drive are partly obscured by a brick boundary wall.

Site & Building Character

2.11 The school layout and its buildings are disjointed and severely fragmented, unresolved and unclear following years of neglect and circumstance. The abrupt level changes present, effectively isolate the STP, the MUGA and the school buildings from one another.

2.12 The school buildings are in poor repair, and have little identity with no presence to the main street frontage, appearing as a random collection of different building forms and roofscapes. The buildings have suffered from numerous alterations, vandalism, ongoing maintenance works and numerous repairs.

2.13 The legibility of access around the site is unclear, with pedestrian access routes determined by practical considerations only - steps and ramps etc. There is little sense of a clear frontage, main entrance or any sense of a hierarchy of spaces and routes around the school site.

2.14 The main pedestrian, cycle and vehicular routes into the site are off Eddleston Way and overlap with each other within the car park. Other minor pedestrian entry points serve the STP and the Early Years accommodation.

2.15 Despite the regeneration projects undertaken to date, the community does continue to suffer from vandalism and antisocial activity - with both the school and other Community based activities targeted. These problems have lead to the need for a series of high security boundary fences and gates. In addition, boundary planting has all but been removed to improve visibility and site wide security - which has proven effective. A history of school incidents and issues is included in Appendix R. Unfortunately these measures only enhance the sense of separation, openness and practical utility and do little to soften or enhance the environment.



Views of western side of school and flats to north



Views of existing western side of school and grounds from existing playground



Typical view of STP from northern side



View of existing School entrance on site - western side



View from MUGA looking towards Spey Road, with housing / flats to south



Typical view of Spey Road looking South

Ranikhet Academy Primary School

Planning Application - Design & Access Statement
June 2021

2.00 Assessment of Site Context

Air Quality

2.16 An air quality assessment has been prepared by RPS Consulting Services Ltd, Job Number JAP2426. Refer Appendix P.

The development is not expected to generate significant vehicle movements once operational and the air quality effects on the surrounding area are assessed as not significant. The school does not, in air quality terms, conflict with national or local policies, or with measures set out in RBC's Air Quality Action Plan. There are no constraints to the development in the context of air quality.

Recommendations are made in respect to the construction phase to address the 'medium' dust impact identified.

Archaeology

2.17 David Hopkins BA MIFA, County Archaeologist (HCC ETE) has carried out an Archaeology Feasibility Report which provides a succinct overview of the archaeological potential of the Ranikhet School site. Refer Appendix A.

We understand Berkshire Archaeology are in broad agreement with the findings and concur there has been substantial past earth moving within the site and concludes that in view of this and scope of developments at the site during its recent past, it is very unlikely that undisturbed archaeological deposits survive at the site.

Any archaeological deposits surviving are at best likely to be fragmentary and severely compromised. It's considered the archaeological potential of the site would not merit the burden of further archaeological mitigation.

SI Geotechnics

2.18 Ground Investigation Reports have been completed. Refer Appendix B, including Desk, GIR and Remediation Studies, all carried out by *terrafirma (south)*. In summary these reports advise:

Geology

The Geological Map of the area shows the northern half of the site to be underlain by the Seaford and Newhaven Chalk Formation, which typically comprises soft to medium hard, smooth white chalks with conspicuous semi-continuous nodular and tabular flint seams. The southern half of the site comprises of the Lambeth Group, which typically comprises sequences of clay, some silty or sandy, with some sands and gravels, minor limestones

and lignites and occasional sandstone and conglomerate.

However, due to the nature and history of the site the presence of significant Made Ground is expected because of the extensive cut and fill evident across the site.

A Fault lies approximately 150 m to the east of the site. No Superficial deposits are shown to overlie the bedrock. Ground water was encountered at a depth of between 17.9 and 18 m below ground level

Contamination

2.19 The Ground Investigation report makes the following general observations:

- Some hot spots for elevated levels of dibenzo(ah) anthracene from the area of TP9 and WS3 and the presence of asbestos within TP2. Local remediation is required to suit comprising controlled removal in the case of asbestos and cover system elsewhere, via building footprint, hard standings or 600mm of inert suitable materials in soft landscaped areas.
- There is low risk to the aquatic environs based on the levels of contaminants encountered and environmental setting of the site.
- There is low risk to the site end users from ground/ landfill gas where 'Gas Characteristic Situation 2' should be provisionally adopted for the site.

A remediation strategy has been produced to define measures to manage those site contaminants (refer Appendix B-3).

Engineering Recommendations

2.20 The Ground Investigation report makes the following recommendations:

- A piled foundation solution should be adopted, with suspended floor slabs.
- CBR value of 3% is adopted within the Lambeth Group deposits. A conservative value of 5% can be used within the Chalk deposits and a reduced value of 1% should be adopted for any formations within the Made Ground deposits.

Daylight / Sunlight Assessment

2.21 The new building does not exceed four storeys, does not overshadow other buildings nor is it subject

to significant shading from other buildings or trees. An assessment is therefore not deemed applicable.

Ecology

2.22 An Ecology Appraisal has been prepared, Refer Appendix C. In summary, this advises:

- Habitats at the site are all of low ecological value, although the area of semi-improved grassland to the south-west part of the site support a higher diversity of species and is more structurally diverse. There is a small population of bee orchids in the north-west corner of the site
- There is no evidence that the site supports bat roosts, hazel dormice, great crested newts or other notable amphibians, or reptiles. The small areas of woody shrub vegetation and small individual trees may support nesting birds during the breeding season
- Recommendations are made to avoid these impacts through timing and supervision of the work, and, if the evolving design identifies that their preservation in situ is not practicable, a careful on-site translocation method is implemented for the orchid population.

Flood Risk Assessment

2.23 A formal flood risk assessment has been prepared. Refer Appendix F. In summary:

- The site is located within Flood Zone 1, where the annual probability of flooding from Rivers or the Sea is less than 0.1%;
- However the site is at 'high' risk of surface water flooding;
- Site lies within a groundwater source protection zone:
- The development will utilise a combination of soakaway systems and connection to public sewer to prevent run-off from the site;
- The site is currently serviced by both public foul and surface water sewers.

Heritage

2.24 The school is not in a Conservation area nor is it a heritage asset.

Noise & Vibration Impact Assessment

2.25 Ambient Noise and MUGA Noise Impact

Assessments have been carried out by 24Acoustics Ltd. Refer Appendix H .

In summary ambient noise limits are defined at key receptors around the site with limits on plant noise advised and suitability for opening windows to classrooms offering either natural, hybrid or mechanical ventilation scheme options.

In addition, heavy gauge mesh fencing is recommended to the MUGA to reduce noise from impulsive ball events, with restrictions to the hours of use and the implementation of a booking system for public use of the MUGA to control the type of user.

Transport

2.26 A Travel Assessment & Travel Plan has been prepared. Refer Appendices K and L. These advise on parking numbers, predicted road access and usage, private and public transport options, walking and cycling measures along with associated school management and monitoring procedures – all to limit pollution and minimise impact on other site users and the wider road network.

Tree Survey - Arboricultural

2.27 An Arboricultural Survey has been prepared. Refer Appendix M. This advises most of the existing trees on the site are low grade and of limited value. Some trees will be lost due to the development, but the new planting will provide a much better tree cover and diversity for the future. Retained trees can be adequately protected from construction damage by physical protection measures such as fencing.

Utilities Statement

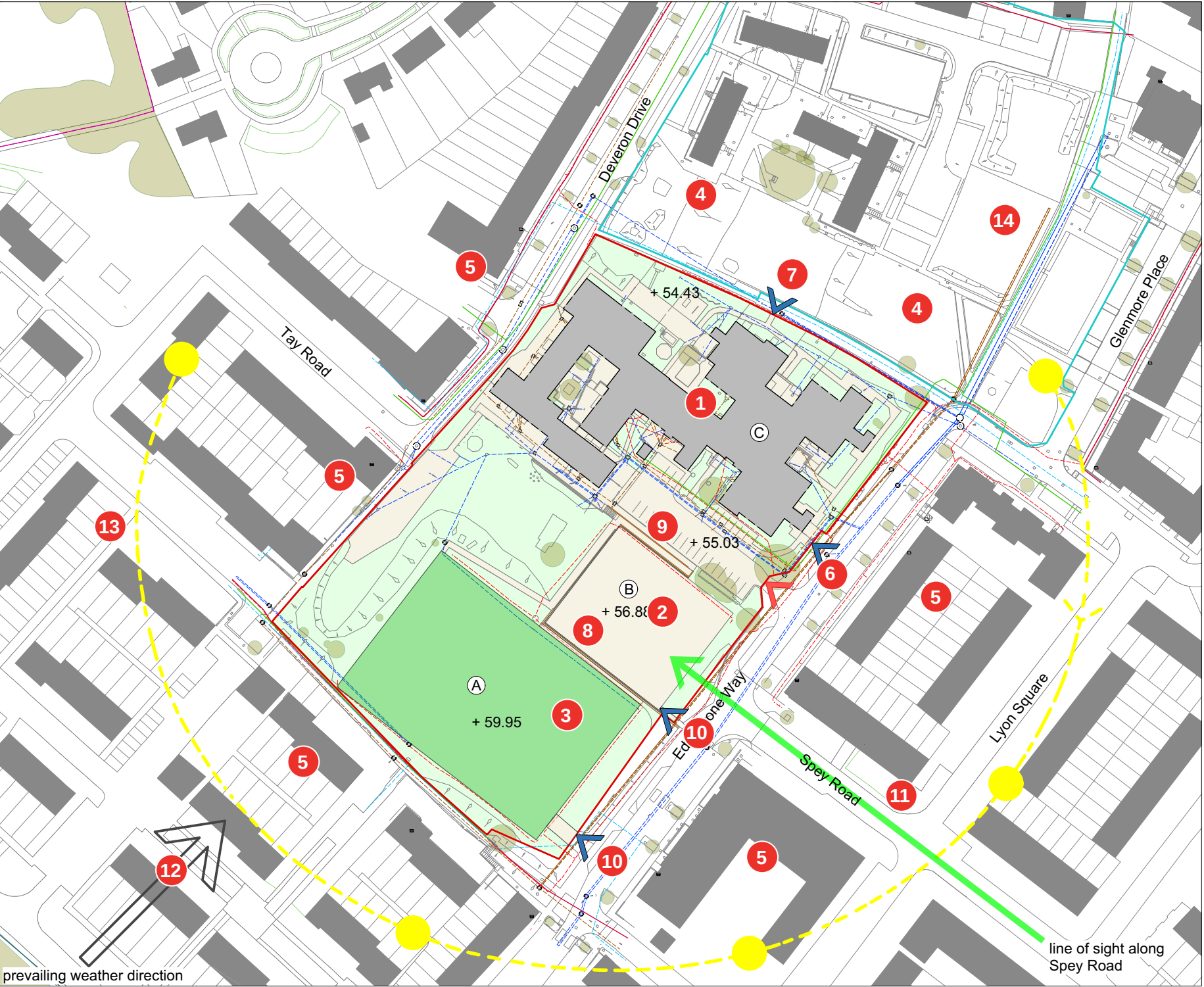
2.28 A Utilities Statement has been prepared. Refer Appendix N. In summary, new services, including gas, mains water, electricity and telephone/data fibre and copper will be required to serve the new building, with redundant services disconnected and pipes / cables removed in phase 2 demolitions where feasible. An existing fire hydrant in Eddleston Way will continue to serve the school.

2.29 The new services will be routed in to avoid existing and new tree locations and having regard to 2.17 above, there is unlikely to be any archaeological impact.

Levels & Utilities Survey information

2.30 Refer Appendix G

2.00 Assessment of Site Context



Ranikhet Academy
New 2FE Primary School
(446 places)

Site Analysis

- Key:
- Existing Pedestrian Access
 - Existing Vehicular Access
 - School Site Boundary
 - Proposed Phase 3 Housing Boundary
 - Ward Boundary
 - Sun Path Diagram: Summer
 - Existing Gas Main Routes
 - Existing High HV Cable Routes
 - Existing Electrical Services Routes
 - Existing Foul Drainage Routes
 - Existing Storm Drainage Routes
 - Existing Water Services Routes
 - Residential
 - Buildings to be demolished
 - Existing STP (Synthetic Turf Pitch)
 - Existing MUGA (Multi-Use Games Area)
 - Existing School Building

PLANNING

0m 20m 50m
1:500 @ A1
E04759-1250
February 2021



Site Analysis: Opportunities and Constraints

2.31 The following are considered significant factors in shaping the development of the site:

- Existing single storey school building;** to remain in use during construction phase
- Multi use games area (MUGA) -** double court;
- Synthetic Turf Pitch (STP) - G3 72x49m;** to remain in use during construction phase for PE and play space
- Vacant site -** future Residential development by DPP;
- Existing residential - occupied;**
- Vehicular and main pedestrian access;** overlap once on site
- Secondary pedestrian access -** for early years (Nursery & Reception);
- 3m high retaining wall;**
- 1.8m high retaining wall;**
- Community use access points;**
- Vista down Spey Road -** currently focuses on muga;
- Prevailing weather -** some interruption from natural topography (Lousehill Copse);
- Sun path**
- Community Centre site -** works to start on site 2021

3.00 Consultation & Involvement

Engagement with the School Academy and Users

3.01 The design for the new school has been developed in close consultation with the REAch2 Academy who run the school and their School staff. Regular meetings commenced April 2020, and followed a three weekly cycle, ending in January 2021.

The purpose of these meetings was to seek input and feedback from senior staff, including the Executive Head Teacher, School Head Teacher and the school's Business Manager, regarding development of the project during the RIBA Stage 1, 2 and 3 design work stages. In addition senior project managers from REAch2 have attended these meetings

The meetings have proved especially useful in providing feedback to the design team and generating a strong sense of ownership in respect of the school design.

Key items agreed at these meetings were as follows:

- space brief – room requirements and interdependencies and links;
- floor plans - teaching room layouts and sizes, wc provision and access;
- storage requirements – classroom storage, external storage, etc;
- staff accommodation.

As the design develops during Stage 4 further stakeholder meetings will be held with staff to finalise particular details.

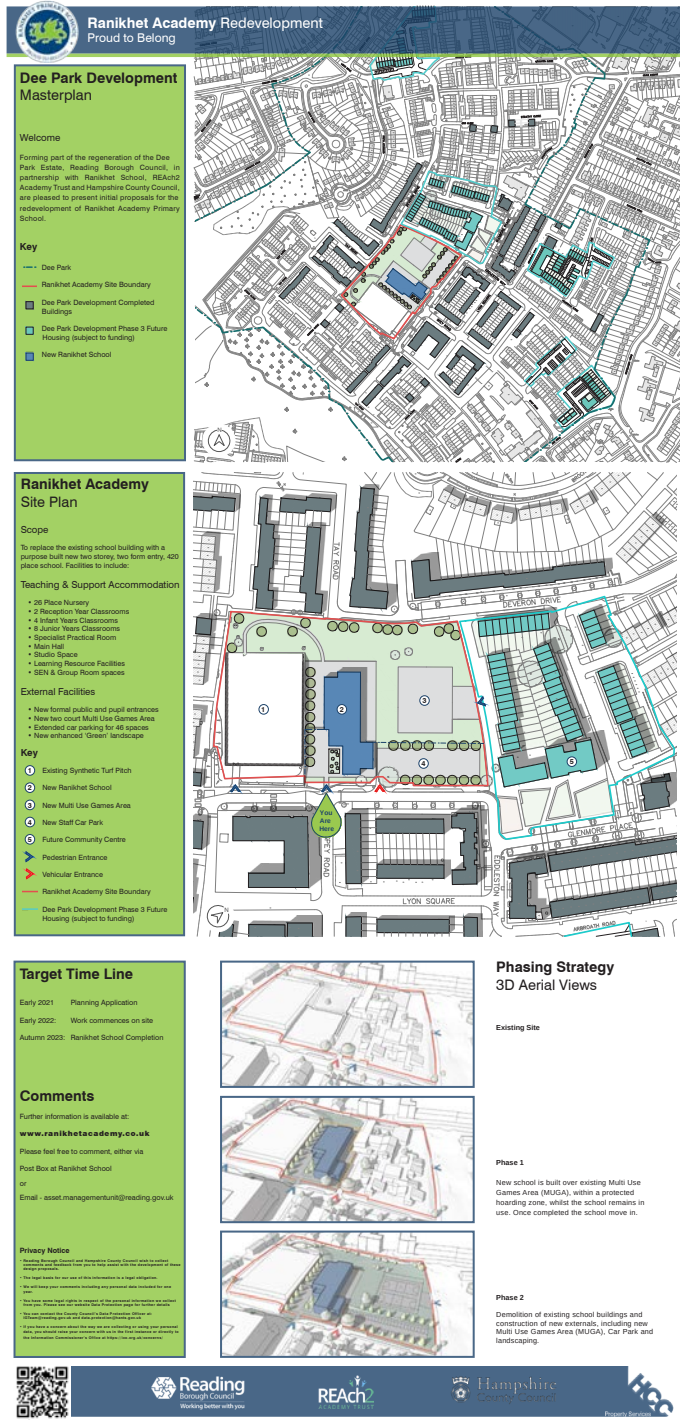
Engagement with Client: RBC and Developer

3.02 Similarly a continuous programme of meetings has been undertaken with Reading Borough Council and the Dee Park Developer, Catalyst Housing, regarding wider matters.

Key items discussed and agreed at these meetings included:

- appointment of design team;
- procurement of surveys;
- site boundary and access;
- delivery team structure;
- development of the design;
- negotiations with Reading Borough Council on legal matters.
- management of budget
- management of programme
- governance requirements

RBC have advised the capacity at 2FE fits with their wider provision of school requirement across the Borough and factors in recommended spare capacity.



Community Consultation

3.03 Due to the statutory Covid 19 restrictions in place across the country at this time, affecting all areas, banning assembly, meeting or coming together of unrelated groups and individuals, the more normal process for consultation - utilising meetings held at the school etc - has not been possible.

Accordingly a different approach has been adopted here to consult with neighbours and parents. This has included:

- presentation boards erected on the school grounds viewable from the adjacent pavement to introduce the scheme
- letter drop by RBC to local community including 560 local properties
- school website
- school email to parents



Public Consultation Board - insitu on School Boundary

This consultation process commenced Friday 18 December 2020, and concluded the end of January 2021. During this period only one comment was received querying the reason for the project.

Pre-Application Planning Advice

3.04 A formal Pre-Planning Performance Agreement was entered into on 05 November 2020 to establish and agree certain points of planning detail. This comprised a semi formal draft submission report along with feasibility reports covering typical planning topics such as archaeology, contamination, ecology etc.

Meetings were arranged to discuss and review particular issues including the site wide background history on 09th November, site wide issues generally on 10th November and a detailed presentation was made to the Reading Design Review Panel on 10th December.

The DRP was most supportive of the school design and offered constructive advice. Further work has been carried out since to develop various matters discussed such as the detailing to the entrance courtyard area and details within the building fenestration etc with use of English Bond facing brickwork utilising differing coloured red and grey bricks.

Detailed notes were received back in response on all matters discussed and these have helped to inform and refine this planning submission.

Discussion with Other Bodies

HCC Design Review

3.05 Design review meetings have been held at each stage of the project during the design period with senior architectural colleagues at Hampshire County Council Property Services department.

At each informal review, a brief presentation was made to the panel of peers, tabling design reports containing the current scheme drawings, schedules & relevant information. Open discussions take place covering a wide range of topics including:

- Massing
- Materials;
- Landscape;
- Layout vs 'long life/loose fit';
- Health & Safety
- Environmental.

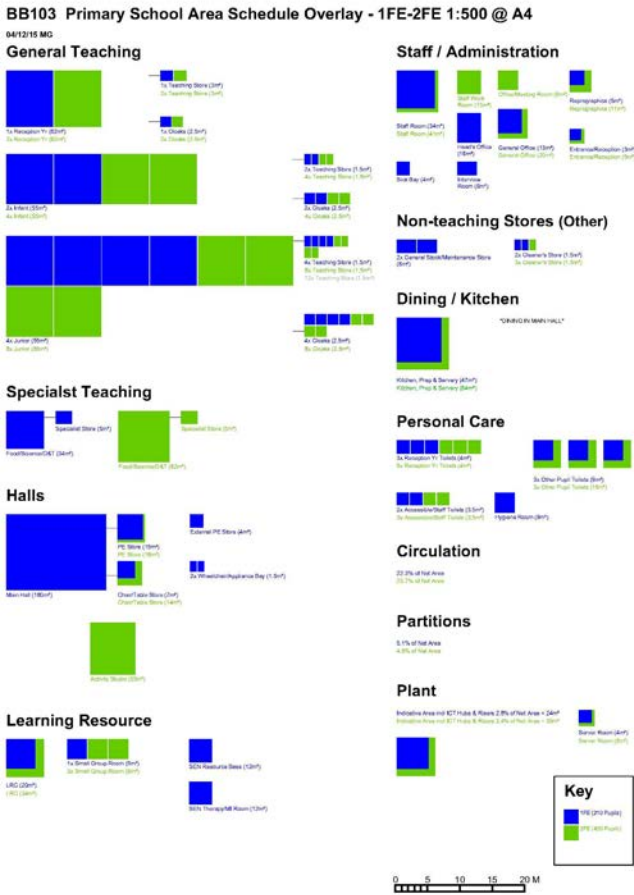
Feedback is provided in these sessions and appropriate contributions incorporated. This internal review process culminates in a formal Gateway 1 at end of feasibility and a Gateway 2 prior to any formal planning submission where the project is assessed and declared whether fit to proceed or not. There are certain key criteria that must be met regarding time, quality, sustainability, risk and cost.

HCC consider this scheme represents a quality benchmark development for the Dee Park Estate and a fitting addition to the public realm.

Brief

4.01 The building and its associated external work areas design is based on a brief set by RBC for a Two Form Entry (2FE) Primary School (420 pupils) and to include a 26 Place Nursery. Design's were also to take account of the School's and REAch2 Academy's particular requirements within this brief to suit Ranikhets particular needs. This excludes the existing Children's Centre.

The core reference document for the base design is Building Bulletin 103 - Schools Area Guidelines. This is graphically presented below, where the blue areas represent a 1FE provision, where Ranikhet currently operates and the green, showing the additional spaces needed to operate at a 2FE level.



Further reference is also made to the following guidance documents amongst others:

- DFE Baseline Design 2FE with 26 Place Nursery
- Building Bulletins 103 - School Area Guidelines
- Building Bulletins 100 - Design for Fire Safety in Schools
- Building Bulletins 93 - Acoustic Design of Schools
- Building Bulletins 87 Environmetal Design in Schools
- Building Bulletins 101 Ventilation in Schools
- School Premises Regulations
- Other Statutory guidance documents

The deisgn also makes reference to specification and briefing documents contained in a number of Dee Park Partnership (DPP) agreement documents which came into being in 2009, including:

- The bid docs: Volume 9 appendices DPP, School Specification p.54 – 63.
- Development Agreement (DA) 24.8.2009
- Tender Specification Documents:
- Draft_Sus_Design_Construction_SPD_Jul06
- RBC env_policy_adopted_final_2006
- Dee Park Tender Specification – FINAL December 06.
- ADOPTED Dee_Park_Planning_Brief_1208_p1to17

It's noted some guidance and other statutory documentation have been superseded since 2009 and it is the latest versions of these documents now being referred.

Objectives

4.02 Certain key objectives have influenced the design of the new building in a wider sense. These are:

- *Aspirational Design:*
To develop a new school, which is a statement of aspiration for the Academy and the local community and other stakeholders, and which is to also be widely recognised for its high quality of design;
- *Promote spaces which support nuture and the basics of general child development:*
To provide a range of spaces allowing a more diverse and flexible teaching approach;
- *High quality modern facilities for learning:*
To provide high quality teaching facilities to help promote effective teaching methods and provide good functional suitability. Spaces are to maximise the use of the very latest technologies for both learners and teaching staff and support resource-based learning;
- *Efficiency and flexibility:*
To realise a building which is efficient, economic and flexible in use and is also easily adapted to future changes in educational requirements, technical developments and operational needs;
- *Stimulating non-institutional environment:*
To provide a modern, attractive and stimulating environment, which is conducive to learning, and which provides high quality recreational, social and supporting facilities for both staff and students;
- *Promote access, inclusion and security:*
To realise a building, which is secure but, at the same time, welcoming, and is also inclusive and fully accessible to those with diverse learning and mobility needs;
- *Attractive to all:*
To provide a building which will create a sense of ownership and belonging, and help to bind the school together;
- *Sustainable low energy design:*
To adopt sustainable and low energy design principles with passive measures and user-friendly environmental controls where feasible;

- *Community Involvement:*
A key objective is for the School to further develop links with the local community. By incorporating appropriate design measures, the new building should encourage a positive and more active relationship with its immediate neighbours.

Specific Design Requirements

4.03 The briefing process has identified a number of specific requirements which have influenced the design of the new building. These are:

- *To plan the building for efficient use of space*
The target accommodation schedule is based on efficient internal planning permitting effective space management and timetabling to achieve good levels of space utilisation;
- *To promote flexibility and adaptability of use*
A standardised building design has been developed to allow spaces to be easily adapted to suit a developing curriculum. Standard classrooms are to be provided to suit groups of 30 students plus staff. All spaces are to be equipped with wireless IT;
- *To incorporate a social heart*
The design incorporates an enhanced Library and Resource Centre. located on two levels around the main entrance. This is a facility at the heart of all schools and very much an advert for the ethos and style of the school and opportunity to show off pupil achievements etc. The arrangement includes an early years and KS1 open plan flexible LRC space on the ground floor opposite the entrance, offering opportunity for community links (grandparent reading sessions within a secure environment etc), along with a larger first floor LRC for Key Stage 2 pupils, opening out onto an external multi use terrace area;
- *To separate staff social and work facilities*
The preferred arrangement is for the administrative functions to be located adjacent to the main entrance, but with social and work areas located away. This allows staff to focus on the activity intended;
- *To promote efficient construction methods*
Consideration is to be given to innovative construction techniques to promote 'buildability', speed of construction and best value.

4.00 Design Brief

RANIKHET ACADEMY PRIMARY SCHOOL							E04579
DETAILED TARGET & ACTUAL SCHEDULE OF ACCOMMODATION							
Type of Space	Proposed Schedule of Accommodation						% of Total GIA
	Number of Spaces BB103	Target Area of Each Space m² BB103	Target Combined Floor Area m² BB103	Proposed Floor Area	FTE Places Provided	% of Target GIA BB103	
Basic Teaching							
Nursery	1	55	55	59	26		
Reception Classrooms (Rm Nos 1 & 2)	2	62	124	112	60		
Infant Classroom (Rm Nos 3 to 6)	4	62	248	224	120		
Junior Classrooms (Rm Nos 7 to 14)	8	55	440	444	240		
Specialist Practical/Other							
Specialist Practical	1	62	62	61			
Shared Teaching (Various)	0	0	0	59			
Sub-total Basic Teaching	15		929	959	446	43	44
Large Spaces							
Main Hall	1	180	180	186			
Studio	1	55	55	51			
Sub-total Large Spaces	2		235	237		11	11
Learning Resource Areas							
Library	1	34	34	65			
SEN therapy/MI room	1	12	12	12			
SEN resource base	1	12	12	12			
Small group Rooms	3	9	27	30			
Small group Rooms - Nursery	1	9	9	11			
Sub-total Learning Resources	7		94	131		4	6
Staff & Admin Accommodation							
Staff workroom (prep & social)	1	41	41	51			
Staff workroom	1	13	13	13			
Head's Office	1	16	16	13			
Office/meeting Room	1	9	9	11			
Staff workroom with Sink	1	8	8	(In Staff workrm)			
General Office	1	20	20	21			
Reprographics Room	1	11	11	9			
Entrance reception	1	5	5	5			
Interview Room	1	6	6	6			
Sick bay	1	4	4	3			
Nursery Kitchenette Bay	1	inc	inc	N/A			
Sub-total Staff & Admin			133	132		6	6
Storage							
Nursery Teaching Store	1	4	4	4			
Reception Teaching Store	2	3	6	6			
Infants & Juniors Teaching Store	12	1.5	18	18			
Specialist Store	1	5	5	2			
PE Store of Hall	1	18	18	17			
External PE Store	1	4	4	3			
Servery / Dining Furniture Store	1	14	14	13			
Wheelchair bays	2	1.5	3	3			
Classroom Coat Hooks (I & J)	12	3	36	19			
Reception Cloakroom	1	6	6	3			
Cleaner's Cupboards	3	1.5	5	4			
General stock / maintenance stores	2	6	12	5			
Other External Stores (Nursery, Recep, Food Tech)	4	inc	inc	8			
Sub-total Storage			131	105		6	5
TOTAL NET AREA			1,522	1,563		70	72
Non Net Area							
Kitchen prep / servery	1	58	58	52			
Kitchen dry store	1	3	3	6			
Kitchen WC / Change	1	3.5	4	5			
Nursery WC - Groups of 3 WC	1	9	9	10			
Reception WC - Groups of 3 WC	2	9	18	19			
KS1 Pupil WC - Groups of 3 WC	2	9	18	18			
KS2 Pupil WC - Groups of 3 WC	3	12	36	33			
Hygiene Room	1	9	9	10			
Visitor WC / Staff	1	3.5	4	3			
AWC / Staff	2	3.5	7	9			
Plant Room	1	30	15	16			
Electrical Switch	1	4	10	9			
Server Room (HUB)	1	6	6	6			
Electrical / Mechanical Intake	2	0.5	1	inc			
Risers / DB Cupboards	4	1	4	3			
Circulation / stairs / lift etc.			457	416			
Sub-total Balance Area			658	617		30	28
TOTAL GROSS AREA (GIA)			2,179	2,180		100	100

Amount of Accommodation

4.04 Accommodation requirements for the new building have been established from Building Bulletin 103 ‘Area Guidelines for mainstream schools’. Both target and actual areas provided are summarised in the Detailed Target Schedule of Accommodation (left).

The schedule demonstrates subtle improvements on the basic area requirements of BB103 with an emphasis on increased shared teaching and learning resources areas in direct response to school feedback, but all contained within the target gross internal floor area for the new building of 2,179m², and providing 446 FTE pupil places.

4.05 The schedule of accommodation uses the following classification of space types divided between net and non net categories:

Net Accommodation:

- Basic Teaching – rooms used for time tabled teaching purposes and which are not subject specific;
- Specialist Practical / Other
 - Food tech space offering a variety of curriculum and non-curriculum uses (breakfast club / nurture etc);
 - Shared facilities which are used on an open-access basis;
- Large Spaces;
- Learning Resources Areas;
- Staff & Admin Accommodation;

Non Net Areas:

- Stores, wc's, circulation, plant etc.

4.06 Cloaks storage areas are located within classrooms, providing a more efficient arrangement which suits the schools preferred methods of operation. This also removes potential fire hazard material from circulation / escape areas / routes.

4.07 The provision of sanitary facilities is designed to comply with Schools Premises Regulations, The Workplace Regulations and BS 6465.

Target & Actual Schedule of Accommodation

RANIKHET ACADEMY PRIMARY SCHOOL			
DETAILED SCHEDULE OF SANITARY ACCOMMODATION			
Type of Space	Proposed Sanitary Accommodation		
	Number of Spaces	Occupancy Each Space	WC Provison
Sanitary Provision			
Nursery WC - Groups of 3 WC	1	3	3
Reception WC - Groups of 3 WC	2	3	6
KS1 / KS2 Pupil WC - Groups of 3 WC	1	3	3
KS1 / KS2 Pupil WC - Groups of 4 WC	4	4	16
Hygiene Room with AWC	1	1	1
AWC Visitor / Staff WC	1	1	1
AWC / Staff WC	2	1	2
Kitchen WC / Change	1	1	1
TOTALS			33
WC numbers based on:			
Schools Premises Regulations 1999 : 1 fitting per 10 pupils under age 5 and 1 fitting per 20 pupils age 5 and above = 27 Fittings (32 Provided)			
BB 6465 Pt 1 : Schools - 1 fitting per 10 pupils under age 5 and 1 fitting per 15 pupils age 5 and above = 33 Fittings (32 Provided)			
Workplace Regulations: for 26 - 50 people = 3 Fittings (5 provided)			
BB 6465 Pt 1: Workplaces - for 36 - 60 people = 5 Fittings (5 provided)			

Schedule of Sanitary Accommodation

Toilet cubicles are generally unisex full height with the exception of Nursery and Reception which have part height doors to permit necessary staff supervision.

Pupil wc numbers also factor in access to all accessible staff and visitor wc's.

External Parking

4.08 There will be a full staffing level of 40 Full Time staff and 12 Part Time (equivalent to 6 FT) at the school. (Total 46 FTE). Referring to the Council's adopted Parking Standards, the site falls in Zone 3, and there is a requirement for:

- 46 no. car parking spaces, which include three disabled user spaces and 6 electric vehicle charging points.
- 2 no. two wheeled parking spaces

Cycle Storage

- 1 space per 5 FTE / PTE staff = 46 / 5 = 9.2 say 10
- 1 space per 15 pupils (Yr 1-3) = 180 / 15 = 12
- 1 space per 10 pupils (Yr 4-6) = 180 / 10 = 18
- Scooter rack

5.00 Design Development & Evaluation of Options

Development of Design

5.01 The layout for the new school builds on work carried out by the DfE regarding baseline designs for 2FE primary schools and ongoing development by Hampshire County Council, where the baseline scheme was enhanced to provide a fuller offer with additional shared teaching spaces included.

This design has been explored further with Ranikhet School and a new variant developed with input from staff, arriving at a more efficient plan with better shared areas and enhanced Learning Resource provision.

Classrooms are standardised for reasons of future adaptability and flexibility, with the small differences in classroom type area managed through provision of additional shared teaching spaces which extend the teaching realm. This provides the school with much greater flexibility for managing small groups over that offered by just standard 30 pupil base classrooms. The



school have a key requirement to be able to continue to offer 'nurture' type support programmes to large portions of the school cohort. This is over and above the normal provision of the standard curriculum offer. This enhanced support ensures much better pupil attendance, behaviour and respect and has proven a vital component of school life at Ranikhet.

In addition, tried and tested storage and cloaks arrangements provide more efficient use of space achieving an equivalent level of performance but from less floor area.

Interconnecting doors are provided between classrooms on the first floor to firstly allow alternate routes for fire escape, but secondly permit mixed activity, allowing greater staffing flexibility and options on resources locations, such as for mobile laptop storage devices etc and are welcomed by the school.

Site Strategy

Existing School

- Key
- | | |
|------------------|-----------------|
| 1 STP | 5 Pedestrians |
| 2 New School | 6 MUGA |
| 3 Community Face | 7 External Play |
| 4 Green Buffer | 8 Vehicles |

Restrictions & Limitation

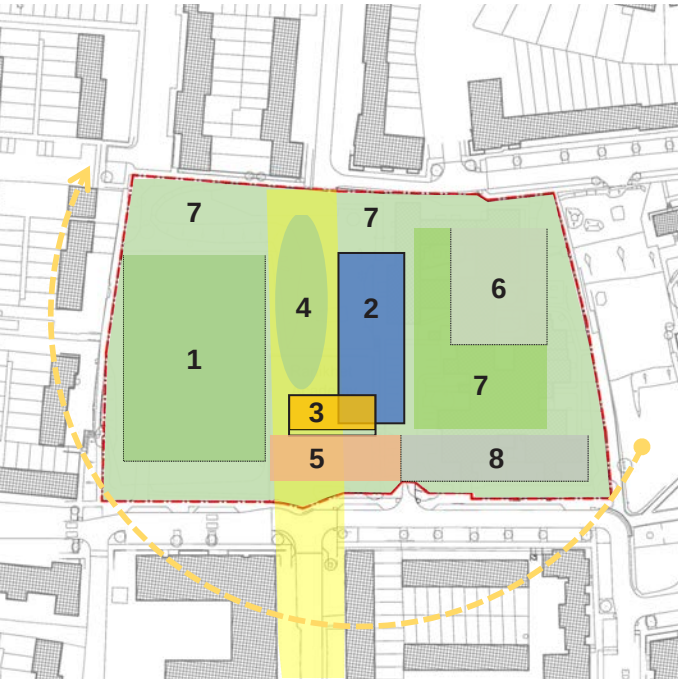
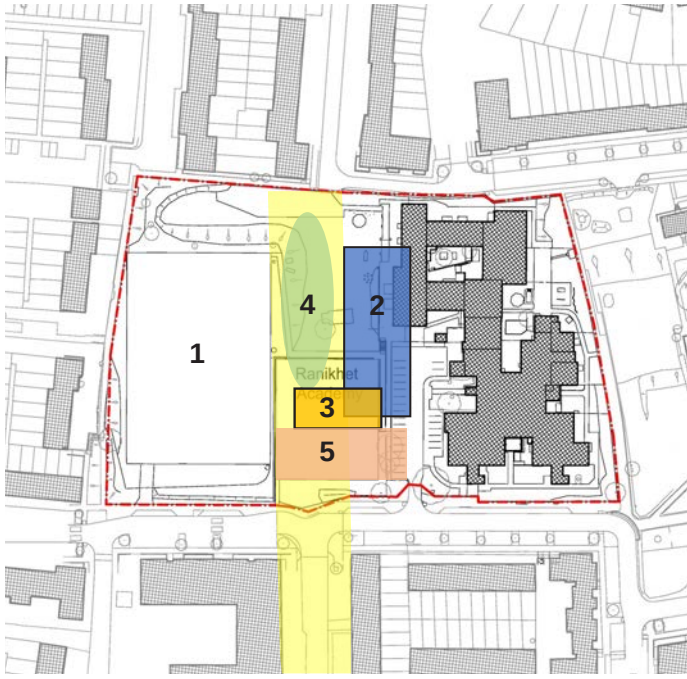
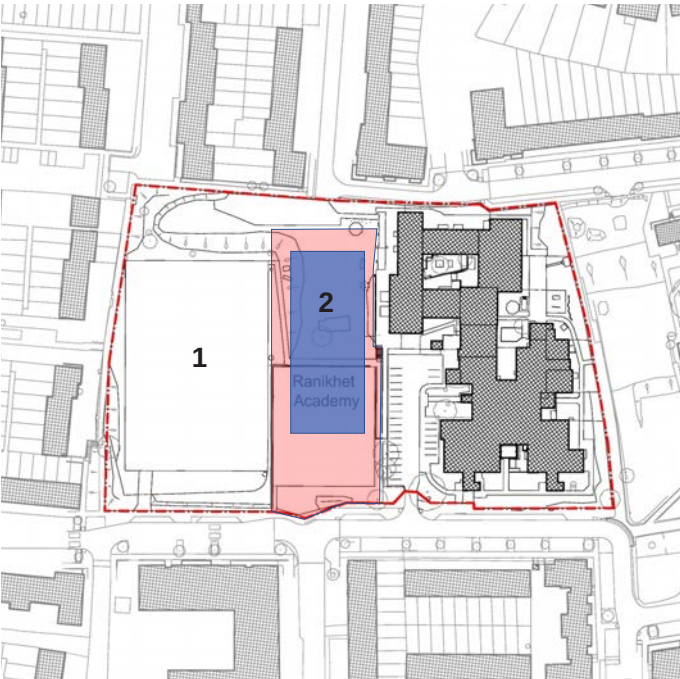
- Continuity of existing school operations
- Access to STP for games and play provision (1FE)
- Ste level changes
- Restricted access

Opportunities & Potential

- Vista down Spey Road towards school site
- Focal point
- Community links

Final Strategy 'Parti'

- Formal frontage to Spey Road with related community functions
- Centralised location with strong passive supervision
- Early years protected spaces
- Greening up of site



5.00 Design Development & Evaluation of Options

Spacial Planning

5.02 The basic configuration of the school building block is derived from the baseline scheme and divides into three core elements:

- General teaching spaces
- Arrival / management spaces
- Community related spaces

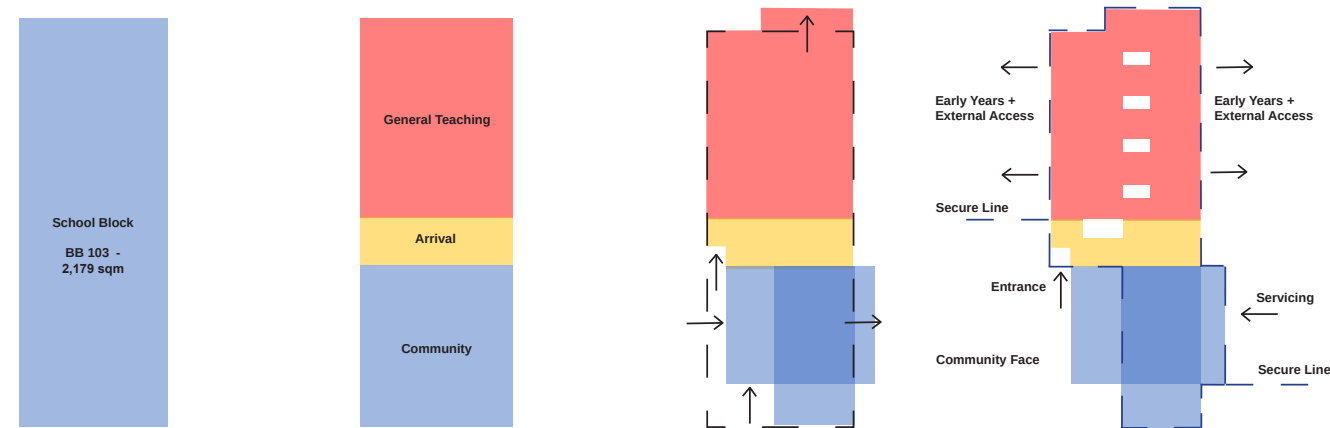
The development of the design takes these core elements and articulates / models them to arrive at a working plan which incorporates the necessary room interdependencies and fits into the restricted site space available, maximising both internal flexibility and external presence.

Internal / External Links

5.03 The brief requires all spaces to include level access and certain rooms to have particular external access as follows:

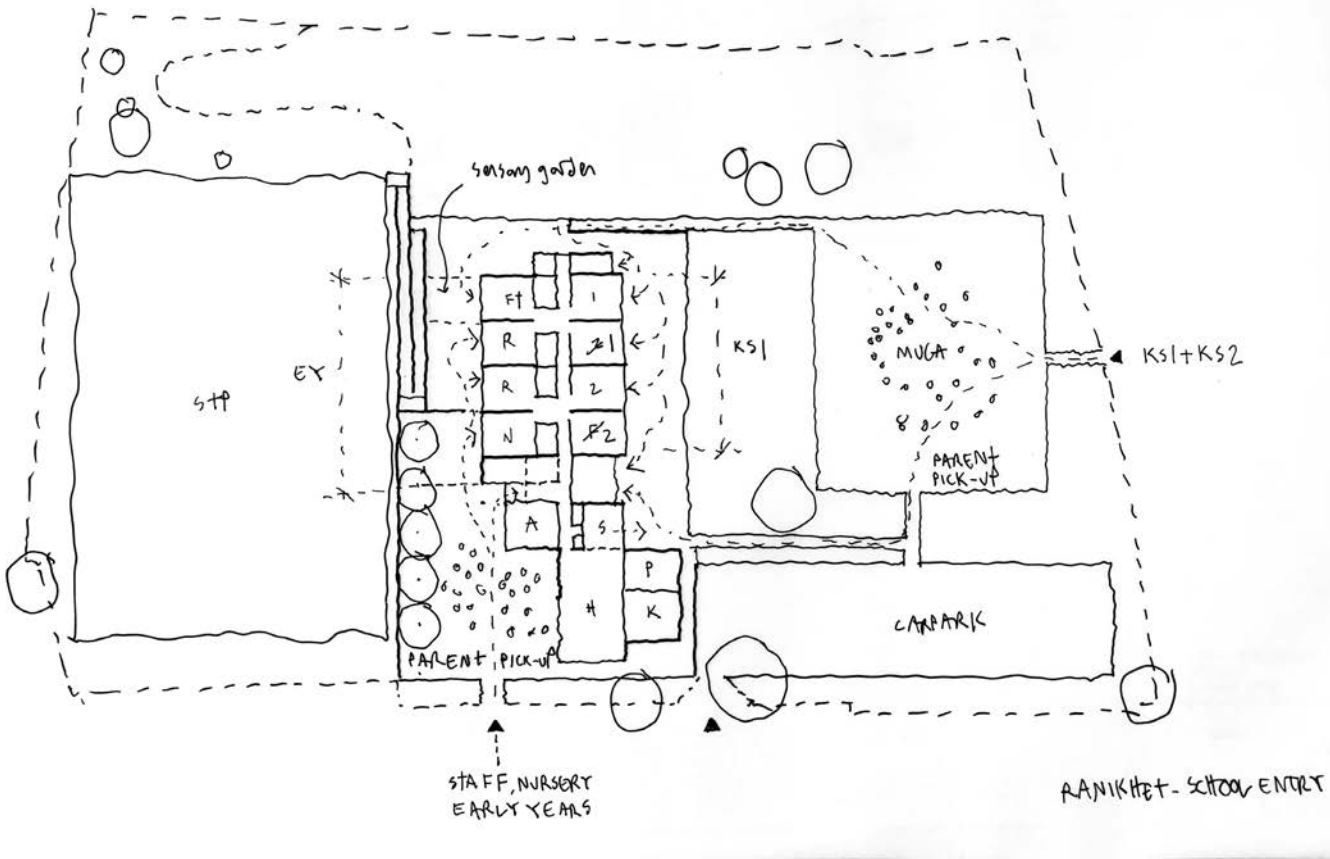
- Nursery: secure private external play space with hard / soft play areas, external storage for play equipment, canopy protection, play equipment, soft planting.
- Reception Year R Rooms: secure external play space with hard / soft play areas, external storage for play equipment, canopy protection, play equipment, soft planting.
- Food Tech: access to external garden area promoting opportunity to grow garden flowers and vegetables, with good daylighting in the growing months, and including external storage.
- Keystage 1 Classrooms: access to hard play areas for informal / formal teaching and other activity including some canopy protection. Good links to general play ground areas, informal habit and wc's.

Room usage therefore dictates the ground floor facilities, with the Nursery, Year R and Food Tech forming a natural cluster (that picks up on existing arrangements at Ranikhet School), and the four Keystage 1 pupil classrooms located opposite across the corrdior. This avoids the need for any stair access which is not recommended for early years use.



Spacial Planning Moves

Site Strategy



Site Position and External Access

5.04 Whilst the position of the school is largely dictated by the site constraints present, it still requires to have a clear presence to the main road frontage to the school, in this case Spey Road / Eddleston Way, with pedestrian access being clear, level and direct.

Support service spaces such as the Kitchen and plantroom should be subservient to the main school building, requiring independent secure access from the car park.

The early years facilities have particular requirements concerning pupil drop off and pick up. The school require the Nursery and Year R to be managed separately from the general KS1 and KS2 pupil access.

The siting of the Nursery and Reception classrooms needs to permit independently managed secure direct access, with staff collecting children from parents in a safe and quiet area ideally near the main entrance.

The Site Strategy diagram below shows how the overall site strategy has developed, with Nursery and Reception Years managed independently from the KS1 & KS2 pupil access, all within a defined diagram with clear legibility and heirarchy of spaces.

Community Use

The school is clearly a key component of the Dee Park Estate and has been an integral part of the wider Dee Park regeneration. Sitting centrally within the estate and supporting many local families it forms a vital part of the well being of the community. Not only is the school looking to enhance its image and success, but it aims to foster stronger links with the neighbourhood. The school will also continue to support a number of community related functions including out of hours use of:

- **Synthetic Turf Pitch** - rented out in evenings, weekends and holidays to local sports clubs to foster improved sports, health and well being across the Borough.
- **Multi Use Games Area**: managed access for general play and recreation, with potential links to the new Community Centre.
- **School Hall** for various indoor activities

For further details concerning the new Community Use Agreement please refer to Section 6.31 and Appendix S.

5.00 Design Development & Evaluation of Options

Design Options

5.05 At feasibility stage, following assessment of site, evaluation of the constraints and opportunities, agreement of brief, programme, target cost and definition of the site 'parti', various development options were prepared and considered. Five options were finally developed as shown. Each was assessed against a set of relevant criteria including:

- Access to site, building and classrooms
- Community function
- Relationship to STP retaining wall
- Public face
- Existing school functionality
- Security / passive surveillance
- Cost / programme
- Buildability

The five options are presented opposite and described below, including key findings.

Option 1 - Two Storey, double banked classroom:
Demolish elements of existing school to win space against STP - however demolition not viable.

Option 2 - Two Storey, double banked classroom:
Located to optimise position relative to STP and existing school accommodation.

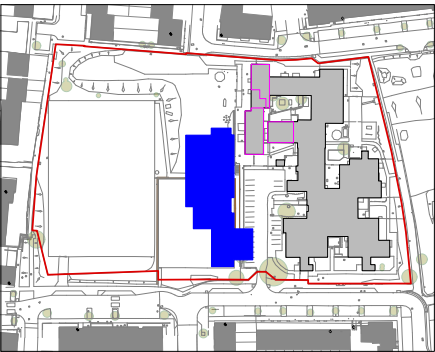
Option 3 - Two Storey, single banked classroom:
Slimmer classroom block to gain space against STP. Splits site in two & uneconomical.

Option 4 - Three Storey, single banked classroom:
Slimmer classroom block to gain space against STP. Classroom access compromised & uneconomical.

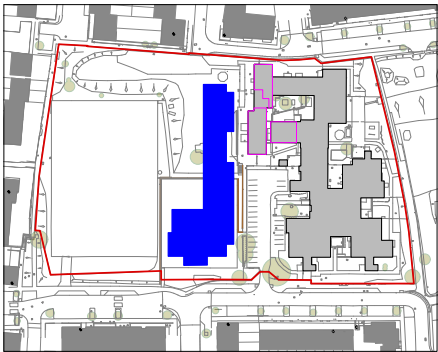
Option 5 - Build over existing school footprint:
Relies on temporary accommodation, on which availability uncertain, school have to move twice and arrangement perceived as a step backwards for a school in special measures . It is also uneconomical.



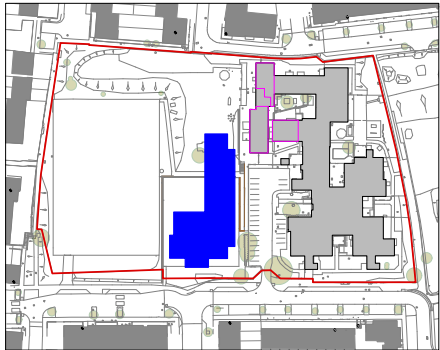
OPTION 1
two-storey double banked linear block
Children's Centre demolished



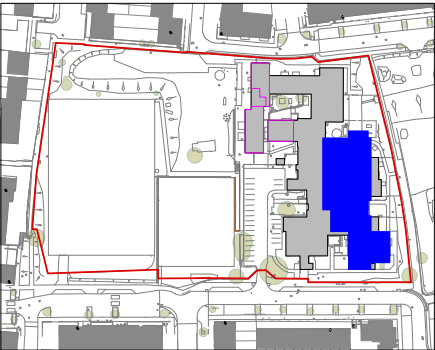
OPTION 2
two-storey double banked linear block
Children's Centre retained



OPTION 3
two-storey single banked linear block
Children's Centre retained



OPTION 4
three-storey single banked linear block
Children's Centre retained



OPTION 5
two-storey double banked linear block
temporary School required
Children's Centre and School demolished

Following presentations to the Client, Academy and School, along with peer review, Option 2 was agreed as the most successful option and to be taken forward into Concept / Detailed design.

Site Strategy Option

OPTION 2

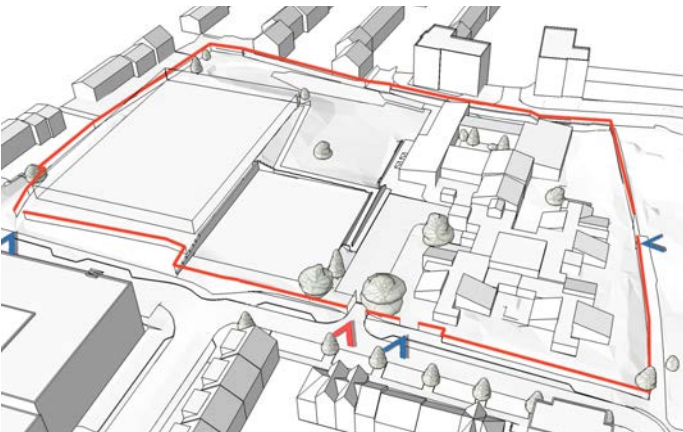
ADVANTAGES

- Maximizes construction area on centre tier of site
- Provides cost efficient double banked classrooms facing east and west
- Early years & KS1 classroom access to external areas
- Separate early years dedicated entrance
- Community related functions accessible to public
- Achieves 16.5m clear space from classrooms to STP retaining wall
- Permits phased development as per studies below.
- Generous public space provided opposite the axis of Spey Road
- STP remains for school use during build
- Bin store away from building in car park
- Better passive surveillance

DISADVANTAGES

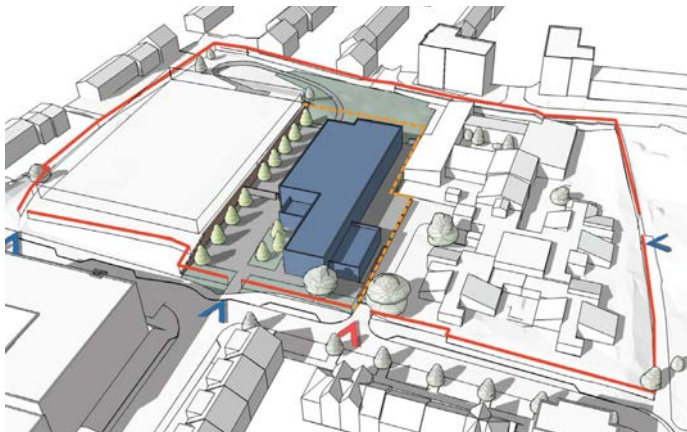
- Overly large open public courtyard to frontage
- Kitchen plantroom encroaches into existing staff carpark
- Complex costly foundations
- 1.8m rise from car park delivery level up to school ground floor level
- Extensive ground buildup required on eastern side with new ramping / new steps required
- Large quantity of fill

PHASING



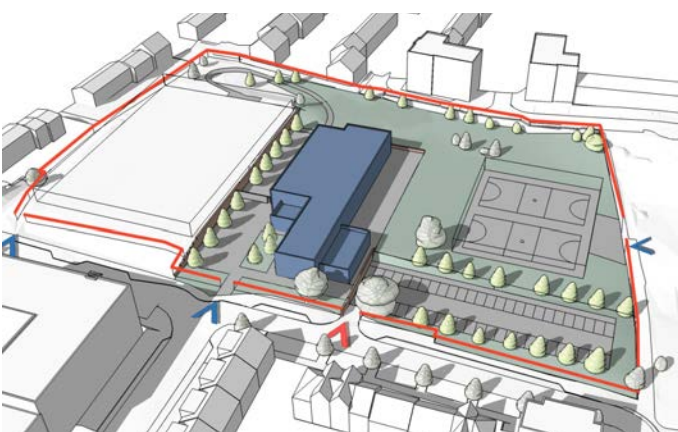
Existing Site

Phase 1



New school is built over existing Multi Use Games Area (MUGA), within a protected hoarding zone. The school remains in use. Once completed the school decant across and take occupation.

Phase 2



Demolition of existing school buildings and construction of new externals, including new Multi Use Games Area (MUGA), Car Park and landscaping.



Ranikhet Academy Redevelopment

Proud to Belong