Planning Statement

St Mary’s C of E Primary School
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Planning Statement
1.0 Introduction

Full planning permission is sought for a new teaching block at St Mary’s Church of England Primary School, Burton Latimer, which is located to the South of Kettering. Its address is: St Mary’s Church of England Primary School, High Street, Burton Latimer, Kettering, Northamptonshire, NN15 5RL.

This area of Northamptonshire is currently experiencing the beginnings of an increase in children of primary school age due to population expansion and demographic changes occurring within the area.

St Mary’s Church of England Primary School is a one form entry primary school for both boys and girls aged from 5 to 11. An independent after school care club and nursery are also located on the school site, identified on the plan as ‘Nursery’.

It is proposed that the school be enlarged in size from one to two forms of entry (September 2013); an eventual additional intake of 240 pupils, the school eventually providing 420 pupil places over 14 classes, spread between new and existing accommodation.

The current school accommodation is split between two buildings, the main block being to the west of the site, which has previously been enlarged with a two storey bolt-on extension.

The second existing block is located towards the south boundary of the site and has a very inefficient floor area with currently only 30 pupils being located there. This will be demolished in order to make way for the proposed building.

Consultation has occurred with the local authority, the School and governors as well as Northamptonshire County Council (NCC) planners and relevant consultees to the planning process. Refer to the Consultation section of this document for a summary of the consultation that has taken place.

2.0 Submission

This submission for planning approval includes a Design & Access Statement which explains the proposed extension and associated works. A full set of drawings are also submitted, as well as the additional documents, required to meet local planning requirements as detailed in NCC’s County Council Regulation 3 Applications: Local List Requirements document. These are appended to this application and include: an ecology report, an arboricultural survey, drainage details, external lighting details and school travel plan.

3.0 Design

The accommodation provided in the proposed teaching block are the additional spaces the school needs to increase from 1 to 2 forms of entry, as set out in Building Bulletin 99: Briefing Framework for Primary School Projects. This will provide 8 classrooms, 2 reception rooms and 5 group working spaces, as well as the necessary amenities.

The main principle of the design is to group teaching spaces on either side of the building (East and West), with the circulation sandwiched between the two elements to enable views east from the classrooms across the sports fields.

The ground floor reception rooms are used as a base for a first floor play deck, maximising potential for outdoor space. Fencing has been designed to limit overlooking from adjacent dwellings.

The building is designed to meet the aspirations of a modern teaching environment: to maximise natural lighting and natural ventilation and to reduce solar gains and energy use. The materials and colours of the proposal relate to their context – using a complimentary brick and colours found on the existing school building. Refer to Design & Access statement for full details.
The National Planning Policy Framework 2012 sets out a number of policies of which the design is supportive:

A. The Three Dimensions to Sustainable Development.

1. Economic: To provide for economic growth the educational infrastructure within the area needs to be expanded. The proposal provides a sustainable and well designed extension to an existing school, retaining and re-using current building stock and therefore enhancing the school provision to meet the demands of a growing population and economy. The close proximity of the proposed site to the existing school results in little infrastructure requirements and enables a one phase construction due to the use of existing buildings.

2. Social: The extension to the school meets the requirement for supporting strong, vibrant and healthy communities – high quality built environment and accessible local services that reflect the community’s needs, ensuring that provision is made to accommodate a cross section of the community which should include provision for family life and education of children supporting health, social and cultural well-being.

3. Environmental: The proposed structure will enhance the local built environment by replacing poor design with good design, creating a sustainable environment suitable for the education of young people. Well considered building placement will enable construction and future use to be in a prudent way that minimises waste and pollution. The introduction of a two storey extension also allows the retention of the much needed outdoor space, in the form of both hard and soft landscaping.

B. Core Planning Principles

The design will meet the objective to provide a high quality environment and a good standard of amenity. It will support the transition to a low carbon future in a changing climate, taking full account of flood risk and encourage the reuse of existing resources, including conversion of existing buildings. As well as encouraging the use of renewable resources, for example with the use of solar panels. The school extension to provide additional classroom space will also extend the life of the existing school building, ensuring current school provision has a long term future.

The school design includes enhancement of sports facilities in providing a new enhanced Multi Use Games Area, supplying areas for external sport that is accessible throughout the year. The school have formed an agreement with a local football club to use their facilities out of school hours. These are examples of how the school proposals take account of and support local strategies to improve health, social and cultural wellbeing for all, and deliver sufficient community and cultural facilities and services to meet local needs.

The transport statement and school travel plan will demonstrate the applicant’s commitments to promoting sustainable transport. The schools travel plan aims to encourage the use of more sustainable forms of transport and reduce the number of car journeys to the school. The car parking has been limited due to the compact nature of the site. Adjacent public parking and a number of policies promoting shared car use and alternative means for staff to get to work will mitigate the problems of low parking numbers. The school design changes reflect the commitment to give priority to pedestrian and cycle movements which also create safe and secure layouts which minimise conflicts between traffic, cyclists and pedestrians. Reiterated in Kettering Cycling Strategy 2000.

The school has a Travel Plan which aims to inform the travel choice of staff, parents and guardians and encourage the use of more sustainable forms of transport. The travel plan aims are set out below:

- To reduce the risk from traffic around our school so that all children and adults using our school can have a safer route to school
- To encourage the adoption of a positive approach to walking to school and thereby contribute to healthier lifestyles for our children and the adults in their lives
- To reduce the number of car journeys to our school and thereby to contribute to conservation by reducing the consumption of fossil fuels
C  Requiring Good Design

The proposed school extension will function well and add to the overall quality of the area, not just for the short term but over the lifetime of the development. It will establish a strong sense of place, using architecture to create internal and external spaces that are attractive, appropriate and inspiring places for learning.

The design proposal responds to the character, formation and nature of the site, and through its choice of location, scale and materials responds positively to the identity of the local surroundings. The proposal will use brickwork complimenting that of the existing building and be a scale which will sit well within the site as a whole. The proposed building is split visually into 3 elements, defined by materials and colour. The circulation area, running north-south, acts as the ‘filling’ in the sandwich between the brickwork. This element will be crisply rendered creating a contrasting texture and colour to that of the brick. The proposal for the design is to be modern and less pastiche than merely replicating the existing aesthetic.

The materials have been selected to match that of the school and compliment the surrounding area as it is important that the materials relate to the context of the conservation area.

The two storey proposal has little visual impact on the conservation area and doesn’t disrupt any existing key views within the conservation area.

D  Promoting Healthy Communities

The design has been developed to create safe and accessible learning environments where crime, disorder but more generally antisocial and bullying behaviour, do not undermine quality of life with the school and wider community; for further information please refer to section 12.0.

The proposal has aimed to provide a safe and accessible master-plan design for the school site, containing clear and legible pedestrian routes, and allow for safe access for the wider community to the school facilities, retaining both vehicular and pedestrian access from the southern entrance.

The school design has been developed to reflect the planning policy aims to deliver the social, recreational and cultural facilities and services the community needs.

The Government Planning Policy Framework attaches great importance to ensuring that a sufficient choice of school places are available to meet the needs of new and existing communities. The proposal to expand the school facilities will widen choice in education. The Framework gives great weight to the need to create, expand or alter schools. Access to high quality open spaces and opportunities for sport and recreation can make an important contribution to the health and well-being of communities. The new MUGA proposal on site will facilitate new sport provision within the area along with the new agreement with the local football club and opening the school facilities for public use. Through our consultation with Sport England we have demonstrated that the inevitable loss resulting from the proposed building development would be replaced by equivalent or better provision in terms of quantity and quality in a suitable location. Please refer to section 8.0
North Northamptonshire Core Spatial Strategy:

The Core Spatial Strategy, adopted in June 2008, focuses on sustainability of new developments, the introduction of new jobs to the area and the importance of connections. The area is currently very much focused on vehicular transport even though the average distance length is short, being only 6 miles. It recognises that growth of the built environment is necessary to provide for the growth in population, most importantly in the education sector.

The vision aims to ensure development of high quality design that is an example of low environmental impact design. The importance of the reduction of and mitigation against the impacts of climate change is stressed throughout.

Local Planning Policies:

*Kettering Borough Local Plan, adopted 1995*

The Local Plan for Kettering Borough defines the school site in its Proposals Map for Burton Latimer as a School/College Site. The area surrounding the school is identified as primarily residential.

This plan talks about the important provision of space along with the importance of the character of the area. The proposal will need to carefully consider the use of green space for development, as well as overlooking issues to nearby dwellings. The design has taken on board comments made by neighbours, during the consultation process, to minimise overlooking issues.

The school site is also on the edge of a conservation area, therefore needing to consider termination of views from areas outside of the school site.

Crime and vandalism should also be considered within the landscaping designs and site layout. These issues should be prevented where possible. Secure gates and replacement of secure fencing has been included in the landscape design. The design has eliminated re-entrant spaces to ensure passive supervision.

*Sustainable Design SPD, North Northamptonshire Joint Planning Unit.*

This SPD was adopted by Kettering Borough Council in February 2009. This policy was set up to encourage the development of sustainable buildings and infrastructure. As this proposal is an extension to an existing school, and is creating much needed space, it will also increase the longevity of the existing buildings, increasing the viability of the scheme.

The SPD concentrates also of the importance of the character of the area. This will be demonstrated through the proposed use of materials and colours.
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5.0 Heritage/Archeology

The archaeological advisor at Northampton County Council has been consulted. It has been identified that there is likely to be little in the way of below ground archaeology. But the existing building which is to be demolished as part of the scheme will be photographically recorded prior to works.

6.0 Ecology

An ecology report and bat survey was undertaken of the given area, which summarised that, with the exception of the existing Victorian school buildings, the area was not considered to have high ecological importance on a international, national, regional or county scale.

The Victorian building is thought to be a site for nesting swallows. Consideration will need to be taken when demolishing, which will need to be undertaken outside of the nesting season, which is March to September inclusive. Therefore demolition will take place prior to March 2013.

It is suggested that replacement nesting areas for swallows are provided before the coming nesting season.

The results of the bat survey showed that none of the trees have a ‘high’ bat roosting potential although several of the mature trees were considered to have ‘medium’ bat roosting potential.

7.0 Flood Risk Assessment

The site is not shown as being at risk of fluvial or tidal flooding, as identified on the Environment Agency’s Flood Zone Map and the application site area is less than 1 hectare in size (0.266), therefore flood risk assessment is not required for the site.

Additionally, the Environment Agency has been consulted and confirmed that there is no risk of flooding on this site.

See Appendix B, Flood Risk Assessment.
Sport England

Sport England have been consulted with regards to play space/loss of pitches.

Having reviewed the impact of the proposal on the school playing field, and the potential benefits to the community, they are confident that the proposal can meet Sport England policy exception E5, subject to 4 actions.

The first is to retain grass pitch provision, the second is to provide a MUGA that meets Sport England specifications. This MUGA will be approx 16.5m x 30m, which is appropriate for the primary school children it is being provided for. This MUGA will also provide extra hard play areas and include a partially bound fence in order to protect neighbouring dwellings. The pitch will not be flood lit so as to limit affects on neighbours.

The third action is to fulfil a requirement for off-site provision. An agreement has been made with the local football club, Burton Park Wanderers, that allows the school access to their pitches during school hours.

The fourth is to allow the schools pitches to be used out of hours by the community. This may be limited to weekend use due to the proximity to neighbouring dwellings in order to avoid disturbance to neighbours. The community use may therefore be centred around the use of the grass pitch.

There is also a community use agreement in place with the fire brigade football league, enabling them to use the grass pitch out of school hours.

For further details refer to the site layout drawing.

Conservation

The proposal has been carefully designed to sympathetically respond to the existing school and the surrounding conservation area. The proposal for the design is to be more modern and less pastiche than merely replication of the existing aesthetic.

The materials have been selected to match that of the school and complement the surrounding area as it is important that the materials relate to the context of the conservation area.

The new building has been design with consideration of the conservation area. The two storey proposal has little visual impact on the conservation area and doesn’t disrupt any existing key views within the conservation area.
The area of Burton Latimer in general is mainly residential. The school is situated on the main high street with its playing field to the east. The field is surrounded by dwellings, some of which look onto the site. The field does not currently give access to the public and is therefore only used during the weekdays.

Pedestrian access is via the East of the building on High Street, with its main entrance being situated just off the street. There is also both vehicular and pedestrian access from the south adjacent to another of the school’s buildings. There is currently a small parking provision located towards the centre of the site, with access from the south.

There is a listed building next door to the school (shown as a blue dot), but the school itself is not listed. The site though does sit within a conservation area.

The architectural qualities of the area are of dark brown/red brick and pitched roofs.

The sudden demand for school places in Burton Latimer comes for the introduction of several housing estates within close proximity to the school. The most recent one will be completed by the September 2012 intake.
10.0

Consultation

Initial consultation on the new extension block has been carried out. The detail of these consultations is set out in the separate individual sections of the document.

The parties who were consulted are:

**Public consultation**
Public consultation is ongoing regarding the proposed expansion of the school to two forms of entry.

**Northampton County Council**
Children & Young People’s Services
The brief for the project was set, and the design developed with conjunction with NCC through regular meetings, and discussions via email and telephone.

**Burton Latimer C of E Primary School**
Head teacher & governors
Consultation throughout the development of the brief, and progression of the design. Consultation occurred through regular meetings, and discussions via email and telephone.

**Parents, pupils & neighbours of Burton Latimer C of E Primary School**
Consultation has occurred with the pupils and parents at the school, as well as the local community and neighbours.

**Northamptonshire County Council**
Principal Development Control Officer, Planning Services
Consultation occurred regarding the principles and specifics of the design and the requirements of this planning application submission. A meeting was held on 14/07/11 regarding the proposal and regular discussions occurred via email and telephone.

**Northamptonshire County Council**
Archaeological Advisor
Consultation via email and telephone regarding archaeology and heritage of the site.

**Northamptonshire County Council**
Highways, Transport & Infrastructure
Consultation regarding highways/transport via email and telephone.

**Environment Agency**
Consultation via email and telephone regarding flood risk on the site.

**Sport England**
Consultation via email and telephone and site visit regarding play space/sports pitches on the site.
Arboriculturalist Statement

A number of trees are to be removed as phase 1 of the works and the significant remaining trees are to be protected during the works. These trees are showing in drawing L90-002.

It is the intention of the proposal to plant a number of new trees in remediation for the loss of 3 trees due to the erection of the new school building.

The survey undertaken of the given site identifies tree types and heights. The area to the northern boundary of the site where two trees are being removed, is the area where the additional trees will be planted. This will enable a natural screen to be created between the proposed school building and existing neighbouring dwellings.

Please refer to the Arboricultural Report in Appendix A for further details.

Sustainability

Good design ensures attractive, usable, durable and adaptable places and is a key element in which all aspects of sustainability are considered

- Planning Policy Statement 1: Delivering Sustainable Development

A high priority for the school, the design team strove to integrate sustainable issues into the design vision of the scheme. A strong sustainable design agenda from inception helped to develop a new building which minimises embodied energy and energy in use, within the constraints of the budget.

The client and design team believe that passive and low energy sustainable measures should be addressed beginning at the concept design stage; sustainability should not be a ‘bolt-on’; rather it should be embedded in the principles of the building. Once these passive measures have been fully utilised, the team can then decide on the appropriate renewable / low energy technologies to benefit the project.

Energy Use

Carbon emissions from energy use in buildings accounts for over 50% of our total greenhouse gas emissions. It can also be a significant financial cost for a buildings user. The proposed strategy for the new building at St Mary’s Church of England Primary School is summarised below.

The classrooms ventilation occurs through natural ventilation on the first floor through openable windows located upon opposite sides to provide low to high crossflow ventilation and on ground floor stack ventilation occurs through the upper vents to achieve low level to high level crossflow ventilation. The natural ventilation has been proposed in accordance with the requirements of Building Bulletin 101 Ventilation of Educational Buildings.

(a) The scheme achieves sustainable design through construction measures through the incorporation of:

- Lower ‘U’ values, than minimum Building Regulations
- Lower design air infiltration than minimum Building Regulations
- Control of building fabric in relation to quantity of external glazing area
- Quality assured Approved construction details for building joints/ intersections and linear thermal transmittance.

(b) The scheme achieves supply energy efficiently through specification of high efficient equipment:

- High efficiency luminaries and automatic control gear for internal and external lighting
- Specification of high efficiency mechanical fans incorporating heat recovery
- Installation of effective automatic controls (BMS)
- Installation of inverter driven variable speed circulating pumps for heating and domestic water

(c) The scheme incorporates passive design techniques

- To achieve natural daylight where possible and practical, through positioning of glazing to give day light uniformity
- Avoidance of solar heating by reducing the amount of glazing in the south facade. The provision of an external canopy protecting the south facing glazing to the nursery class bases.

(d) The scheme incorporates low carbon technology through the incorporation of solar hot water panels to provide a heating source for generating domestic hot water. The preliminary SBEM calculations required for Part L Building Regulations achieve a Pass below the Target Value. The predicted SBEM calculation suggests a CO2 emission of 10.7kg CO2/m2 annum (exc. general electricity usage). The SBEM calculations predict that the solar hot water panels will generate 1362 Kw/Hrs annum.

(e) Heating shall be generated by SEEDBUK A rated gas fired boilers with low Nox emissions.

Please refer to Appendix D, “Building Environment” for SBEM and BRUKL calculations.
Integrated Approach
From the projects earliest stage the principles of Secured by Design have been followed: crime prevention and security issues have been considered throughout the design. These have been discussed with the Head teacher and governors of the school and NCC.

Environmental Quality/Ownership
The surroundings of the school and its site are pleasant and the neighbourhood and local community friendly. Those who have ties to the school: pupils, parents, teachers and staff all take a great deal of pride in it and feel a great sense of ownership in it. Staff members are vigilant and the ethos of the school instils this vigilance into its pupils.

Access + Footpaths
At the beginning and end of the school day entry gates to the site are opened and monitored by staff and parents. Access to the school site other than at these times is controlled in the reception lobby off High Street. Vehicular access for service vehicle only is manage and controlled by the Burton Latimer staff.

Entry into the school building itself is secure and controlled, with visitors held in an entrance/reception area air-lock, only able to enter the building through an electromagnetically controlled door. During out-of-hours uses such as clubs or extracurricular activities, the classrooms/teaching areas are able to be secured so only the main areas of the school are accessible to visitors.

Lighting
The lighting design is to provide a well lit external that promote the open secure quality, however simultaneously respect the surrounding buildings and minimising light pollution.

Natural surveillance
This concept is taken further as the interaction encouraged at the beginning and end of the academic day will promote natural surveillance from the community as well as the staff and teachers. All play spaces will be monitored by school staff.

Additional
The proposed building materials are robust, secure and resilient to wear and tear e.g. brickwork, cladding panels (at high level only) and aluminium framed lockable double glazed windows. The building is located away from any boundaries so is not susceptible to vandalism etc.

Secured by Design
The official U.K police flagship initiative supporting the principles of ‘designing out crime’.
# Design + Access Statement

## 1.0 Introduction

1.1 Introduction

1.2 Introducing the School

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A Arboricultural Survey and Ecology Report

B Flood Risk Assessment

C Drainage / Foul Sewerage

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E External Lighting

F School Travel Plan

G Survey

H Fire Tender Access
Design + Access Statement
Introduction
The primary-aged population of the area served by St Mary’s Primary school is due to increase following a number of housing developments in the area. An additional intake, from 30 to 60 pupils, is required for the beginning of the 2012 academic year. This expanded intake can be provided for by the existing buildings temporarily, but the school will need to double in size in order to permanently maintain this expansion.

Rock Townsend has been commissioned to realise the future expansion opportunity of St Mary’s Church of England Primary School.

The intention of this report is:

// To realise the potential of the school in order to meet the increasing demand for child places within the catchment area and also to encourage, promote and improve the services available to the community.

// To realise the potential areas appropriate for development to suit the educational requirements of the school whilst maintaining external play space.
It is proposed that the school be enlarged in size from 1 to 2 forms of entry (from September 2013); eventually providing 420 places over 14 classes.

The oldest part of the school fronts directly onto High Street with an extension occurring to the back, not visible from the main street. There was then an additional two storey block adding further to the schools floor area. There is also a day care and a nursery here which is situated to the south of the site, by another access route off Latimer Close. The nursery building will be retained but the existing building adjacent to this, which is in poor condition and is very inefficiently used, will be demolished. This is enables the retention of as much outdoor play space as possible.

The proposal is for a two-storey extension to the existing school, connected via a link corridor, containing 8 classrooms, 2 reception rooms, 2 group work spaces and additional amenities.
Context
Macro Context

The area of Burton Latimer in general is mainly residential. The school is situated on the main high street with its playing field to the East. The field is surrounded by dwellings, some of which look onto the site. The field does not currently give access to the public and is therefore only used during the weekdays.

Pedestrian access is via the East of the building on High Street, with its main entrance being situated just off the street. There is also both vehicular and pedestrian access from the south adjacent to another of the school’s buildings. There is currently a small parking provision located towards the centre of the site, with access from the south.

There is a listed building next door to the school (shown as a blue dot), but the school itself is not listed, although the building does sit within a conservation site.

The architectural qualities of the area are of dark brown/red brick buildings often with pitched roofs.
The existing building was built in the 1920’s to support the growing number of children in the area. The school if currently one form entry but is expanding to become two form entry. Increasing the capacity of students by 240, to 420.

The main entrance into the school is off High Street with off minimal levels of off road parking for staff and visitors to the South. The main circulation routes run North to South through the centre of the school with medical facilities and toilets in it’s centre. All rooms are linked off the main circulation route. There is currently no level access too all areas of the existing school.

There are a number of trees scattered around the edge site, none of which have a tree protection order. Varying in type and size.

The three existing buildings on the site are all towards the Eastern side, with the west side a playing field. With soft and hard play areas with timber play equipment on the field.

The demolition of one of the existing buildings will create parking for staff, though minimal numbers, as sustainable modes of transport will be encouraged. Given the amount of additional floor space required to enlarge the school to two form entry, eventually doubling its intake, the most appropriate manner in which to provide this would be in one location and over two floors. This not only minimises the amount of school site [pitches/ play space] taken up by the footprint of a new building, it is also the most economical method of construction, guaranteeing that the school maximises the educational potential of the new teaching spaces they gain. This also helps dramatically with regards to reducing the impact of any building work on an occupied school site and will allow for the continued operation of the school and minimisation of construction pollution on teaching. The single storey reception rooms will allow for a first storey play deck, thus further increasing the amount of available outdoor space.

The will be an external covered walkway linking the existing and proposed building, creating a safe transition between the buildings. In front of the reception building will also be a canopy allowing for a safe covered reception play space.

[Site plan showing the internal arrangement of the existing school]
Site Analysis

Site plan showing original options.
Through extensive site analysis it seems logical for the additional required space to be provided for in the form of a free standing additional building. Being two storeys this also minimises the intrusion of the building on valuable green space.

The building is located in close proximity to the existing school building, in order to maximise available play space to the east.

Access to the new building will not change greatly from that of the existing building. Access from High Street has been reinstated down the southern side of the existing building. There will be a ramp here where pupils can take their bike through the existing secure gate and have direct access to the existing and proposed cycle racks. This is shown in the diagram below.

[Site plan showing access routes; see Appendix H for Fire Tender Access]
Photographs: On Site
Photographs: Off Site
3.0

Design
The current 1 form entry school provides spaces roughly in accordance with those set out in the DCSF guidance document: Building Bulletin 99: Briefing Framework for Primary School Projects [BB99].

BB99 sets out the main requirements of the additional accommodation needed to increase the school by 1 form entry, there are a number of practical considerations which also need to be taken into account.

These are summarised below:

Firstly there is a requirement to group teaching classrooms correctly (i.e. pairs of year group classrooms are located to one another). Alongside this it makes sense to create a hierarchy of classrooms based upon age so that there is a physical progression through the school as well one related to a child’s growth.

Secondary is the analysis of spaces and rooms available in the existing school building. With these requirements in mind and with thoughts on the part of the school and NCC on how they envisage the enlarged 2 form entry St Mary’s Primary School operating, it was concluded that the new block should house receptions and years 3-6 classrooms. NCC then finalised the brief for the new block.

Teaching spaces are arranged in a linear form on one side of the building, with the support spaces behind and an axis of circulation running between. Classrooms and support spaces will be stacked over two floors.
The basis of the concept revolves around the rationalisation of spaces, as previously discussed. It was felt that this differentiation between the teaching and support spaces could be carried through to sections and elevations of the new block, rather than just exist in plan form.

The form of each block relates to its function. In this way the classroom block has a mono pitched roof, whilst the support spaces have a flat roof. From this point the building layout was developed through an iterative process of consultation, design and redesign.

The opportunity for the school to gain brand new teaching spaces gave the opportunity for the proposal to be designed to meet the aspirations of a modern teaching environment: to maximise natural lighting and natural ventilation; to reduce solar gains and energy use; and to create inspirational teaching and learning environments.
Access into the building is through a covered walkway from the existing school to the central corridor of the new block. The covered link connects corridors in existing school to the new block eliminating loss of space in the existing school.

The new block houses year 3, 4, 5 & 6 classrooms. The ground floor classrooms all have external doors to allow direct access to outdoors. Each pair of classrooms has their own group/breakout space off the main circulation route. The building also includes WC’s to meet pupil and disabled/staff requirements, a group room on each floor, stores, plant room and server/hub room. One internal stair and one external stair serve the building (as is required). A passenger lift is also provided for vertical circulation.

To ensure that the classes on the first floor are not cut off from those on the ground floor, and also to introduce natural light and surveillance to the ground floor, there is a void in the first floor adjacent to the group/breakout space.

The single storey portion of the building (reception rooms) allows for the inclusion of an external play deck. This was welcomed by the school as it provides an extremely useful external terrace which is easily accessible by years 5 and 6.

The principles of natural lighting and ventilation are realised throughout the design of the classroom spaces. They have a pitched roof which allows for high level windows at the rear of the first floor classrooms, not only to introduce natural light to the rear of the spaces, but to facilitate natural cross ventilation. Ground floor classrooms are also naturally cross ventilated via ventilation stack chimneys at the rear of the classrooms and opening louvres on the external wall. Roof lights bring natural light into the centre of the building. Voids in the first floor allow natural light to reach the ground floor break out spaces. The support spaces are also all naturally ventilated (with the obvious exception to the required extract to all WC’s).
The existing school building is brickwork with areas of new and old architecture. The existing roof pitched roof over the main school building.

The proposed new building relates to and directly responds to this and as such is mainly the similar mottled brown/red/purple brick as the existing building. The circulation area of the proposed two-storey building is contrasting to the proposed brickwork in the form of a crisp white render. The pitched roof of the classrooms is finished in standing seam metal. The support accommodation will have a flat membrane roof.

The east elevation has aluminium window frames with panel inserts of colour. These sit flush with the brick, contrasting the recessed windows on the west rendered facade.

The windows and glazed external doors are aluminium framed, as found on the existing building.
[Proposed north and east elevation]
Additionally, it is proposed that the reception classrooms, on ground floor, will have doors opening directly onto a covered play area.

This canopy will have an aluminium standing seam roof and a section of translucent poly carbonate, in order to allow the light through to the classrooms.

**Play Deck**

This play deck will have four light wells situated in the middle, 2 which are glazed flush with the roof (above the circulation areas) so that they can be walked on top off and views can be had vertically up and down. The other two light wells (above the classrooms) protrudes above head height, not allowing views down.

A metal mesh barrier has been chosen that wraps around the play deck. This mesh can be orientated to prevent views downwards into neighbouring gardens, but allows views upwards and light to penetrate. This will prevent any overlooking issues to neighbouring dwellings, along with additional planting screen.
The proposal has been carefully designed to sympathetically respond to the existing school and the surrounding conservation area. The proposal for the design to be more modern and less pastiche than merely replicating the existing aesthetic.

Materials

The materials have been selected to compliment that of the school and complement the surrounding area as it is important that the materials relate in context to the conservation area. The brickwork and coursing used is to relate to the colour and tone of the existing building.

Scale

The new building has been design with consideration of the conservation area. The two storey proposal has little visual impact on the conservation area and doesn’t disrupt any existing key views within the conservation area. It also matches the existing scale of the latest two storey extension to the school. The section below shows that the proposal is a fair distance away from the surrounding buildings. A number of large trees surround the playing field. 3 of these will need to be removed in order for the new building to be positioned adjacent to the old. Additional trees will be replanted in the ‘School Garden’ in order to compensate for this and screen neighbouring dwellings. The result is a well proportioned building that actually enhances the site and its capabilities to deliver high quality education without detracting from the visual quality or material character of the surrounding area.
The external spaces at St Mary’s Church of England Primary School are a great asset to the school and local area; a large grassed field with sports and running pitch to the east of the site. These are currently not used after hours but following an agreement with a local football club these will now be used out of school hours. This is in exchange for the use of the football club's pitch within school hours. It is paramount that the construction of the new teaching accommodation not impact negatively on the play and sports provisions of the school. This has first been addressed in the design of the new block; two storeys to minimise its footprint. The position of the building also assisted - it is located as near as possible to the edge of the site in order to reduce its impact on loss of grass pitch area on which it is situated. Sport England have a statutory obligation to protect sports pitches, therefore building on a pitch will be opposed by Sport England unless an exception is met. The exception which is proposed to meet is that, although an existing pitch area is to be lost, the net overall sports pitch usable area on-site be maintained and improved, with a new MUGA pitch that meets Sport England’s Specification.
Access
ENTERING THE SITE
All access arrangements are as existing condition. The car park is slightly larger than existing with 16 spaces and the entry gates have moved along the southern boundary towards the east.

Pedestrian / bicycle access
The site is accessed by pedestrians via gates from both the west (off High Street) and the south east (off Latimer Close).

Pick up/Drop off
As is the current arrangement, during the peak times when parents gather to drop off or pick up their children at the beginning or end of each academic day, the entrance gates will be open and monitored by members of staff.

Teaching hours
During teaching hours, the access gate from the south is secured, as are all the other access gates into the secure part of the site. Any visitors must enter the site via the secure entrance/reception area off High Street.

Non-teaching hours
Subject to out of hours uses or holiday use the main entrance gates will be securely closed. All visitors will have to wait off-site for the facilities manager to allow them access.

PARKING
For this section the Northamptonshire County Council’s Supplementary Planning Guidance (March 2003) was consulted with regards to parking standards. This parking standards have been able to be met following the promotion of walking and cycling to the school.

Cycling provision
NCC Planning guidance asks for 5 cycle parking spaces to be provided for every class at a primary school. Therefore in the case of St Mary’s Church of England Primary School this adds up to 70 cycle parking spaces. NCC planners advised that this figure could be met incrementally, as required by the school. The school currently has 20 bike racks so an additional 25 hoops, providing space for 50 bikes will need to be provided. It is hoped that once expanded to 2 form entry, pupils will be encouraged to cycle to school.

Car parking
The current number of car parking spaces will be increased with the new development to 16 spaces. This can be offset against the agreements made with local businesses regarding the use of their car parks.

Disabled Spaces / Mobility Standard Spaces
There are disabled/mobility standards parking spaces provided on site to meet the standards set out in NCC’s Parking: Supplementary Planning Guidance (March 2003). There are currently two disabled spaces to the entrance of the school. The proposals include providing an additional space.

Delivery access / parking
All delivery vehicles to the school or school kitchen enter the school site off Latimer Close. This will not change from the current situation.

MAINTENANCE
Refuse collection
The refuse collection will still occur via Latimer Close with them pulling up on the road and not entering the school gates. The bin store is positioned in close proximity to the gates with access controlled by the school staff.

Service/maintenance access
The site is to be accessed via both the Latimer Close and High Street entrance, managed by the facilities manager.

EMERGENCY ACCESS
To occur via the Latimer Close entrance and if needed from High Street.

INCLUSIVE ACCESS
The new building has been designed to provide an inclusive environment, in accordance with current legislation that provides for the need of all users. Guidance referred to:
// The Building Regulations of England & Wales (most specifically Part M)
// Building Bulletin 91: Access for Disabled People to School Buildings (published by DCFS)
The building is designed to be fully accessible to all members of society, the design of the building is inclusive for children who may be dependent upon wheelchairs or have varying degrees of visual or aural impairment. All visitors access the building via the same entrance; no segregation occurs. The new building is fully accessible a disabled WC provided.

Please refer to the School Travel Plan in Appendix F.
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Heritage Impact Assessment

St Mary’s C of E Primary School // Burton Latimer // January 2013
Heritage Impact Assessment

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Introduction
This document provides information regarding the expansion of St Mary’s C of E Primary School, Burton Latimer. Rock Townsend has been commissioned to realise these opportunities.

The intention of this assessment is:

// To understand the rearrangement of existing accommodation in order to meet future demands

// To assess the social and physical assets of the existing buildings on the site

// To determine whether there would be a substantial change in the character of the conservation area following adaptation or demolition of the buildings on this site
St Mary’s C of E Primary School was built in the late nineteenth century. This original building still stands, in a somewhat altered condition, on The High Street, Burton Latimer.

The building in question though is an additional free standing extension to the east of the original school building and was built in approximately 1910 as the County Infant School. This building sits on the southern boundary of the site adjacent to Latimer Close.

Both buildings are positioned just within the boundary of Burton Latimer conservation area [shown in Figure 1], the original conservation area boundary was adapted in 2009 to include the portion shown in this drawing, named the High Street Character Area.

The main school building has since been adapted and extended several times and is now therefore a mix of architectural styles, not necessarily complimenting each other or the characteristics of the surrounding area.
The early twentieth century extension was built with a stone plinth and general pebble dashed wall above, the window casements, which are not originals, are currently in a bad state of repair. The building shows reasonably rudimentary detailing for a building of this period, and was built as functional accommodation rather than a show of exuberance.

The building consists of three blocks connected via single storey links. Two of the blocks are single storey, large volumes accommodating classrooms and a further double storey block with low floor to ceiling heights which directly faces Latimer Close and would have housed the ancillary spaces for the school. The majority is covered by a tiled, steeply pitched roof with exposed rafter ends at the eaves. The building faces inwards to the school grounds and does not greatly add to any street form on Latimer Close and sits directly along the pavement line.

It does not directly neighbour any other buildings and is faced only by two storey housing on the opposite side of Latimer Close. If anything, this building blocks the view from these houses out onto the green space that is the schools playing fields.

In terms of the material detail of the building the replacements of the original fenestrations has reduced the architectural asset value of the building as a whole. Leaving the two stone portico entrances (girls and boys) as the buildings largest detailed architectural asset.
Conservation Area
Burton Latimer
The conservation area within Burton Latimer was designated on 18th March 1981. ‘Planning Policy Statement 5: Planning for the Historic Environment’ sets out the government’s planning policies on the conservation of the historic environment. The designation of a conservation area enables areas of special architectural interest to be preserved, and as such there is a national presumption in favour of their conservation. Although it is recognised that not all elements of a conservation area will necessarily contribute to its significance.

Burton Latimer Conservation Area is formed from three character areas identified in ‘Burton Latimer Conservation Area Appraisal’ 2009. These three areas consist of:
- Church Street
- High Street
- Industrial Core

All three areas have been identified as having differing characteristics, each with their own spatial and architectural qualities.

The extent of the conservation area is shown in Figure 3.
The earliest signs of development in Burton Latimer stem from Church Street and St Mary’s Church, thus this also being where the majority of the listed buildings are located [shown in Figure 10].

The map opposite shows the boundary of the original conservation area, which only includes the Church Street area of the existing boundary. The other two character areas were added as recently as 2009.

Policies adopted stated that although change is necessary to adapt to an influx in demand as well as changes in the way we use of buildings, development should be of high quality and should maintain important vistas throughout the conversation area.
The above map highlights important views and vistas within, to and from Burton Latimer Conservation Area. These relate more to street characteristics, scale and layout, than of individual buildings, but changes to one of these buildings independently could have a detrimental affect on the overall vision of the street. St Mary’s Church and the War Memorial, shown above, are two of the key landmarks within Burton Latimer. Both of these lie a significant distance away from the proposed site. Neither St Mary’s School nor the extension in question affect either views to or from these two important monuments.
CHARACTER AREAS

The three character areas that form the Burton Latimer Conservation area consist of:

// Church Street
// High Street
// Industrial Core

Church Street takes on the role of historic heart of Burton Latimer. It is the original conservation area and is dominated by the spire of St Mary’s Church. Noticeable characteristics include stone buildings that abut the highway, the predominance of traditional local materials and the presence of green open space at the rear of dwellings. Although there are always exceptions to this.

High Street became a turnpike road in the 18th century, which formed part of the London to Carlisle Road. It has no dominant architectural style and its character is determined more so by the buildings interaction with the highway.
The industrial core lies to the west of High Street and has a more rigid, linear street pattern typical of the red brick Victorian terraces that are present there. Many of the original factories of the area have been demolished but a few have been successfully converted into residential units.

St Mary’s C of E Primary School sits within the ‘High Street’ character area which is formed by a transport corridor running east to west. Although this is a main route the roads are still relatively narrow and the architecture demonstrates the changing times of the village, with an eclectic mix of architecture spreading several centuries. Ranging from 1950’s retail units to the dominant Victorian Frontage of St Mary’s Primary School.

Due to this fact many of the buildings do not necessarily relate to each other in scale, or materiality.

The Old County Infant School sits behind this main thorough fare and can only really been seen by the houses directly opposite it on Latimer Close. Therefore the adaptation or demolition of this building would not directly affect the nature of this character area within the conservation area.
The map opposite highlights that no part of the school is listed.

The closest listed building is 111 High Street. Although this building is neighbouring the main school building the extension cannot be seen within the same vistas as this listed building and will therefore not affect its immediate context.
St Mary’s C of E Primary School // Heritage Impact Assessment

View from east end of school playing fields.

View from west end of Latimer Close.

View from east end of Latimer Close.
This building was designed as the County Infant School, to sit behind the main building and was therefore never designed to be of great architectural merit. It was functional and met the needs of the growing population of the village and appears to have been originally conceived as operating as a separate entity to the main junior school.

The school was constructed using methods and materials appropriate to its time. The lower sections of the wall are stone then above that is pebble dashed. There are few redeeming features that remain since the windows have been replaced at some point and are now in need of repair, unlike the main school building which manages to retain many of its original characteristics.

There is some detailing of merit, common of its time, above its two entrances which are the stone porticos with ‘boys’ and ‘girls’ engraved into them. (Shown in Figures 12 and 13). If it is possible to remove these without damage these are to be kept and used in possible future landscaping projects around the school grounds. These lintels are the only external representation of the buildings use, being an asset to its heritage.

The context of this building is of two storey late twentieth century housing, which the school neither compliments or inhibits. Due to the infrequent use of this building it does not add to the nature or character of Latmier Close.

Burton Latimer has a rich archaeological history but due to the position of the original settlement, being around Church Street, this site was confirmed to be of no archaeological interest.

In the ‘Burton Latimer Conservation Area Appraisal’ it suggests areas and buildings of ‘special interest’ this building is not highlighted as an asset in this assessment.
3.0
Social Heritage
3.1 SOCIAL HISTORY

St Mary’s C of E Primary School has remained as a school ever since its completion. Facing onto the main High Street it is a dominant public building within the village that holds a lot of history for village and the people within it. The school is at the centre of many social events and is supported greatly by the community.

This use should not be changed and the buildings accommodation needs to constantly adapt to meet the changing needs of the community.

Due to the popularity and location of Burton Latimer there has been a large influx of people, including children, which has created a high housing demand across the last decade. This demand has been met with the construction of many new housing developments, this is on going.

The school therefore needs to adapt and extend its accommodation to be able to meet the requirements of this influx in pupils.

The existing building cannot do this.

Any proposal should welcome the community onto the site and into the building.
Since the first school accommodation was provided on this site education and the way we teach has changed dramatically, and will continue to change. The key now is to create an architecture that is stimulating for its pupils, flexible to allow for these future changes and enable longevity.

The old county infant school building does not allow for this flexibility, is inaccessible to both staff and pupils, and cannot offer the required capacity.

Due to its physical position and lack of exemplary architectural qualities, adaptation or removal of this building would not adversely affect the character and nature of the conservation area but would allow for a new typology of building and architecture that will prove to be invaluable to the school for future generations.
Proposal 4.0
Our analysis demonstrates that the accommodation that the old infant school currently provides will not meet the demand of classrooms required in both numbers or quality standards.

The Old County Infant School is at the opposite side of the playground, meaning it can only be accessed via an external route. This is not convenient for the management of the school or of its pupils. Effective operation of the school is compromised by the physical separation of the two buildings, particularly as all the ancillary rooms such as hall spaces are located within the main school building. For this reason the school has currently vacated the building as it is deemed inappropriate for use.

Therefore our assessment demonstrates that the logical option is to demolish the Old County Infant School to make way for a more adequate building form that meets the requirements of today’s teaching standards.

The proposal for the new school extension is therefore located close to the existing junior school building, connected via a short covered link. Its position retains the currently available green playing fields, while the proposed landscaping will enable the building to sit comfortably within the site.

Partly 2 storeys to obtain the required capacity, the building is orientated to gain from visual connection to the landscape. The building will be highly insulated and is provided with high quality passive ventilation to ensure environmental conditions are perfect for learning. Adaptable walls, group rooms and high quality infrastructure gives the school the building resource needed for a 21st century school.
The first floor play deck creates a more formally hard play area that can also double up as an external teaching space.
[Figure 19  _ Proposed Roof Plan]

[Figure 20  _ Proposed Sections]
The building is designed to appear as three forms, the middle one being the circulation and group working zones, this is rendered to create a visual definition from the brickwork.

Trees are to be planted to aid screening from neighbouring gardens.

The largest expanses of glazing are on the east facade to allow natural light into the classrooms at both levels and enable views out across the school playing fields.
Figure 25 _ Proposed New School Block
CONCLUSION

4.3

To conclude, from the analysis and option studies that have been undertaken it can be seen that the current school building on Latimer Close has limited asset values when compared to the current needs of the school and its pupils.

The proposal to create a new extension building for St Mary’s C of E Primary School will provide more convenient and useable teaching space that will enhance the pupils learning experience by creating an environment that is sustainable and flexible.