Kingsthorpe Village Planning Statement AUGUST 2012
Planning Statement

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1.0 Introduction

Full planning permission is sought for a new teaching block at Castle Primary School which is located to the north of the inner town area of Northampton. Its address is: Kingsthorpe Village Primary School, Knight’s Lane, Northampton, NN2 6QL.

Northampton 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. In order to provide additional school places, Northamptonshire County Council (NCC) has concluded that a number of primary schools in the area need to be increased in size. Kingsthorpe Village Primary School is one such school which requires additional accommodation in order to expand to meet these immediate future demands.

The outline brief was to provide new accommodation for 5 Key Stage 1 classrooms, years 1-3 and 4 Key Stage 2 classrooms, years 5-6, so that the school can enlarge from being a 1 to a 2 form entry school. The new block also includes associated accommodation; WC’s, a store, a plant room etc.

2.0 Submission

This submission for planning approval includes a Design & Access Statement which explains the proposed extension and associated works and also details how the design of the proposal developed from the initial brief set by NCC. 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 arboricultural survey, noise impact assessment, drainage details, external lighting details, site investigation/contamination report, school travel plan and transport statement.

3.0 Design

The accommodation provided in the 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. The main principle of the design is to group teaching spaces on one side of the building to make best use of the south orientation which will more readily provide passive solutions to unwanted solar glare and therefore provided a more environmentally sustainable building, but also provides expansive views from the classrooms over the sports fields. The support and circulation spaces are set behind to the north providing a shield to the adjacent neighbours; minimising noise and privacy intrusion. This concept is taken through into the form of the building; the roofs of the classrooms are pitched and the support spaces have a lower flat roof. 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 the same 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 which the design is supportive:

A. The Three Dimensions to Sustainable Development.
1. **Economic**: To provide for the 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.
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 new building enhancing the built environment within the area. Good orientation to provide a building which can operate in a sustainable manner and be constructed in a prudent way that minimises waste and pollution. The scheme will be providing many sustainable features which are listed in section 11.0 of this document.

B. Core Planning Principles
The design will meet the objective to provide high quality buildings and environments and a good standard of amenity and to support the transition to a low carbon future in a changing climate, taking full account of flood risk and coastal change, and encourage the reuse of existing resources, including conversion of existing buildings, and encourage the use of renewable resources (for example, by the development of renewable energy). The school extension to provide additional classroom space will extend the life of the existing school building, ensuring current school provision has a long term future. Renewable energy sources will be employed as described further in section 11.0.

The school design includes enhancement of sports facilities in providing a new Multi Use Games Area, expanding areas of external sport accessible throughout the year. This is an example 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 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 school design changes reflect the commitment to give priority to pedestrian and cycle movements, create safe and secure layouts which minimise conflicts between traffic and cyclists or pedestrians.

The school has an existing 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
- To raise children’s awareness of the pollution and environmental issues associated with car use.
- The school is shown to be well served and accessible to more sustainable means of transport providing an alternative to the private car.
Planning Policy

C Requiring Good Design

The new school design 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, establishing a strong sense of place, using building form to create positive and attractive external space and appropriate and inspiring places for learning.

The design proposal reflects the modern character and history of the school site, and through its choice of location, scale and materials responds positively to the identity of the local surroundings. The proposal will use matching brickwork to the existing building and be provided to a scale which will sit well with the school site as a whole. The classroom facade is expressed with timber effect cladding to be set neatly against a tree line backdrop of the building providing an element of colour appropriate to young learners environments.

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 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 two storey proposal has little visual impact on the conservation area and doesn’t disrupt any existing key views within the conservation area. Refer to section 9.0

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 behavior, 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 and facilities.

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 is available to meet the needs of existing and new 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.

Through our consultation with Sport England we have demonstrated that the inevitable the 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
West Northamptonshire Joint Core Strategy

The Joint Core Strategy vision is to see Northampton as a great riverside city, the economic driver and cultural centre of the sub-region, with a key role as provider of retail, entertainment, employment, health and education. As a school enhancement measure, the proposal is ensuring that the aim to provide high quality education facilities is maintained.

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

To this end the school design proposal is proposing a raft of sustainable measures, please refer to section 12.0

By providing a new MUGA the design is meeting one of the documents aims to improved sport and leisure facilities.

Local Planning Policies:


The Local Plan for Northampton Borough defines the school site in its Proposals Map for Kingsthorpe ward as a School/College Site. The area surrounding the school is identified as primary residential. Policy E20 is appropriate to the proposal and outlines the following main principles, which it is believed the proposal meets. Refer to the Design & Access Statement and submitted drawings for full details of the proposal.

Planning permission for new development will be granted subject to:

a) The design of any new building or extension adequately reflecting the character of its surroundings in terms of layout, siting, form, scale and use of appropriate materials.

b) The development being designed, located and used in a manner which ensures adequate standards of privacy, daylight and sunlight.

Policy e40 could also be considered as relevant to the proposal. It concerns reducing the likelihood of crime and vandalism and states that:

Planning permission will not be granted for development unless its design, layout and landscaping pay adequate regard to the need to deter crime and vandalism.
Planning Statement

KINGSTHORPE VILLAGE

Heritage/Archaeology

The archaeological advisor at Northampton County Council has been consulted. The site is within the Kingsthorpe Village conservation area. A number of listed building surround site including 18th and 19th century brick and stone cottages and St John the Baptist church. The Green is also a place of cultural significance. The school is not a listed building.

It has been identified that the school lies within the vicinity of a former medieval manor. During construction some medieval activity was identified and this activity could potentially extend into the development area. The Desk Base Assessment also indicated that some levelling may have taken place within the application area however the extent of this is unclear. The evaluation will identify if any remains are present within the development area and provide information on their extent and significance. The NCC Archeological advisor has provided a brief for an intrusive archaeological survey of the site, which is currently being undertaken.

Ecology

The Senior Environmental Planner at Northampton County Council has been consulted with regards to ecology on the school site. Her view is that the proposals are unlikely to cause any significant negative impacts on ecology or biodiversity habitats, and therefore an ecology report is not required for the site. Additionally it was advised that if any demolition of alteration to existing roofs occurs during construction then a bat survey will be required. Equally if any buildings, trees, hedges or shrubs are to be removed or are affected by the proposal between the months of September and February, a bird survey will need to be completed.

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 (0.226), therefore flood risk assessment is not required for the site. Additionally, the environment Agency has been consulted and confirmed that this is the case.

5.0

6.0

7.0
Sport England have been consulted with regards to play space/loss of pitches. They considered the proposal with regards to the policy document: A sporting future for the playing fields of England. They concluded that placing the building west of the school as close to the banks as possible and reproviding the sports pitch space required. With the addition of the new hard play area to the south of the school and reducing the sloping grass banks around the site, the pitches provision has been increased and is welcomed by Sport England.

For further details refer to section 3.7 of the Design and Access statement.

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 in general is mainly residential with semi-detached and terraced housing. The school is visible from both Knight’s Lane and The Green, however the school does not have much presence from either. Pedestrian access occurs off both the Knight’s Lane entrance and The Green entrance to the site. On-site parking for disabled and staff is located by main entrance off Knight’s Lane. The refuse bins are currently located here also. The map (2.1) outlines the development plans around the school site as part of the UDP [Unitary Development Plan] for Northampton.

As can be seen from the map above; the site is located in the Kingsthorpe Conservation Area with a number of listed buildings (show as blue dots on the map above) and buildings located within the conservation area. The conservation area includes 18th and 19th century stone and brick cottages.

To the south of the site is the Grade 1 Listed St John the Baptist’s Church with The Green opposite. The Green was once the heart of the village with regular social gatherings. This social ritual gathering still continues with the morning ‘drop off’ by parents and teachers. The school is not a listed building and has no direct impact to any of the surrounding listed buildings. The school is set back from the road with access down a narrow entrance and is hard to see from the surrounding roads.
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.

**Northampton Schools Ltd**
PFI SPV
Consultation throughout the development of the brief, and progression of the design via meetings, and discussions via email and telephone.

**Amey**
PFI facilities managers
Consultation throughout the development of the brief, and progression of the design via meetings, and discussions via email and telephone.

**Kingsthorpe Village 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 Kingsthorpe Village Primary School**
Consultation has occurred with the pupils and parents at the school, as well as the local community and neighbours.

**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.

**Northampton Borough Council**
*Environmental Health*
Consultation undertaken regarding site investigations and contamination.

**Northamptonshire Police**
*Crime Prevention Design Adviser*
Consultation via email and telephone regarding Secured by Design principles on the site.
An arboricultural survey of the school site has been undertaken by Lockhart Garratt Ltd and a Tree Schedule (listing the trees within an influencing distance of the development proposal) a Tree Constraints Plan and Arboricultural Implications Plan have been produced. There is no direct tree loss associated with the proposal, however, one mature purple leaved plum is in close proximity to two new car parking spaces. The design of the car park has been altered so that the parking spaces are outside the root protection area of the purple leaved plum. With adequate tree protection fencing throughout the construction phase of the building it has been agreed with a Senior Environmental Planner from Northamptonshire County Council that the long term health of the tree is unlikely to be affected. Further tree protection fencing will be installed along the present access drive to protect the trees from construction traffic during the building of the teaching block. Tree protection fencing specification and location has been outlined on the Arboricultural Implications Plan. Overall the development proposal given the tree protection outlined above is unlikely to have a detrimental impact on the long term health of the trees within the school grounds.
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 available in 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 appropriate to benefit the project.

**Energy Use**

Carbon emissions from energy use in buildings account 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 Kingsthorpe Village Primary School is summarised below.

(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

(b) The scheme achieves supply energy efficiently through specification of high efficient equipment:
   - High efficiency luminaries and automatic control gear
   - Introduction of heat recovery to mechanical ventilation systems
   - Specification of high efficiency mechanical fans
   - Installation of effective automatic controls (BMS)

(c) The scheme incorporates low carbon technology through the incorporation of Air Source Heat Pumps to provide a heating source. Through approximate calculations items (a) and (b) combined reduce CO2 emissions by 26% below the Target Value.

With the addition of (c) low carbon technology, a further 14% reduction in CO2 emissions is achieved. The combined effect of (a), (b) and (c) is an overall reduction of CO2 emissions of 40% which equates to 8032kg CO² / year saving below the TER value determined by SBEM calculations.

Refer to the accompanying Energy Statement for further information and calculations.
Integrated Approach
From the project's 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 via a CCTV controlled gate in the secure boundary fence off Knights Lane. The vehicular access point off this entrance is also to be controlled in this manner. 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 promotes 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. The play space behind the school is visible from the windows of the classrooms and can therefore be monitored.

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.