



Ranikhet Academy Redevelopment

Proud to Belong

Design & Access Statement

Part 2 of 2

June 2021
E04759

A report by:

HCC Property Services
Three Minsters House
76 High Street
Winchester
Hampshire
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for

Reading Borough Council

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

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Part 2 of 2

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6.00 Design

Approach to Design

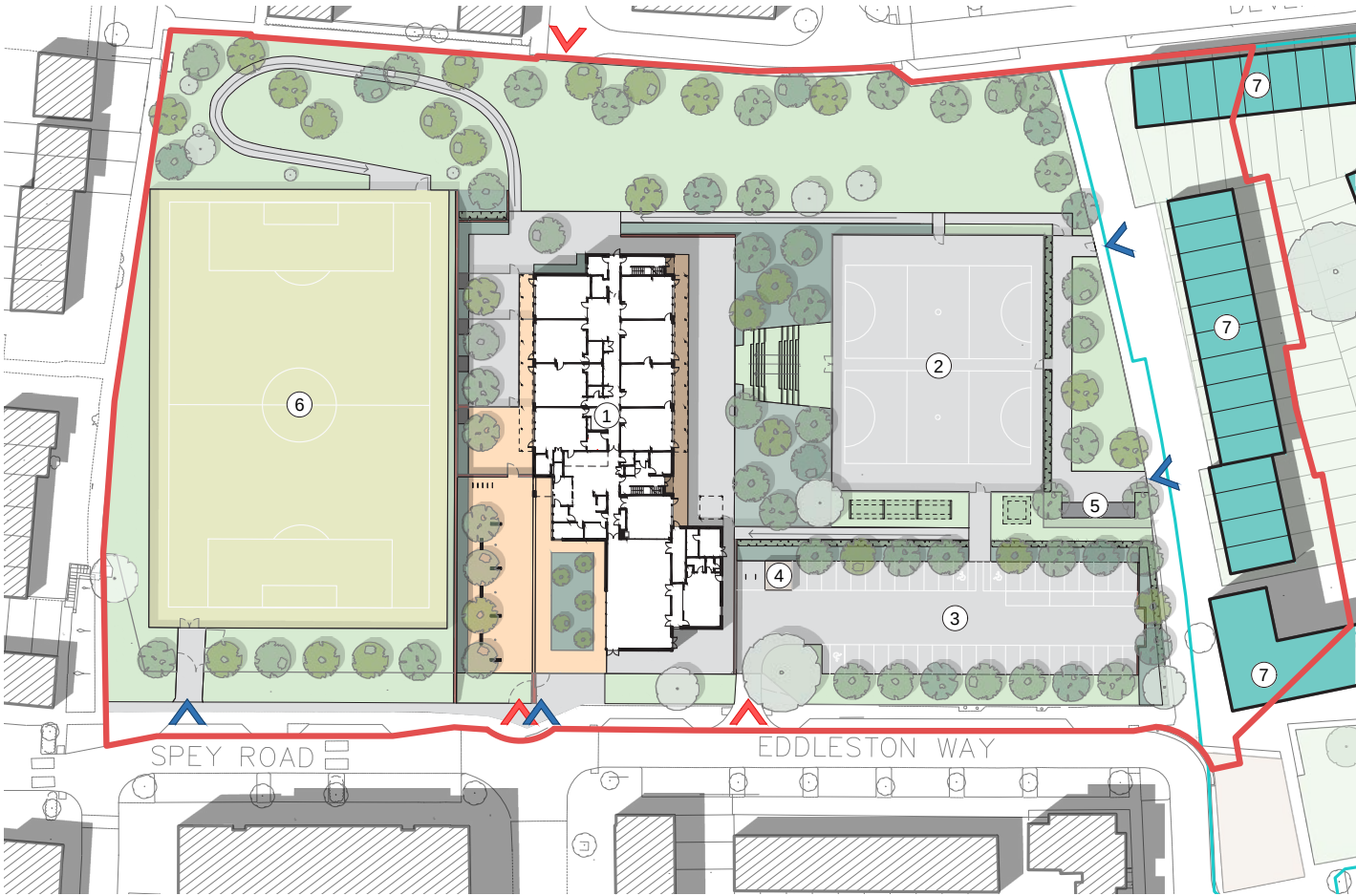
6.01 A coherent architectural approach has been taken, with the overall aim of the design programme to achieve a building that works at all levels and is a successful synthesis of its elements. The design draws upon the particular context of its site, its accommodation brief and its technical requirements, with the objective of providing a high quality and stimulating environment with good functionality, in which pupils, staff and the wider community can take pride.

6.02 Key aspects to this approach are:

- An on-going and extensive consultation programme to inform the design. This has closely involved Ranikhet's Senior Management Staff, the Academy REAch2 and Reading Borough Council, along with other stakeholders and the wider community;
- Understanding the core brief and the subtleties and flexibility in use;
- Providing a design to ensure long-term adaptability to suit curriculum developments;
- Realising a design which contributes to the wider Dee Park Regeneration, whilst responding to the School's particular needs and aspirations;
- Adopting strong design principles which fit with the wider masterplan and its design guidelines.

Site Layout

6.03 The site layout aims to make best use of the restricted site area available by drawing upon its context, location and surroundings, and making assets of outdoor spaces generally to give order and enjoyment. The layout has been derived from Hampshire's extensive wealth of knowledge about making schools work and all derived from the assessment of context and site analysis reported in Section 2.00.



Site Plan



View from Spey Road

6.04 Key factors influencing the external design include:

- Creation of a new image and focal asset for the community;
- Relationship to the key road frontage opposite and visual alignment with Spey Road;
- The schools relationship to existing adjacent residential developments - overlooking / privacy;
- Sense of place making with clearly defined spaces;
- Legibility and ease of way finding;
- Functional requirement with appropriate adjacencies / relationships to all spaces;
- Development of the site to become a green oasis in what is otherwise a dense hard urban landscape;
- Continued and enhanced provision of existing community use functions, with ease of public access and school management;
- Enhanced external shared teaching areas / facilities to support Ranikhets wider offer;
- Softening the presence and overbearing of the STP retaining wall;
- Integral provision of passive site security;
- Enhanced security generally;
- Rationalising and easing pupil / staff access, easing crowd pressure points and facilitating movement;
- Use of brickwork connecting the site with its history and current context.

6.00 Design



School development 3D View from South

Overview

6.05 As advised previously, the design follows the DFE's standardised baseline concept, but optimised to reflect Hampshire County Council's extensive experience with the design of education buildings, along with REAch2 and Ranikhet Academy's particular educational requirements.

The budget for the scheme is restricted and the design is required to be lean and cost effective, benchmarked to equivalent projects elsewhere.

The existing site is extremely constrained with development restricted to the central plateau zone only, which introduces considerable technical difficulties regarding the sub-structure in particular.

In addition the school redevelopment must coexist and run in parallel with the school remaining in full academic operation through out all phases of the construction programme.

Form, Massing and Scale

6.06 The building form has to be an efficient and deliberately simple form, flat roofed with fenestration to reflect the building's functions and room types. The massing seeks to help articulate the front face of the building generating a clear identity and a strong public presence onto Spey Road and Eddleston Way.

6.07 Particular features include:

- Two storey scheme;
- Main frontage and pedestrian entrance address Spey Road, incorporating a generous semi public entrance landscaped courtyard;
- A strong landscape;
- Full height glazing to hall and entrance areas;
- Roof terrace with associated pergola;
- Building position maximises potential of the restricted space available to the STP retaining wall;
- Canopies and external solar shading add depth and animation to teaching accommodation glazed facade areas;
- Provides for flexibility in use and future adaptability;
- The height of the building is around 8m;
- The central location on site helps to foster a stronger sense of identity unifying the wider school site.

Internal Layout

6.08 The building has a gross internal floor area of 2,180 m². The spatial arrangement has to be efficient, readily legible and is deliberately simple in form to achieve required cost efficiencies:

Ground Floor

A secure entrance lobby, including automatic sliding entrance doors with access control, provides direct access to a visitors Accessible Toilet, Interview Room and the Main Reception. Once permitted onwards, the lobby gives access into an open plan entrance area containing the Early years and KS1 Learning Resource Centre. This includes a double height volume above, providing natural daylight, ventilation and a sense of arrival at the ‘Heart’ space of the school. This LRC space provides a multi purpose facility for early years development and with opportunity for promoting family links - grand parent reading sessions etc.

Adjacent display cupboards will permit a show case for school achievements, whilst the admin and support spaces behind provide and control school operations generally.

This heart space leads directly on to the primary central circulation corridor space linking through to the classrooms, group rooms, central shared teaching area, stairs and halls. A simple legibility of access is promoted. All ground floor teaching rooms also include easy direct external access. Key circulation doors will be linked to access control and include hold open devices to ease movement and permit lockdown and isolation of secure areas etc.

Dedicated toilets are provided in the Nursery and Year R reception classrooms. A fully accessible hygiene room is provided backing onto the Nursery. This provides the Nursery with additional changing space along with a further WC and shower facility. Key stage 1 toilets are positioned off the circulation spaces at either end of the classroom block with external secure access at break times a particular requirement.

Plant and kitchen support areas are provided in a discrete single storey element off the back of the main school hall. This includes an aluminium screening to roof top plant.

First Floor

The first floor accommodates the Key Stage 2 classrooms and associated group rooms, along with additional open plan shared teaching areas along the corridor, providing a flexibility and range of use. These shared areas are a feature developed on other Hampshire schools and have been welcomed by Ranikhet Academy, who promote and understand the benefits of a range of types of informal teaching space.

Roof lights provide natural day lighting and ventilation to these shared cental areas, while glazed classroom doors and screens promote enhanced visibility and passive surveillance across the plan.

A centralised staff room is provided, along with head teachers office. This is a particular school requirement where the head wishes to be located more closer to staff and teaching spaces. Other spaces include support rooms for staff and particular SENCO staff support units etc.

Flexibility and Adaptability

6.09 ‘Future-proofing’ is now regarded a key sustainability design consideration. The simple building form is inherently flexible in use and easily adaptable to change. Measures include:

- Structural, planning grids and elevation treatments
- developed to permit flexibility of use and ease adaptability. These include standard floor to floor heights (3.6m), structural grids (generally 7.2m) and elevational/planning grids;
- Provision of lightweight partitions in teaching/learning areas generally for ease of adaptation;
- Zoned planning of lighting, power and heating services to aid flexibility, with primary distribution in accessible corridor ceiling voids generally;
- Potential for the building to be extended in the future.

Appearance and Materials

6.10 The external appearance of the building, selection of materials and types of construction have been influenced by a range of factors including:

- Aesthetics, image and visual impact appropriate to the context;
- Aspiration for an attractive public frontage;
- Efficiency and flexibility of use;
- Quality, robustness and durability;
- Economy and value;
- Available capital funds for the building;
- Sustainability and environmental performance;
- Fire, security and safety requirements;
- Maintenance and operational requirements.

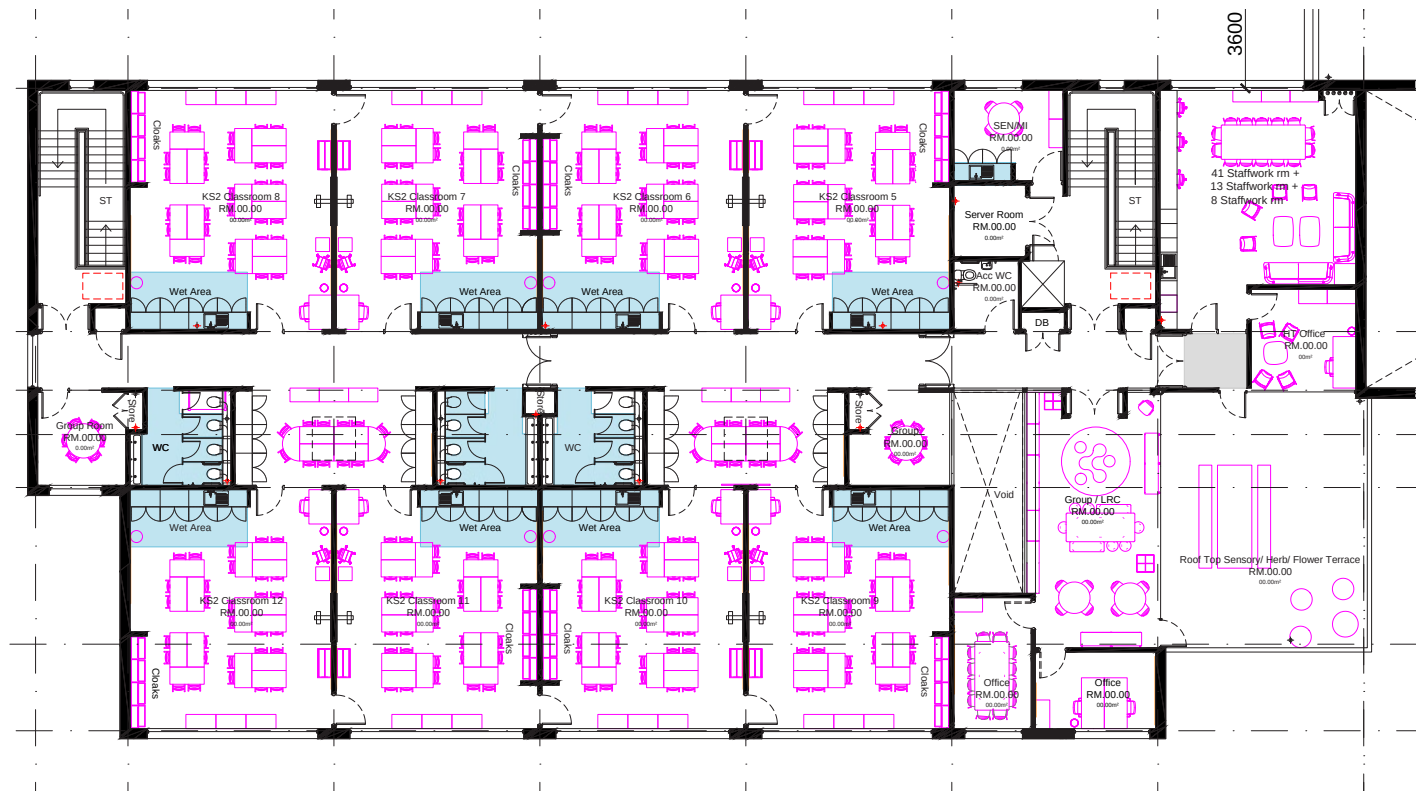
6.11 The principal forms of construction and materials are:

Structure: The new building is currently to be of steel framed construction with piling and insitu concrete ground slab and pre-cast concrete upper floor and roof

Roofing: The design has a warm roof construction with a high performance 3 layer waterproof membrane laid over insulation and with falls to suit concealed rainwater outlets and down pipes.

Windows and External Doors: Windows, curtain walling and external doors will comprise a triple-glazed polyester powder finished aluminium system incorporating opening lights where required for ventilation. These will also include ventilation grilles to serve the classrooms with TM52 vent units. The external glazing will generally include clear solar control low emissivity glass. The low level glazing to the school hall will include reflective glass to prevent unwelcome voyeurs. Horizontal overhead sun louvres will be fitted to the first floor southwest facing windows;

External Walls: The finish to the external walls is to generally comprise facing brickwork. Referring the page over, it can be seen that brick features strongly within the historic context and palette of the surrounding area. Local kiln works were evident in the early 1900’s close to the school site. Reading had a strong brickwork industry which is manifest in much of its local architecture.



First Floor Plan Extract



EXISTING NORTHERN BOUNDARY & HOUSING



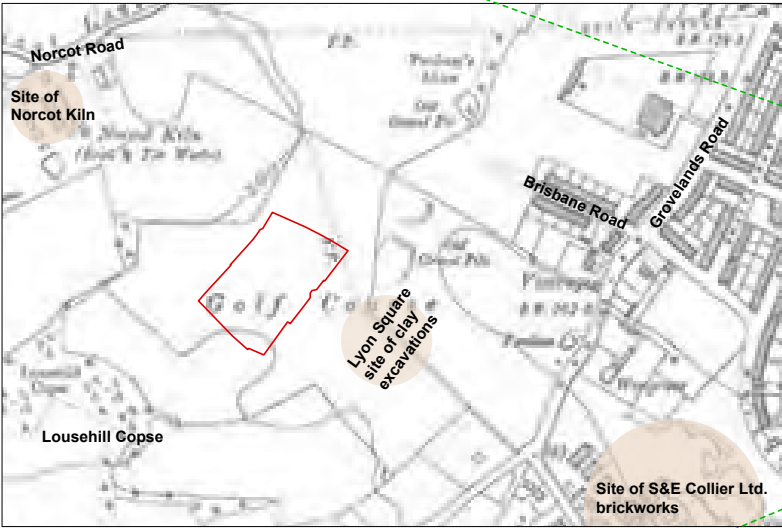
"Reading's largest brickmakers, S&E Collier Ltd.... moved to Grovelands, Tilehurst, in 1870 and operated until 1966. They were well known for their terracotta and 'Reading Red' bricks." (Reading Museum)

"From the 1920s clay was carried in buckets on an aerial cable from the Collier's clay pit near Norcot Road to their Grovelands brickworks" (Reading Museum)

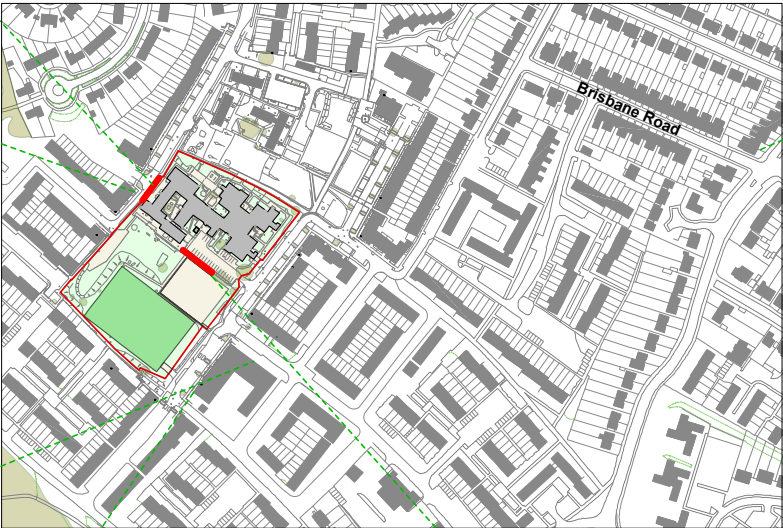
"The variety of locally made bricks can be seen in the houses on Brisbane Road, which acted as a showcase for their products."
Dee Park Leaflet (Revealing Our Hidden History)



LOCAL PRECEDENT



1914 MAP



AERIAL IMAGE

EXISTING SOUTHERN HOUSING

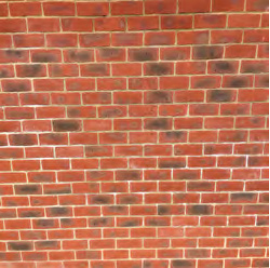


"Reading bricks have a distinctive red colour, although by different firing a yellow variety can be obtained, whilst by adding chalk, a white brick results. The blue-grey brick is also very distinctive. Many houses in the Reading area made use of these to create decorative patterns in their brickwork."
Stephen B Cox.

EXISTING SITE BRICKS



MUGA



Northern Boundary



School building

Sustainability, Environmental Control and BREEAM

6.12 Working within the constraints of the available capital funding, and the Academy's operational requirements, the building is designed to be sustainable and energy efficient.

The design adopts a fabric first approach with enhanced U Values and air tightness levels above those required for Building Regulations requirements.

The design adopts a responsible approach to the use of sustainable materials, promotes the efficient use of water and energy, whilst reducing carbon dioxide and other harmful emissions. It complies with the Academy's policies which encourage recycling, and the reduction of waste.

6.13 In line with Planning Policy CC2, the new development is designed to meet BREEAM Excellent. The BREEAM New Construction 2018 'Education' assessment process evaluates the following subject areas:

- Management
- Health & Wellbeing
- Energy
- Transport
- Water
- Materials
- Waste
- Land Use & Ecology
- Pollution

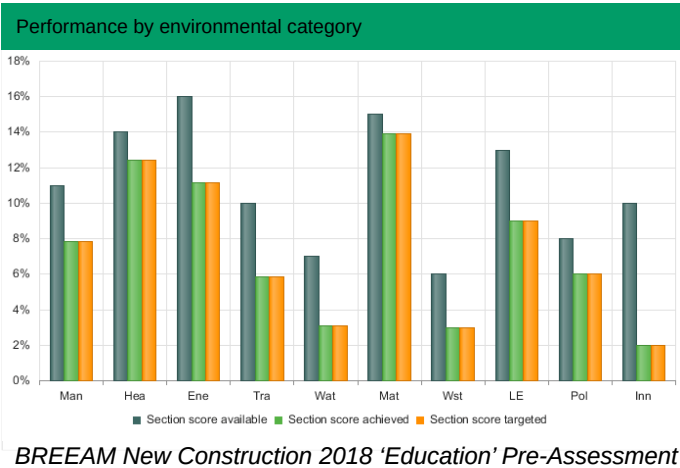
Each section contains various 'assessment criteria' , each with a different weighting. Whilst the building design is important, management operations and construction activities are also key factors in influencing the rating to be achieved.

The pre-assessment suggests the design and the project programme will help to deliver a wide range of sustainability benefits across all sections.

Emphasis is placed on providing satisfactory levels of comfort, while minimising energy consumption. Where feasible and effective, the design aims to make use of passive systems for environmental control, reducing the dependence upon mechanical plant.

6.14 Key building elements to achieve the BREEAM score include:

- Thermal mass;
- Natural ventilation generally via manually-operated opening windows;



BREEAM New Construction 2018 'Education' Pre-Assessment

- Solar-control glazing to reduce solar gains;
- External horizontal 'brise-soleil' sunshading to South-West facing windows;
- Triple glazing plus high levels of external wall and roof insulation to reduce heat losses;
- The control of fresh air to classrooms will be via a combined ventilation system utilising both natural ventilation via manual opening windows and mechanical heat recovery ventilation systems;
- An efficient heating system;
- Photovoltaic solar panels incorporated on the main flat roof space (existing resued);
- Electric car charging points (6no);
- Good levels of daylight from classroom windows;
- High efficiency LED light fittings with automatic controls;
- Efficient gas-fired plant;
- Sub-metering of energy use;
- High level sound absorbent finishes providing good room acoustics.
- A rational use of local/central and manual/automatic control systems, enabling user choice and management where feasible.

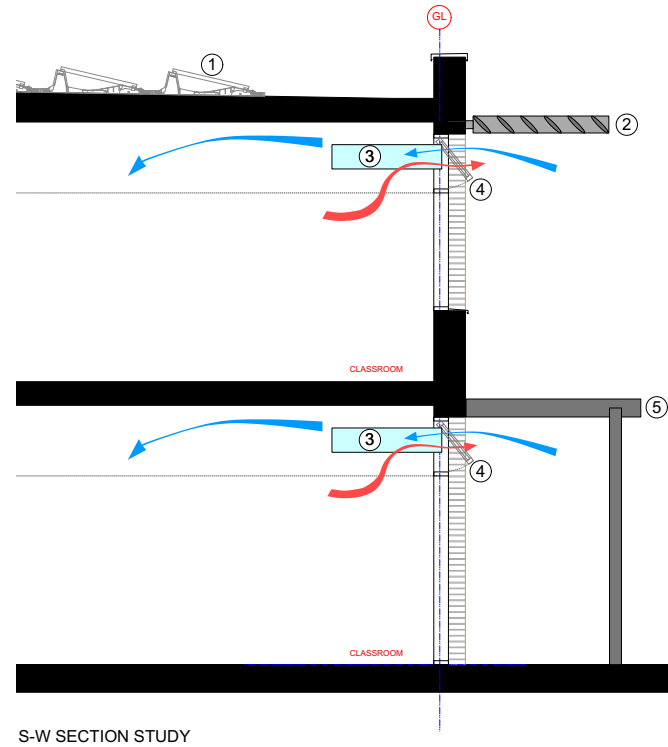
Ventilation Strategy

6.15 The building is to be ventilated via a hybrid natural / mechanical ventilation system in accordance with CIBSE TM52, utilising both NVHR (to classrooms etc) and MVHR (toilet / kitchen extract) systems.

A thermal model has been produced for the development which identifies the key temperature performance of spaces and their related daylight factor across the working day and at different times of year. This has allowed tuning of the facade to establish optimum areas of glazing, opening window, ventilation unit type and brise soleil to ensure the rooms stay within acceptable limits. The below

drawing section shows the airflow in / out of classrooms utilising NVHR boxes. These also enable secure night time cooling. Refer Appendix D for further information.

The MVHR ventilation and kitchen extract systems will be located on the plantroom kitchen roof concealed behind a louvre screen.



Heating

6.16 Being highly insulated, the heating load per classroom is very low. Local electric water heaters will be utilised in toilet areas, however a small gas boiler will be needed to provide hot water for the kitchen as well as the back ground heating.

For Energy & Sustainability Statements refer Appendix D.

Waste Management

6.17 The new school will include a secure storage area for collection and sorting of waste. It is located adjacent to the building in the car park accessible to refuse vehicles from Eddleston Way.

The storage area will include provision for the separation and recycling of waste materials as follows:

- 3 x 1100 ltr General Waste
- 3x 1100 ltr Recycling
- 2x 240 ltr Food waste

Details are to comply with Part H6 of the Building Regulations (ODPM: 2002).

Crime Prevention.

6.18 A briefing meeting was held on 2 November 2020 with the Crime Prevention Design Advisor for Berkshire Police. Refer Appendix R.

A particular concern identified by the school and acknowledged by the Crime Prevention Design Advisor, concerns illegal, inappropriate and offensive behaviour, carried out by members of the public, at school boundary positions, whilst hiding behind landscape planting screens. This includes arson, fly tipping, drug dealing and other unacceptable activities.

The school has also suffered over the years from various forms of malicious vandalism. Examples of recent incidents of damage etc are scheduled in Appendix R. The school have found they can manage this problem better by ensuring clear unobstructed visibility of boundaries. Accordingly they request no shrub planting on boundaries that would provide cover for this kind of behaviour, however they do welcome the opportunity to 'green' the site and make the school environment a more pleasant and welcome oasis within what is a hard urban context generally. The design include an extensive tree planting generally, but with canopies at 2.5m to provide clear visibility under. This can be supplemented with low level planting and the careful siting of taller shrub planting within the secure school environs and is welcomed

The following topics were reviewed and agreed with the CPDA:

- Boundary treatment / Access / Gates - Fencing will be 2.4m high to entire school boundary to LPS 1175 SR2 standard. Carpark gates will be power actuated and electronically controlled, with reception link.

6.00 Design

- Other boundary gate locks will be manually controlled to suit school access times, being secure through the school day. The front entrance gate will have an additional access control with reception link.
- A secure entrance lobby is provided with automatic sliding doors, access control with reception link.
- All ground floor glazing to curtain walling or doors will be laminated 7.5mm thick.
- Landscaping will be developed to allow natural surveillance, with vegetation limited to 1m high and tree canopies raised to 2.5m at key site and boundary locations
- The building will be alarmed and include CCTV.
- The school will provide community facilities including the Hall, STP, MUGA and a visitor WC to be managed through a Community Use Agreement. Separate public access has been provided, with the other parts of the school remaining separately secure. See also Section 6.32.
- An external lighting scheme has been developed which includes Lux levels. Please refer Appendix E
- Lockers are not required. Staff will each have a personal secure below desk tambour unit in their classroom or office.
- Secure, covered cycle stores are provided adjacent the eastern access point for KS1 / KS2 pupils. Additional cycle hoops are provided at the main entrance for short term use.

Landscaping and External Work.

6.19 For details of the External Landscape design please refer drawings numbers:

- E04759-HCC-XX-SK-L-1000 P1 Landscape Extg Site
- E04759-HCC-XX-SK-L-1200 P1 Landscape GA Plan
- E04759-HCC-XX-SK-L-1201 P1 Landscape Diagram
- E04759-HCC-XX-SK-L-1203 P1 Landscape Sections 1 of 2
- E04759-HCC-XX-SK-L-1204 P1 Landscape Sections 2 of 2

The landscape and external work areas form a key element of the redevelopment. Design objectives include:

- To form and Integrate the new building into a new landscape context;

- To help create a green oasis within the wider urban context;
- To form spatial and visual connections between the building and its landscape and to integrate external work areas;
- Create external play spaces;
- Provide an external environment which is welcoming and legible to staff, pupils, parents and visitors;
- Provide for delivery, refuse, service and fire/emergency access to the building without impacting detrimentally on the overall building design and its environment;
- Respect neighbouring property.

Soft Landscaping:

6.20 The site will be extensively re-landscaped. Many of the limited number of existing trees are retained and

supplemented with a greatly enhanced provision of native tree species. Areas of low level planting along with other natural features are promoted. For strategy detail please refer the next page over for landscape principles.

Vehicular Access to Site:

6.21 The existing vehicular access of Eddleston Way is retained leading into the new school car park. This will generally be for car use only, plus visitor, refuse lorry and delivery lorry access. The carpark gates will be shut at all times, with opening via powered actuators controlled via CCTV / intercom to Reception and access control as existing (fob / push button key etc). Delivery and refuse access will continue to buzz reception and take direction,

as per existing arrangements. Staff will continue to use electronic pass fobs.

A fire engine access route is also now provided to serve the front of the school building off Spey Road, providing fire appliance access to the building in accordance with Part B of the Building Regulations. In addition a maintenance / mower vehicular access only gate is provided off Tay Road to the north of the site.

Pedestrian access to Site:

6.22 New pedestrian access gates will be formed at the new main entrance opposite Spey Road and along the eastern boundary to serve the new semi public entrance zones

The existing access to the STP will be retained. All gates will be locked during the school day, managed by the school. The main entrance gate will be on access control with Intercom and access control links to Reception.

Pedestrian access within the Site:

6.23 To manage Community Access, other fences and gates are provided within the school site to secure the STP, MUGA and other facilities. The existing STP fencing is to be retained with gates adapted to suit the new internal layout.

The carpark is also isolated from the main school grounds for added security and safety. An internal pass gate adjacent the corner of the plantroom will allow access from the car park to a rear entrance at the back of the building. This will be managed by access control with Intercom and CCTV links to Reception.

Secure Fencing - Refer section 6.18

Early years security and storage:

6.24 The Nursery and Year R play spaces will be fully concealed from public view behind a new garden brick wall, including an integral entrance access gate forming their main access point. The Nursery and Year R external spaces will be separated and secured within the school site by low 1.1m high timber fencing with integral pass gates. These areas, including the Food Tech garden, will include proprietary flat roofed storage shed units, integrated within a landscaping zone against the STP retaining wall, reflecting the rhythm of the teaching block. These features in tandem with the line of trees will help to reduce the perceived bulk of the retaining wall. A degree of shading is anticipated and is of benefit to early years play areas which require covered shaded play areas.



Ranikhet Academy Primary School
Planning Application - Design & Access Statement
June 2021

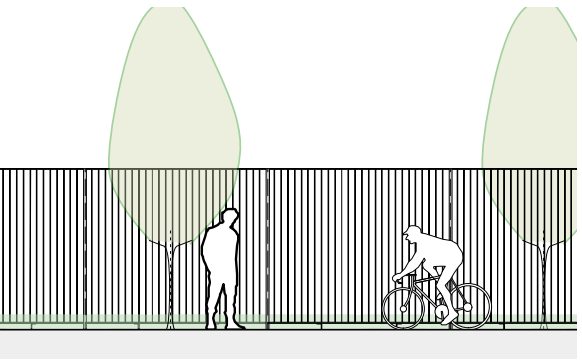
6.00 Design



Ranikhet Primary School
New 2FE Primary School
(446 Place)

Landscape Diagrams
Planting and fencing strategy
Proposed

- Proposed Pedestrian Access
- Proposed Vehicular Access
- Building
- Vehicular macadam
- Pedestrian macadam
- Small unit concrete paving
- Ground cover and low shrub planting
- Grass
- Seating
- Retaining wall
- Proposed tree
- Existing tree
- Fencing 2.4m high bespoke vertical flat bar
- Fencing 2.4m high LPS 1175 SR2
- Fencing 3m high Steel mesh MUGA
- Fencing 1.2 high timber fence



Sketch of 2.4m high bespoke fence.

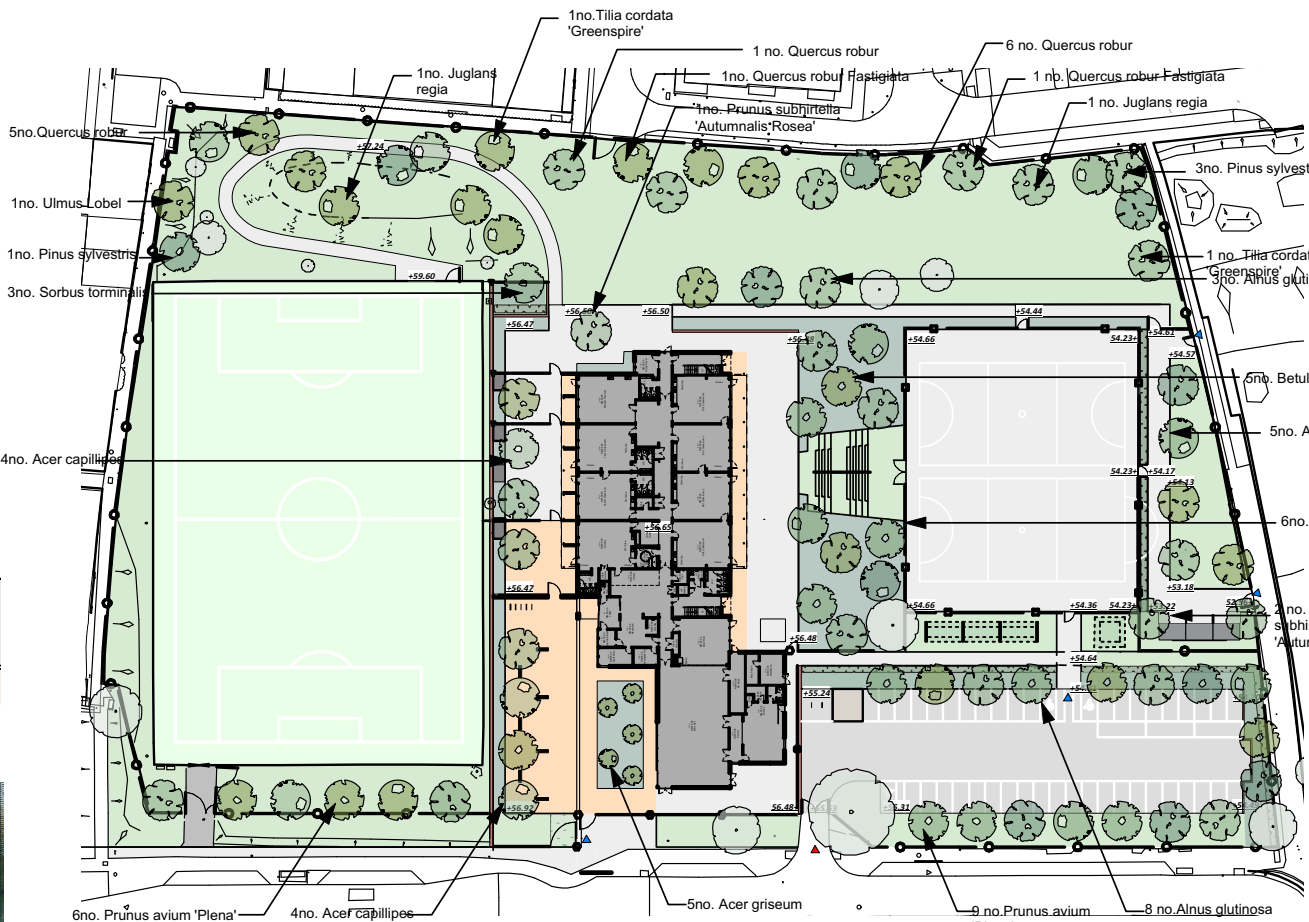
Sketch of 1.2m high timber fence.



Example of 3m high MUGA rebound fence



Example of 2.4m high LPS 1175 SR2 fence



Tree planting plan

Scale 1:1000

Planting strategy:

Trees:

It is intended to use semi mature (16-18cm girth), predominantly native species for the tree planting around the site to give a green structure to the overall landscape design.

At the front of the school and areas adjacent to the school itself it is intended to plant native, colonising trees alder, cherry and birch. The main entrance space to the school will be planted with ornamental species of acer.

On the north eastern side of the school, where space allows it is intended to plant a mix of larger, parkland / woodland native species to maximise the ecological diversity of the site including oak, hornbeam, lime, walnut and pine.

Generally trees will be planted in open ground but where they are located within the hard landscape tree pits will be constructed to accommodate them. Details as shown.

Hedging:

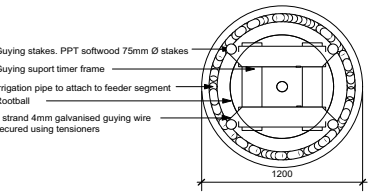
Where hedging is indicated, Hornbeam will be used.

Shrub / Groundcover Planting:

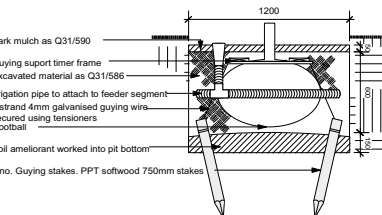
Planting areas within the school will consist predominantly of ground cover species such as ivy and periwinkle interspersed with low, woody shrubs and grasses eg Cornus, Viburnum, choisya, lonicera. The nursery /reception areas will have planting areas with low tough woody shrubs giving year round seasonal interest eg hebe, rosemary, senecio. The main entrance planting will consist of simple grasses and low ornamental shrubs and herbaceous material e.g. lavender, stipa, sarcococa. An area at the northern end of the building is to be left as a school planting area for herbs and vegetables.

Grassed areas:

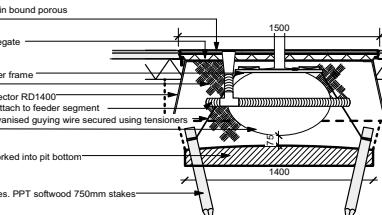
Generally a tough outfield grass mix for most grassed areas. Habitat areas to the north west of the site will be seeded with a mix for hedgerows and woodlands.



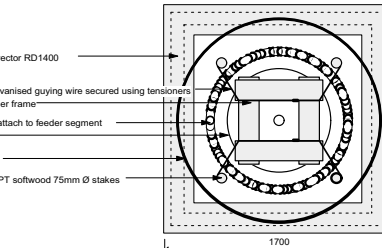
Q31 Typical plan tree pit detail where tree located in soft landscape Scale 1:20



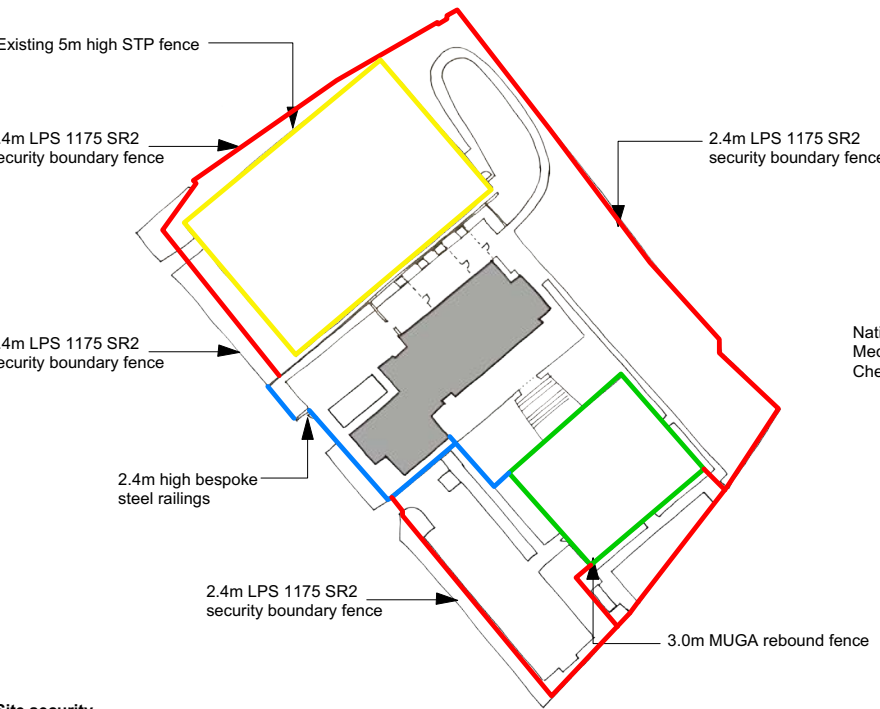
Typical section tree pit detail where tree located in soft landscape Scale 1:20 @ A3



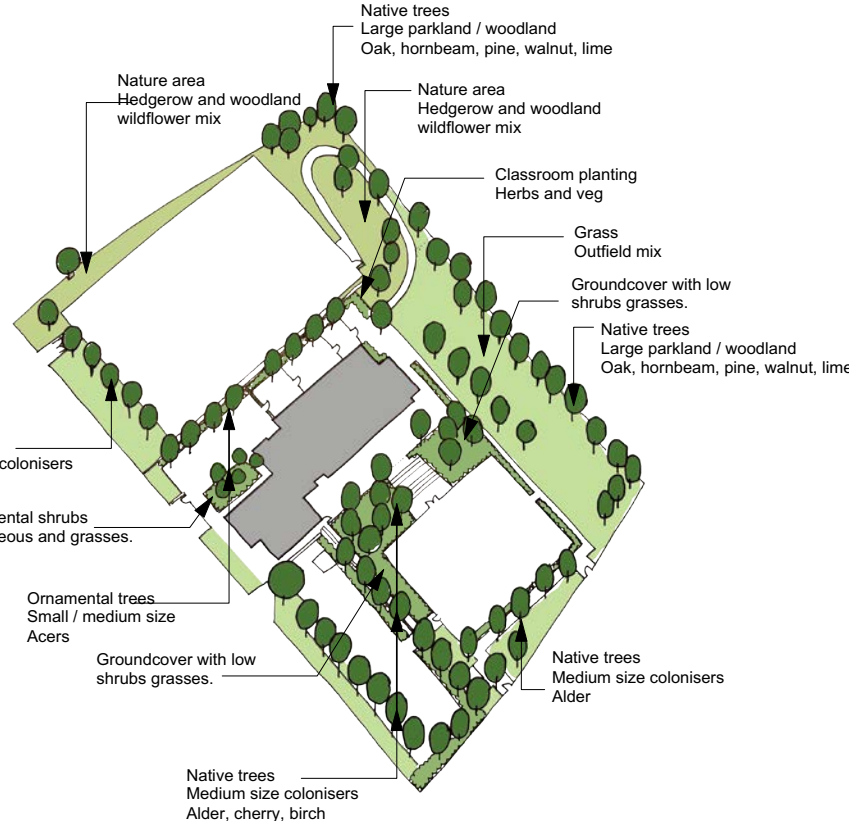
Q31 Typical section tree pit detail where tree located in hard surface with bound gravel infill Scale 1:20



Q31 Typical plan tree pit detail where tree located in hard surface Scale 1:20



Site security



Site planting

Landscape Diagram

PLANNING

1:500 @ A1
E04759-HCC-XX-SK-L-1201-P1
February 2021



Paved Areas

6.25 Refer Landscape GA Plan for paving types and location.

Car Park - Car & Two Wheeled Vehicle Parking:

6.26 46 car parking spaces are provided, which includes 3no disabled parking bays. 2no two wheeled vehicle parking spaces are also included. Finish is to be constructed with permeable block pavings.

Car Park - Electric Vehicle Charging:

6.27 The Council's Local Plan, adopted 2019 requires 10% of parking spaces to have charging points. (Policy TR5). This would equate to 5 spaces.

Given charging units serve pairs of spaces, the project will provide charging to six spaces. To alleviate an unreasonable revenue commitment on the school to operate six charging points, two charging units will be installed within the school car park for staff and visitors, operated by the school and the four remaining charging points will be installed to the public parking bays on Eddleston Way, opposite the school car park, operated by RBC.

Bicycle Storage:

6.28 40 cycle spaces are to be provided, 30no covered spaces adjacent the KS1 & KS2 entrance, and with 10 spaces adjacent the front entrance.

MUGA

6.29 A new two court MUGA is to be constructed to replace and replicate the size and arrangement of the existing facility being lost due to the construction of the new school building. The location of the new MUGA is influenced by a number of factors. These are:

- location of car park and requirement for separation of public access pathways from school areas;
- the open area available;
- relationship to school building
- retention of the STP;
- need for both public and school secure access;
- passive surveillance by both the school and from neighbouring property;
- security concerns
- the excessive fall in levels across the site generally.
- affordability

The new site plan therefore places the replacement two court MUGA on the eastern side of the school. This has the advantage it will be closer to the new Community Centre and its related external public space to which their



Community Use Site Plan: Facilities and Access

are common links.

The Community Centre is being built by the Developer, with construction programmed to start in 2021.

6.30 Note the MUGA Noise Impact Assessment described in Section 2.25, recommends particular hours of usage on the MUGA to avoid disturbance to future neighbours, and this is reflected in the CUA agreement.

Should the Authority press for later hours, a physical acoustic barrier would become necessary along the eastern boundary, which would re-introduce the security concerns raised under section 6.20 concerning visibility.

In addition an acoustic barrier would introduce a somewhat intimidating feature at odds with the wider aspirations for the school to improve its appearance and open links with the wider community.

External Lighting

6.31 Lighting to the STP is to remain as existing utilising the existing column fittings. Both the Car Park and MUGA

areas will have new column lighting provided. For details of fittings, height of columns, layout, isolux contour map etc refer the details contained in Appendix E. Note hours of operation are to be as set out in the Community Use Agreement shown in the Heads of Terms contained in Appendix S.

Community Use Agreement

6.32 The original Outline Planning Application for the Dee Park Regeneration scheme required Ranikhet School to enter into a Community Use Agreement and this has now been tied in with the Academies lease hold agreement for the site with RBC.

This agreement has now been reviewed and updated in light of the new site and building arrangements, Sport England recommendations and RBC ambitions. This agreement provides for Community Use of the STP, MUGA and an enhanced use for the school hall, along with controlled access to WC's, the carpark and associated other external areas and access pathways etc.

The extent and location of the Community Use facilities is shown on drawing:

- E04759-HCC-Z0-XX-DR-A-1512 Community Use Plan P1

A wording for the Community Use Agreement is included in Appendix S. This agreement controls access and hours of operation etc.

Open Space

6.33 For details of Open Space assessment please refer drawings numbers:

- E04759-HCC-Z0-XX-DR-A-1055 Open Spaces Existing Areas P1
- E04759-HCC-Z0-XX-DR-A-1056 Open Spaces Proposed Areas P1

This demonstrates that the new design improves or at least equals the existing arrangements, with both hard and soft informal areas greatly exceeding BB103 requirements. In addition, the quality of the environments provided greatly improves upon the existing.

It should be noted that the STP was provided by the Dee Park developer to offset loss of playing fields back in 2010. Under BB103, the area of this facility is counted twice, and shows as a slight under provision. However, it is not now practical to enlarge this STP facility and it is argued that the much larger MUGA along with the extensive new soft and hard play areas being provided, now more than compensate for the slight under provision identified.

Sport England

6.34 Sport England have been consulted (correspondence dated 28 October 2020), and they have made observations as follows:

- Higher costs to school re maintenance of STP facilities - acknowledged and which are being managed by the

6.00 Design

- school (now unavoidable);
- Access to toilets and car park - these are included in the CUA;
- Use of STP for playtime etc is not recommended due to use of incorrect footwear. This is recognised but the temporary use of the STP during the construction period is necessary and accepted by the school and potential future maintenance resulting is acknowledged. With the school currently at only 1FE the STP provides a considerable over provision;
- MUGA sports lighting is included and the facility will be constructed in accordance with best practice.

Phasing

6.35 The new school is to be constructed within the existing school site curtilage in two phases, with the school remaining in operation throughout.

For details of the phasing, pedestrian and vehicular access points / routes etc, refer the following Site Plan drawings:

- E04759-HCC-S-XX-DR-A-Site Plan-1601 Site Access Phase 1
- E04759-HCC-S-XX-DR-A-Site Plan-1602 Site Access Phase 2.

For Phase 1, the school remains in occupation in its existing buildings. For Phase 2, the school will have decanted into and be using the new school building.

This strategy seeks to limit disruption to the wider community to the minimum, with

- segregation of heavy / light construction traffic;
- management of construction vehicles;
- management of welfare facilities;
- utilising schemes including the Considerate Contractors Scheme (CCS) and Construction Logistics and Community Safety (CLOCS) to manage site relations and vehicle movements etc.
- Use of school holiday periods.

Phase 1

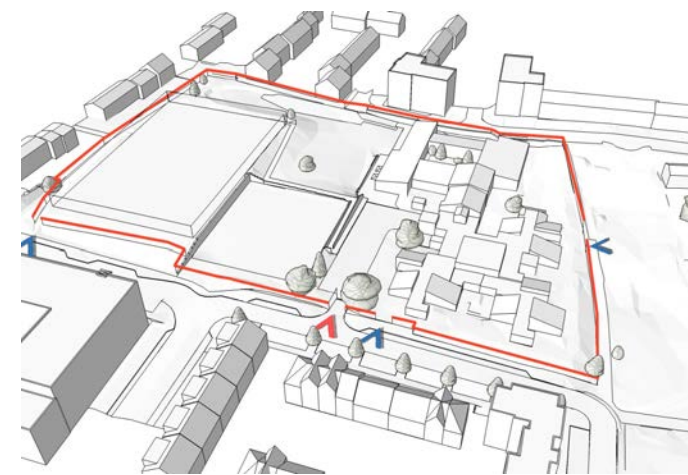
6.36 The new building is to occupy the middle plateau. A central construction site area will be set up. This will be fully fenced off with solid hoardings all round to ensure safety and protection to staff and pupils as well as the public. The 3m high retaining wall to the existing STP defines and forms the secure barrier on the western side and 2.4m high solid hoardings will secure the southern, northern and eastern construction site boundaries. Contractors site works access will be directly off Eddleston Way only, with a new vehicular access way formed.

A separate contractors compound and support office accommodation is to be sited away from the school site on the vacant land to the east of the school. (By agreement between RBC and Developer). Existing school pupil and vehicular access points will remain unchanged during the first phase of construction to maintain consistency of use.

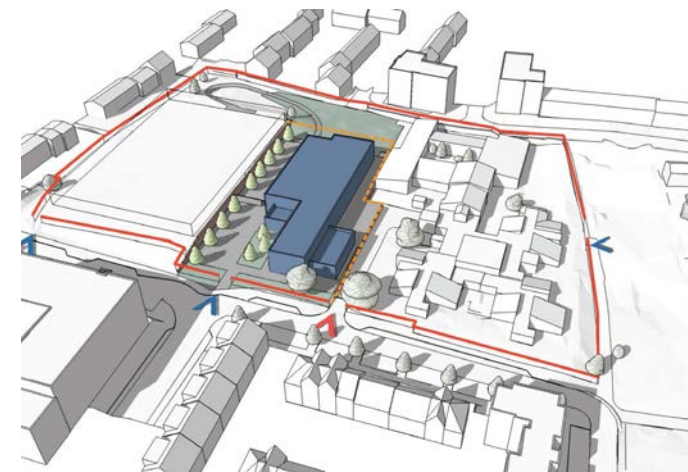
6.37 A new permanent pathway will be formed at the beginning of the site works to allow pupil access up to the existing STP (existing path and steps removed), winding up through the natural grassed contours in the north west corner of the school site. The STP will be the schools primary external play space doubling up for PE and ordinary play activity. This has been agreed with the school and is possible due to the large size of the existing STP and the schools currently reduced PAN at 1FE. The STP offers dual functions for both PE and play areas.

6.38 Construction deliveries and movement of workforce will be carefully managed and restricted to avoid the key school drop off and arrival / departure and pick up times across the normal school day. Works outside the compound will be coordinated around and take advantage of school holiday periods / after school hours periods etc. Additional visual screening will be added to the existing STP fencing on the western side and to scaffolding on the eastern and northern sides to suit. It should also be noted main contractors primary access will be down the western side of the new building (away from the existing school buildings) and constrained by the existing 3m high STP retaining wall.

6.39 Once the new school building is completed and handed over, the school will take occupation and decant all loose equipment etc across fully vacating the existing school buildings. The existing Children's Centre will have also vacated its accommodation by this time utilising the new Community Centre accommodation elsewhere.



Existing Site Plan



Phase 1



Phase 2

Phase 2

6.40 With the old school buildings vacant, this area of the site can then be handed over to the Contractor in order to set up the Phase 2 site area. Full hoardings will be provided opposite the new building, with existing boundary fencing utilised elsewhere. Suitable screening will be added to existing perimeter fencing to protect neighbouring property as required, all to ensure suitable secure protection to the school and public. A temporary contractors vehicular access will be formed off Eddleston Way at this time. The off site accommodation would remain but be down sized to suit. Once the Phase 2 site is fully set up, demolition of the original school buildings can commence. These buildings are single storey and of traditional construction.

Some limited amounts of asbestos are known to be present and a full Demolition Survey will have been undertaken prior to the demolition work starting. Once material is recycled and sorted, it will be removed from site, and construction commenced to external areas including the MUGA, Car Park and supporting external landscape areas.

Again the contractor will be required to have prepared a detailed construction method statement defining and controlling all these matters, including noise and dust suppression, material storage and recycling and vehicular access / egress / wheel cleaning etc.

6.41 During this final phase the new school building will be accessed from its new main front entrance (early years / visitors / deliveries) but also via the existing gate to the STP located in the south west corner. A temporary waste collection will also be set up during this Phase 2 period. Ultimately once the final phase is completed, KS1 and KS2 access will move to the new eastern boundary entry point, and the car park will come into operation including the final permanent waste collection facility.

6.42 Temporary Staff car parking will be required for both Phase 1 and Phase 2 and is to be allocated from spare existing car parking spaces already available in the housing area to the east of the school site, which is now being vacated.

6.43 The main contractor will be required, once appointed, to develop a detailed construction phase Health and Safety Construction Plan and be responsible for preparing and implementing the Employment, Skills and Training Plan which would apply to the construction phase.

7.00 Access Provision

Approach to Inclusive Access

7.01 The School design has been developed with the School's management to reflect operational policies.

7.02 The approach adopted is intended to incorporate best practice principles and objectives for inclusivity and accessible design in the education sector.

These are:

- To achieve optimum accessibility for all users of the building's facilities;
- To respond to pupils with diverse learning and mobility needs;
- To overcome barriers to learning for both individuals and groups of students;
- To create a secure and welcoming place;
- To design the building and its external areas for the beneficial use and enjoyment of all users;
- To recognise that positive changes in pupil behaviour and approach to learning (and staff satisfaction) can result from well-designed environments;
- Where appropriate, to make the facilities accessible for community use.

Consultation

7.03 Consultations have been undertaken with the Academy, School Management and with Hampshire's own access officers responsible for access and inclusion. Feedback has been incorporated into the design.

For HCC comments Refer Appendix T - Design & Access Strategy.

7.04 In addition, a briefing meeting was held on 2 November 2020 with the Crime Prevention Design Advisor for Berkshire Police to discuss security aspects of the design and in particular inclusive access.

Vehicle and Transport Links

7.05 For details of transport links etc refer Sections 2.05, 2.06 and 2.07 and the Transport Assessment in Appendix K.

Approaches to the Building

7.06 The main pedestrian entrance to the School site is off Spey Road and Eddleston Way, which share the southern boundary. A secondary Key Stage 1 & 2 pupil entrance has also been formed along the eastern boundary to avoid congestion.

7.07 From the main entrance gate there is direct and level access to the main school entrance for staff, parents and visitors across a semi public courtyard (secure during the school day). Early Years drop off is also provided at this point. Refer below image.

7.08 Staff vehicles will enter the site car park via the existing entry point off Eddleston Way. A total of 46 car parking bays including three designated for disabled use. These dedicated bays will be provided adjacent to the access footpath leading up to the rear of the building. Two wheeled vehicle and covered bicycle parking is also included.

Main Entrance and Reception Facility

7.09 The main entrance at the southern end of the building will be the principal entrance. It has been designed to be welcoming for all users, easily distinguished, with automatic sliding doors of suitable clear width. It will also have appropriate signage and be well lit, and any glazing will be of safety glass with manifestation. A reception will be located off the lobby. Other facilities include a waiting area with seating for persons with mobility impairment, space for a wheelchair, and a door entry control system with intercom.

7.10 Main circulation routes from corridors and stairs, along with all ground floor classrooms, the school hall and studio space include external level access. All include doors of suitable clear width.

Facilities within the Building

7.11 Physical measures incorporated at this stage of the design to aid access include:

- Circulation routes and corridors of suitable width for two wheelchairs to pass, and to allow unimpeded and unobstructed horizontal movement;
- For vertical circulation within the building a platform lift is to be provided;
- A simple clear legible plan layout;
- WC facilities: Unisex wheelchair accessible toilet facilities are provided on each floor. In addition, a wheelchair accessible hygiene room is located near the reception. The toilet facilities for pupils and staff will incorporate compartments and fittings suitable for ambulant disabled use;
- For environmental control: All interior acoustics will comply with DfE Building Bulletin 93.
- Audio and visual fire warning systems will be provided.

All such elements will be designed in accordance with Approved Document M of the Building Regulations.

Security

7.12 A key design consideration has been the school's concerns over security and protection generally from vandalism and inappropriate behaviour. For scope of the problem, refer Appendix R. Following consultation with the

School and the Crime Prevention Officer, the following passive and active measures are d:

- Open visibility of boundary fencing, with tree canopies maintained above 2.5m;
- legible and clear external routes around the building which are overlooked and well-lit;
- CCTV coverage of the main entrances (internally and externally), all external building facades and car parks.
- Zoned security of spaces within the building;
- A glazed main entrance façade with welcoming reception area with good supervision of the entrance;
- Good supervision within the building generally, into and from out of classrooms.

MUGA Access

7.13 The existing school pedestrian access on the eastern boundary is to be enhanced with additional gates in the new boundary fencing. These will allow pedestrian access from both the north and the south with paths leading into a semi public secure area between the MUGA and boundary. This controlled area will be utilised for both the Community Use public access to the MUGA, and for normal general KS1 and KS2 pupil access into either the MUGA or the school grounds beyond.

This space also helps form a buffer zone between the new MUGA and future housing opposite. New landscape is included to enhance this area and contribute to the wider public realm and to provide a suitable controlled environment for school drop off and pupil pick up by parents.

7.14 The overall site and building security arrangements have been reviewed by RBC's Crime Prevention Adviser. The overall concept and clarity of the site strategy has been complemented.

7.15 The Developer previously constructed a temporary MUGA facility located to the south of the new Community Centre site, in order to provide a temporary MUGA provision for the Community during the school construction period (to cover temporary loss of School MUGA). This temporary facility is to remain in place and it has been agreed will stay for general public use until the new School MUGA becomes available for Community use. The existing school, being only 1FE currently, can utilise their STP facility for equivalent MUGA type activity space during the build period and will have no call on this temporary facility.



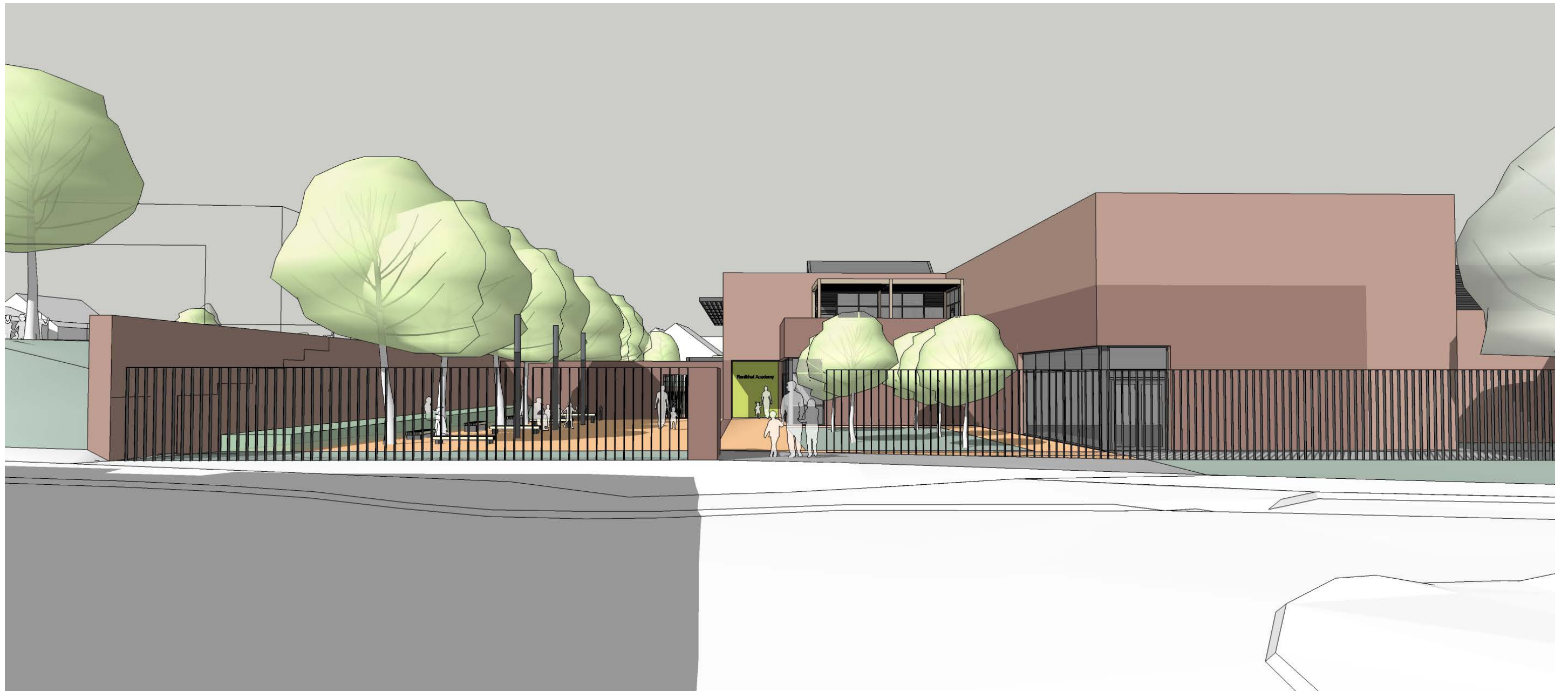
Front Entrance opposite Spey Road



Aerial View from South East



Aerial View from Spey Road



View of Entrance from Spey Road



Aerial View from South West



Long Section looking North East



Cross Section looking North West



Ranikhet Academy Redevelopment

Proud to Belong