

Design Proposal.

5.1 Building Plans

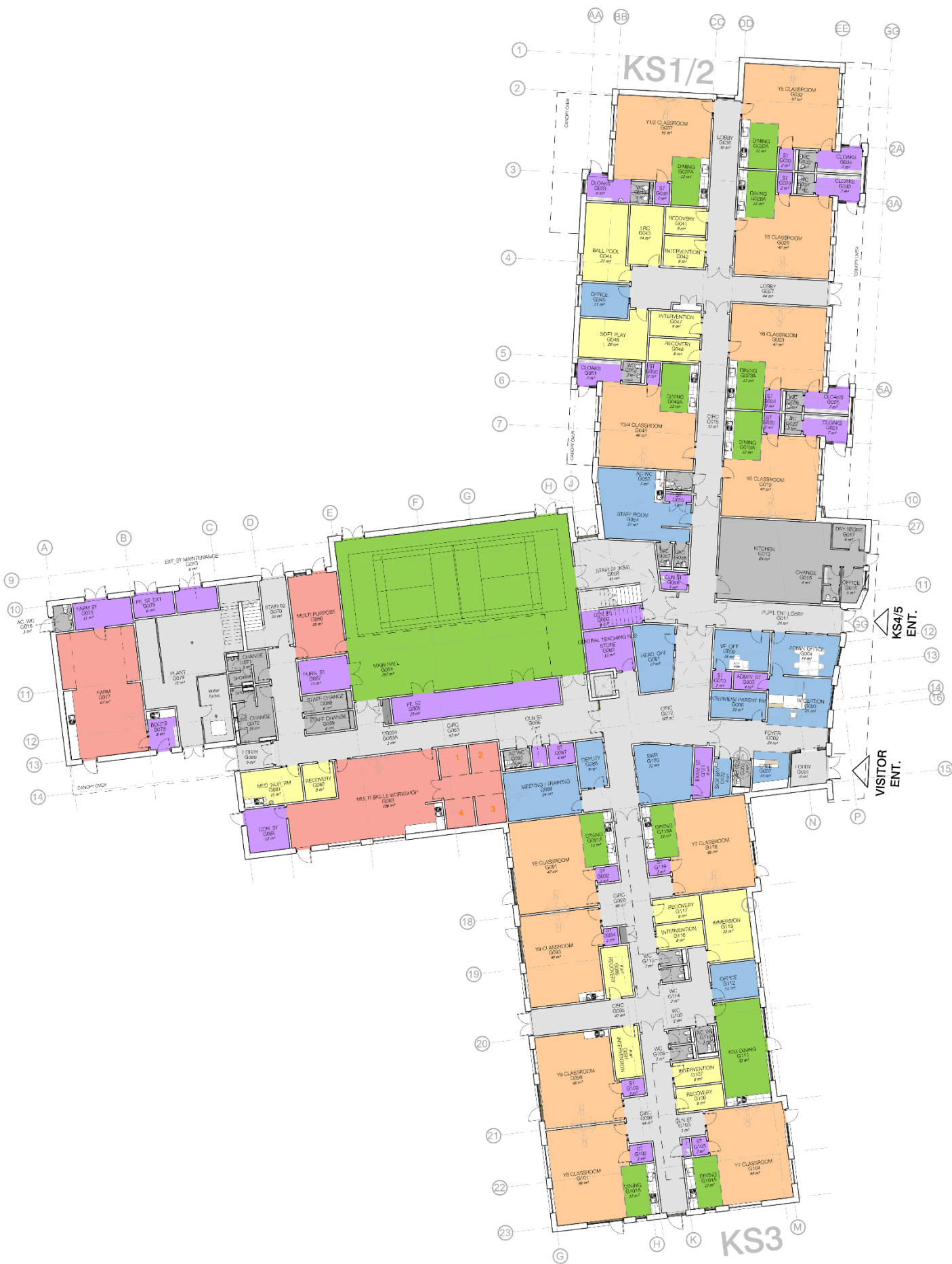
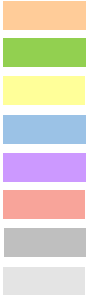
Ground Floor GA Plan

The building GEFA:
Ground Floor: **2866 m²**
First Floor: 1108 m²

Total GEFA: **3,974 m²**

Refer to the proposed Ground Floor Plan (drg.2308-FSA-XX-00-DR-A-1010) for more detail on the proposed layout of the school building.

- BASIC TEACHING
- LARGE SPACES: HALLS/ DINING
- LEARNING RESOURCE AREAS
- STAFF & ADMINISTRATION AREAS
- STORAGE
- PRACTICAL & VOCATIONAL
- NON-NET AREA (SPACES)
- NON-NET AREA (CIRCULATION)



5.1 Building Plans

First Floor GA Plan

Refer to the proposed First Floor Plan (drg.2308-FSA-XX-01-DR-A-1110) for more detail on the proposed layout of the school building.



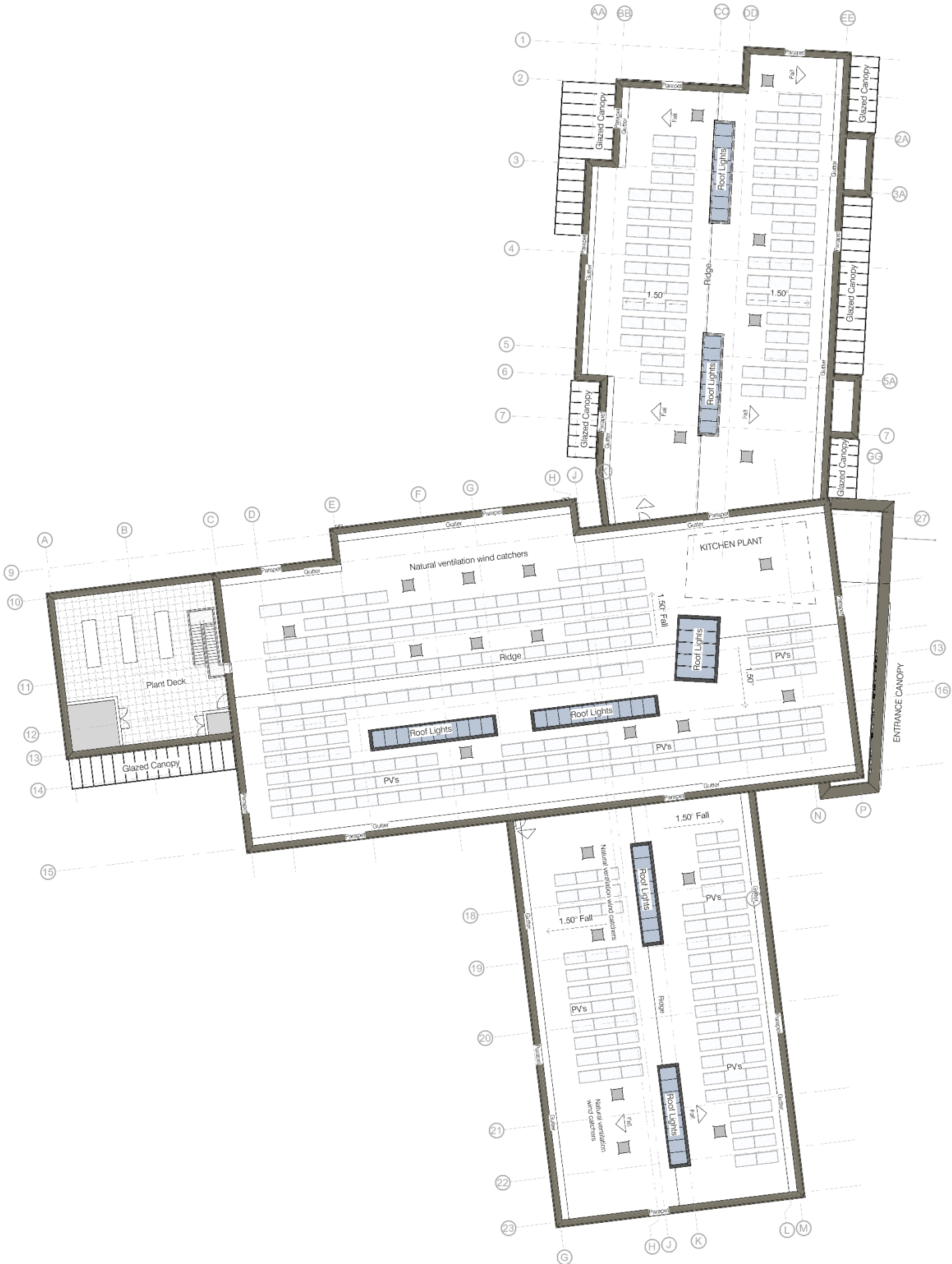
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5.1 Building Plans

Roof GA Plan

Refer to the proposed First Floor Plan (drg.2308-FSA-XX-RF-DR-A-1210) for more detail on the proposed layout of the school building.



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5.2 Building Materials

The accommodation has been arranged on the site to ensure a sensitive approach to the massing of the building. The 'T'-shaped form breaks down the perceived scale of the building and the mass is reduced, providing a welcoming and friendly approach. The two-storey element steps down to the single-storey wing arrangement where the footprint is at its closest to the north and south boundary, further reducing the scale and impact on the landscape.

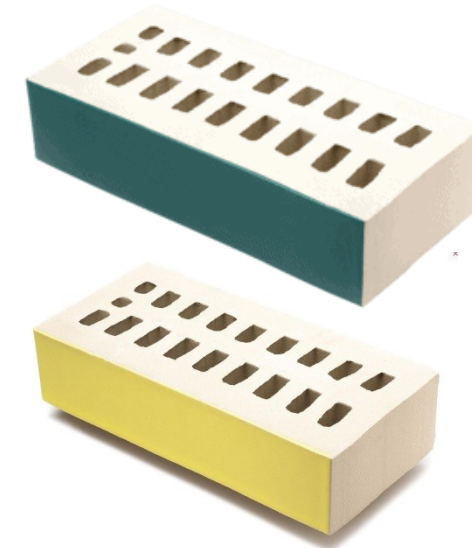
To complement the modern/ contemporary nature of the building design, the material choice has been carefully selected to be simple in pallet and minimal in types. This is in line with the pre-application advice.

The predominant material is weathered brick, with the use of a buff colour to reflect the stone which can be seen in many buildings surrounding the site. The use of a dark brick is reflective of the slate roofs which can be seen in the surrounding context and it provides a visual contrast. The use of contrasting material colours and textures helps to break down the massing into smaller elements, which are more reflective of the scale of the surrounding context, compared to a mass made up of a single material. The use of a feature colourful glazed brick to the recessed entrance areas of KS1 and 2 helps to frame the entrance and provides a playfulness in the elevation. The face of the glazed brickwork encompassing the entrance has a shallow curve set back under a solid canopy to emphasise the arrival point and to draw attention to the school entrance.

Given the nature of the students attending the new school, there is a very strong need for the building to be robust in finishes, and create a secure building that reduces the opportunity for anti social behaviour (climbing, graffiti, etc). It was felt that the most robust material for the ground level external façade would be brick.

- Roofs to reduce climbing appeal
- Internal rainwater downpipes to single storey buildings
- Robust materials especially at ground floor level

Refer to the proposed elevations (drg.2308-FSA-XX-XX-DR-A-2000) for more detail on the materiality of the school building.

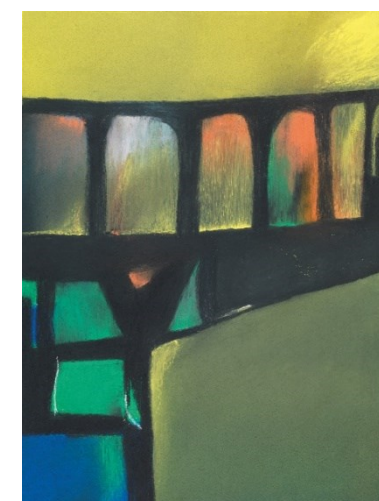


Glazed Brick



The brick choice being considered offer variation across the site, with buff and earthy dark buff tones complementing each other.

Buff Brick



Work by the Artist David Blackburn

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5.3 East Elevation (Front)



East elevation (front)



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5.4 East Elevation - Entrance Detail

The front elevation will be key to design quality and school identity. Conceptually inspired by paintings of a local artist David Blackburn, with a material palette of earthy brickwork and splashes of vibrant colour. Designed to enable a degree of variation between primary secondary year groups yet provide a common aesthetic, robust enough to express the civic importance of the building.

The main visitor and student entrance is highlighted by having a curved recessed entrance and contrasting glazed brick in green/bronze tones. The glazed brick is used again between windows to KS3 dining, to bring increased colour to the front elevation. Additionally the school name will be located above the entrance canopy to highlight it further.



Main visitor entrance

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5.5 Perspective View Main entrance

Main Entrance Approach



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5.6 Perspective View KS1/2 Play area

KS1/2 Play area

