

Landscape

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Landscape Analysis

Phase 2B is located on a key corner within the wider Green Park Village development, allowing key views from Longwater Avenue and connection to both residential and public spaces.

The geometry of the architecture positions the building to communicate with the active, pedestrianised Market Square and create a sheltered, generous open space to the east.

Pedestrian access will be primarily from Market Square, with a secondary and vehicular access directly from Phase 1, for members of staff only.

Circulation routes allow access through the core of the building and additional entrances located throughout the building's perimeter.

Both a MUGA and all-weather sports pitch have been provided within the landscape of the development.

KEY:

Key Site Arrival Zones

Secondary Site Arrival Points

Key Building Access Points

Secondary Building Access Points

Primary Boundary to Residential Phases

Secondary Boundary to Development Frontage

Programmed Play Space

Flexible Play Space

Predominantly Shaded Areas

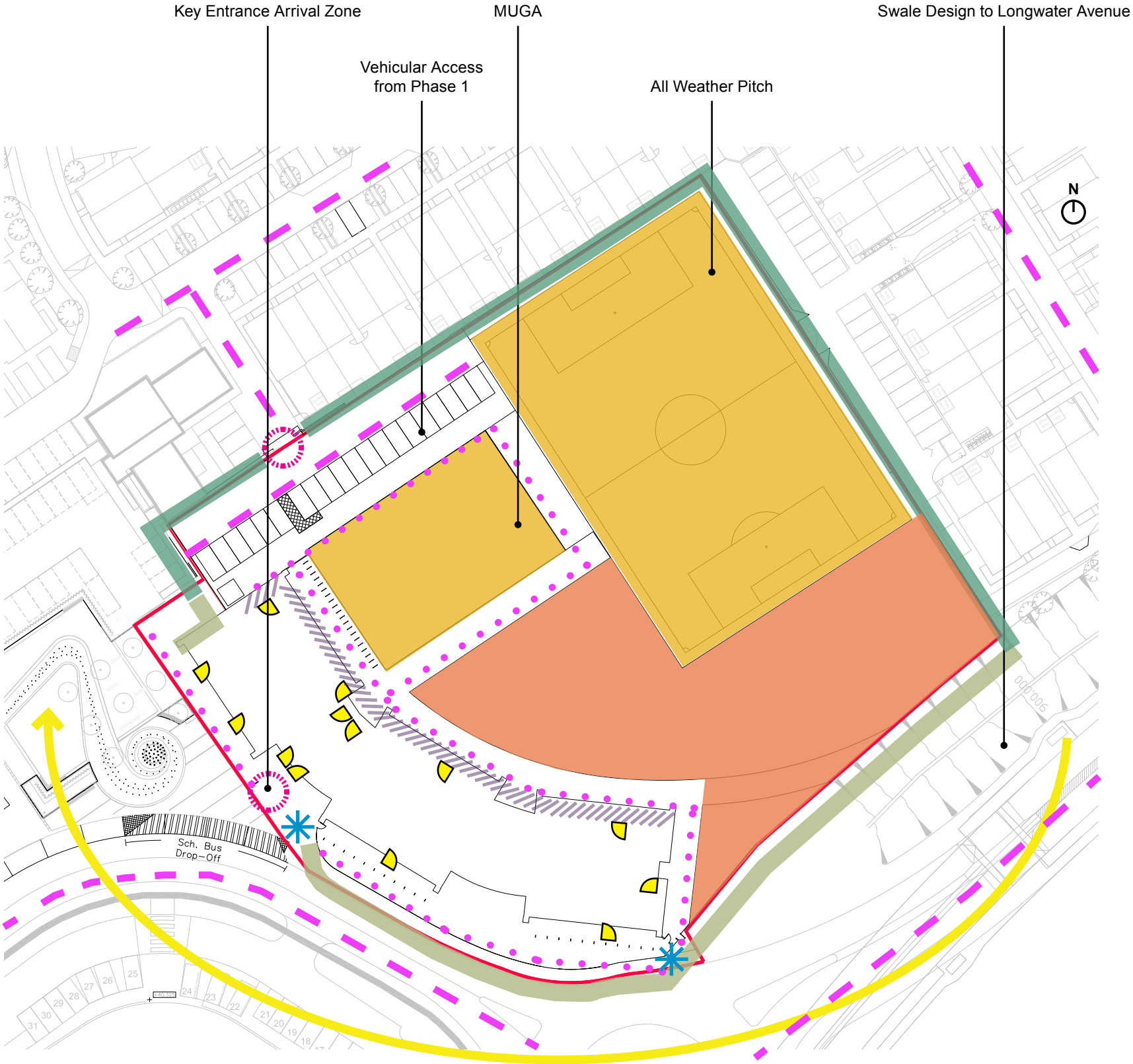
Sun Movement

Vehicular Routes

Pedestrian Routes

Site Boundary

Proposed Building



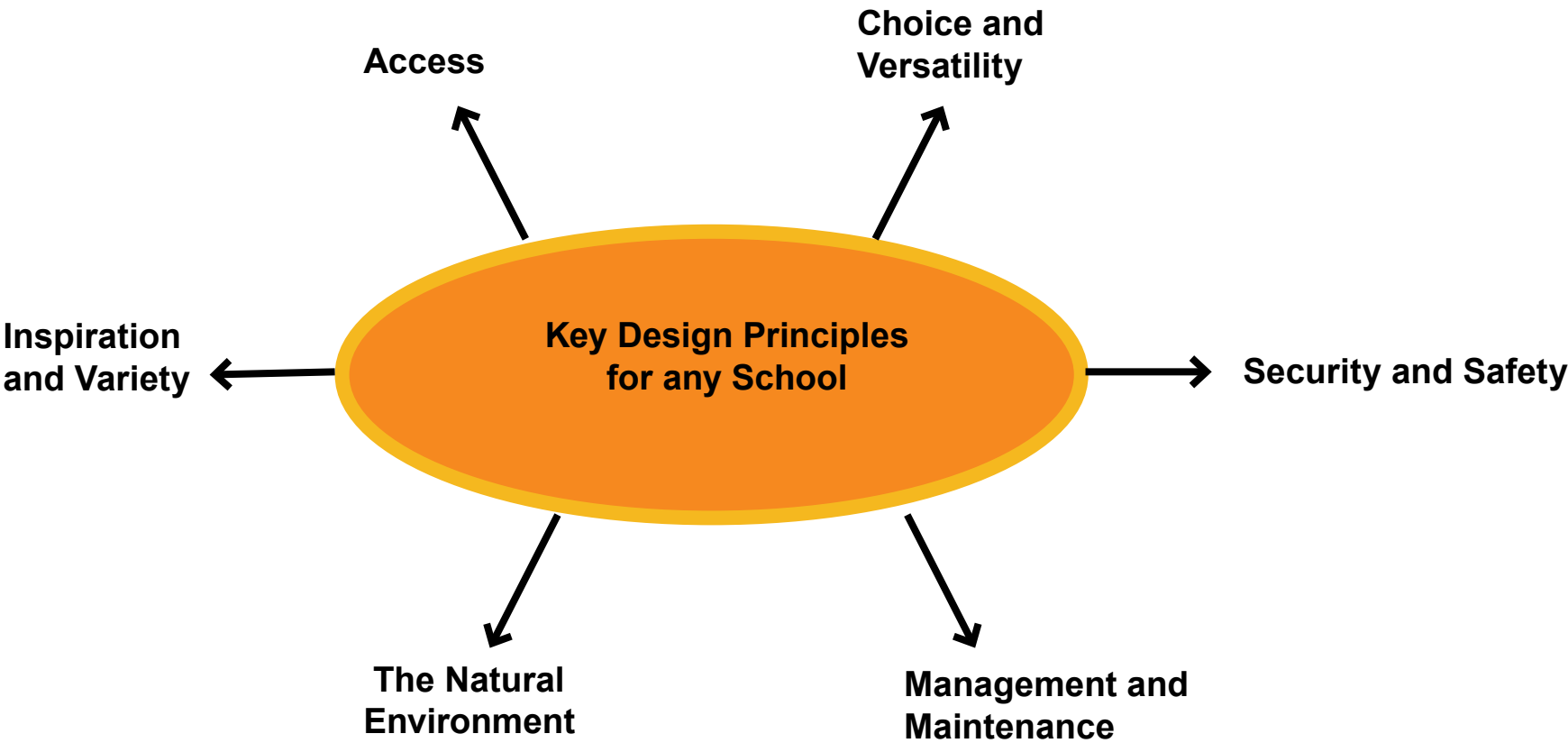
Block Plan based on Broadway Malyan A-2FE-02-100 - not to scale

Landscape Principles

Points to consider in the design of a new school (Schools for the Future - Designing School Grounds, Department for Education and Skills):

- Think about the needs of the wider community and potential opportunities for enhanced facilities.
- If new housing is being encouraged, the school grounds design must ensure that access arrangements are flexible enough to account for this.
- Schools sited next to new housing often need additional planting to enhance the boundary, which can affect available play space.
- It's worth negotiating whether any such buffer zones can be developed for access as additional learning or play space.

In all cases, spatial relationships are crucial. Access, circulation and structural elements should be designed to bring spaces and features together.



Inspiration and Variety



Choice and Versatility



Access



Security and Safety



The Natural Environment



Management and Maintenance

Place making’ is one of the best ways to promote positive behaviour and improve school grounds.” - Felicity Robinson, School Grounds Facilitator, Landscapes Naturally

Inspiration and Variety

A positive, welcoming and inspiring 'sense of place' should be created for everyone, which reflects and contributes to a school's identity.

Users should feel nurtured and motivated to learn and teach experiences outside the classroom which can affect levels of concentration and well-being inside.

School grounds should:-

- reflect the ethos and culture of the school through colour, texture, materials and shapes
- reflect 'local distinctiveness'
- use child-led ideas, graphics and colours
- create comfortable, safe, welcoming, inspiring spaces
- be integrated with the buildings on the site
- be creative in the location and type of boundaries and space dividers.

Schools choosing to specialise in one or more subjects may wish their school grounds to contribute to the specialism ethos.



Choice and Versatility

Designers need to create a varied school grounds landscape that offers flexibility, with any feature having a number of potential uses, some of which can overlap:

- quiet space for sitting and talking with friends
- space away from others that can still be supervised
- large open space for running and active play
- enclosed secret space for hiding
- spaces with potential for imagination and den building
- gathering places and seating places
- sheltered places
- opportunities for community use.

Place making and demands for a varied landscape mean that space needs to be well defined.

Boundaries and space dividers don't need to be conventional – they could act as balancing beams, temporary screens, movable seating, playground markings, or flower tubs, for example.

Textures and colours help to define spaces too.



Access

Routes around the school will dictate flow of people and vehicles.

Easy access to the outdoors makes it easier for teachers to use the outside more.

The width and location of doorways and the size and surfacing of footpaths should reflect the volume of people using them at any time.

All children – including those with special needs – should be able to access all parts of the site.

There needs to be safe access for delivery and maintenance vehicles, dropping off points for buses and cars, and routes and facilities for pedestrians and cyclists.

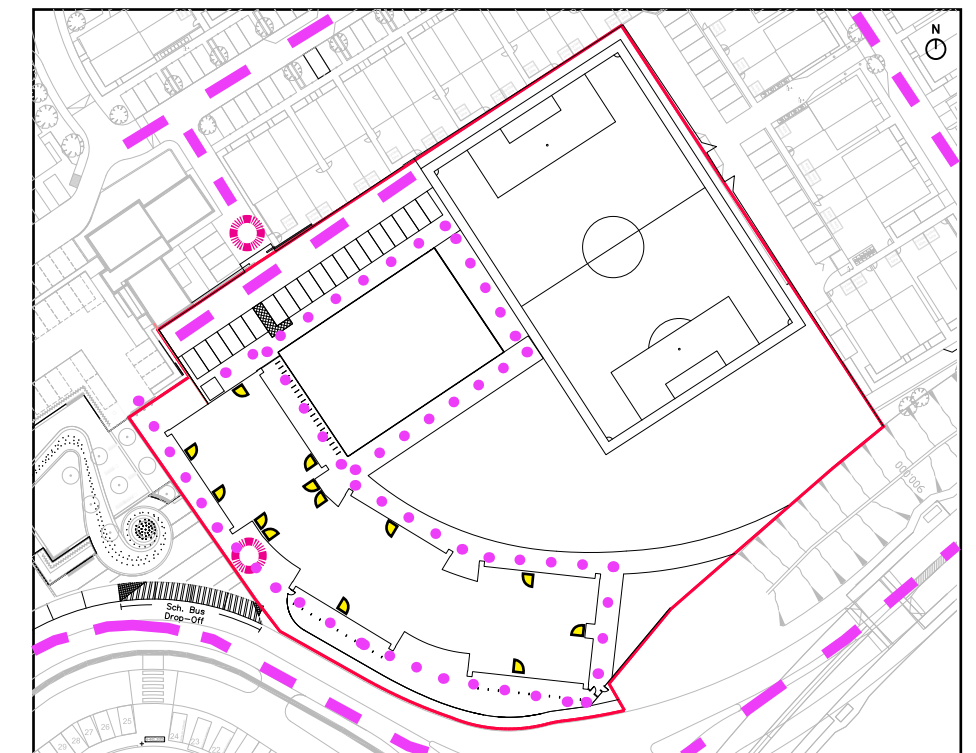
Careful location of delivery areas can mean no need for additional roads.

Car parking is always an issue. Ideally, cars should be located off-site

- but very often that's not possible. Car parking needs to be where it doesn't interfere with break time activities or movement around the school and is sited with health and safety in mind. Screening with a hedge or fence will prevent accidental damage to vehicles.

The design should be linked to the School Traffic Plan.

Refer to Landscape Analysis Diagram for Key



The Natural Environment

It's important to understand the micro-climates on the site, and how these affect use and behaviour.

Additional shade and shelter – from sun, rain, wind and noise – can be provided in various ways: natural or man-made (or a combination of both), permanent or temporary. They may already exist from trees and buildings but the situation will change through the day and by the seasons.

Soft landscaping is much valued and can be functional as well as aesthetic.

Trees and other plants are invaluable – attractive, fun to plant and provide enhanced curriculum opportunities.

Bear in mind health and safety – consider choice, location and height of plants so there's no unnecessary risk to pupils and potential damage is limited.

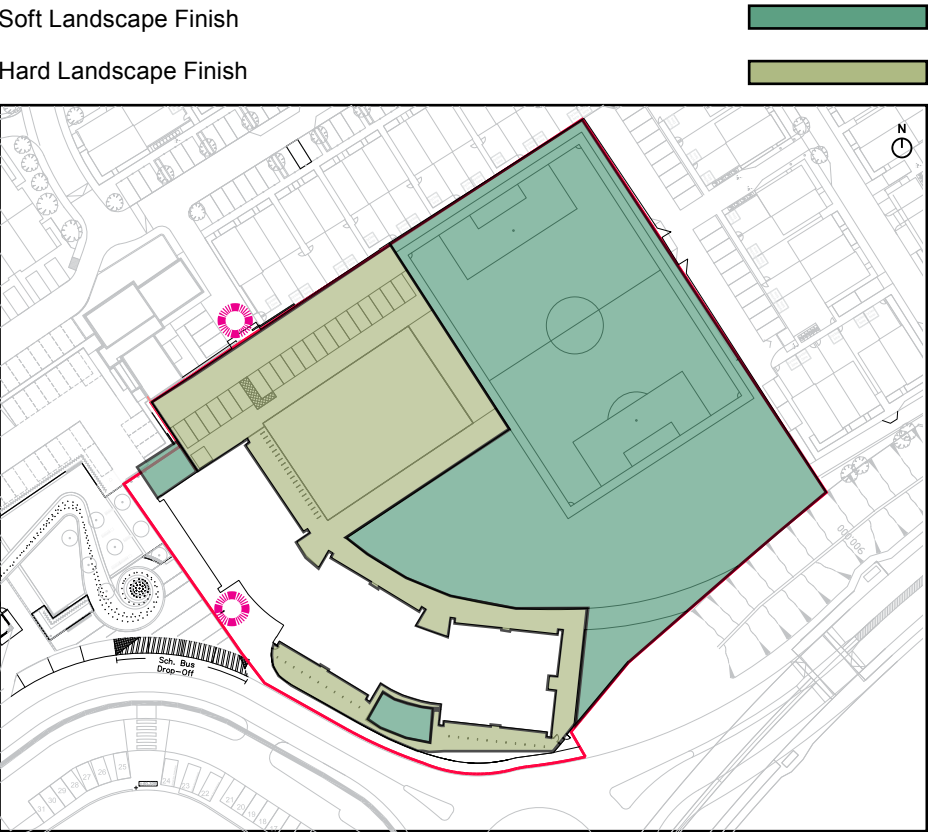


Management and Maintenance

Schools may want to use maintenance of part of the grounds as a learning experience for pupils. This can be made easier by careful positioning of outdoor taps, for example, or creating raised beds for easy access for all.

Longevity and robustness of outcomes, materials and equipment need to be taken into account. They won't only impact on the management and maintenance of the site, but will also have financial implications

KEY:



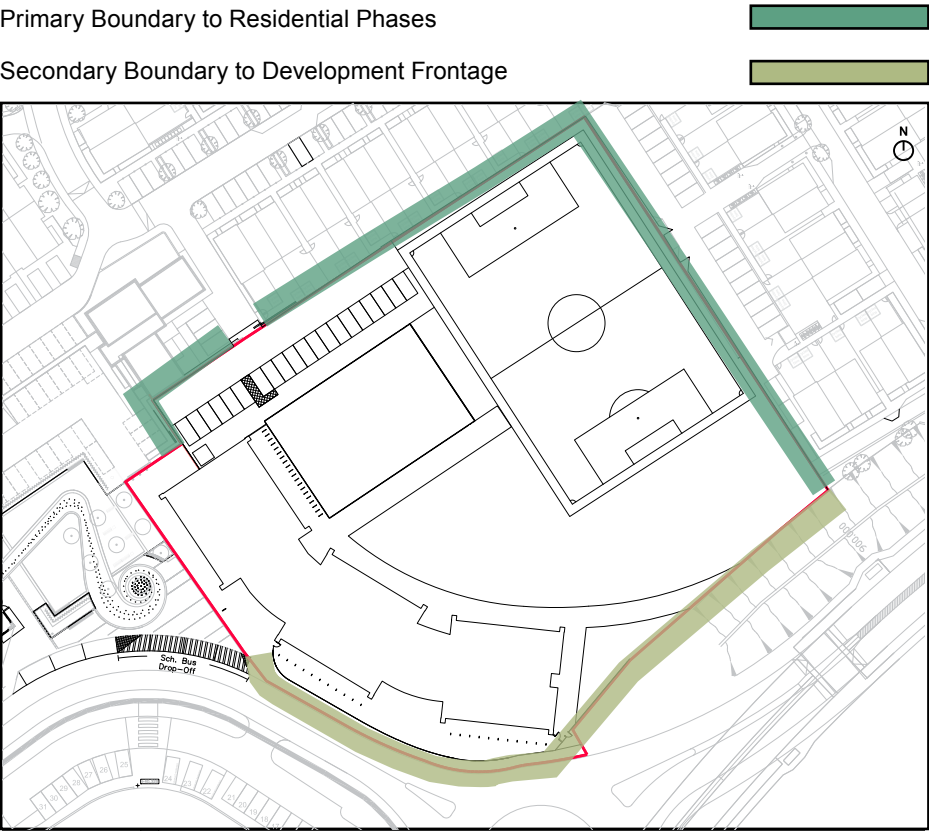
Security and Safety

A welcoming entrance that responds to the street with an above-basic fence will reflect the importance of the school in the community.

Courtyards can provide surveillance black spots, which in turn make ideal break-in points – they are best when they can be secured so the school can leave their more valuable items such as artwork and furniture out at all times.

Surveillance and supervision from staff in and out of school hours should be factored in – and how the space is managed.

KEY:



Landscape Strategy

The landscape design for Phase 2B School will provide a contemporary student environment with a variety of external spaces to facilitate a range of multifunctional spaces.

The basis of the design will be grounded within the aforementioned landscape principles of school design; specific to site conditions identified through our landscape analysis and through the vernacular of the architecture.

Design of the flexible play space will consider the sun's movement to locate active and passive areas within the predominantly shaded or sunnier spaces, respectively.

Key social nodes have been identified. These are areas where footfall is likely to be higher and so has the potential to allow many opportunistic social dynamics. The design will allow a larger hard landscaped area to provide adequate functional space and seating opportunities.

A habitat garden is a great educational resource to directly connect classroom to the environment. A dedicated area has been located to the south of the site, close to the soft perimeter of the site, for the school to design and develop.

KEY:

Key Social Nodes

Programmed Play Space

Flexible Play Space

Proposed Habitat Garden

Site Boundary

Proposed Building

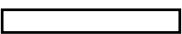














Block Plan based on Broadway Malyan A-2FE-02-100 - not to scale

Proposed Landscape Masterplan

Incorporating the curve and linearity of the Market Square; the landscape design extends the geometries to create generous open recreation spaces, divided by pathways.

Viewpoints and key access points have been created free from obstruction to create vistas of open space from the school building.

A strong crisscross path connects each area of the design and allows a direct route throughout the area. Hard landscape detailing and materiality will demarcate spaces and provide multifunctional areas.

Tree planting has been considered to soften views from the adjacent roadside; give form and enclosure to the spaces and provide areas of shade.

There is potential space allowed for seating and picnic benches towards the sport's areas. This is the most suitable location for seating as it is an active space adjacent to the sports facilities and is visible from across the site.

A habitat garden could be located to the south of the site, close to the Longwater Avenue swale. This is easily accessible from the school building and in direct sunlight to support low-maintenance plant growth.



Block Plan based on Broadway Malyan A-2FE-02-100 - not to scale

Hard Materials Palette

Hard material finishes will vary across the site in order to delineate private spaces, key circulation routes, entrance zones and play areas.

The palette tones and materials will echo the surrounding phases surface treatments and architecture; whilst providing the school with it's own character.

Feature Atrium Paving will connect the architecture to the Market Square by continuing a surface material through the School's atrium.

Coloured tarmac would be used for the running track and across the second linear route to connect the spaces and provide dynamic play spaces.

Furniture examples have been selected to be sensitive to the hard landscape, using predominantly natural timber materials, in keeping with the lakeside setting.



Visual of Market Square interface with GPV School

Existing Market Square Materials

			
Pedestrian Boulevard Tegula Paving Block Colour: Traditional, or similar	Pedestrian Plaza Resin Bound Gravel Colour: Oatmeal, or similar	Feature Paving Type 1 Resin Bound Gravel Colour: Rich Havana, or similar	Feature Paving Type 2 Appleton Yorkstone (Diamond Sawn) Blue, or similar

Proposed Phase 2B School Materials

				
Vehicular Areas Tarmac	Play Areas Coloured Tarmac	Paving Type 1 Concrete Flag - Chalkstone Tone	Paving Type 2 Concrete Flag - Sandstone Tone	Feature Atrium Paving Appleton Yorkstone (Diamond Sawn) Blue, or similar
				
Example Picnic Set Opportunity to use in hard areas	Example Block Timber Bench Potential seating to be used in hard areas	Woodscape Lockable Square Litter Bin, as to Market Square specification	Sheffield Cycle Stand Broxap, or similar	

Hard Materials Strategy

Further to the hard materials palette, the landscape design locates materials suitable for their appearance and proposed use.

KEY:

P1 - Pedestrian Boulevard Tegula Paving Block Colour: Traditional, or similar	
P2 - Pedestrian Plaza Resin Bound Gravel Colour: Oatmeal, or similar	
P3 - Feature Paving Type 1 Resin Bound Gravel Colour: Rich Havana, or similar	
P4 - Feature Paving Type 2 Appleton Yorkstone (Diamond Sawn) Blue, or similar	
P5A - Vehicular Area Tarmac	
P5B - Play Areas Coloured Tarmac Colour: Red, or similar approved	
P6 - Paving Type 1 Concrete Flag Colour: Chalkstone Tone	
P7 - Paving Type 2 Concrete Flag Colour: Sandstone Tone	
P8 - Play Surface MUGA and All-Weather Pitch	
Site Boundary	
Proposed Buildings	



Block Plan based on Broadway Malyan A-2FE-02-100 - not to scale

Planting Strategy

The planting design for the site has been split in to four characters:

- Passive Social Space
- Active Social
- Front Entrance
- Boundary Planting

Each character will provide a unique palette, appropriate for the climatic and social environment.

KEY:

Tree Planting

Passive Social Palette

Active Social Palette

Front Entrance Palette

Boundary Palette

Site Boundary

Proposed Building



Block Plan based on Broadway Malyan A-2FE-02-100 - not to scale

Planting Palette (or similar)

The planting palette is designed to create a strong textural green space which will provide an attractive, welcoming play space of lush borders and tree corridors.

The core palette uses a broad range of predominantly evergreen plants that offer subtle changes in seasonal colour and scent. This is enhanced with easily maintained, textural perennials for bursts of interest throughout the year.

The design considers the planting palette from the neighbouring phases to offer continuity, but also provide the school with a unique element.

Front entrance planting will be vibrant, high-impact species to provide colour and form to the entrance and arrival zones. Whereas, the boundary planting to the north and east, will be a native mix to add valuable wildlife habitat.

Play areas have been separated in to passive and active settings. Passive areas are spaces with more seating and will support sensory planting. Active spaces are designed to be used for play and support robust species.

Palette will be formed of non-toxic, non-poisonous plant species, suitable for a school setting.

Areas of the open amenity grass would receive a flowering lawn mix to raise biodiversity value in areas recommended by ecologist.

TREE PALETTE



QUERCUS SP



CARPINUS BETULUS



CORYLUS
AVELLANA



CRATAEGUS
MONOGYNA

FRONT ENTRANCE PLANTING



NANDINA
DOMESTICA



AGAPANTHUS
AFRICANUS



HEBE RED EDGE



HYDRANGEA
SERRATA BLUEBIRD



EXOCHORDA
THE BRIDE



ACANTHUS
MOLLIS

BOUNDARY PLANTING



CORYLUS
AVELLANA



CRATAEGUS
MONOGYNA



ROSA CANINA



SAMBUCUS NIGRA



LONICERA SP



VIBURNUM
LANTANA

ACTIVE SOCIAL SPACE



PHOTINIA FRASERI
RED ROBIN



CAREX TESTACEA



PENNISETUM
ORIENTALE



DESCHAMPSIA
CESPITOSA



ASPLENIUM
SCOLOPENDRIUM



LUZULA SYLVATICA



ALCHEMILLA
MOLLIS

PASSIVE SOCIAL SPACE



CHOISYA
AZTEC PEARL



SALVIA
CARADONNA



ALLIUM
GLOBEMASTER



LAVANDULA ALBA



ECHINOPS RITRO



CROCOSMIA
LUCIFER



ROSMARINUS
MISS JESSOP

Habitat Garden

The design of the habitat garden provides an opportunity for pupils to design their own learning space to experience nature and provide growing space for vegetables.

The garden may include space for raised planting beds, which could vary in heights to allow for different users access. The planting could include both flexible space for programmable gardening of vegetables and crops, as well as a complementary planting palette to provide year-round interest of an evergreen structure.

Flexible space should be allowed for within the planting beds for the school to decide which crops they intend to grow. The below list is a guide to suggest some suitable options:

Carrots	Radishes	Lettuce / Rocket	Tomatoes
Strawberries	Beetroot	Peas	Pumpkin
Gourds	Courgette	Runner Beans	Winter Cabbage

Companion planting of seasonal perennials, sensory species and evergreen shrubs will compliment the vegetable growing areas. The below list will create structure during the winter and encourage wildlife to the garden.

Hyssop Pink	<i>Hyssopus officinalis</i> ‘Roseus’
Garlic Chives	<i>Allium tuberosum</i>
Borage	<i>Borago officinalis</i>
Curry Plant	<i>Helichrysum italicum</i>
Marigold	<i>Calendula officinalis</i>
Mint Catnip	<i>Nepeta cataria</i>
Sage	<i>Salvia officinalis Purpurascen</i>
	<i>Salvia officinalis</i> ‘tri-colour’
	<i>Salvia officinalis</i> ‘icterna’
Rosemary	<i>Rosmarinus officinalis</i> ‘Miss Jessop Upright’
Nasturtium	<i>Tropaeolum majus</i>
Sunflower	<i>Helianthus</i> sp.
Fennel	<i>Foeniculum vulgare</i>
Lemon thyme	<i>Thymus citriodorus</i>
Curry Plant	<i>Helichrysum italicum</i>
Mint	<i>Mentha arvensis</i>
Laurel	<i>Laurus nobilis</i>
Lavender	<i>Lavandula angustifolia</i> ‘Hidcote’



Lighting Strategy

Lighting design has been produced in accordance with the Department of Education and Employment's 'Lighting Design for Schools'.

This document provides guidance for lighting to external areas, in consideration to:

- Ensure public travelling by car and bicycle can see sufficiently well to enable safe movement

This will include a system of pathway lighting, with adequate vertical illuminance to define people and the area. The main entrance will be clearly identified by a lighting design which will incorporate the architecture and compliment the aesthetics of the Market Square.

- Appearance and security of school building

Security conscious lighting plans will incorporate low level ambient lighting, in combination with strategic floodlit areas, in coordination with CCTV. The car parking area will be illuminated in consideration of the surrounding environment, level of risk and design of surrounding neighbour phases.



- KEY:
- Lamp Post
Product to match GPV design
 - Bollard Lighting
Linear product to compliment architecture
 - Building Uplighter



Define Areas
Lamp Post, as to
neighbouring Phase



Wayfinding
Bollard Lighting,
Design compliment fin architecture



Feature Lighting
Building Uplighter



Visual GPV School Uplighting interface to Market Square

Play Strategy

A designated Multi-Use Games Area (MUGA) and an all-weather sports pitch are provided within the Site's boundary.

The MUGA will be specified to the Education Funding Agency (EFA) requirements of a two-tier primary school. The specifications demonstrate good practice and area based on the Department of Education's guidelines for area planning.

The all-weather sports pitch will be designed to the Football Association (FA) guidance, for a U11-12 specification. The FA provide recommended guidance on pitch and goalpost dimensions, layouts and line marking.



KEY:

- MUGA
- All Weather Pitch U11-12
- Running track

The available open space within the Site will be versatile playable space of informal areas of play, including: amenity grass; sensory planting and hard playground space. The play strategy encourages imagination, physical exercise and social interaction.

Planting across the site will be a mixture of evergreen and perennials, to provide seasonal and sensory interest. Areas of hard playground with coloured tarmac patterning will provide space for impromptu games and recreation.

Amenity grass extends throughout the southern boundary of the site, providing views from the school building.

Simple timber bench seating will compliment those found in public areas within the wider Green Park Village and could be located to accommodate a variety of social dynamics, lunch seating areas and natural surveillance.



KEY:

- Hard Play Space with Seating Opportunity
- Open Amenity Grass



The main entrance to Green Park Village School

Conclusion

The design team and the Applicant have developed and evolved the design of Green Park Village School in collaboration with the ESFA and Reading Borough Council to produce a civic and public building which connects with its' surroundings and the wider community of Green Park Village.

We submit this application on behalf of St Edward Homes to Reading Borough Council for consideration of Detailed Planning Consent.

