

DESIGN & ACCESS STATEMENT

RHYL PRIMARY SCHOOL PAVILION

MARCH 2013

RHYL PRIMARY SCHOOL
RHYL STREET
LONDON
NW5 3HB



FIG. 1

A map of the school grounds and immediate context combining drawings and information from a briefing workshop with children on the School Council

The map shows that most children pass the proposed site of the pavilion on their way to and from school via the main gate on Marsden street

INTRODUCTION

This Design & Access Statement is produced in support of the application for planning permission and listed building consent to erect a playground pavilion at Rhyl Primary School.

The Grade II listed school is set within the West Kentish Town Conservation Area. The existing main school building is a four storey brick built Victorian primary school featuring timber framed sash windows, Ionic scrolls, architectural brickwork and clock towers.

The location for the proposed pavilion is approximately 30m from the main building in the 'woodland' area of the playground adjacent to Marsden street.

The site of the proposed pavilion is a patchy lawn in semi shade that is seldom visited by children or adults.

Although the school is not blessed with large grounds it has made a significant commitment to outdoor learning. A flourishing garden in the school car park created and tended for by the children and dedicated staff is evidence of this. (See outdoorclassrooms.wordpress.com for a record of outdoor learning activities at Rhyl)

Building on the success of outdoor learning at the school, the pavilion, an initiative of children on the School Council and The Great Green Team, will transform an underused corner of the school grounds, offering a broad range of educational benefits to the children at Rhyl.



FIG. 2
View towards main school building.
White circle indicates approximate center point of proposed pavilion



FIG. 3
View towards Marsden Street.
White circle indicates approximate center point of proposed pavilion



FIG. 4
View towards adjacent house at 50 Marsden Street.
White circle indicates approximate center point of proposed pavilion

CONSULTATION

The consultation process has been school-wide. Children on the School Council and The Great Green Team have been responsible for sharing information and seeking input from all children and staff in the school.

These children were actively involved in establishing and refining the design brief through an exploratory mapping exercise of the school grounds (See FIG. 1). The children were also asked to test material possibilities and imagine and record through collage potential educational scenarios in and around the proposed pavilion (See FIG. 5-8)

Sustainability has been a focus of the consultation process. Design conversations have concentrated on how the greatest flexibility in use can be provided with minimum material.

The pavilion will be an inspiring forum for work around sustainability and environmental issues and a place to celebrate creativity with performances of music and drama. The project could galvanise the children's ideas and creative energy by proving that their ideas can become reality.

xx
xx

FIGS. 5-8

Collages from a Student Council workshop to explore material possibilities and imagine and record potential educational scenarios in and around the proposed pavilion

x o
o o

FIG. 5

The Year 4 collage shows chalkboard paint on the columns for drawings and for displaying information to the local community

o x
o o

FIG. 6

The Year 3 collage shows somebody in fancy dress hiding behind a column before making a surprise entrance at a performance

o o
x o

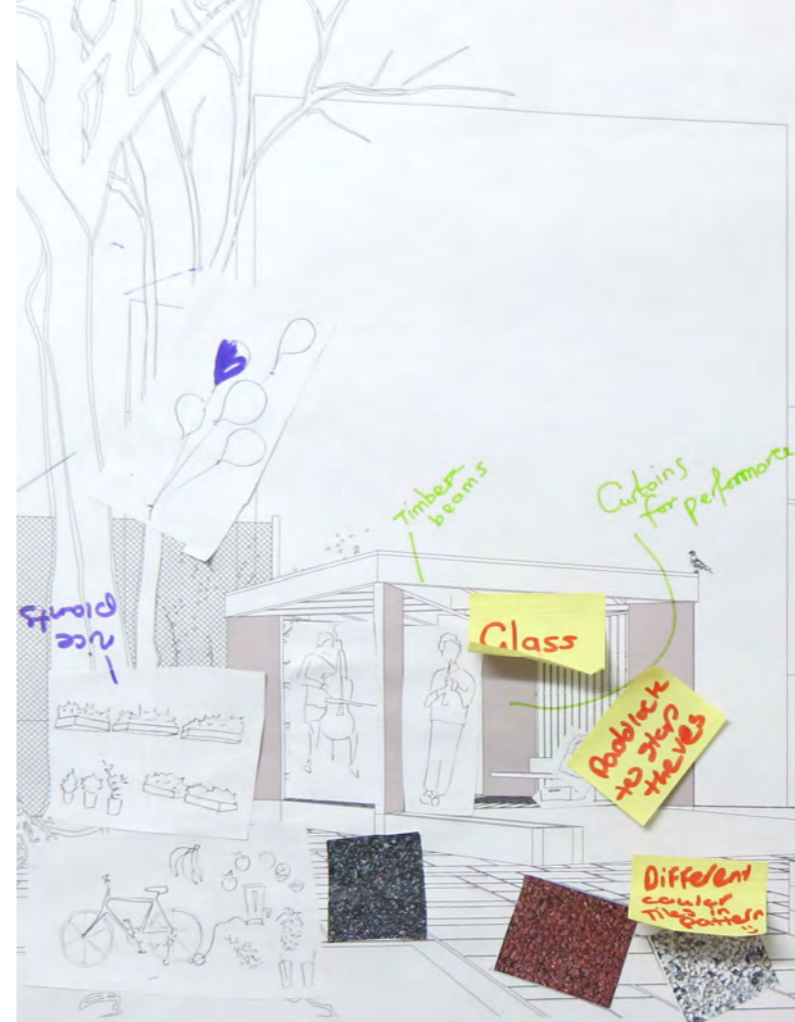
FIG. 7

Year 6 proposed red paving for the space in front of the pavilion to replicate a red carpet.

o o
o x

FIG. 8

Objects and activities described during the briefing process



EDUCATIONAL OPPORTUNITIES + DESIGN RESPONSE

The pavilion has been designed to support a variety educational scenarios;

For assemblies and the staging of music and drama.

As a venue to further promote outdoor learning and the schools creative, real-life curriculum. The 'woodland' location offers different learning opportunities to the existing garden in the school car park with a greater focus on wildlife, mini beasts and trees.

As a venue where staff can bring groups for guided reading and other small group work.

At playtimes, the pavilion will offer a quiet retreat for reading and games.

As a venue for an occasional after-school shop that sells coriander etc. to parents and other community events.

> The pavilion is designed to accommodate a whole class (See FIG. 10), with moveable seating outside for the audience. The deep columns can conceal performers who wish to make a surprise entrance. An atmosphere can be created by scenery drawn on the chalkboard painted columns.

> The pavilion will offer an extra teaching space that is protected from poor weather and direct sun by the overhanging roof. The deep columns create a sense of enclosure without limiting access to daylight or interrupting views across the site.

> The proposed design creates a variety of distinct settings for small group work in and around the pavilion.

> Resources can be stored in boxes below the built in benches.

> The after-school shop and other activities can be communicated to parents and the wider school community via messages drawn on the chalkboard painted columns.



x
o
FIG. 9
Perspective view of proposal

o
x
FIG. 10
Proposed plan showing a whole class taking shelter from the rain

STRUCTURE

The pavilion structure has been designed to be self supporting. The columns are braced at ground and roof level with the aim of minimising ground works and to avoid disruption to adjacent trees.

xx
xx

FIGS. 11-13

Simple structural models for discussion of the structural concept with the School Council. Year 6 were able to identify the relative stiffness of squares and triangles

x o
o o

FIG. 11

Wobbly square

o x
o o

FIG. 12

Stiff triangle

o o
x o

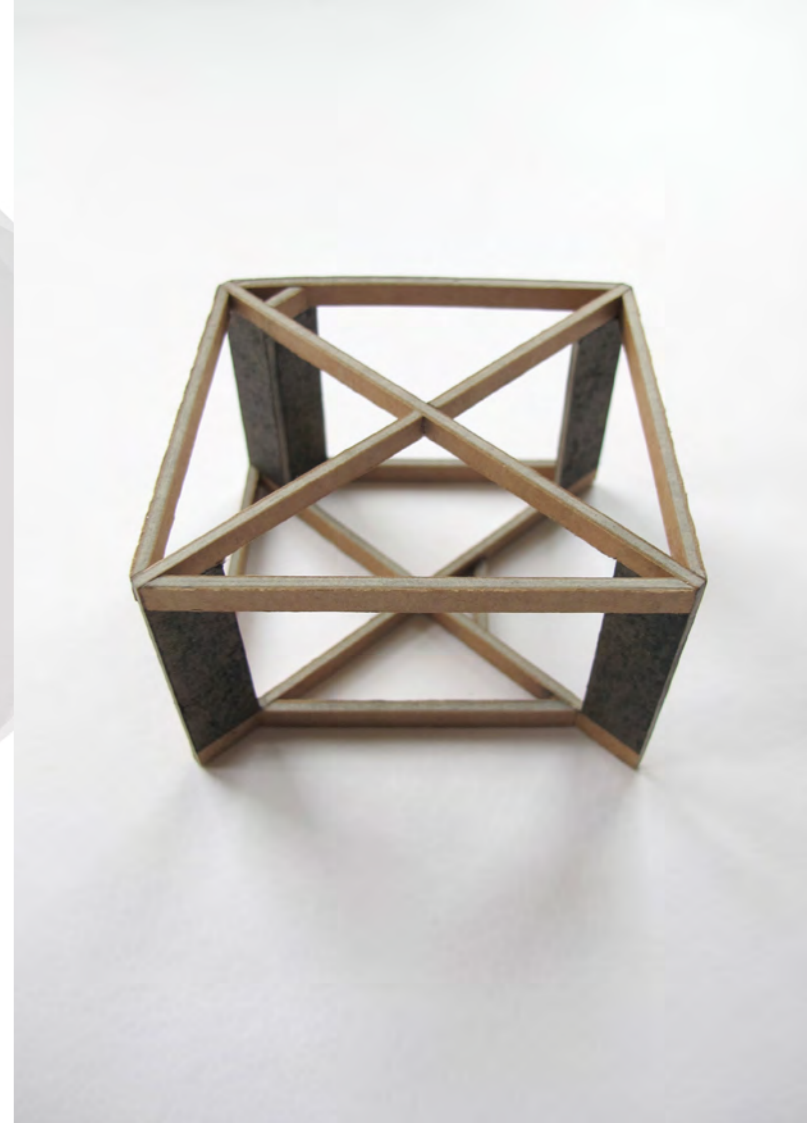
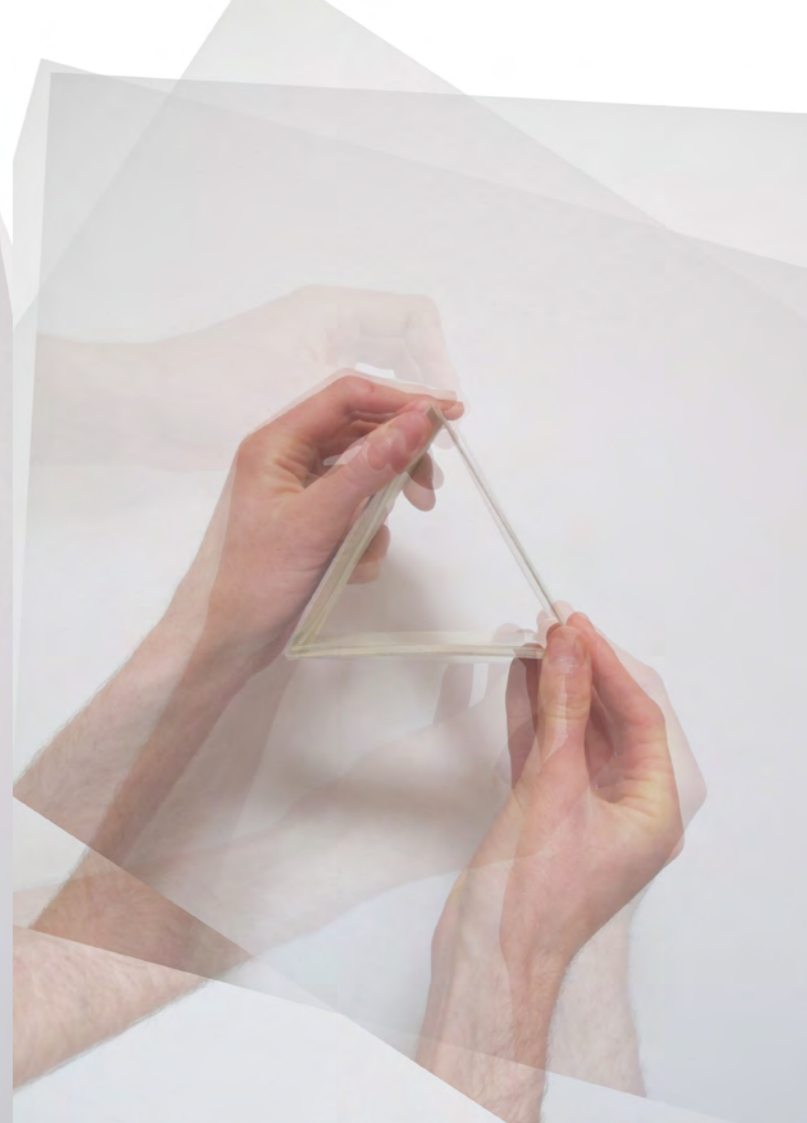
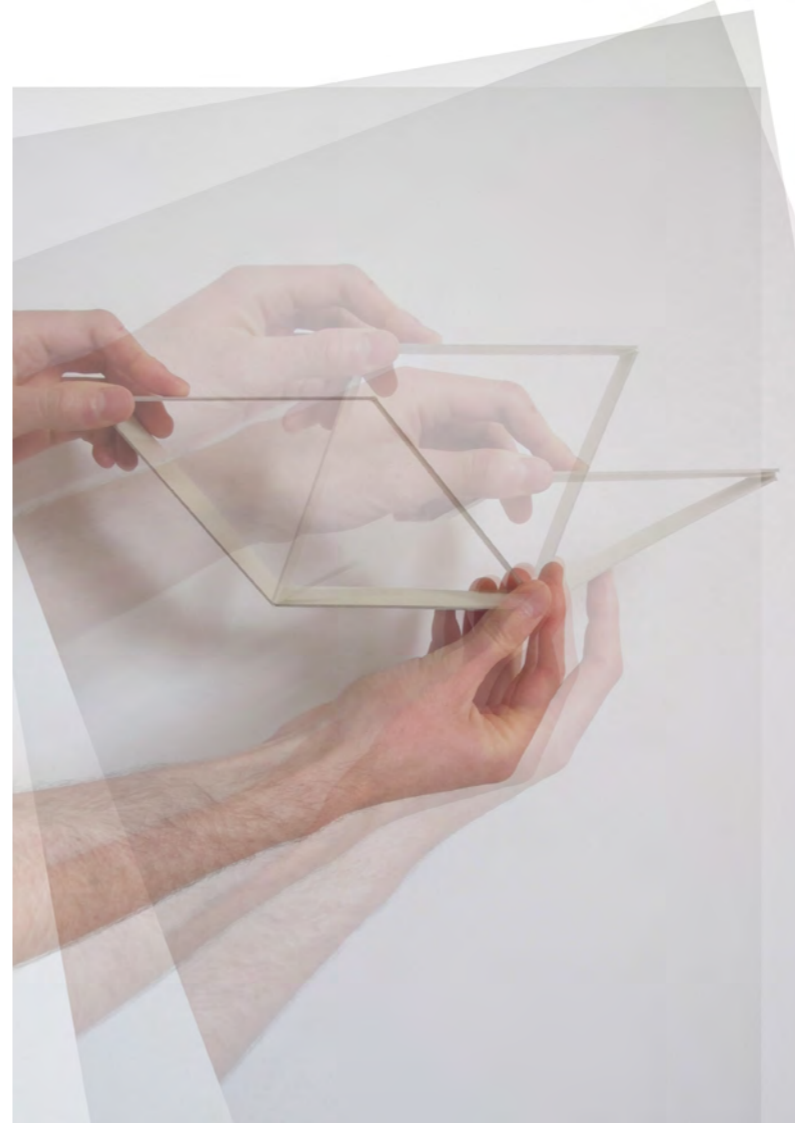
FIG. 13

Braced square

o o
o x

FIG. 14

Structural model of proposed pavilion



MATERIALS

A restricted palette of robust and sustainable materials is proposed that will compliment existing materials in the 'woodland' area of the playground and minimise maintenance requirements.

x o
o o

FIG. 15

Treated timber frame

o x
o o

FIG. 16

Plywood ceiling

o o
x o

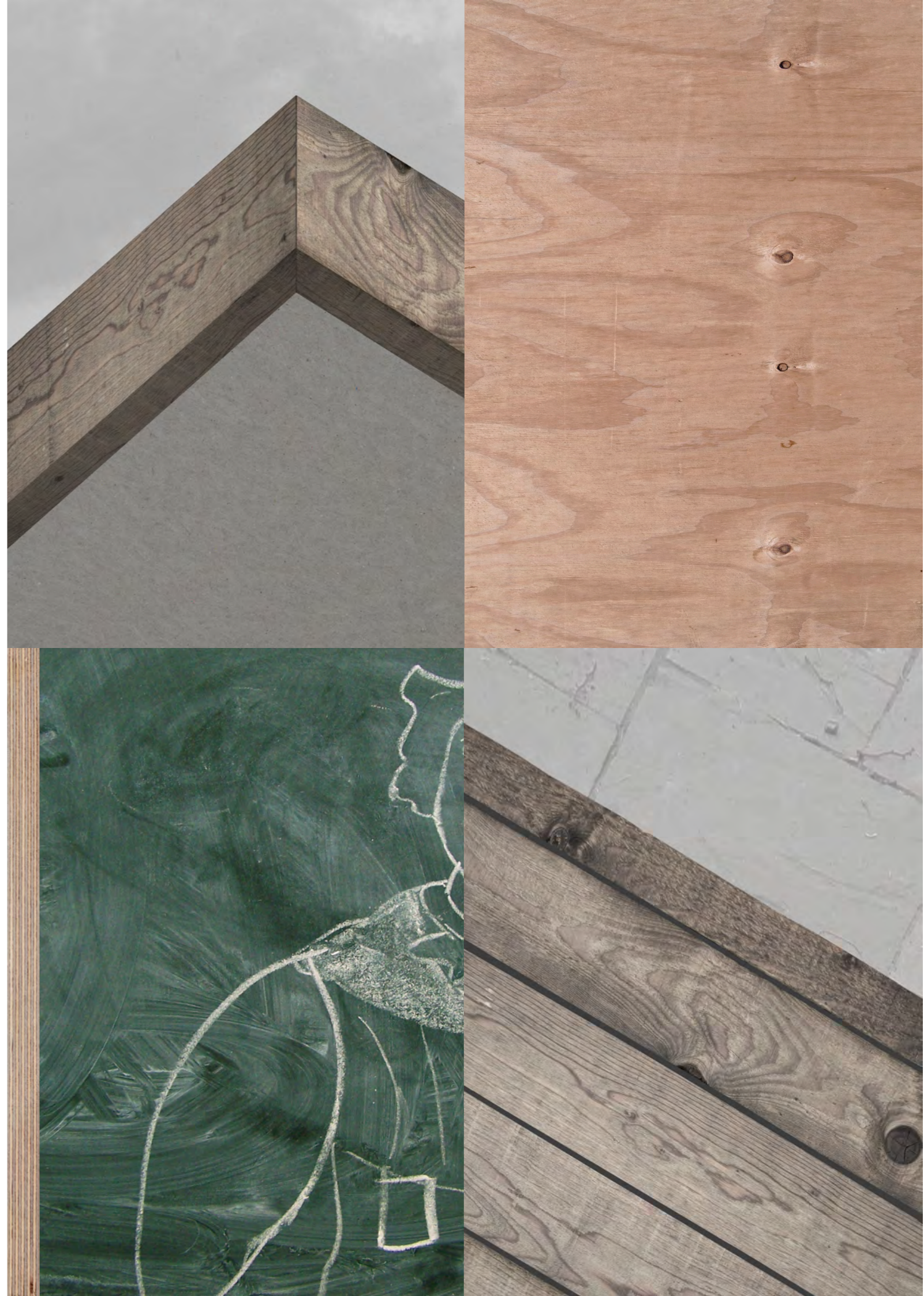
FIG. 17

Green chalkboard painted plywood

o o
o x

FIG. 18

Softwood decking



NEIGHBORS

WINDOW

The proposed site of the pavilion is overlooked by a window on the side wall of the adjacent house at 50 Marsden Street (See FIG. 4)

Duty Planning Officer Sally Shepherd has advised on the design requirements of the pavilion to avoid overshadowing of the window or a loss of privacy for residents of 50 Marsden Street.

The proposed pavilion is positioned and orientated to avoid overshadowing of the window (FIG.19 shows a shadow at 45 degrees).

An angled timber screen has been introduced to restrict overlooking of the window from the pavilion. The orientation of the timber fins allows perpendicular views from the pavilion towards the main school building. (See FIG. 20)

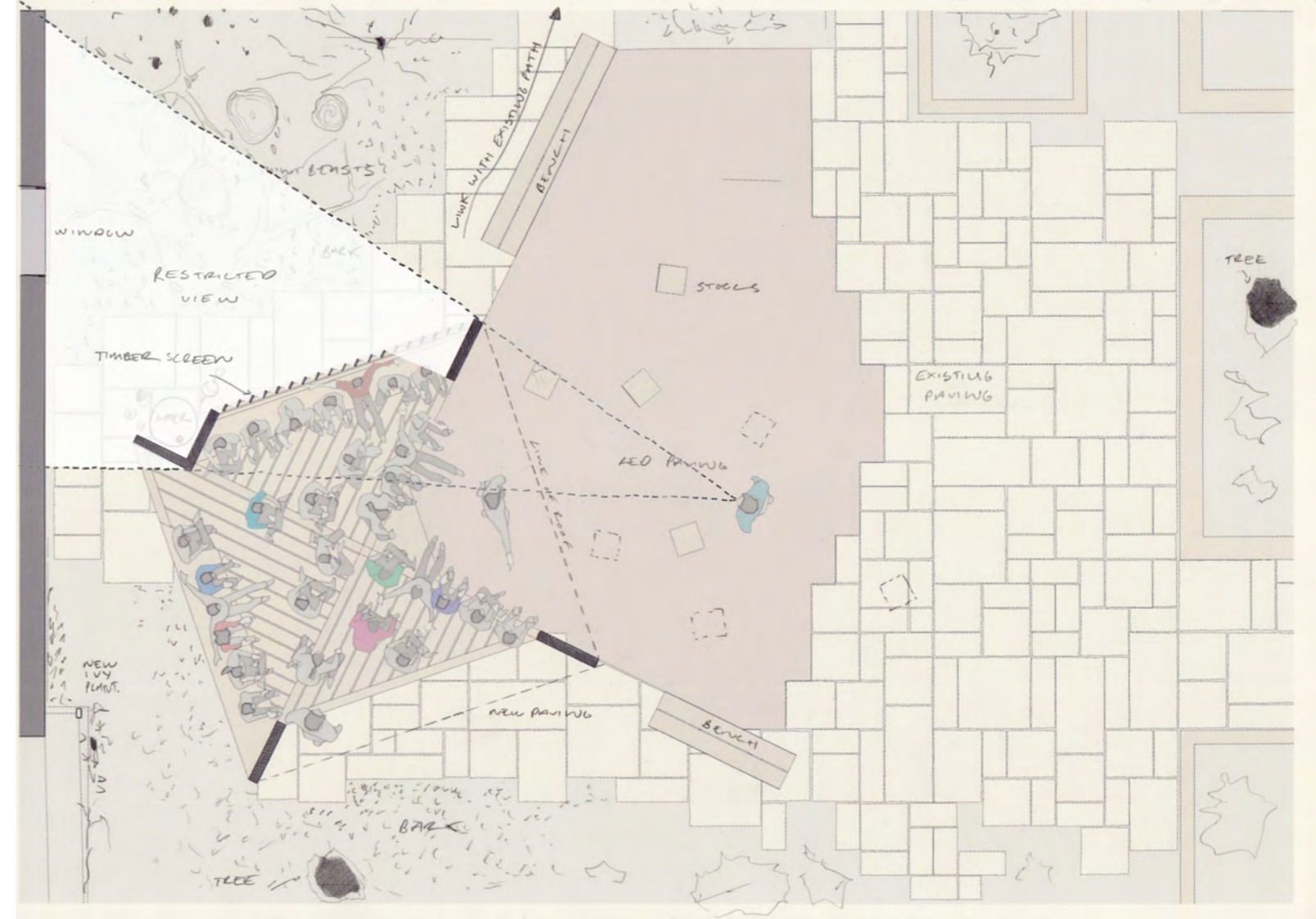
Access to the space directly in front of the window, that will be landscaped as a log pile for mini-beasts, will be restricted..



x
o

FIG. 19

View of window at 50 Marsden Street showing shadow from proposed pavilion at 45 degrees



o
x

FIG. 20

Plan showing privacy of window at 50 Marsden Street maintained by timber screen

ACCESS

Accessibility Officer Michelle Horn has advised on access arrangements.

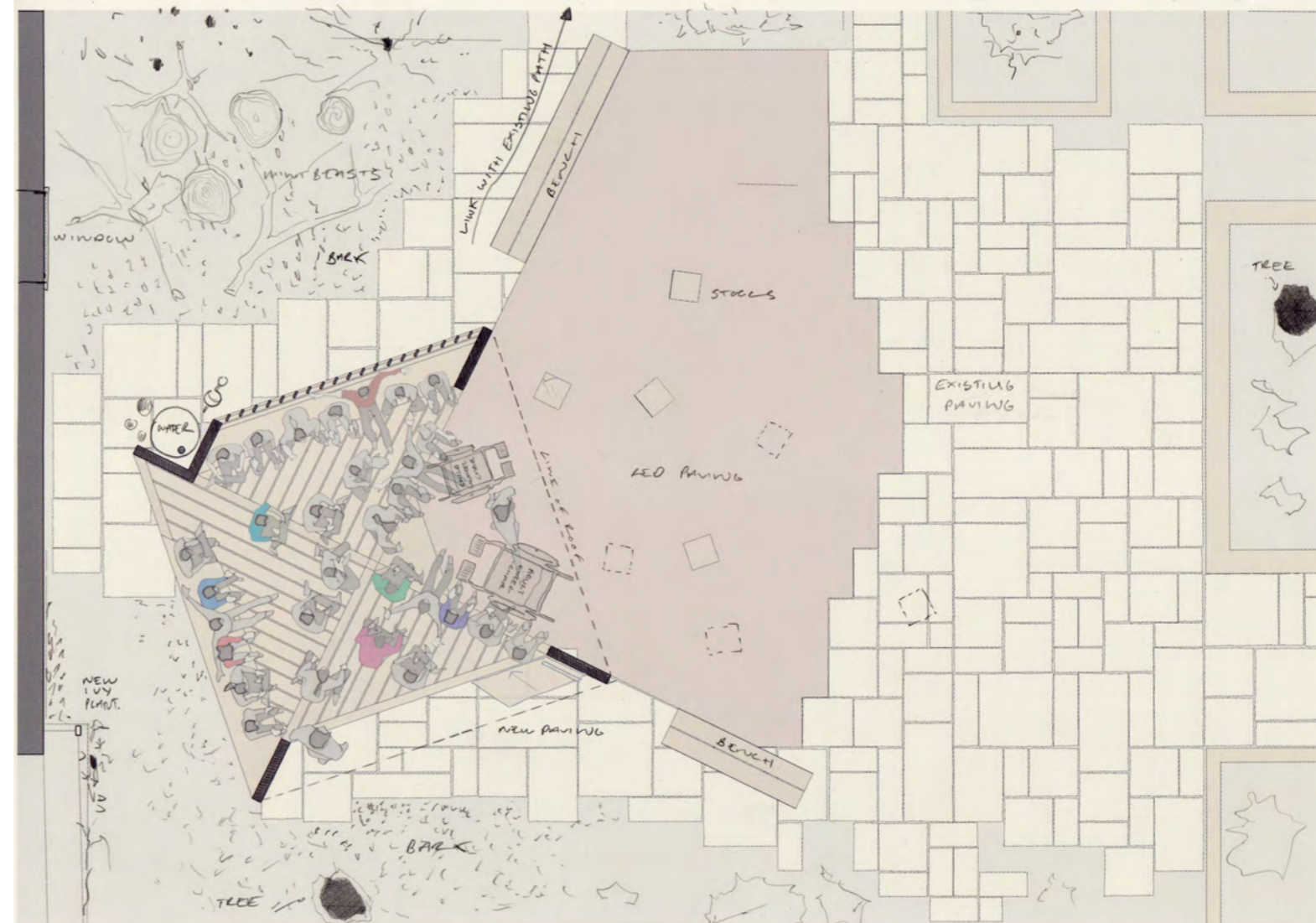
Access to the pavilion will be via the continuation of the existing paving.

Level access is possible to sheltered space, under the roof, at the front and side of the pavilion. Multiple wheelchair users can be comfortably accommodated to take shelter and participate in curriculum activity (See FIG. 21).

A temporary ramp will be available when access to the raised deck (300mm high) is required (See FIG. 22).

The raised deck is otherwise accessed via a triangular step at the front of the pavilion. Alternative stepped access is available to the side of the pavilion where a handrail fixed to the column is provided for support (See FIG. 22).

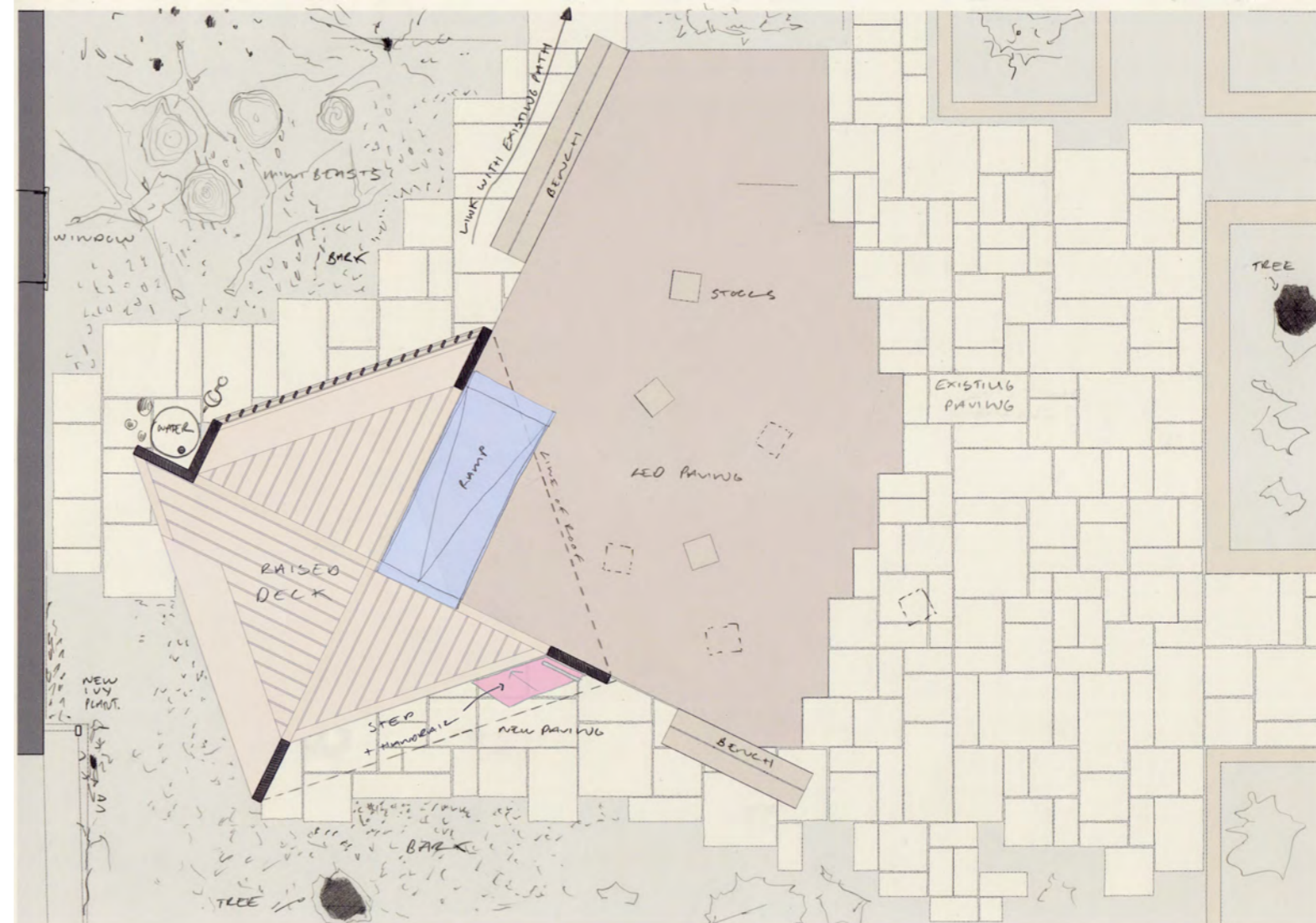
No nosing to steps is proposed. Visual contrast between the treated timber and the paving is expected to be sufficient to indicate a change of level. Edge timbers could be stained if required to improve visual contrast.



x
o

FIG. 21

Plan showing level access to sheltered space for multiple wheelchair users



o
x

FIG. 22

Plan showing alternative stepped access with handrail (Pink) and proposed position of temporary ramp (Blue)