

Layout

Overall Site

The school is located adjacent to the Market Square and must therefore positively contribute to defining this public space and to strengthening the Eastern anchor point of the Green Park Village Masterplan axis.

The school achieves this positive contribution:

- Functionally by incorporating a hall and ancillary facilities with community access.
- Formally by following the edge of the Market Square to define the space, provide enclosure and contribute to a sense of civic and active frontage.

The main entrance to the school and the teaching blocks wrap the South Western boundary of the site to provide continuous active frontage along Flagstaff Road to the junction with Longwater Avenue.

The external landscaped areas are mainly located to the North of the school building, acting as a buffer to the private residential areas to the North-East and North-West of the site.

The submitted site layout is in line with the design submitted for the pre-application meeting in February 2018 and with comments incorporated.



Site Plan - not to scale

Internal Layout

The original 2FE design included wedge-shaped link blocks. As the design developed it became clear that the shape of the link blocks and their separation from the rectilinear blocks created a large amount of elevational area with inefficient spaces inside.

The design was developed to evolve the link blocks to radial and fully attached elements. This reduces the elevational area, removes overshadowing from the heavily indented facade and improves the shape of internal spaces. This design approach was submitted for the pre-application meeting in February 2018 and the detailed application follows this but with comments from that meeting incorporated.

The school buildings consist of three distinct elements: the hall, the teaching blocks and the link buildings.

A continuation of the paving to Market Square will link the public open space to the school accommodation beyond. While the

glazed 'Street' allows some visibility into the school grounds, it also acts as the secure line between public and private access which can only be controlled school staff.

The main teaching spaces of each block are connected with curved link buildings housing support spaces.

Ground Floor

The Northernmost block accommodates the hall, kitchen and changing rooms and can be accessed by the community (monitored by the school).

The central block accommodates the reception, office spaces, the nursery and KS1 classrooms to the rear.

The Southernmost block accommodates reception classrooms to the front and KS1 classrooms to the rear.



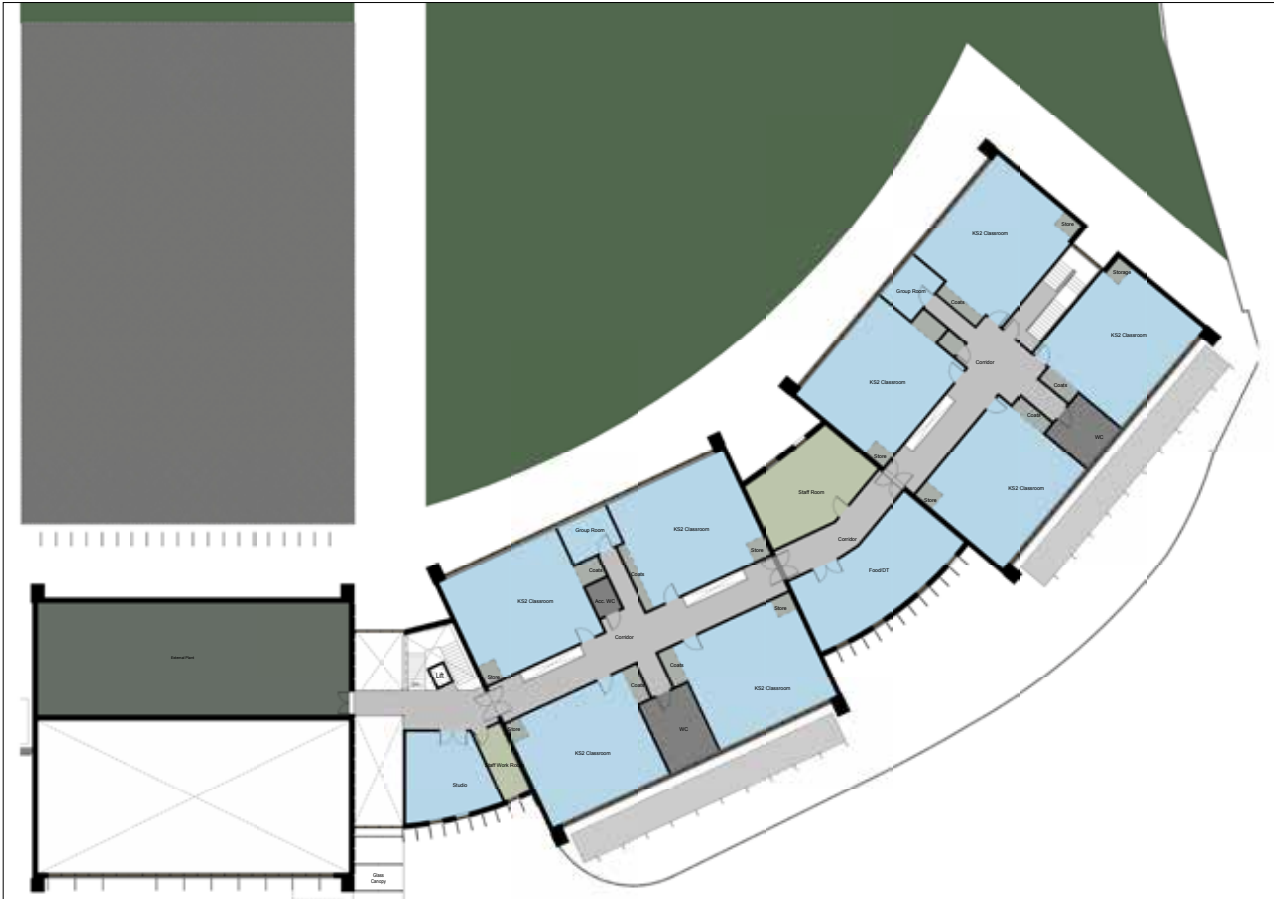
Ground Floor Plan - not to scale

First Floor

The Northernmost block accommodates the the upper part of the hall (being a double height space) and an external plant space.

The central block accommodates KS2 classrooms to the front and rear.

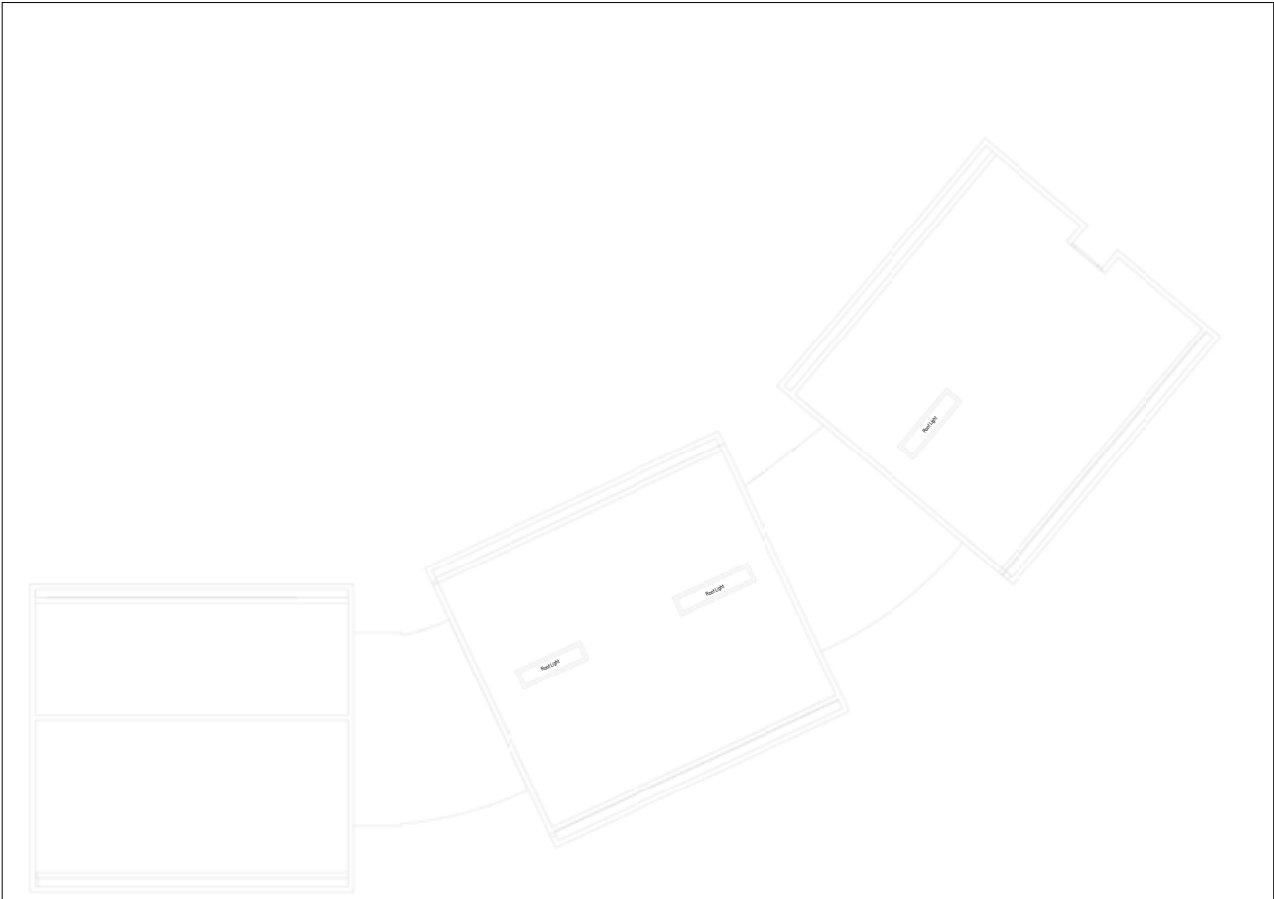
The Southermost block accommodates KS2 classrooms to the front and rear.



First Floor Plan - not to scale

Roof Level

There are no external plant areas at roof level. Access will be for inspection and maintenance purposes only.



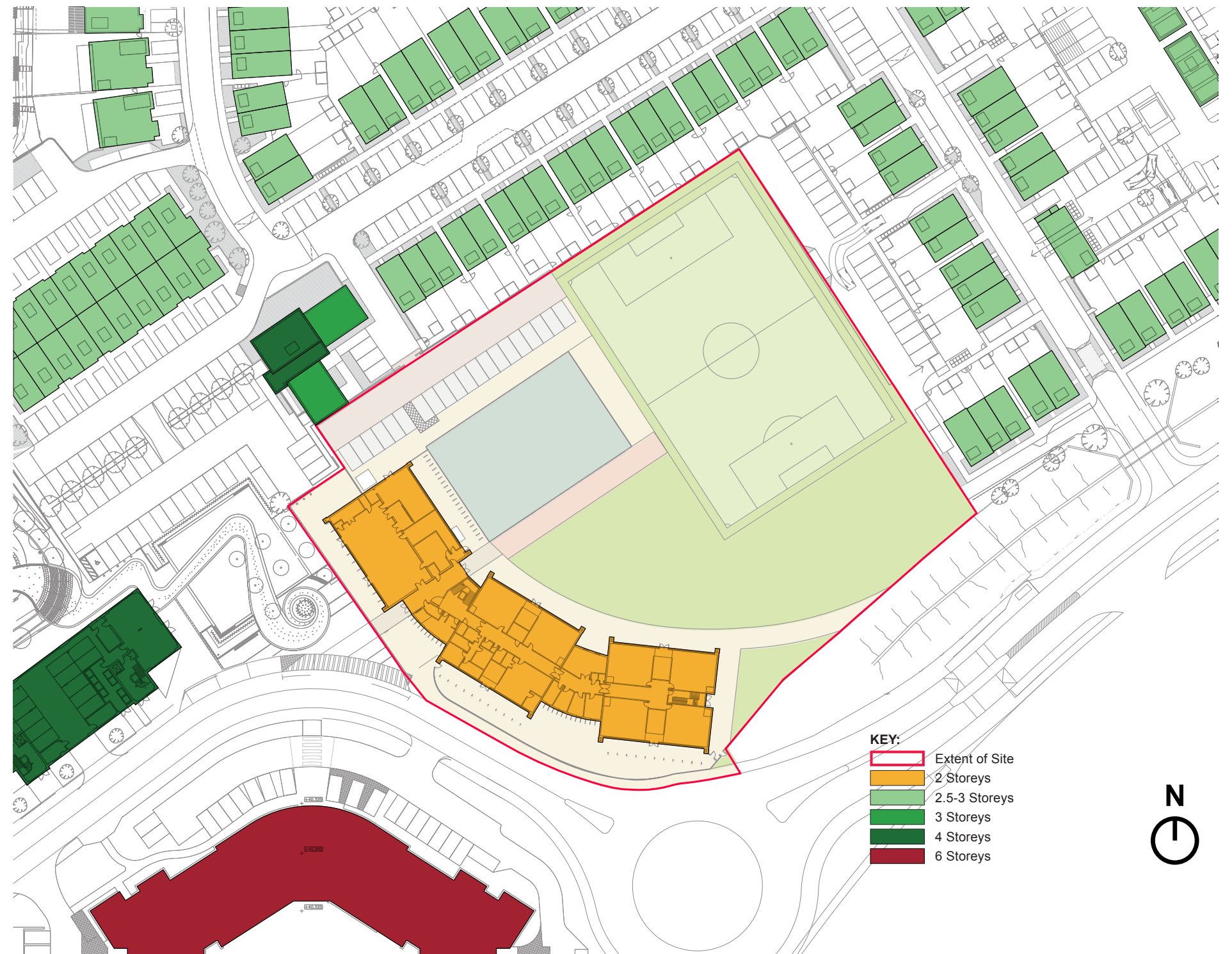
Roof Plan - not to scale

Scale

Building Height and Form

At outline stage, the original one form entry school had a height parameter of two storeys up to a maximum overall height of 13m.

The proposed two form entry school is arranged over two storeys and has a maximum height of approximately 7.9m. It is therefore aligned in principle with the outline stage height parameter and will compliment the scale and massing of the immediate Market Square context.



Proposed storey heights diagram – GPV School and surrounding buildings - not to scale



View looking North-West across Market Square



View looking North-West across Market Square



Aerial view looking from roof of school over Market Square



View looking North towards main entrance

Appearance

Design Principles

The Design Evolution section of the Design and Access Statement, identifies how the form, massing and materiality of the school has evolved and how it responds to the application site and its immediate and wider context.

The school will be principally constructed using the same buff multi-stock brick as the surrounding residential apartments in phase 2C to create a visual link with the existing development. It was not deemed appropriate to adopt the New England style of some of the houses within Green Park Village as there is a clear difference in use

As detailed in the earlier Layout section, the school buildings consist of three distinct elements; the hall, the teaching blocks and the link buildings.

The range of materials is indicated in the material palette on this page. Key design drivers are further illustrated in the design precedents on the facing page. The approach to each building element is described in more detail on the following pages.

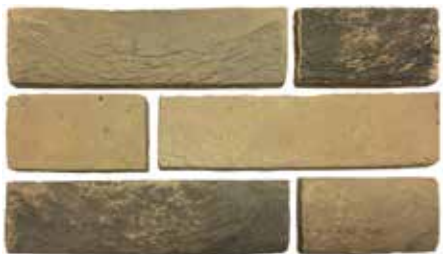
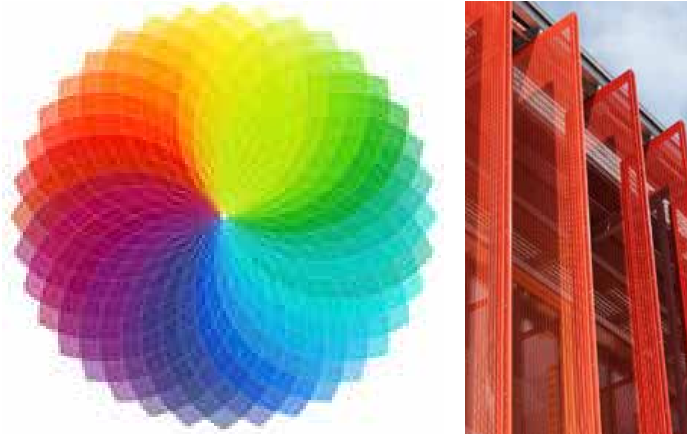
Materials palette



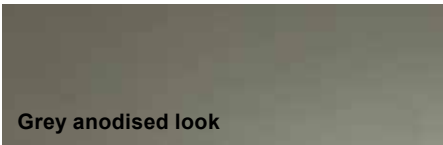
Examples of vertical metal shading fins



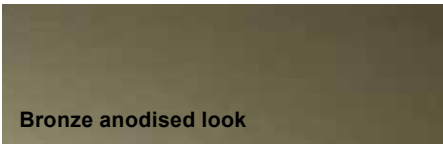
Typical colour wheel to aid selection of colours



Multi-stock buff brick



Grey anodised look



Bronze anodised look

Metal cladding



Design Precedents

Green Park Village apartment block (Phase 2C)



Jesmond 360, Newcastle (brick & metal)



Example of coloured vertical shading fins and buff brick facade



Example of external play area and curved facade

Example of coloured external wall panels signalling the main entrance



Entrance and 'Link' blocks

The entrance is designed to be clear and inviting, presenting a civic face to the Market Square. The green colour of the final fin at the school entrance will be carried through into the atrium space to emphasise the route into the building. A single green totem bearing the school name will also identify the school entrance and act as a visual landmark for those arriving by road or on foot. The double height glazed corridor of the school entrance celebrates the arrival into the school for pupils, parents and visitors. A continuation of the paving to Market Square will link the public open space to the private school accommodation beyond. While the glazed 'Street' allows some visibility into the school grounds, it also acts as the secure line between public and private access which can only be controlled school staff.

The façade of the community hall combines a strong buff brick surround with bronze look clad façade and glazing. Vertical fins of the same material as the cladding express the height of the hall and provide a civic façade to Market Square.

The connecting curved blocks use a composite rain screen cladding to give them a distinctive and different treatment to the main elevation. The curved facades give the school a fun and playful identity which will appeal to the primary aged children. Vertical fins spanning the full two storey height have again been used but to distinguish them from the civic language of the community hall. The fins will be in a full colour spectrum giving a controlled but playful element to the elevation.

Clerestory windows on the hall and roof lights on each of the blocks bring passive design principles such as natural light and ventilation to circulation & teaching spaces.



View looking North-West across Market Square with the school on the right hand side

Teaching Blocks

The teaching blocks are the solid and functional heart of the occupied space in the school. The blocks will be constructed of the same buff brick and cladding as the hall without the vertical fins. The cladding has a strong horizontal emphasis that is further accentuated by the framework of the covered play spaces.

The teaching blocks will benefit from a fully glazed external wall large windows. A separate day lighting report has been prepared as part of this submission.

Brick detailing is kept simple with the multi-stock brick providing texture.

The sustainability approach to the scheme has also informed the architectural appearance of the blocks. To reduce energy usage from the outset, the scheme has adopted a 'fabric first' principle. Therefore the extent of windows has been optimised to balance heat-loss with solar gain and natural light, with the deeper window reveals providing solar shading.

Please refer to the separate energy/sustainability statement submitted with the detailed application for further information.

The combination of high quality, low maintenance materials used in a way which supports the wider architectural language of the proposed scheme, together with simple but careful detailing, including relief assists in creating a building that is timeless in appearance and will weather well.



View looking North-West across Market Square with the school on the right hand side

Access

The access strategy for the school has been developed within the overall masterplan for Green Park Village. It is envisaged that the majority of pupils attending the school will be able to walk to school. For those who live outside of the development (principally staff), sustainable modes of transport serve the community well with good bus connections into Reading to the north and Mere oak Park and Ride to the south. Green Park Village station is due for completion in May 2019, which will further enhance the public transport provision.

The Transport Assessment and Travel Plan produced for this application should be read in conjunction with the Design and Access Statement for full details of the proposals. It states that up to approximately 93% of children attending the school live within the Green Park Village development. The remainder of pupils will be from the surrounding areas including Whitley and Kennet Island.

Vehicular & Pedestrian Access

Access by vehicles to the site will be limited to members of staff arriving by car, refuse collection vehicles and delivery vehicles. To maintain student safety, all vehicles will access the staff car park to the north-west of the site from Longwater Avenue through the residential properties to the north and east of the site along Maine Street.

The parking bays by the main school entrance on Market Square are solely for use by parents at the beginning and end of the school day for picking up and dropping off their children. Four of the spaces will be allocated for a school bus when it is required for school outings.

Parking provision:

There are twenty parking spaces provided for the sole use of the staff including 1no. disabled parking space. This caters for 41no. FTE members of staff.

Use of the car park during community use out of school hours will need to be negotiated and managed by the school.

Pedestrian Access:

The main entrance to the school is accessed on Market Square and provides a large open space which is safely away from surrounding roads. Secondary access to the school nursery will be via a secure gate in the perimeter fence close to the main entrance for morning and afternoon pick up and drop off by parents. A secure gate is also located to the southern edge of the site which may be used at the end of the day for parents to meet Key Stage 2 children.

Once inside the school, there is level access throughout with a lift located in the entrance area for access to the first floor. Stair and door widths will comply to Part M of the Building Regulations to ensure easy access for all.

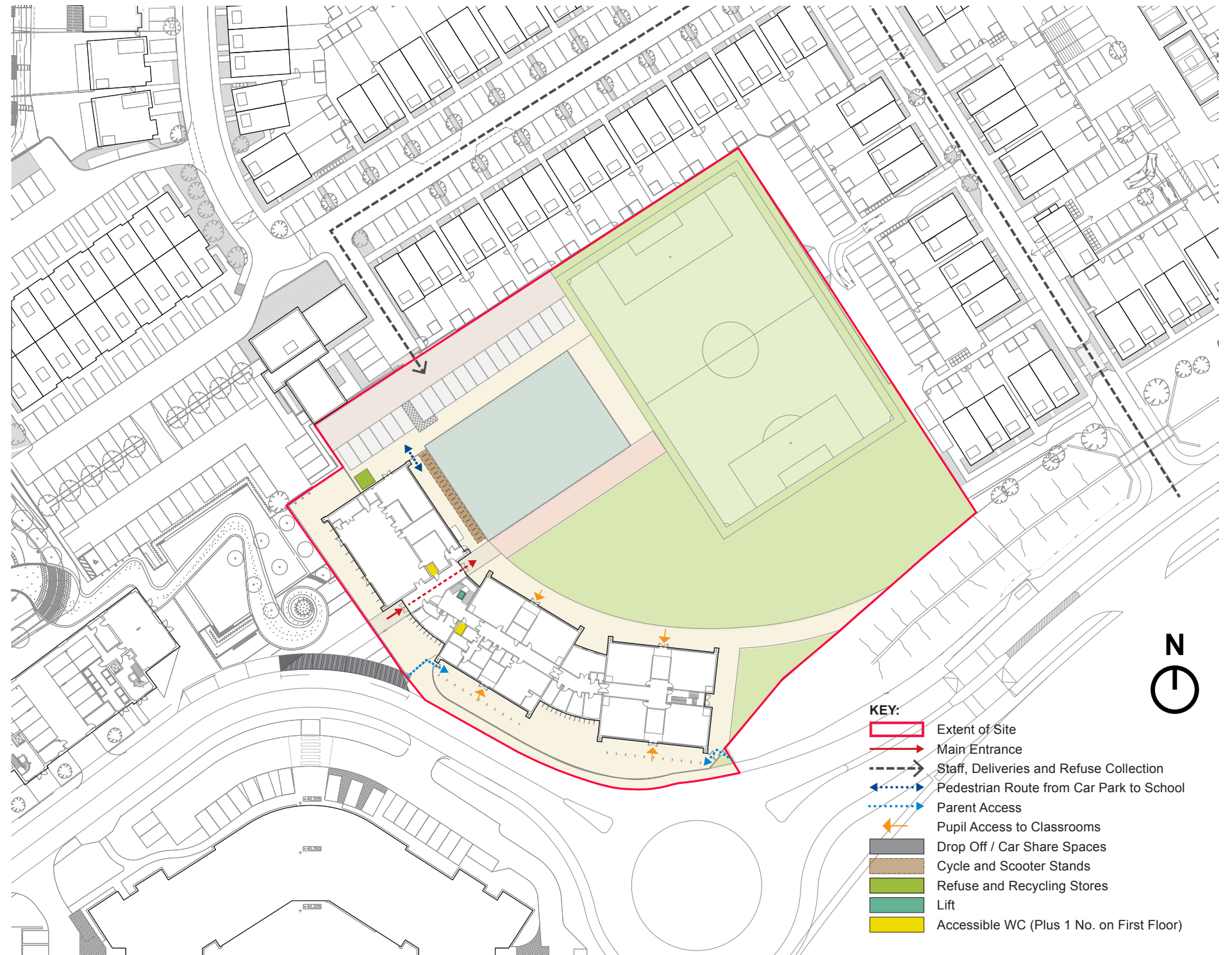
Cycle & Refuse Strategy

Cycle Access:

30 cycle stands are provided to accommodate 60 children's bikes. Space for an additional 10 staff bikes will also be provided within the boundary of the school for safe and secure storage. Space for scooter parking has been shown.

Refuse and Delivery Access:

Vehicles will access the staff car park via Maine Street to collect refuse and recycling which is located in a store adjacent to the kitchen entrance. Deliveries will also use this route. This has been tracked by the Transport Engineer.



Proposed access diagram - not to scale



Proposed masterplan