

FS0898 The Kingston Free School SEN

Planning Pre-Application - 03.02.2022

By



[bimsense]

dla
ARCHITECTURE

RIDINGS
CONSULTING
ENGINEERS

AVIE
CONSULTING LTD

dpp
PLANNING

NEXUS
— ASSOCIATES —

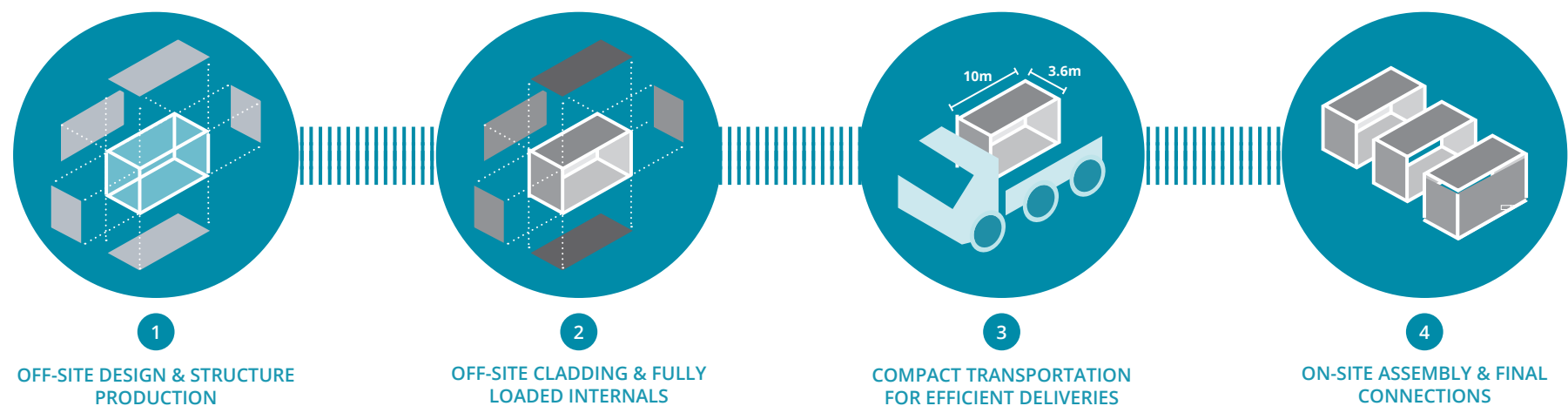
Context of The MMC Framework

The DfE's Modern Methods of Construction Framework's objective is to provide first time right, off site manufactured schools based on flexible template designs. Modular/volumetric buildings are pre-engineered building unit modules manufactured off site. Modules are delivered to site and assembled to form a building.

An average school is made of 70 modules, each modular school will save approximately 155,821 miles of car driving or 17 flights from London to Sydney. Modular schools create 50% lower emissions than traditionally built schools.

The benefits of modular construction are:

- Shorter programme compared to traditional methods of construction
- Safer work and site conditions, most of the construction occurs in a factory environment
- Less disruption on site and to local residents
- Cost programme and certainty, **which inform aspects of materiality**
- Quality is improved as modules are built under factory conditions
- Benefits to coordination of services as these are installed in the factory
- Energy efficiency, up to 67% less energy is required compared to a traditionally built project

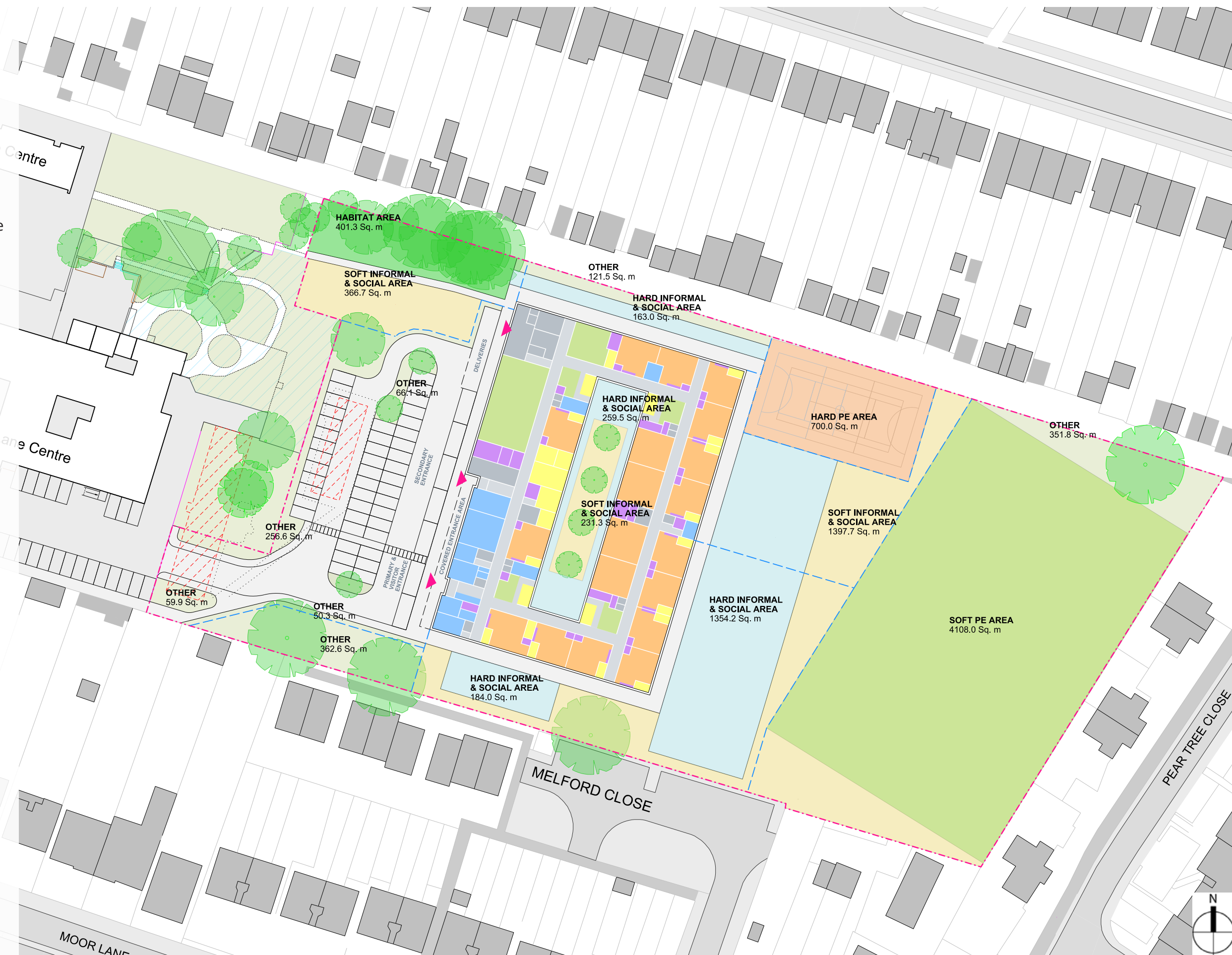


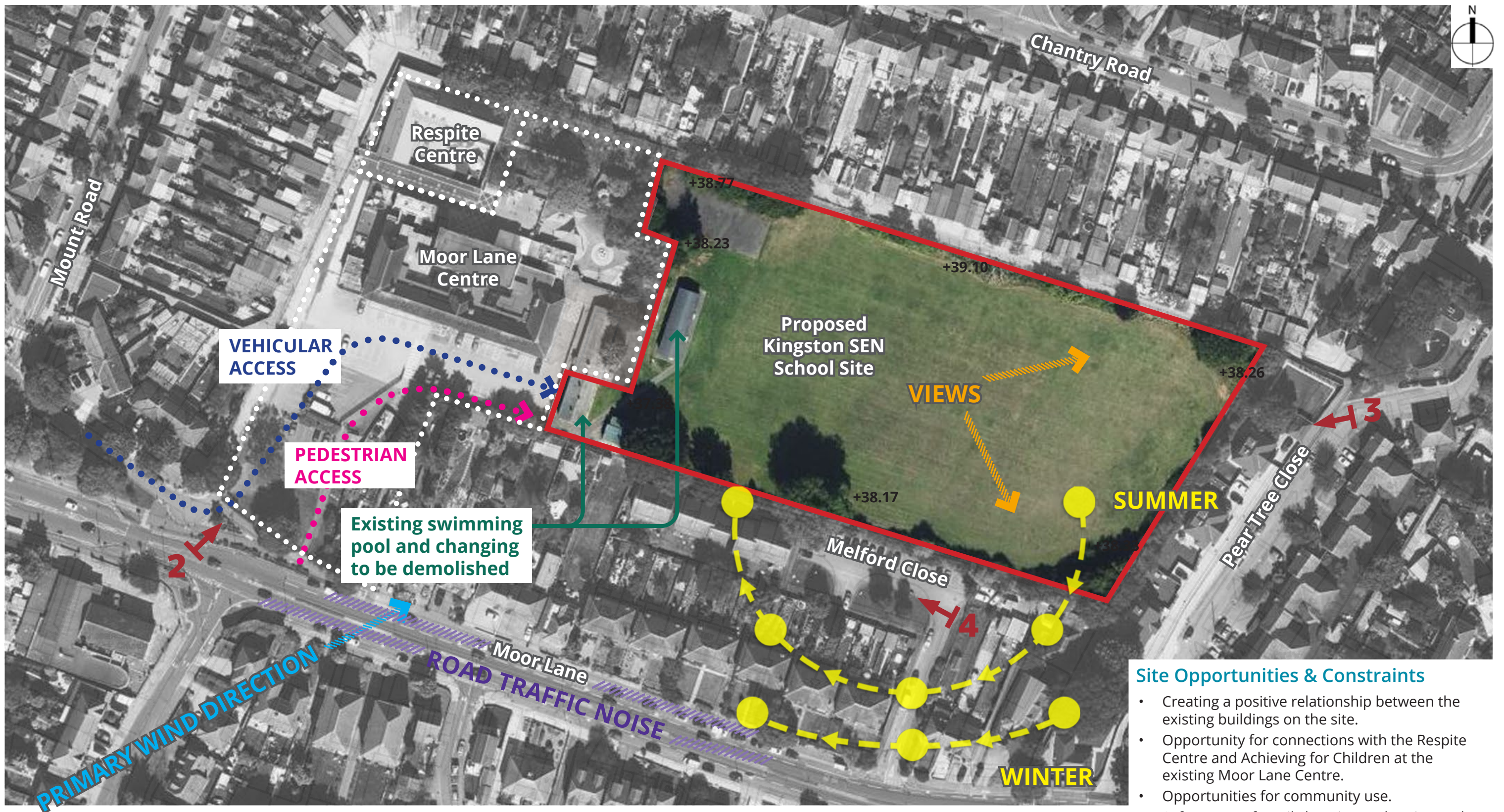
Control Option Study by the Department for Education

1. Clear building frontage and entrances.
2. Secure and separate access for vehicles and pedestrians.
3. Opportunity for segregation of Key Stages.

Items to Review

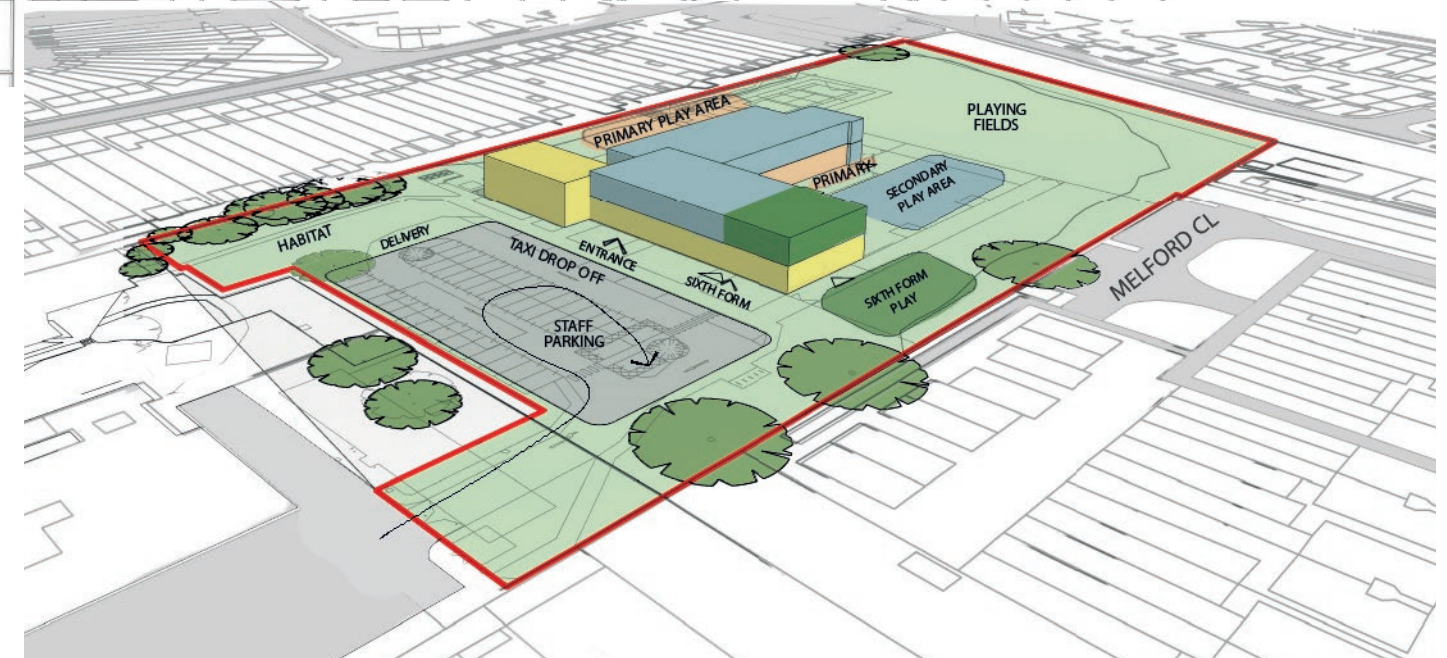
4. Review 2 storey option to reduce the building footprint and position the building further from neighbouring housing.
5. Opportunity to review building orientation and reduce west facing rooms for overheating and low level sun issues.
6. Enhance the usable external play space for current north and south facing classrooms.
7. Potential future extension zone for the school to be reviewed.
8. Widening of site entrance to be reviewed and works to existing car park.
9. Review of parking numbers required, drop off, accessible, enlarged for EVCP's and mini bus parking.
10. Car / taxi drop off spaces need to be accommodated within the circulation space?
11. Cycle parking for staff and pupils to be accommodated. Utilisation?
12. Understanding the circulation strategy in order to keep Key Stages separate both internal and external.
13. What sports facilities are required in the soft PE area? Location for outdoor gym and sunken trampoline, trim trail, swings?
14. Locations of external canopies?
15. Horticulture area with potting shed and poly tunnel location?

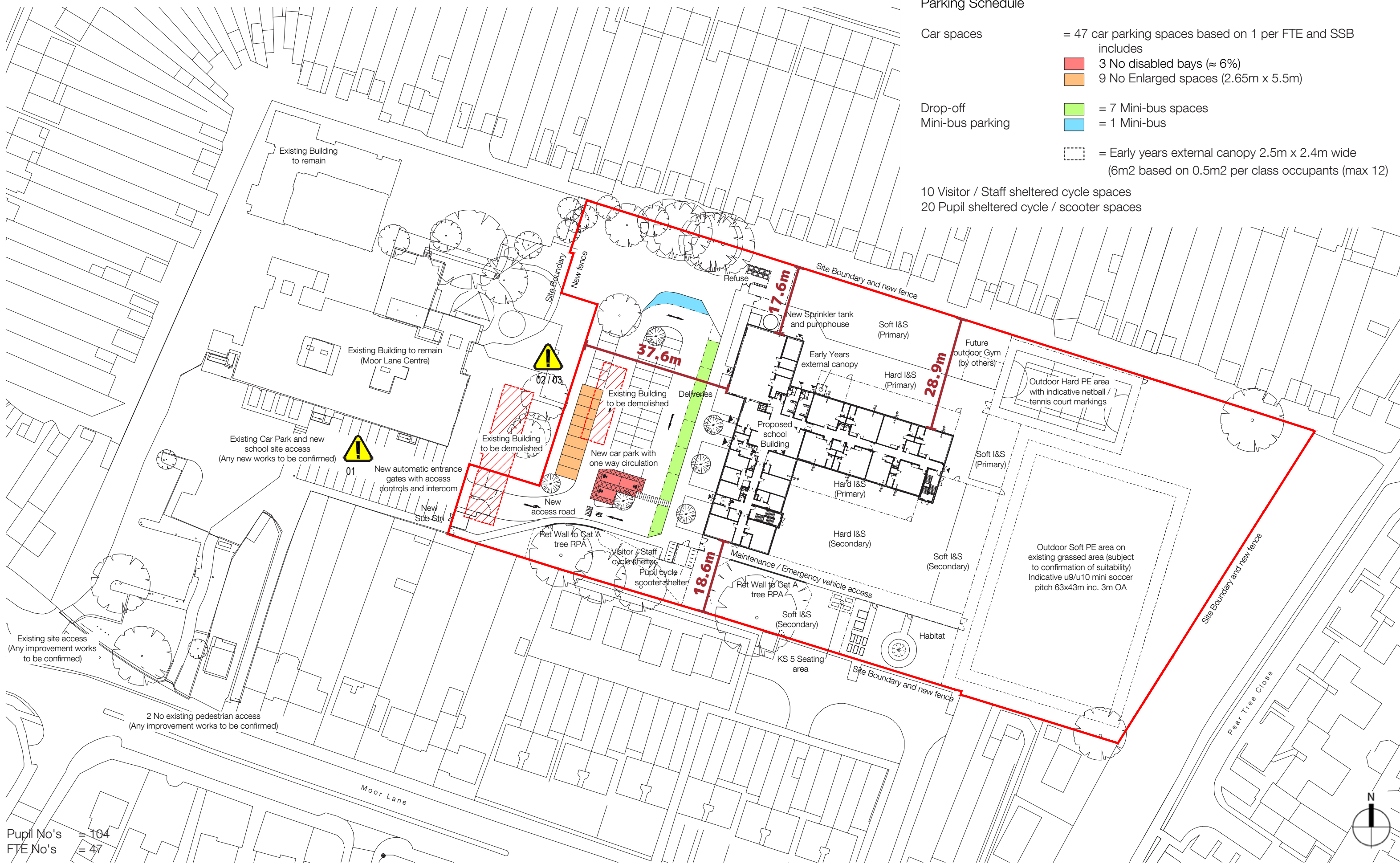






1. Building frontage addresses the main entrance, creates a welcoming approach to the school, with the hall book ending the site. Will still showcase community use. Entrances to the building more visible.
2. First floor specialist secondary classrooms located further away from Melford Close housing. Sixth form classrooms will overlook the site entrance and playing fields, with a blank gable end wall to the housing to reduce overlooking issues.
3. There is a possibility to create a service area / parking bay off the car park.
4. Potential to utilise the area in front of the building for drop off zones, once past the main hall.
5. Maintains separate external play areas for different key stages.
6. Pupil change located near hard court area. Potential for the hard court to be located next to the main hall, or to the right of the Primary school play area.
7. Main hall located adjacent to habitat area close to shared use areas of the school.
8. Allows sixth form external areas to be near the entrance if coming and going through out the day.





Parking Schedule

Car spaces

= 47 car parking spaces based on 1 per FTE and SSB includes

- 3 No disabled bays ($\approx 6\%$)
- 9 No Enlarged spaces (2.65m x 5.5m)

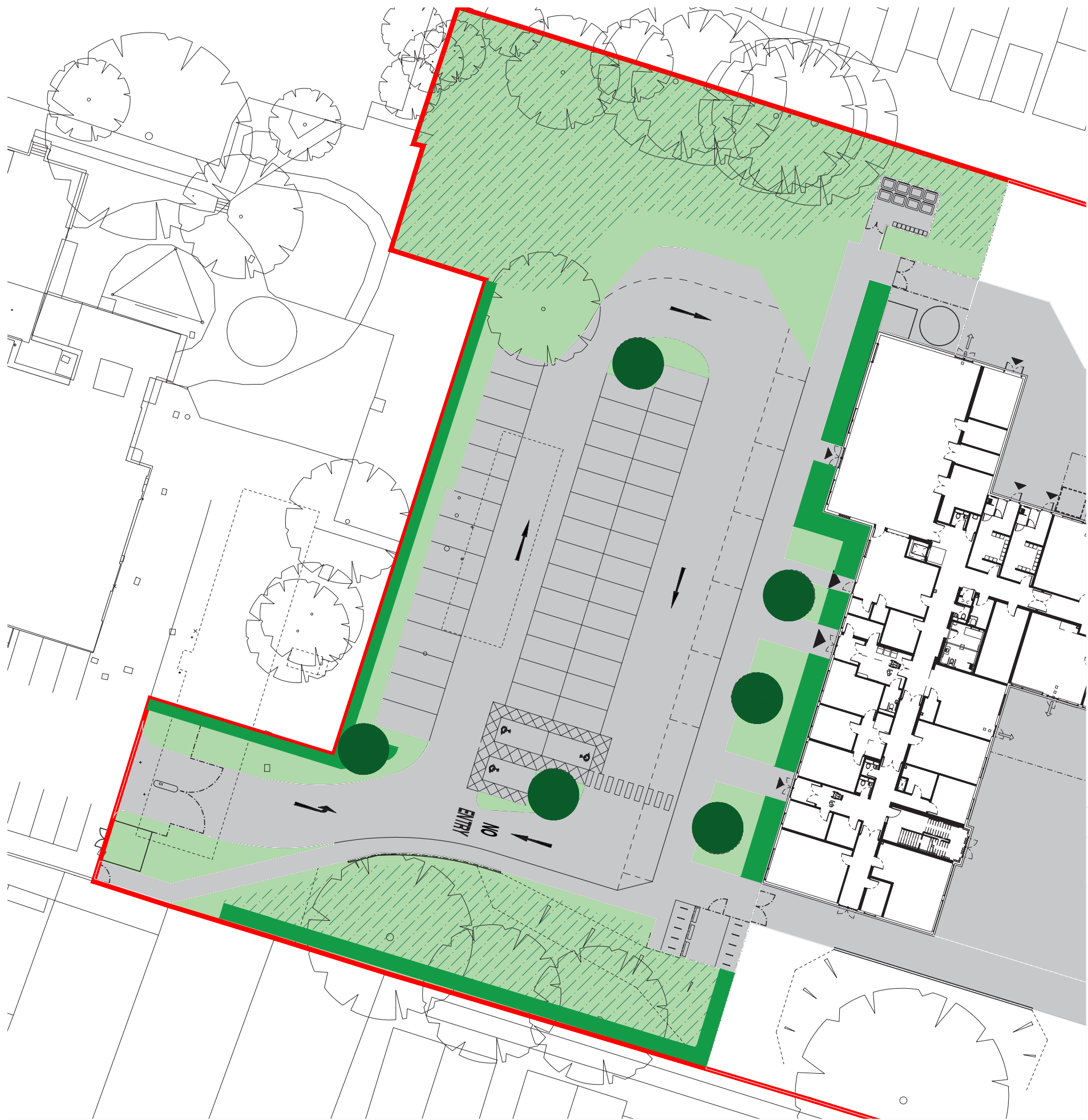
Drop-off
Mini-bus parking

- = 7 Mini-bus spaces
- = 1 Mini-bus

- = Early years external canopy 2.5m x 2.4m wide (6m2 based on 0.5m2 per class occupants (max 12)

10 Visitor / Staff sheltered cycle spaces
20 Pupil sheltered cycle / scooter spaces

Pupil No's = 104
FTE No's = 47



— School Boundary / Demise (indicative, refer to legal drawings)

● New Ornamental tree

■ New ornamental shrub planting

■ New amenity grass lawn

■ New wildflower meadow grass



Example of wild flower meadow







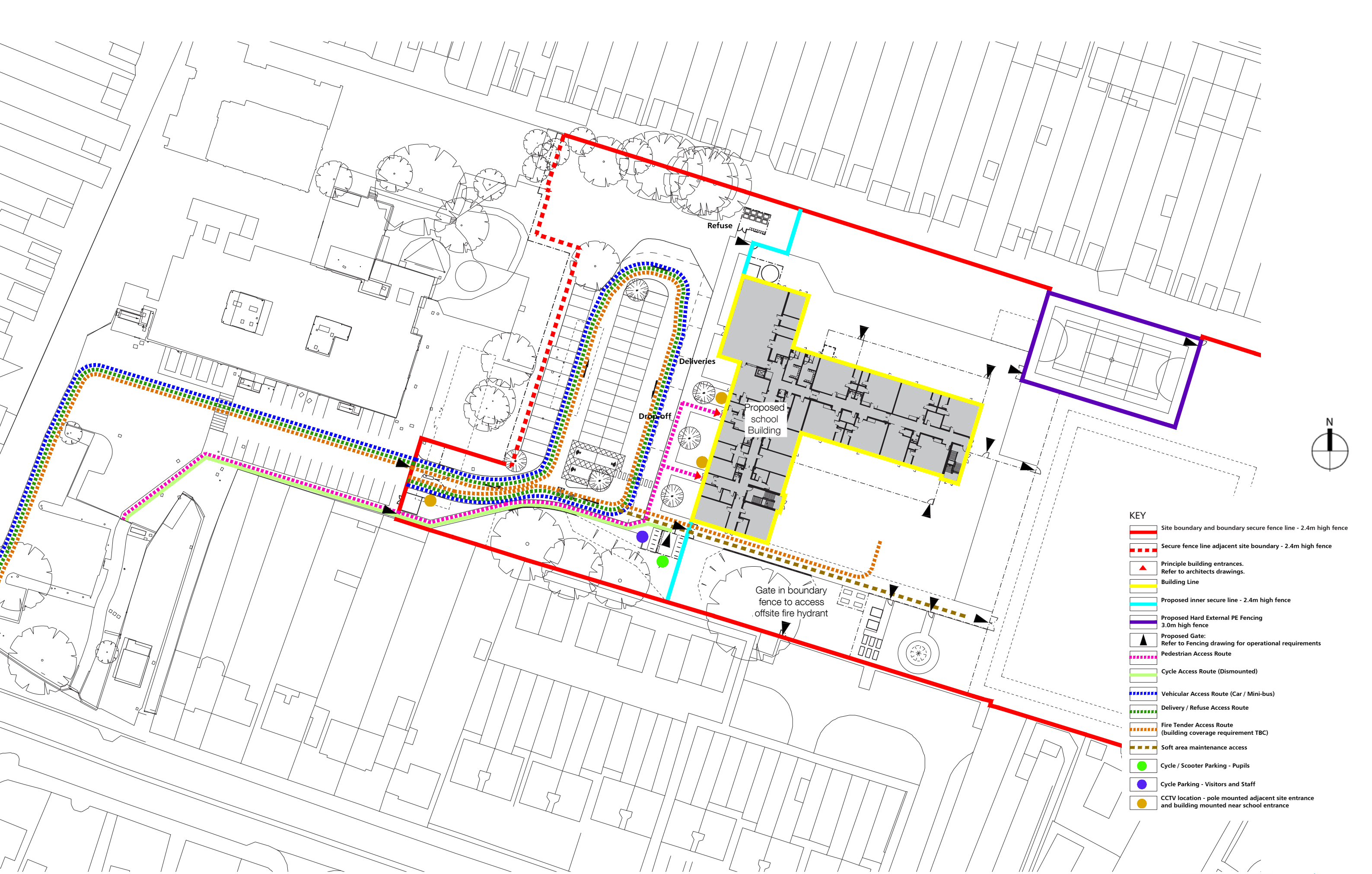
Example weld mesh fence



Example bow top fence

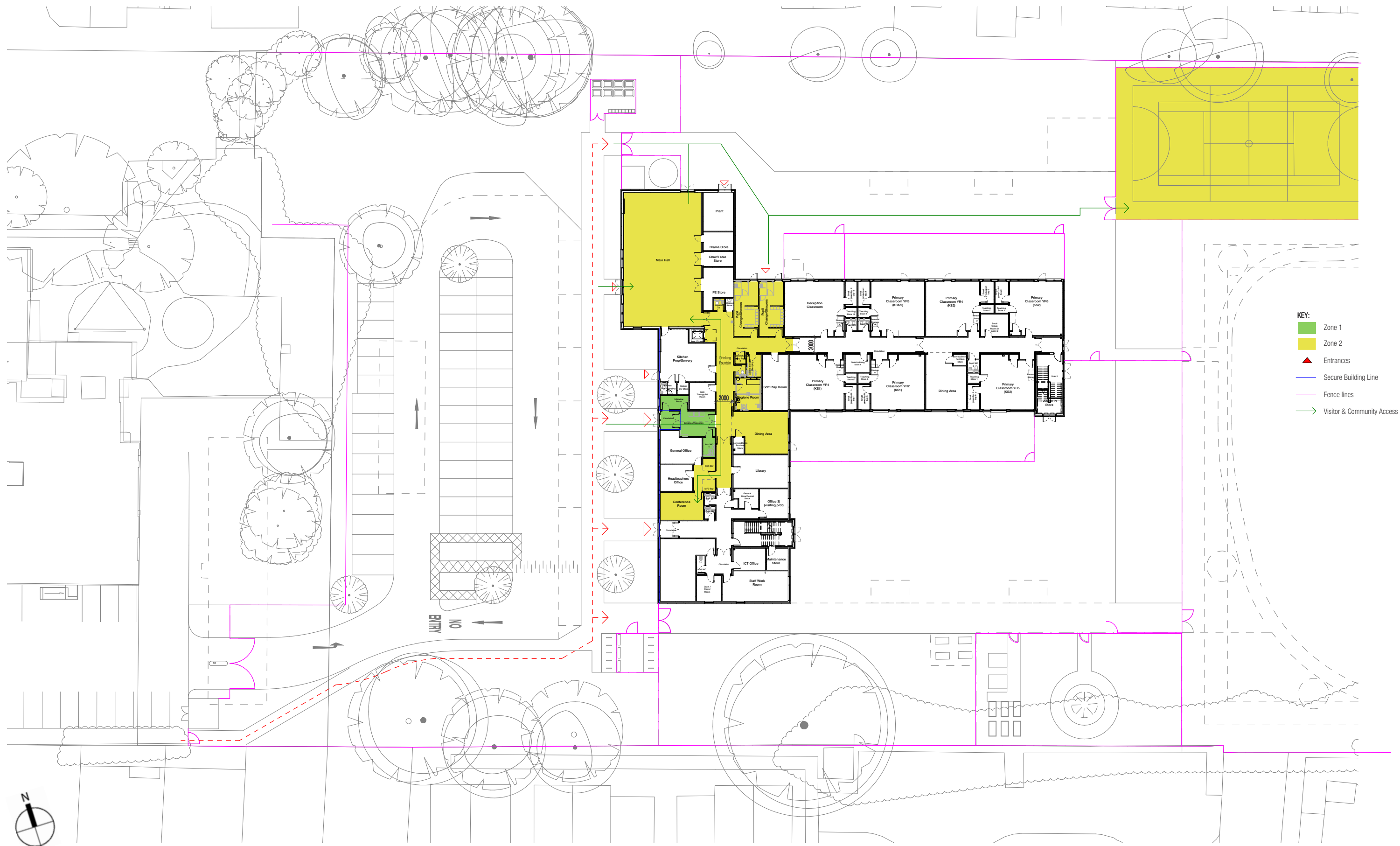


Example timber hit & miss fence











Bonesgate stream



Chessington School (Former Community College)



View over Churchfields Recreation Grounds



Blackamoors head pub off Moor Lane entrance, Taken from 1950s



Current, Chessington Oak

School and contextual identity

Responding to the school identity and context, to create a cohesive elevation treatment.

Colour is key, visual communication helps us focus, connect information and enhance learning.

Picking up on the natural colours of the adjacent developments blues and earthy tones.



Castle Hill Nature Reserve



Moor Lane Centre, Adjacent site



New Respite Centre, Adjacent site

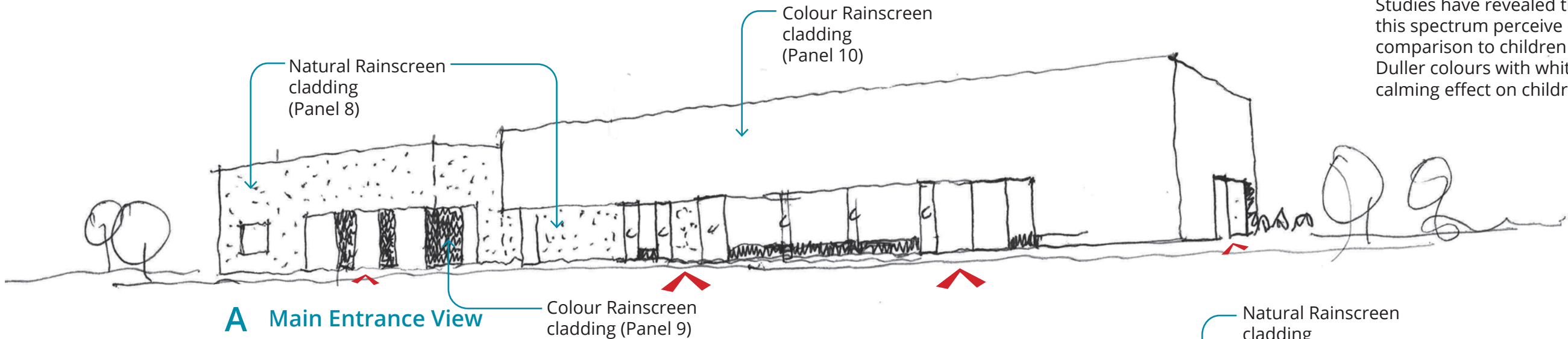


The use of colour is very important in designing the immediate environment of children with autism

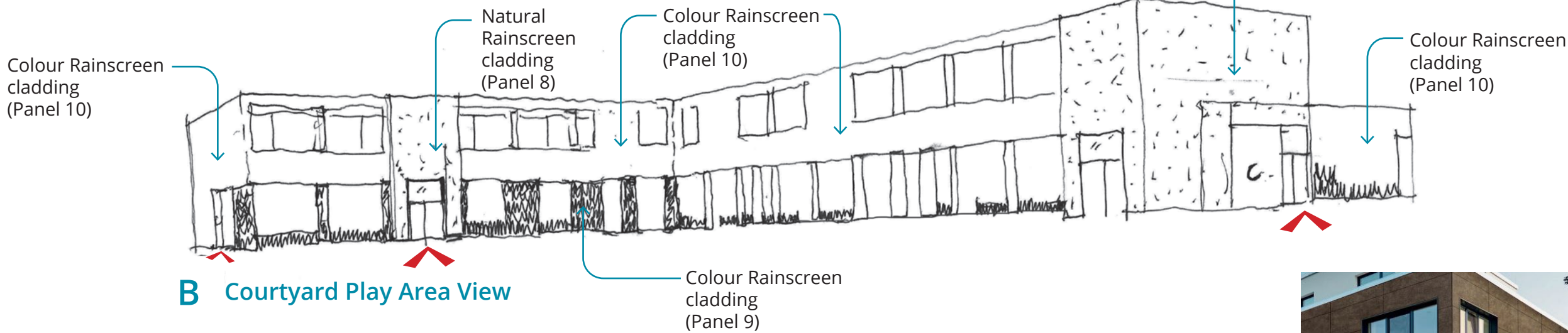
Studies have revealed that 85% of the children in this spectrum perceive colours more intensely in comparison to children displaying normal development. Duller colours with white and grey undertones have a calming effect on children in this spectrum

Natural coloured cladding panels with different shades of blue, greens and oranges to represent surrounding nature and create a calming environment.

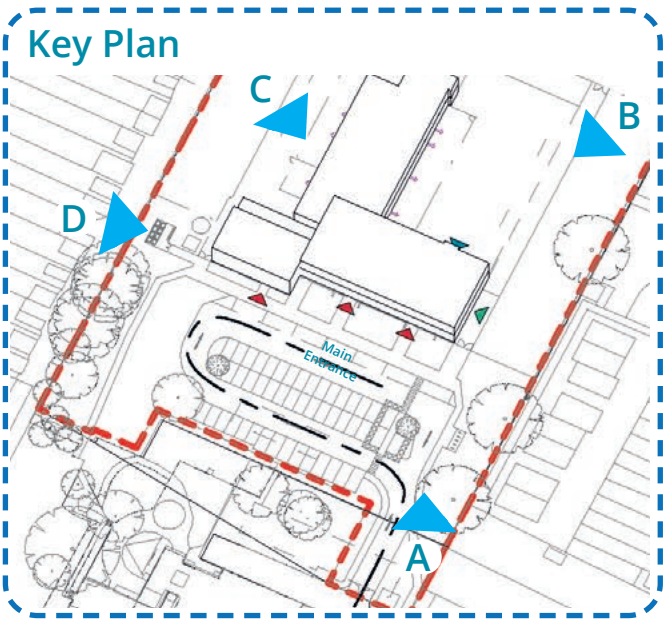
Cladding examples



A Main Entrance View



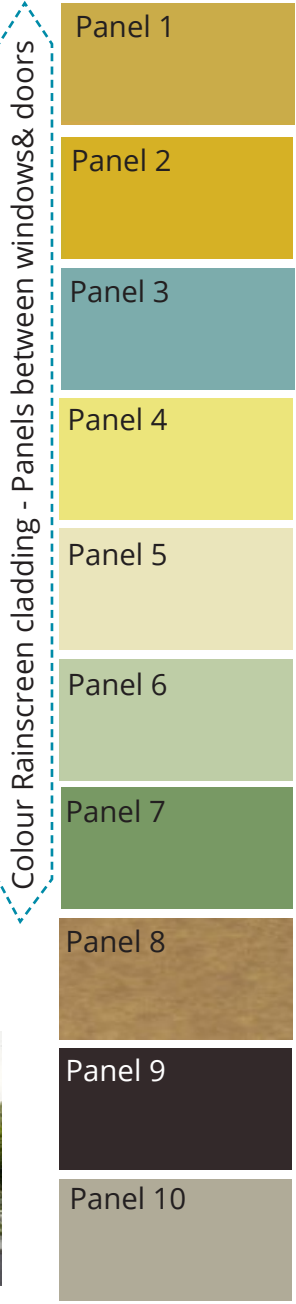
B Courtyard Play Area View



Key Plan

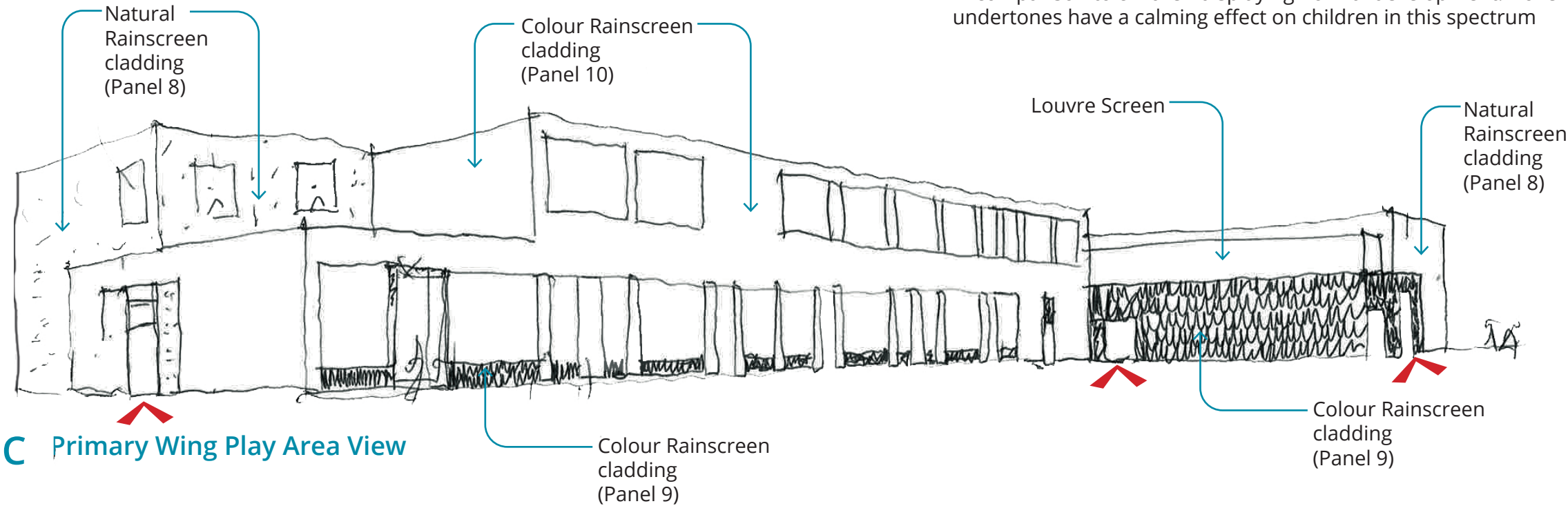


Natural Rainscreen cladding - Stone panel example

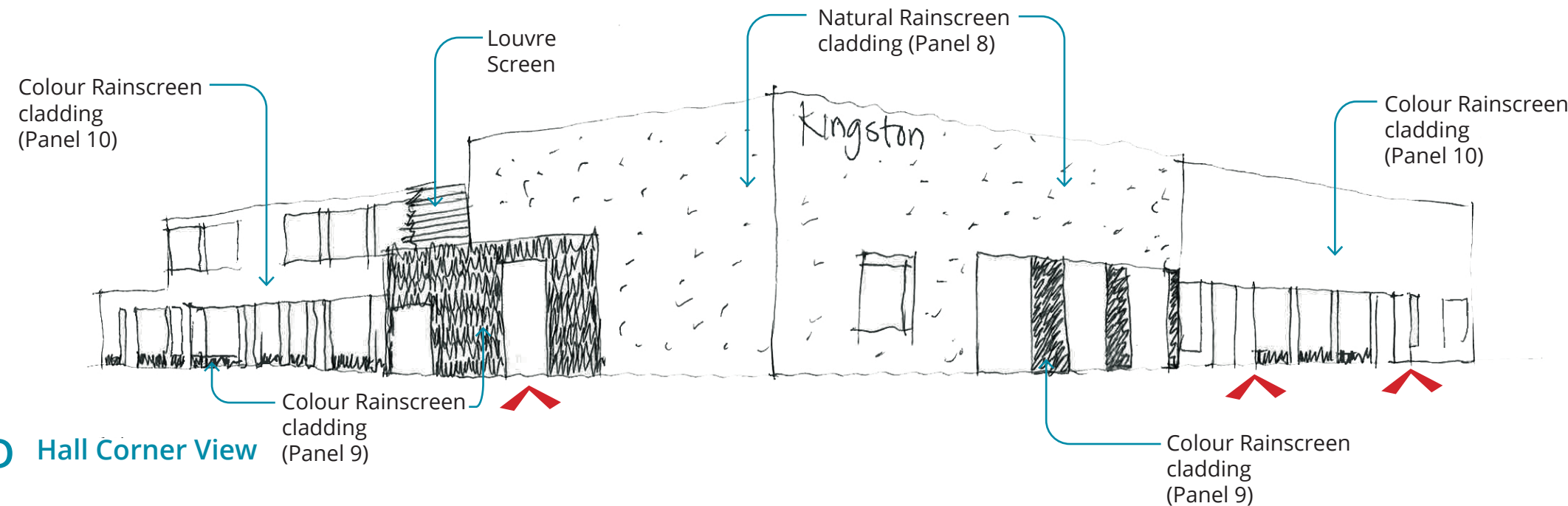


The use of colour is very important in designing the immediate environment of children with autism

Studies have revealed that 85% of the children in this spectrum perceive colours more intensely in comparison to children displaying normal development. Duller colours with white and grey undertones have a calming effect on children in this spectrum

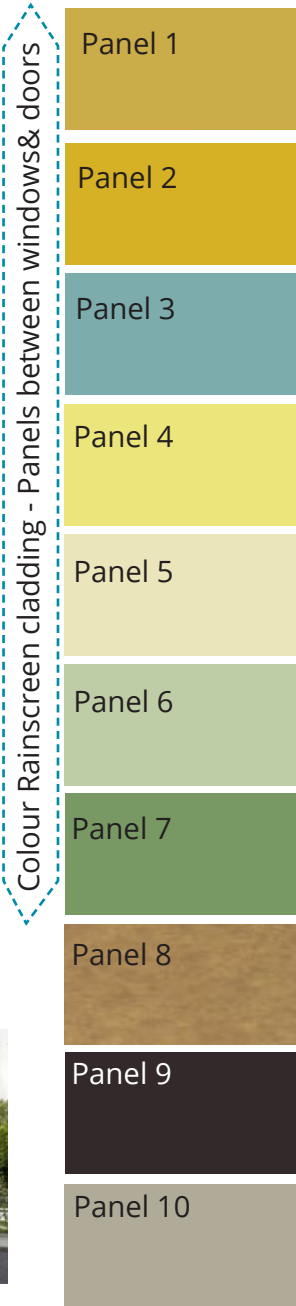


C Primary Wing Play Area View



D Hall Corner View

Cladding examples





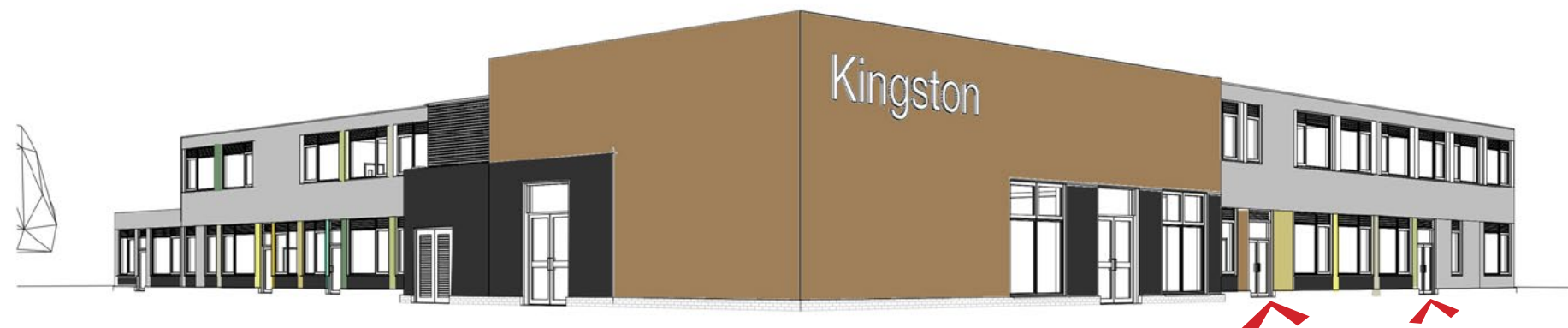
Main Entrance View



Court Yard View

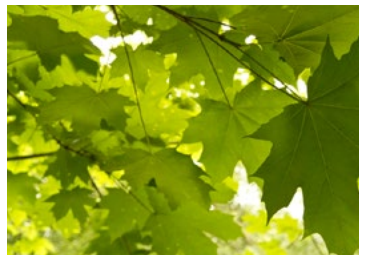
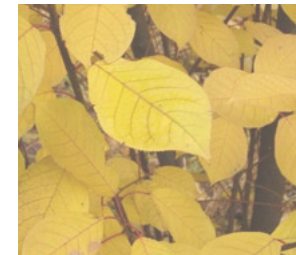
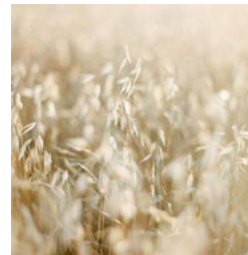


Primary Wing View



Main Hall & Entrance View

balance security
nature
imagination
happiness harmony
enlightenment
safety growth
happiness
energy vitality





A - Main Entrance View



B- Court Yard View



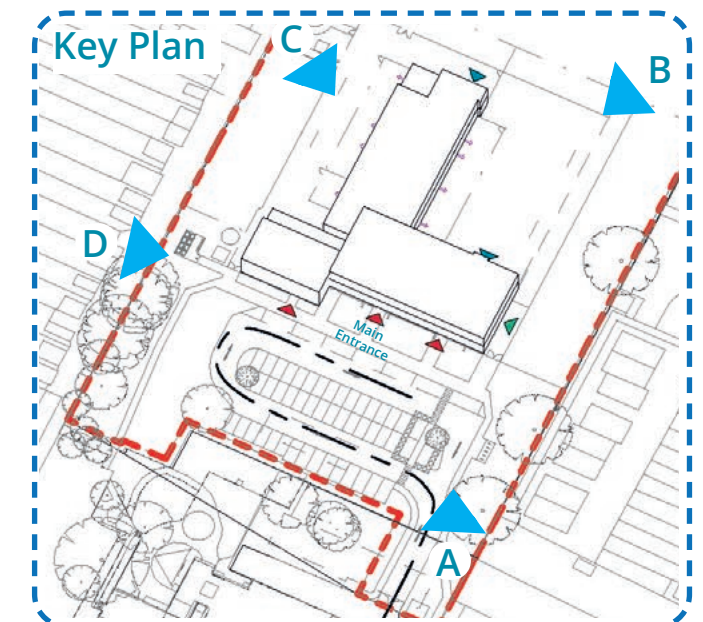
C - Primary Wing View

(Fence hidden to show building)



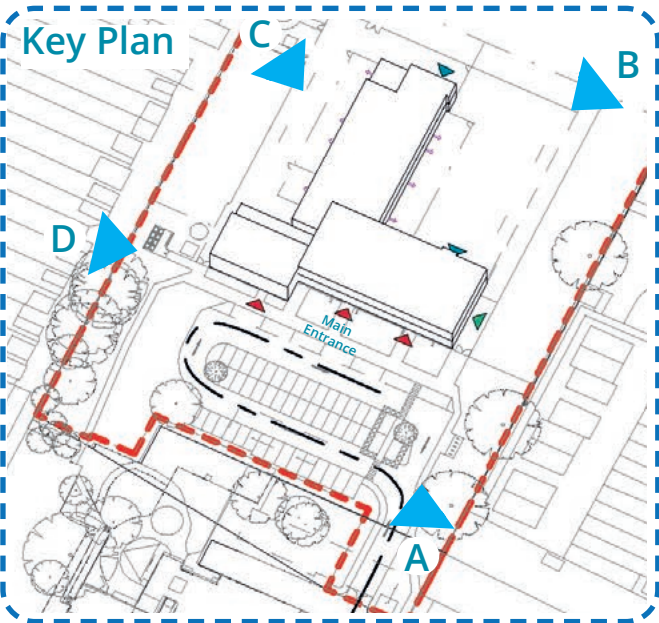
D - Main Hall & Entrance View

balance security
nature
imagination
happiness harmony
enlightenment
safety growth
happiness vitality
energy





A - Main Entrance - 3D View



B - Court Yard - 3D View



C - Playing Field - 3D View



D - Hall View - 3D View



We're really excited to now have both the name and logo confirmed for Spring School.



We've taken your comments around the colour scheme for the external cladding of the building back to our branding and marketing experts. We absolute taking on board your points about the chosen colours representing the local community, it's surroundings and local nature and are glad there's connection to the community within the building design.

The colour palette of Yellow, Blue and Green is also a great fit for our school branding. Having now chosen the colour palette for Spring School, it's important for us that, like our other settings, the external look and first impression of the building reflect our unique school logo as closely as possible.

We'd like to share with you the direction our branding expert has given us.

Your colour palette

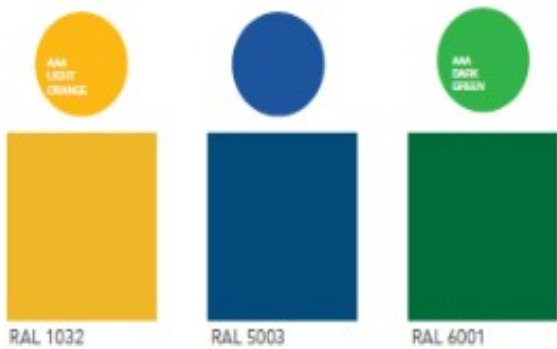


Spring School colour palette



Preferred external cladding options (as closely matched with Spring School colour palette)

Primary colours



Secondary colours



Thank you

