

**Part One - Application One**  
**School Design**

# Part One - Application One

## 4.0 School Design

### 4.1 Process

#### Camden's School expansion requirement

The Camden Plan sets out how the Council will make Camden a place that works well for everyone. *'The Council wants to encourage economic growth and support residents to reap the benefits. Targets to deliver this objective include having the best schools to get children off to the right start'*

Pupil projections for primary school places in Camden clearly outline the need for two additional forms of entry in the north west of the borough. The OFSTED Outstanding Kingsgate Primary school was selected as the preferred school to provide these additional places by expanding the existing school from a 2 form entry (2FE) to a 4 form entry school (4FE).

The expansion will enable 'the school to offer a wider curriculum and increase the opportunity for local parents to gain a place for their children at their preferred school. The expansion would support teacher development, increasing opportunity for sharing of expertise, experience and best practice. All these factors can lead to improvements in the overall quality of teaching meaning local children get an even better learning experience throughout their time at the school.' London Borough of Camden, 2013

#### Enabling Project to fund the School expansion

The proposals form an enabling project, with housing as a critical component to generate the funding for the new school places. Kingsgate Primary School expansion, as a mixed use enabling project, is part of the wider LBC's Community Investment Programme (CIP). The CIP seeks to optimise the value that can be generated from the Council's property portfolio to invest in new community facilities.

An additional site is required for the school expansion, as Kingsgate School cannot expand within its own boundary, due to the severely constrained existing site and its inefficient building layout. Any new site needs to accommodate both the new school provision and sufficient housing to fund the development in order for the project to be viable.

Camden completed a thorough analysis of their land in the West Hampstead area and identified the Liddell Road site as the most appropriate to accommodate a mixed use scheme of this scale. This introduces an additional element for workspace as part of the mixed use development to re-provide the jobs on the current site.

Camden's vision of the redevelopment of the Liddell Road site is to "deliver a high quality, mixed use new place in West Hampstead for local people, children and families to live, learn, work and play, that is integrated with and enhances the surrounding open space." (Camden report to CSF scrutiny committee 21<sup>st</sup> January 2014)

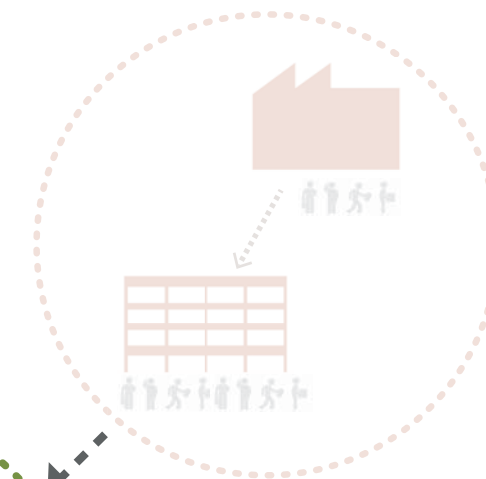
#### SCHOOL

Additional primary school places are needed in the North-West of Camden

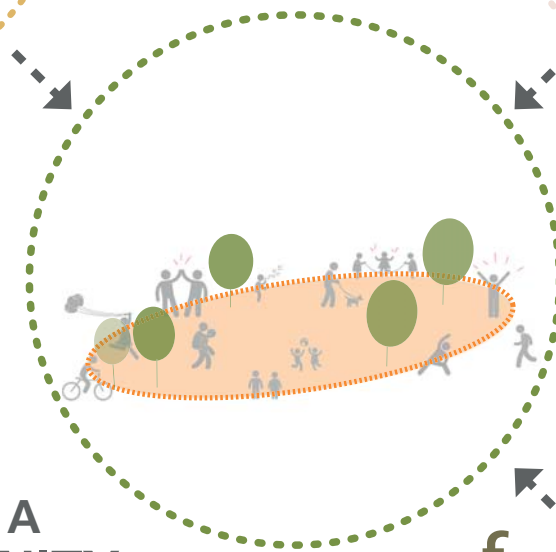


#### EMPLOYMENT

The old light industrial units are replaced with flexible modern workspace.



#### CREATING A COMMUNITY AROUND A NEW PLACE



£



#### HOUSING

New homes are built in West Hampstead with sales funding development

## 4.1 Process

### 4.1.2 Assessment

#### Initial Feasibility Study

Camden CIP commissioned an initial feasibility study in 2013, to explore the potential to redevelop the Liddell Road site. This study was produced by Penoyre & Prasad supported by Deloitte, Turleys, Franklin + Andrews and XC02.

Through consultation with Kingsgate School, the study developed and assessed different strategies to accommodate the expanded 4FE school split across both the existing school site and the proposed Liddell Road site.

A Horizontal split approach was identified as the preferred option with different age groups on each site: Early Years Foundation Stage (EYFS) and Key Stage 1 (KS1) pupils aged 3 to 7 years old on the Liddell Road site & Key Stage 2 (KS2) pupils aged 8 to 11 on the existing site.

This strategy was adopted as the brief for developing the more detailed proposals contained in this report and the associated applications.

#### Current proposal development

Following the Feasibility Study, the current design team led by Maccreanor Lavington were appointed by LBC to develop the overall site strategy and the detailed development of the school, housing, workspace and public realm for this planning submission. As part of this selection process Camden were seeking a team who would critically assess how the different uses would best fit on the site to achieve the key objectives above. Maccreanor Lavington's team proposed a rigorous assessment process from the outset which has led to the proposals in these applications which achieve the scale of development required for viability whilst minimising the impact on the local and wider context.

Various options were considered to establish the best fit for the site to provide four components:

- viability: sufficient housing for sale required to fund the school places
- exemplar school: to create a high quality learning environment to provide 420 new school spaces for EYFS and KS1 age pupils
- workspace: re-provision of equal or greater number of jobs on the site
- new place: a new mixed use place integrated within the local community with a new open space at its heart.

#### School Vision and Brief Development

The Kingsgate School brief was developed during discussions with the School Building Group and consultation with staff, Camden officers and the design team specialists.

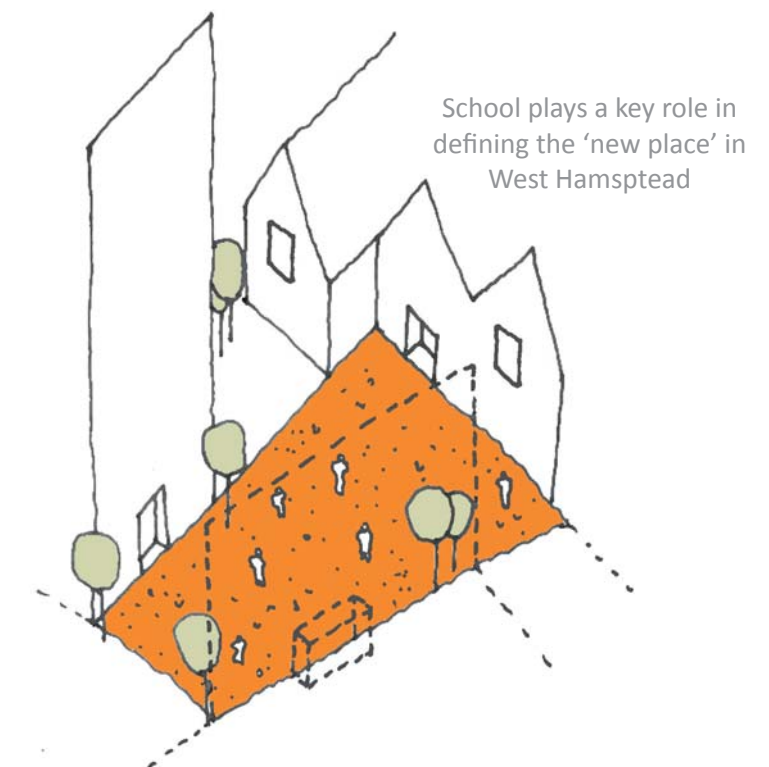
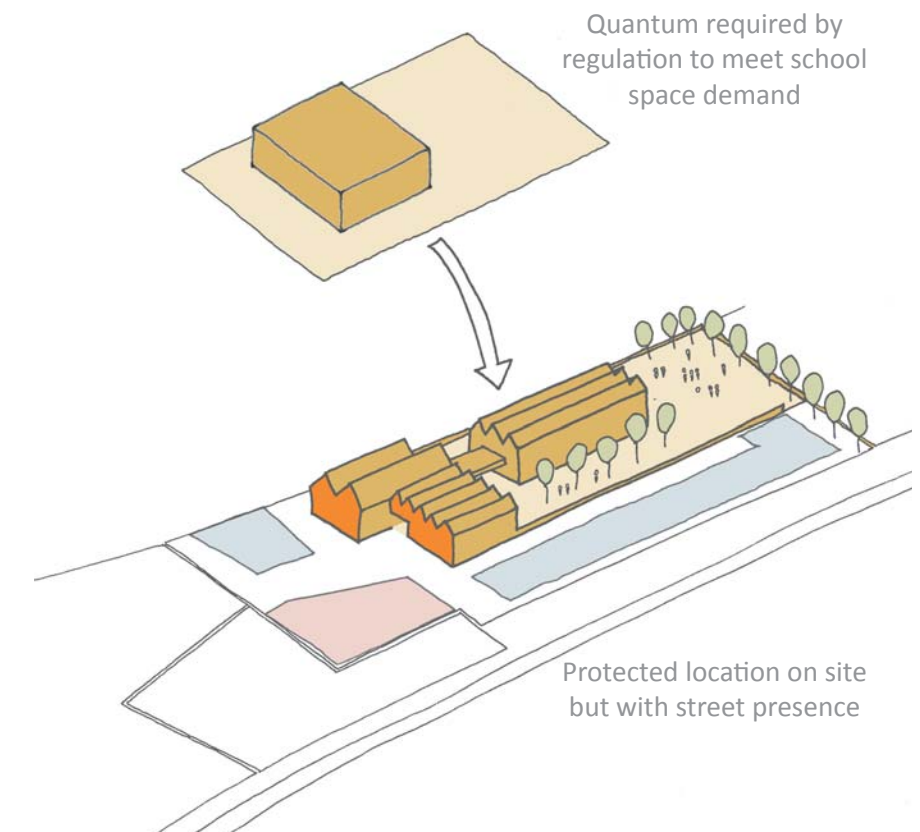
The school produced '*Kingsgate Primary School Vision For Expansion*', a document outlining the key principals for the expansion of the school and a draft brief for the accommodation on the two sites. This document was used as a starting point for generating the brief for Kingsgate's new site and has been developed by the project team throughout the process.

#### 'Kingsgate Primary School - Vision for Expansion'

Key principles:

In 2016 the school will be one large primary school operating on two sites.

- The Headteacher will be the overall school leader and will divide her time between both sites;
- The leadership, management and organisational structures of the expanded school will all be created in order that the two sites feel like one school.
- Some services will be replicated on both sites – some will be shared between. However, the curriculum available to the children will essentially be the same on both sites and therefore the quality of the provision and facilities needs to be the same.



## 4.1 Process

### 4.1.3 Involvement

#### Camden Consultation on proposed expansion

The proposal will deliver a high quality, mixed use new place in West Hampstead for local people, children and families to live, learn, work and play, that is integrated with and enhances the surrounding open space.

This would also provide an opportunity to foster a partnership with Sidings community centre and children's centre to work closely with the school.

The London Borough of Camden published 'Consultation on the proposed expansion of Kingsgate primary school and redevelopment of the Liddell Road site' in 2013, as part of a Community Investment Programme document.

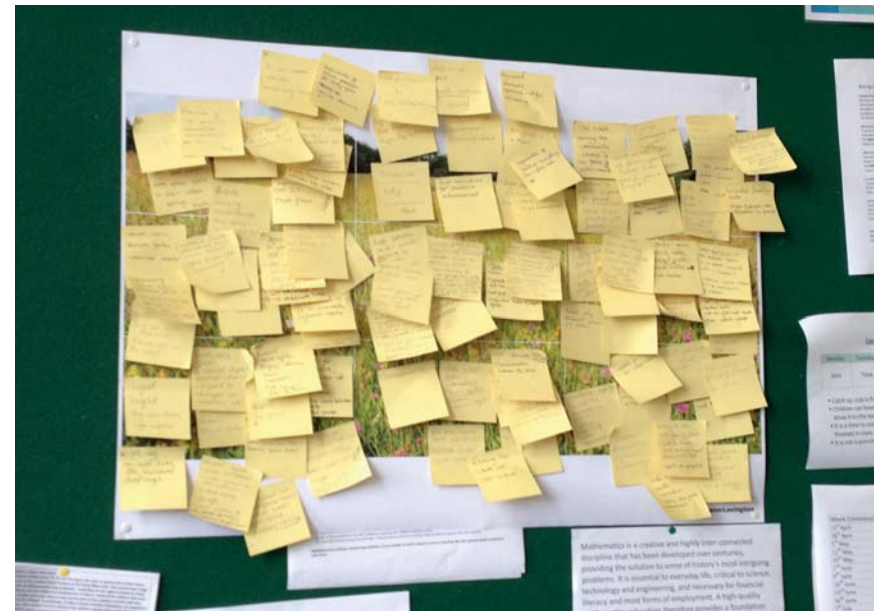
A number of meetings and visits were held with Kingsgate School representatives including Liz Hayward: Headteacher, Shelley Dunbar: School Business Manager, Rebecca Lipke: Assistant Headteacher, and a number of teaching staff from Reception and Early Years classes. The review sessions focused on specific issues: Learning and Ancillary Spaces, Entrance, Administration and Community Resources and Outdoor Spaces.

#### Kingsgate School Building Group Meetings

School Building Group Meetings were held on the following dates:

- 18th March 2014
- 22nd April 2014
- 29th April 2014
- 6th May 2014
- 13th May 2014

Group meetings consisted of reviewing design developments using a variety of means including technical drawings, a computer model, and images of precedents in order to communicate the design decisions and reasoning behind them. The sessions were also used to review building visits, and assess the relevant characteristics in relation to Kingsgate School.



#### Building Visits

On 1st April 2014 representatives from Maccreevor Lavington, Kate Cornwall-Jones (LBC), Liz Hayward and Shelley Dunbar (Kingsgate School) visited a number of relevant projects to evaluate different examples of early years teaching spaces. The projects visited included:

- Lauriston School, Hackney
- Montpelier Nursery, Kentish Town
- Torriano School Library, Kentish Town

The pros and cons of each of the schemes were discussed with a view to aspects which could be applicable for the new site.

#### School consultation

Consultation with Kingsgate School staff: 22nd April 2014

Maccreevor Lavington carried out an initial consultation with Kingsgate School representatives including Liz Hayward: Headteacher, Shelley Dunbar: School Business Manager, Rebecca Lipke: Assistant Headteacher and a number of teaching staff from Reception and Early Years classes. The staff were presented with a series of questions about the aims, ambitions and themes for the project and were invited to add responses to a board for each of the points, a summary of which appears below.

- 1. Personal aims: what personal aims do you have for the project both for yourself and your school?**  
More space inside and out, ability to meet demand for places and improved learning environments

- 2. Kingsgate-ness: what are the unique qualities of Kingsgate, the ethos and vision for the new site?**  
Friendly community, multicultural, high standard, inclusive, popular and welcoming.
- 3. Identity/community: how do you wish to project Kingsgate to the school community and the wider community?**  
Accommodation and activities for parents, family support, sense of one school.
- 4. Arrival/access: how would you deal with physical, DDA, SEN access and meet the broader particular needs such as community access & extended school hours while providing security?**  
Sensory rooms, garden access, building as the edge, secured site, flexibility in learning space, accessibility, separate entrance for community hall use.
- 5. Learning: how do you envision the EYFS and KS1 specific environments, the classroom environment and break out spaces as well as the learning through play and in-out classrooms?**  
Links between inside and outside from classrooms, larger shared space, wet and dry play areas, large space for whole school events, structured external areas, more usable/bigger classrooms.
- 6. Play: what are your thoughts for the art and music resource spaces, in-out play, external play at different speeds, adventure-risk-challenge?**  
Active, climbing, quiet, role play, den making, garden, sheltered, sports, nature, creative space, external storage, flexibility.
- 7. Environment/context: what are your aims for sustainability, daylight, natural ventilation, acoustics, mixed uses sharing the new site, railway context and green corridor?**  
Natural materials, light and airy, green spaces, neutral colours, respond to climate, effective acoustics (train), glazing, sustainable energy.
- 8. Growth/ transformation: what are the effects of the expansion to 4FE regarding future proofing, split site and cohesion?**  
Possibilities of being together, communication between sites, PPA rooms for all, space for PE and Music.
- 9. Process: what do you think the curriculum opportunities are in relation to the history of the site and on-going process of change?**  
Involve children in the process and citizenship, update the website, ongoing consultation.

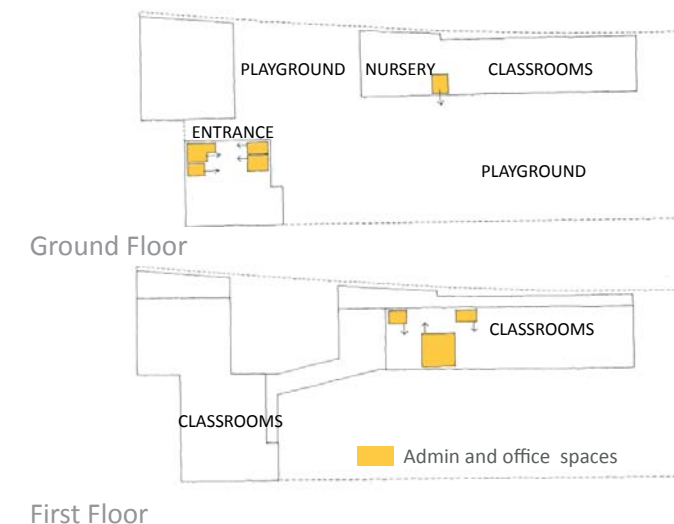
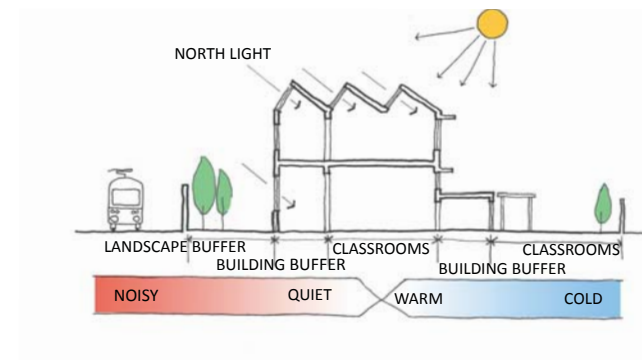
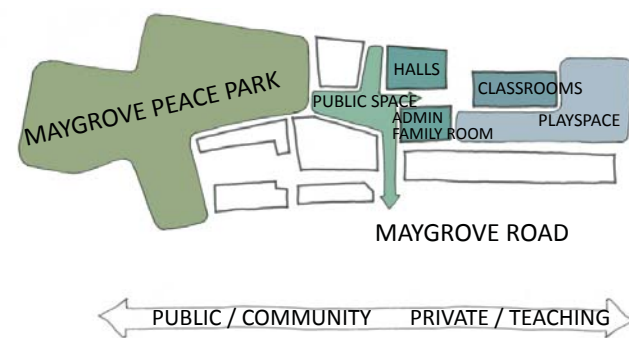
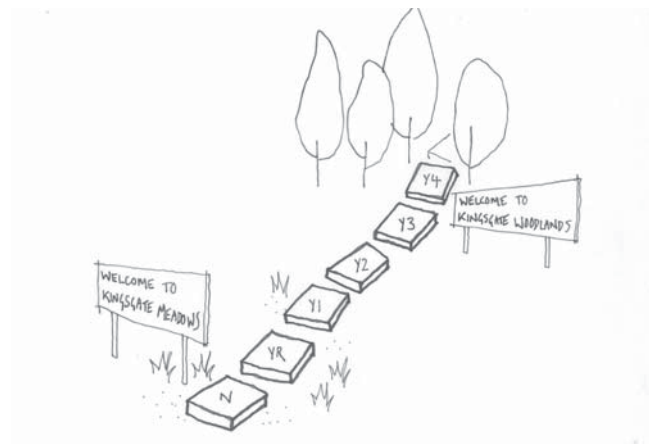
# 4.1 Process

## 4.1.4 Evaluation

### School Vision

The proposal aims to provide a second school site at Liddell Road to accommodate the expansion of Kingsgate Junior School to a second site. The new site at Liddell Road, will accommodate nursery, reception and years one and two, whilst the existing school, will accommodate years three to six.

The Kingsgate School brief developed during discussions with the School Building Group and consultation with staff. The vision for the expanded Kingsgate School site has been developed, set out as a series of themes and space typologies as design goals.



### 1. Providing a Whole School Approach

- The design of the infant school is to be considered as part of a whole school approach.
- Infant learning environments will prepare pupils for progression to the existing Kingsgate School site
- The split sites allow key-stage specific approaches on each site as part of a whole school.

*“Keeping the school as one school”*  
Staff comment 22.04.14

### 2. Building a Community Presence

- The masterplan creates a gradient from public spaces including Maygrove Peace Park through a new public space on site to the community use area of the school i.e the halls and family room and to the private/teaching spaces.
- Teaching and play spaces are protected in the heart of the school site.
- Public and community accessible facilities within the school are located near the new main entrance.
- Strong community presence welcomes pupils, parents and visitors from a new public space.
- The school makes strong links to the park and Maygrove Road through the position and orientation of the entrance and massing.

*“One school serving the community, always keeping the focus on achievement”*

Staff comment 22.04.14

### 3. Creating Calm Spaces

- Shared resource spaces provide an acoustic buffer to the railway line.
- The use of north-light is maximised to provide calm natural lighting.
- Buffer spaces to ground floor classrooms help to regulate internal temperatures whilst enabling free flow play.
- Storage, materials and colour schemes are to be selected to foster calm and uncluttered learning environments.

*“Calm, natural material and light”*  
Staff comment 22.04.14

### 4. Offering Integrated Support

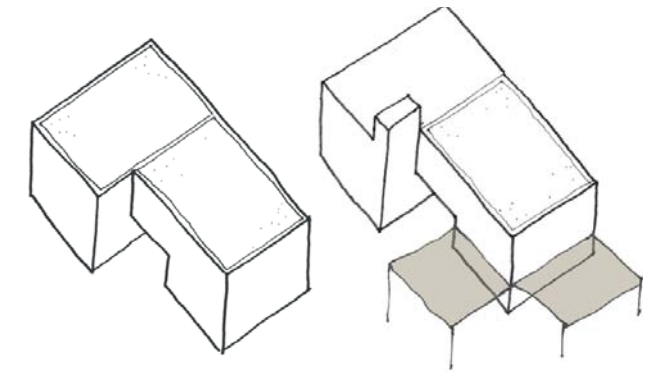
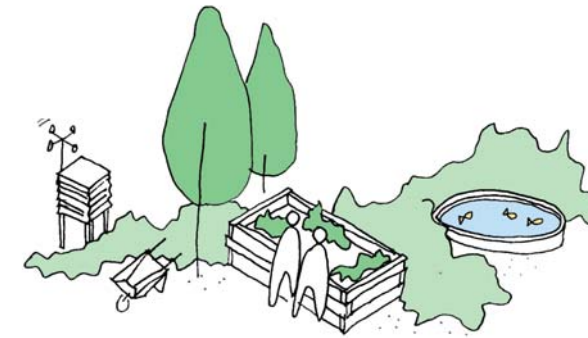
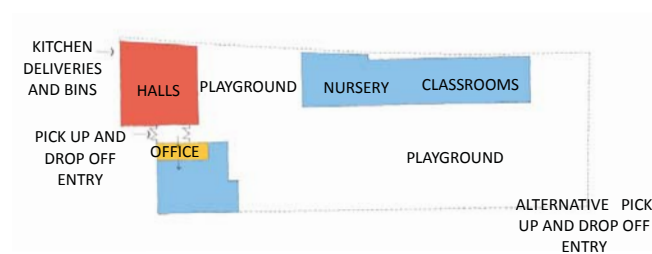
- Admin and office spaces were assessed with the school as both a centralised and a dispersed approach.
- A dispersed model was selected to best meet the needs of the young children on this site.
- Senior leadership team offices are to be dispersed across the school close to the relevant year group.
- A more centralised admin hub was developed for front-of-house support spaces including a generous reception area and the main offices to which parents and carers are most likely to need access.

*“The staff as a team”*

Staff comment 22.04.14

## 4.1 Process

### 4.14 Evaluation



#### 5. Ensuring a Safe Welcome

- Kingsgate School's new site will have a strong street presence that welcomes pupils, parents and visitors.
- A visitor's and late-comer's entrance is provided via a secure lobby, safeguarding children.
- The halls are located in a separate block adjacent to the main entrance to allow secure independent access for extended community use, without crossing over with the children during the school day. This also provides secure access outside school hours for events.
- Deliveries to the kitchen are provided through a separate site entrance, segregated from learning and play areas.
- The adult training room has street access via the secure lobby.

*"Space to welcome parents but secure for children"* Staff comment 22.04.14

#### 6. Making Spaces that Work Hard

- To maximise spaces for learning, support spaces should be flexible to provide for a range of activities.
- The adult training room should have support facilities such as a kitchenette that allow additional uses.
- Halls should allow for a range of activities to take place at any one time to assist time-tabling.

*"Creating more room"* Staff comment 22.04.14

#### 7. Enjoying Exemplary Outdoor Learning

- Outdoor play spaces should provide additional opportunities for learning.
- A science garden will provide opportunities for growing, habitat studies and investigations.
- Nursery and Reception will have dedicated outdoor play spaces with outdoor classrooms.

#### 8. Planning for the Future

- The initial development will ensure safe phasing and access during adjacent construction works.
- Stairs, circulation and services are to allow for later expansion.
- Options for a roof-top MUGA could be explored.
- Class spaces that can adapt to changes in the curriculum.

## 4.1 Process

### 4.1.5 Entrance and identity

#### Key Design Principles

The combined objectives for a protected site for these young children and for a strong street presence has informed the design development of the main school frontage.

The location in the north west corner of the site ensures that only one side of the school site has a boundary to the public realm, facing onto the new square. This is the key elevation and it is therefore essential to develop successful identity and appropriate mass to match the building's significance in creating this new place in Camden.

The adjacent diagrams describe the progression of the design for the public face of the school:

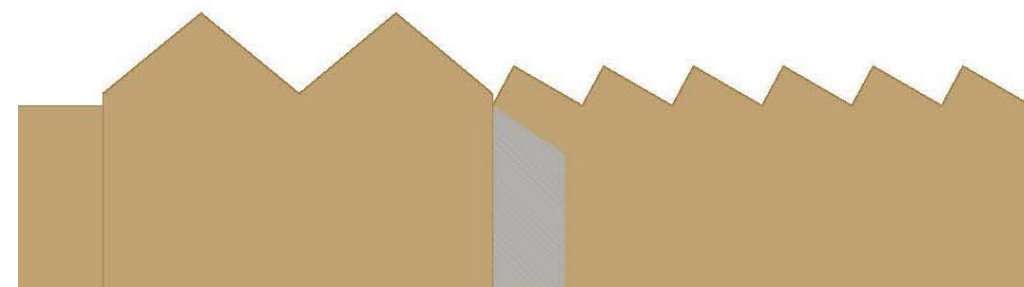
1. An initial decision was taken to arrange the building over two floors to meet accommodation needs and provide a civic presence to the building.
2. The hall was located adjacent to the new public space to provide an opportunity for community events to share facilities and to provide a gradient of public spaces from the open park to the enclosed school playground.
3. Referencing the industrial history of the site and providing high levels of natural north light, the addition of a saw-tooth roof profile provides a distinctive identity for the new school.
4. A change in building material at ground floor was considered to highlight the building entrance. This was subsequently replaced by proposals for feature metalwork entrance gates.
5. Carefully considered fenestration provides an active street presence and friendly welcome to the school whilst ensuring pupil safe-guarding through appropriate sill heights and window positions.



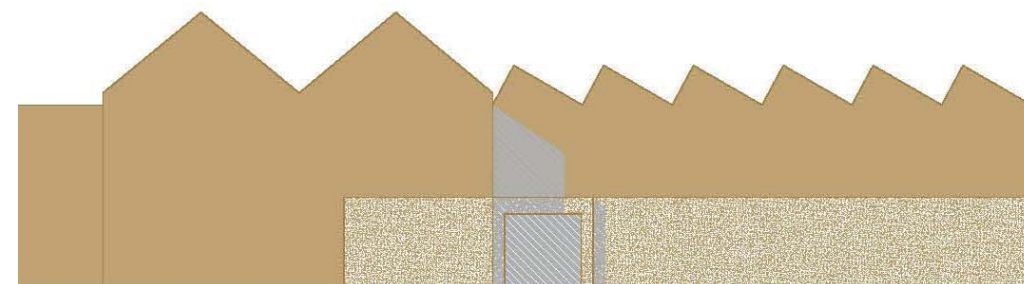
1. Massing



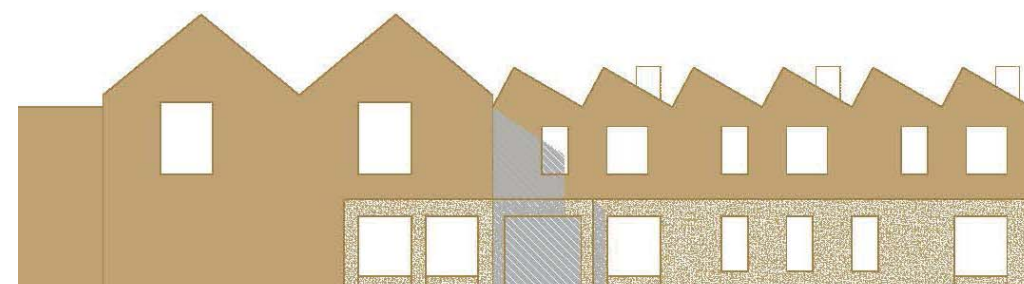
2. Halls extruded



3. Roof profile



4. Entrance and base



5. Fenestration

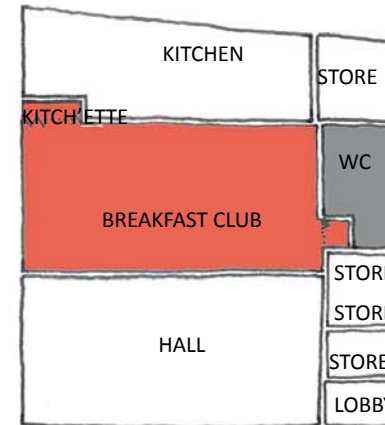
# 4.1 Process

## 4.1.6 Halls and Community Use

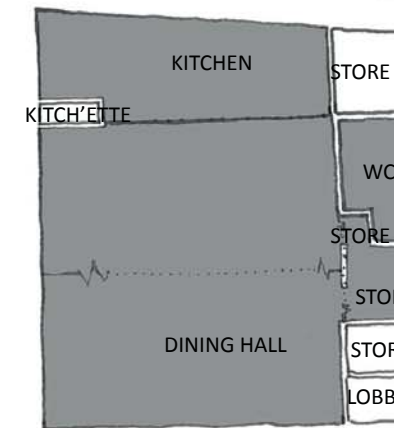
### Community Hall

The hall has been located on the site to provide a good opportunity for community events and engagement with the school. The diagrams to the right hand side of this page describe opportunities for shared uses of the hall, which has been subdivided to offer maximum flexibility for time-tabling. The split hall can cater for small activities such as breakfast clubs, supported by a kitchenette, whilst joining the two halls together provides a hall large enough for a large community event.

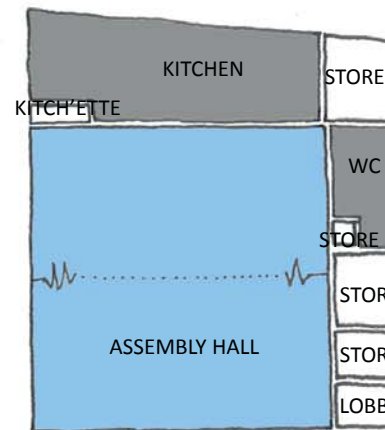
The massing of the hall and the roof profile were tested to achieve a highly legible building with a strong community presence. The preferred design was a double pitched roof, which has references of historic railway sheds and provides a roof surface which is visible from street level. To increase the identity of the school, a green roof is proposed to the hall, which can be seen from the new public square and anchors the school into the new green route between the Maygrove Road embankment and Maygrove Peace Park.



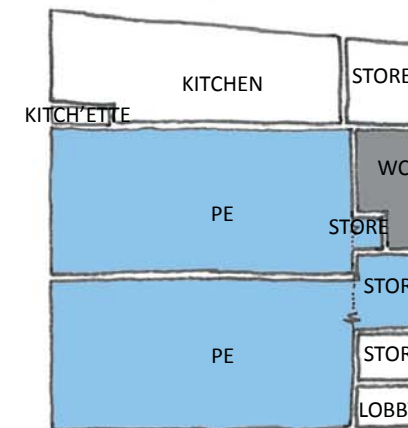
Breakfast Club



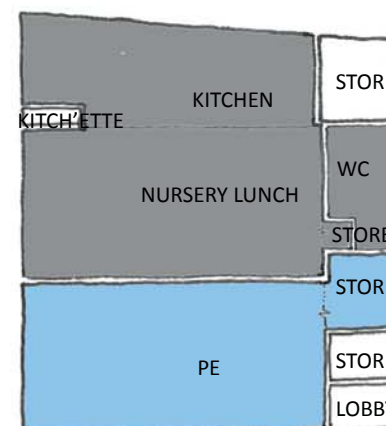
KS1 Lunch



Assembly



Two Class PE



Nursery Lunch



Community Events



Physical model massing studies of proposed entrance



## 4.1 Process

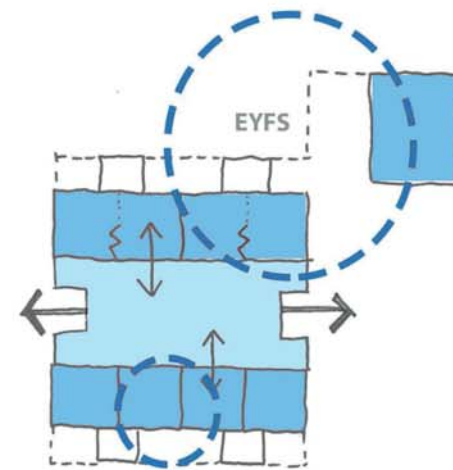
### 4.1.7 Classrooms

#### Learning Clusters

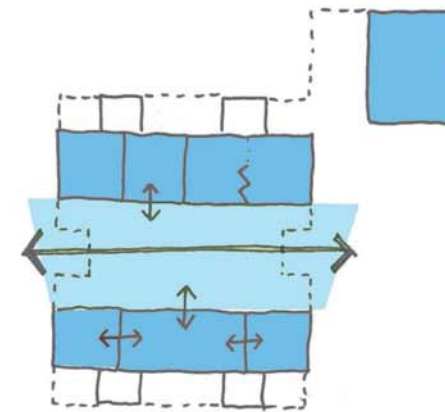
In developing an appropriate layout for the school, three distinct classroom typologies were explored. Year group clusters foster shared learning and team teaching to provide strong and collaborative working and learning environments and to maximise the efficiency of shared school resources such as specialist art and science bases. The following pages document the three typologies tested for the Kingsgate School expansion.

#### Piazza Model

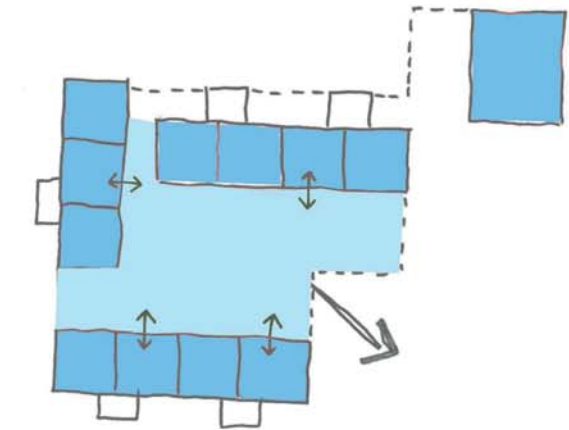
The piazza model provides a large central school hub which can offer a vibrant and dynamic space large enough to support a whole key stage. The piazza maximizes access to whole school facilities for all classes. The piazza model was discounted at an early stage following discussions with the school as a result of acoustic issues. The size of the piazza was also considered to be at odds with the pastoral environment required for the large number of Early Years and younger pupils.



1. Organisation:  
Co-ordinated year clusters  
Central shared resource space



2. Flexibility  
Adaptable learning environments  
Covered external shared spaces



3. Potential  
All classes on ground level



De Klare Bron Primary, Belgium, Maccreanor Lavington

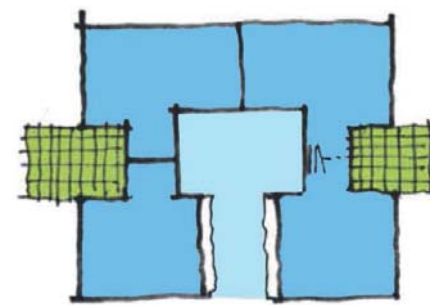
- The playway extends down the full length of the building
- Long glazed frontage for the classrooms, each opening onto a small garden
- Generous circulation areas, the main one being lined with bamboo-laminated board cubbyholes

# 4.1 Process

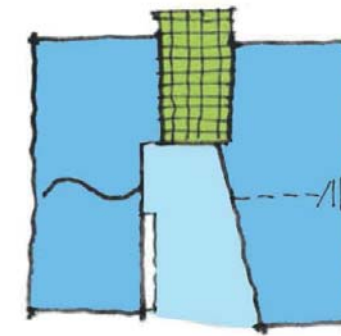
## 4.1.7 Classrooms

### Pavilion Model

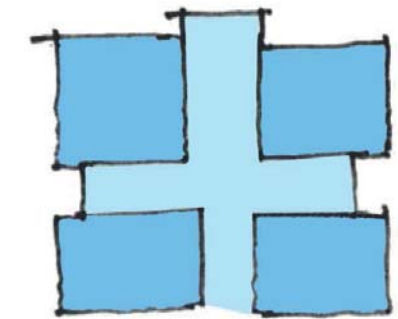
The pavilion model offers smaller year group clusters with each classroom benefiting from direct access to outdoor playspace. The typology supports the year group based clusters preferred by the school. When tested on the site, the pavilion model was site hungry, providing a number of small courtyards which the school considered limiting in the provision of flexible outdoor play and learning and left insufficient playground area for shared outdoor play spaces.



1. Four class bases with two shared courtyards and large central hub



2. Four class bases with potential to combine and form two large teaching spaces

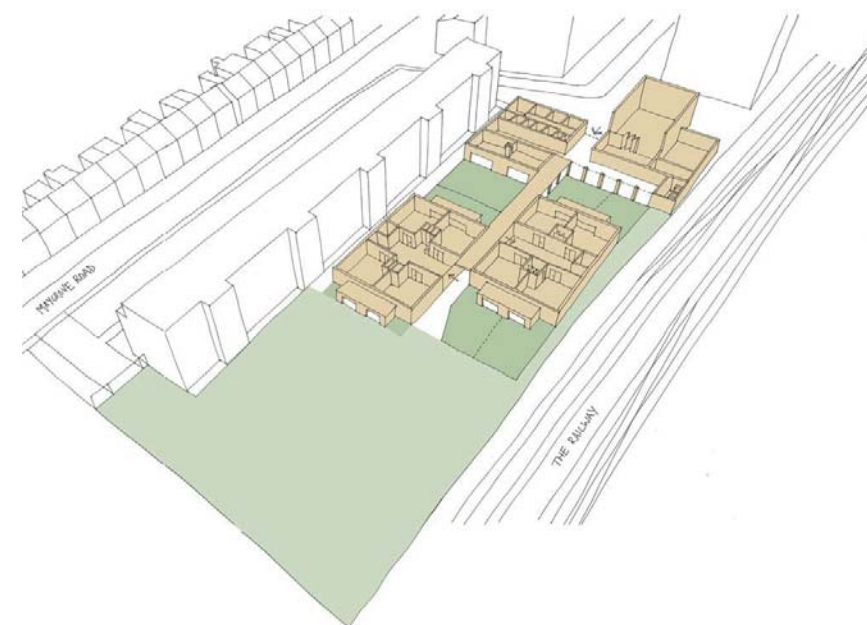


3. Four class bases are clearly defined with shared resource offering acoustic buffer



Montpelier Nursery, Kentish Town, AY Architects

- Quality of north light produced by rooflights
- Large glazed opening to garden - run in / run out play
- Pale internal timber finish



Pavilion cluster model in site context

## 4.1 Process

### 4.1.7 Classrooms

#### Linear Learning Cluster

The linear cluster develops the pavilion model into a format suited to multi-level schools with single-sided classroom wings increasing opportunities for cross ventilation or stack ventilation through atrium spaces. The linear arrangement of classrooms allows for effective north-south alignment to suit passive heating and cooling strategies. The elongated shape of the school site specifically lends itself to the linear cluster and this model has been adopted as the preferred solution for the proposed school at Liddell Road.

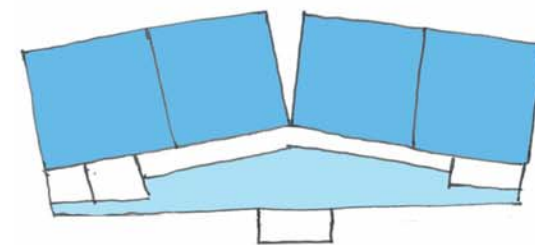
The adjacent diagrams describe variations of the linear cluster explored during design development.

Initially the linear classroom block was centrally located on the site which overshadowed the playgrounds to the north and south. An alternative option was explored by stepping the linear block which improved sunlight exposure, but the landscape strip to the north became too narrow to be usable for play. The final and selected arrangement, on the opposing page, locates the linear block at the northern boundary with shared resource spaces located adjacent the railway line as an acoustic buffer.

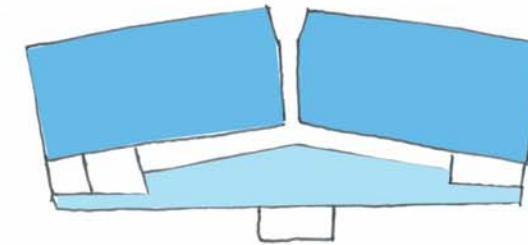


Lauriston School, Hackney, Maccreanor Lavington

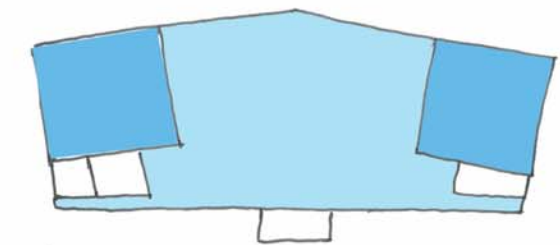
- Natural ventilation and daylighting strategies
- Entrance sequence and 'internal street'
- Resource areas including big sinks shared by several classes
- Quality and variety of external areas



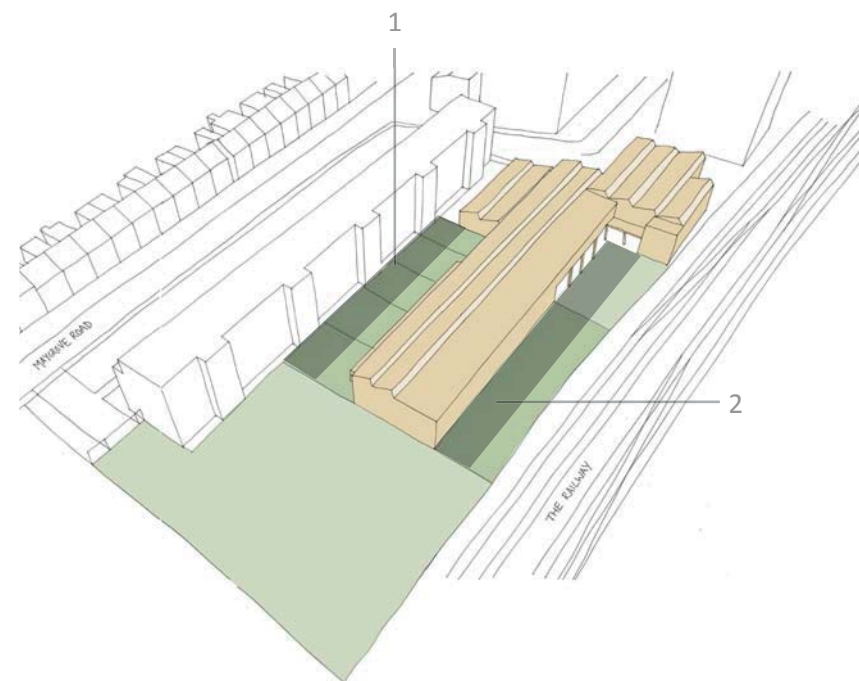
1. Four individual classrooms  
Shared resource space



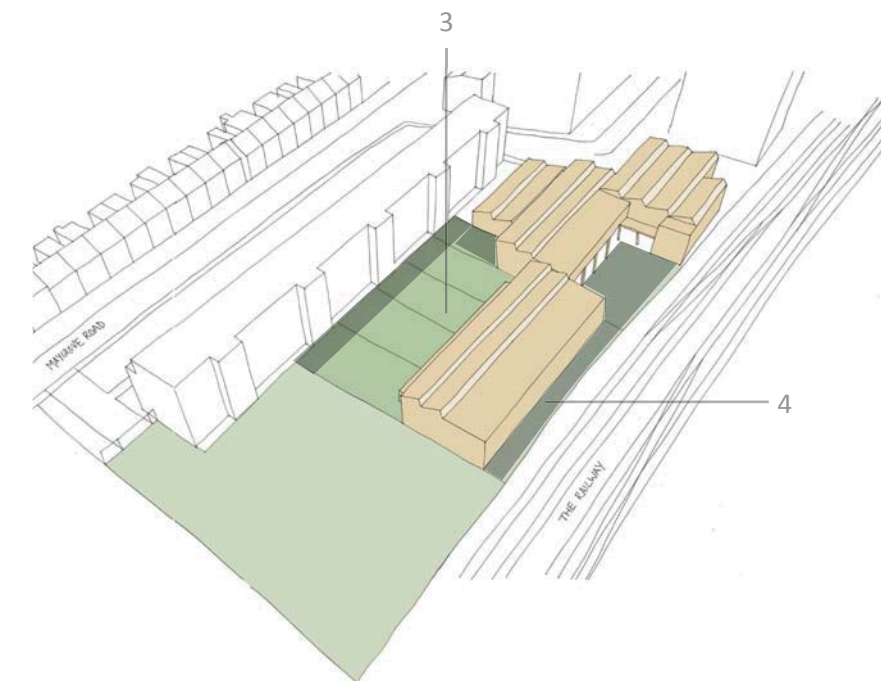
2. Paired classrooms  
Shared resource space



3. Corner classrooms  
Large flexible learning hub



1. Linear cluster:  
In context with equal provision of play space to each side of teaching block



2. Stepped linear block:

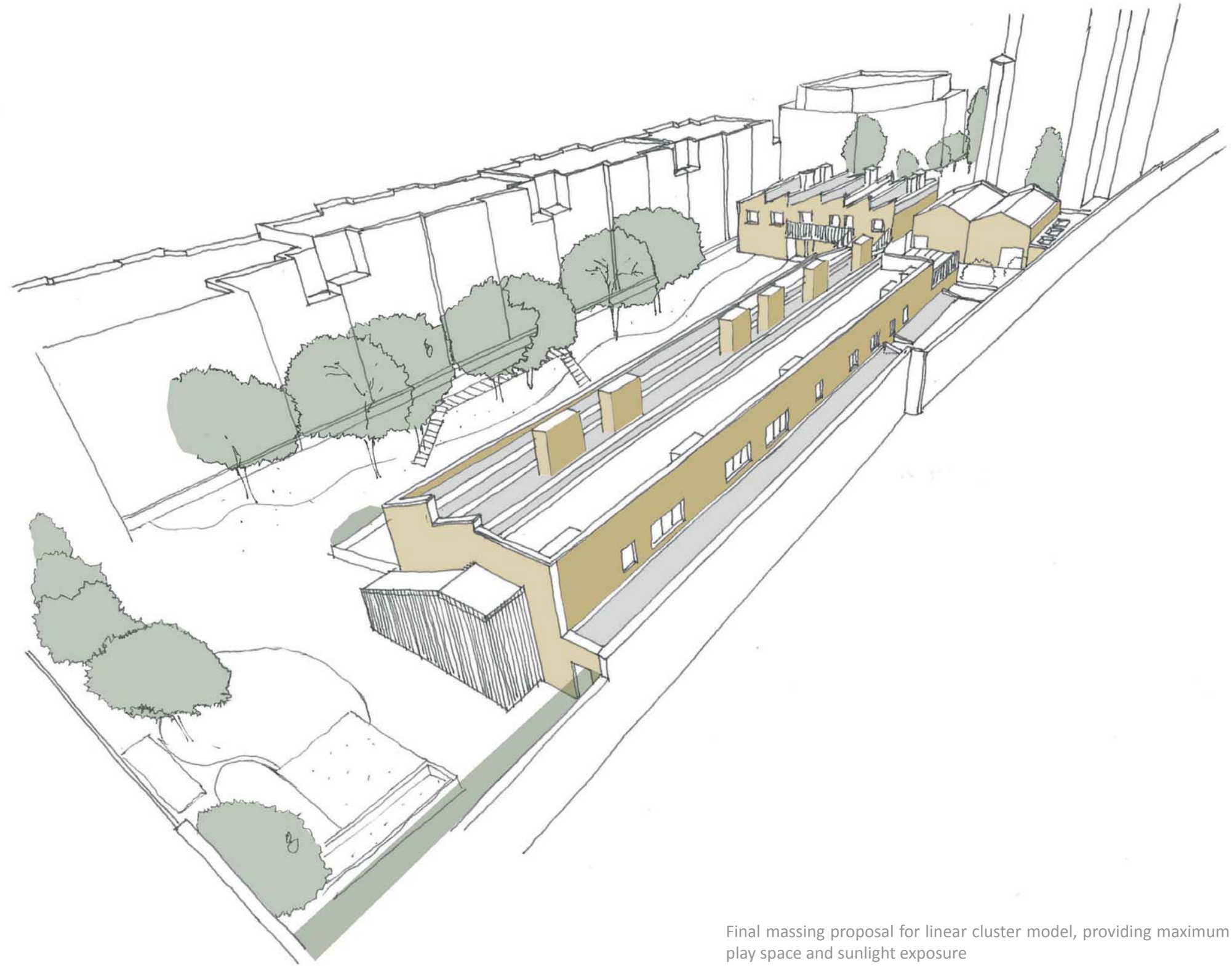
#### Key

1. Outdoor space overshadowed by residential building
2. Outdoor space overshadowed by teaching block
3. Improved access to sunlight
4. Landscape strip too narrow to support diverse play & learning activities

Shaded spaces

## 4.1 Process

### 4.1.7 Classrooms



Final massing proposal for linear cluster model, providing maximum usable play space and sunlight exposure

# 4.1 Process

## 4.1.8 Admin

### Front-of-House, Back-of-House

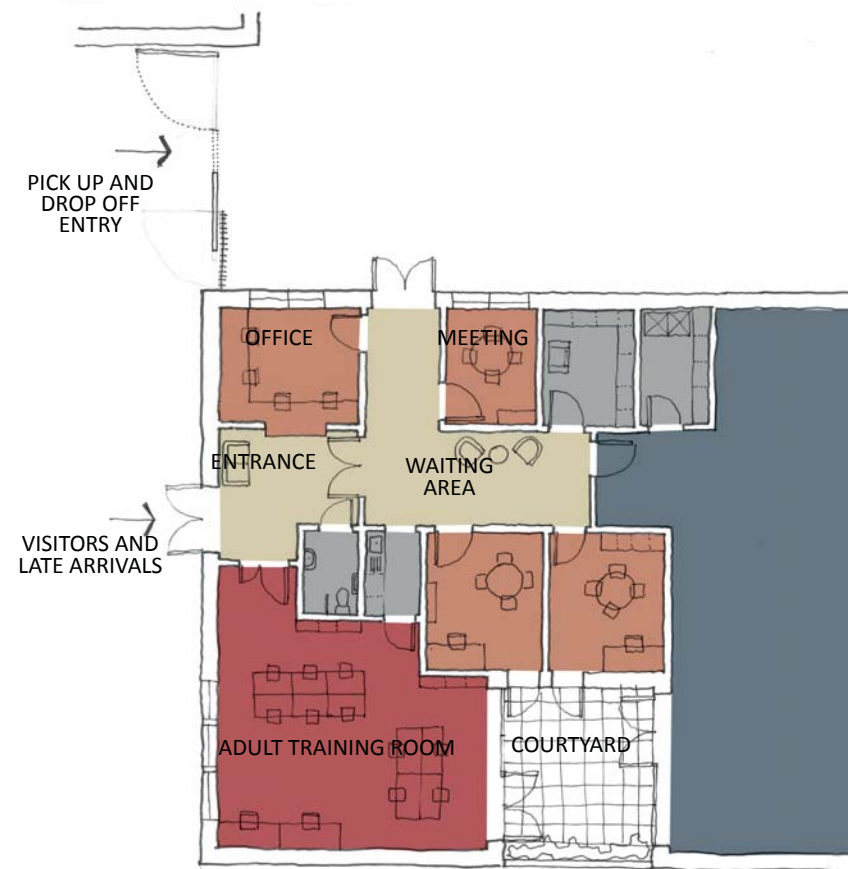
The design and layout of admin spaces in the school is critical to achieving a school which operates well, supports its staff and meets the school's aims of a friendly welcome and safe environment. Discussions with the school identified a preference for a front-of-house and back-of-house split in admin spaces:

Front of House: spaces requiring easy access by parents, carers and outside agencies being located in an easily accessible central admin hub.

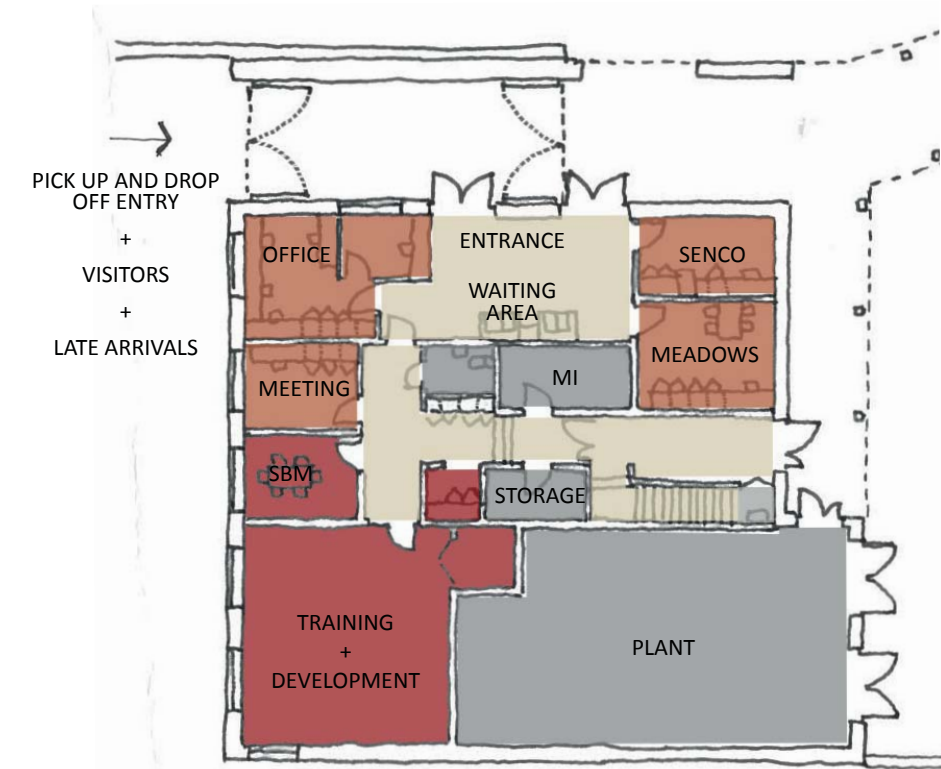
Back of House: staff support spaces, senior leadership team offices and PPA spaces, located close to class bases for ease of access between lessons.

The adjacent diagrams describe the development of the central admin hub space which aims to create: a friendly welcome to users; a safe access arrangement that segregates pupil access and visitor access areas; easy access to community facilities such as the adult training room. Initial proposals located a secure lobby with direct street access for visitors and late arrivals.

In discussion with the school, a more generous arrival through a shared external covered link was developed. A second set of gates on the outer building line is provided for out of hours security only.



1. Initial layout uses building to provide secure lobby for visitors with dedicated entrance



2. Amended proposal returns to single point of entry for visitors and pupils, with secondary gates providing covered external secure lobby during school operational hours

## 4.2 Use

### School Use:

Kingsgate Primary School is a very successful two form entry (2FE) school in West Hampstead. The school is currently over subscribed and is already supporting three temporary bulge classes in order to address a shortage of school places in the area.

The demand for school places in the North West of the borough requires an increase of two forms of entry and Kingsgate School has been selected to expand to four form entry (4FE) to provide these school places.

These proposals provide a second school site at Liddell Road to accommodate this increase, with new school buildings and playgrounds for the younger children aged from 3 years old up to 7 years old. Each year group has specific use needs summarised as follows:

- Early Years Foundation Stage: Nursery and Reception Year together form the Early Years Foundation Stage, which is recognised as a critical stage for establishing a positive introduction to learning. These ages require dedicated outside play and learning spaces with covered areas for all weather use. The arrangement of inside and outside spaces needs to allow for ease of connection and independent access so that children can choose where they go at anytime. A more structured day starts to be introduced in Reception Year to help the transition to the next stage.
  - Nursery: 52 Full Time Equivalent places for 3 - 4 year olds
  - Reception Year: 120 places as 4FE for 4 - 5 year olds
- Key Stage 1 (KS1): Year 1 and Year 2 form the next stage of learning, when the school day is structured as lesson time and play time. Easy access to outside learning is still promoted for these age groups and Year 1 in particular would benefit from a connection to an outside area which is proposed as a roof deck linked to the Year 1 cluster of classrooms.
  - Year 1: 120 places as 4FE for 5 - 6 year olds
  - Year 2: 120 places as 4FE for 6 - 7 year olds

### School Community Use:

With a diverse intake, it is important for the school to foster the support of parents and carers, so that they engage in their children's learning and help their children to flourish at school. Equally, the school has a role in offering parents and carers training and support across a range of aspects including family life, work opportunities and new skills.

Kingsgate Primary School aims to engage with the parents and carers of the children from the very start of their time at school. For most children this is when they first join the nursery or Reception classes, which will be located at the new site. Consequently, providing for the whole school community in these proposals is a vital part of the new use.

In the proposed new school facilities a specific space has been included for Adult Training. This is a generous room located at the front of the school with direct access from the secure entrance area, so that parents and carers can come into the building during the school day without crossing over with the children. A dedicated workstation for a Family Liaison Officer is provided within the main entrance office, linked to the Adult training room.

Larger school events can be accommodated in the new proposals, by designing the two halls as a double space. The halls can either be connected as a single larger space for whole school assemblies and other events, or sub-divided so that different uses can be held in each hall concurrently.



Clear wayfinding along covered colonnade



Access to outside learning and play at first floor

## 4.3 Amount

### Meeting Pupil Places

The scheme has been developed to meet the recommended area guidelines set out in the government document Building Bulletin 99: Building framework for primary school projects. The area of the site dedicated to school use and the subsequent massing has been set out to ensure adequate outdoor playspace is provided whilst the internal areas standards are met. Overall, an area of 2392sqm (Gross Internal Area) of school building is proposed. The adjacent table describes the distribution of these uses.

NET AREA	NIA (sqm)
Basic Teaching	804.1
Halls	232.6
Learning Resource Areas	193.6
Total Teaching Area	1,223.2
Staff and Admin	155.2
Teaching Storage	47.2
Non Teaching Storage	53.4
Nursery & Adult Training	223.3
<b>TOTAL NET AREA</b>	<b>1,695.7</b>

NON NET AREA	
Kitchen	88.7
WCs (and Personal Care)	80.8
Zero Carbon Elements	53.1
Plants Inc Server	77.9
Circulation	270.5
Partitions	112.1
<b>TOTAL NON NET AREA</b>	<b>683.1</b>

<b>TOTAL GROSS AREA</b>	<b>2,392</b>
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## 4.4 Layout

The proposed school is arranged as two distinct blocks and over two floors. The western block opens to the new public space and forms the entrance to the school site. This ground floor contains:

- Shared community facilities - main hall and adult training room
- The school office and 'front-of-house' staff offices, with direct street access via a covered secure lobby
- School kitchen to the north as a buffer between the hall and railway line and easily accessed from the street for deliveries and waste collection.
- Plant space located to the south of the block
- Pupil and visitor WCs

At first floor, the western block houses the Y2 learning cluster. These teaching spaces have been elevated and provided with views out to the public space, suggesting the transition that will occur as the children prepare to move to the Junior site for Y3.

The eastern block of the school is located in the heart of the play space, in a protected location on the masterplan site. Located directly adjacent to the boundary, a high acoustic wall shelters the classrooms from the railway line. This block is predominantly a teaching block. At ground floor, the building contains:

- Nursery classrooms with direct access to outdoor play and a buffer space for year-round free-flow indoor/outdoor play
- Reception classrooms with direct access to outdoor play and a buffer space for year-round free-flow indoor/outdoor play
- Key stage leader's office.

The first floor of the eastern block contains the Year 1 classrooms, located to the south with a shared buffer space to the north acting as an acoustic buffer to the railway line. The staff room and smaller staff offices are also provided on this level.

The layout, location and arrangement of the classrooms have been carefully developed to provide learning environments which transition from a protective, single-room studio approach in nursery to a more structured classroom environment in Y2. The design allows for a gradual transition through the ages, with children moving from ground floor classrooms to first floor classrooms, progressively getting closer to the more public edge of the site as they move towards their journey onwards to the Kingsgate Juniors building. The diagrams on the following page describe in detail the classroom progression through the school.



Nursery play area



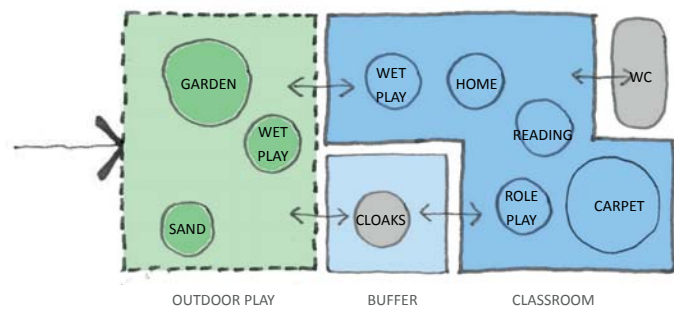
# 4.4 Layout

## Developing Year-by-Year

Within the new Kingsgate KS1, learning spaces will be tailored to each year group to best support their specific pedagogical needs before moving to a KS2 model on the other site.

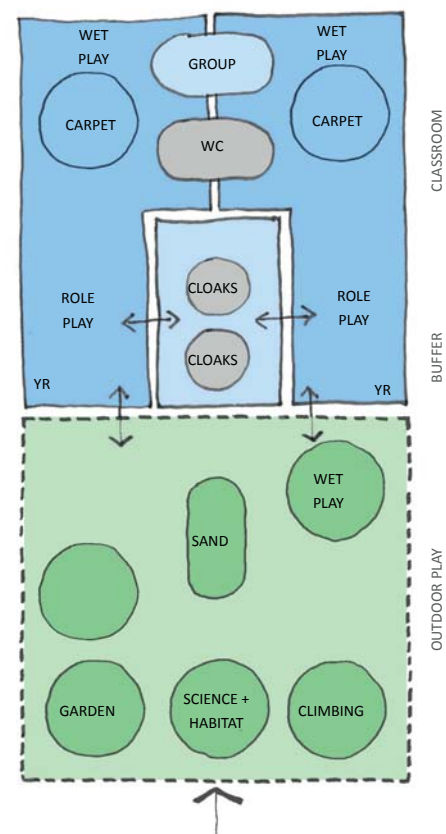
### 1. Nursery: Individual studio

Nursery will focus on a single room, studio approach with dedicated facilities including WC, storage and outdoor play.



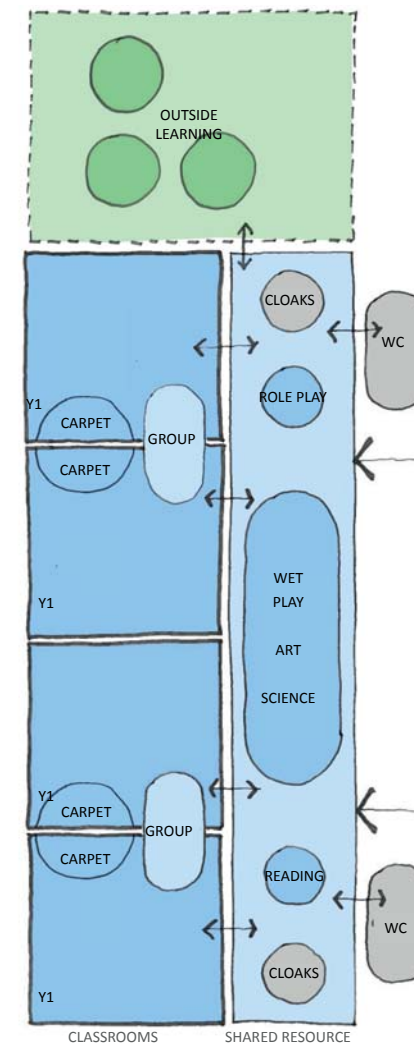
### 2. Reception: Resources shared by two classes

Reception classes maintain activities within classrooms, with the introduction of resource areas shared between two classes including group rooms, WCs, cloaks and outdoor spaces.



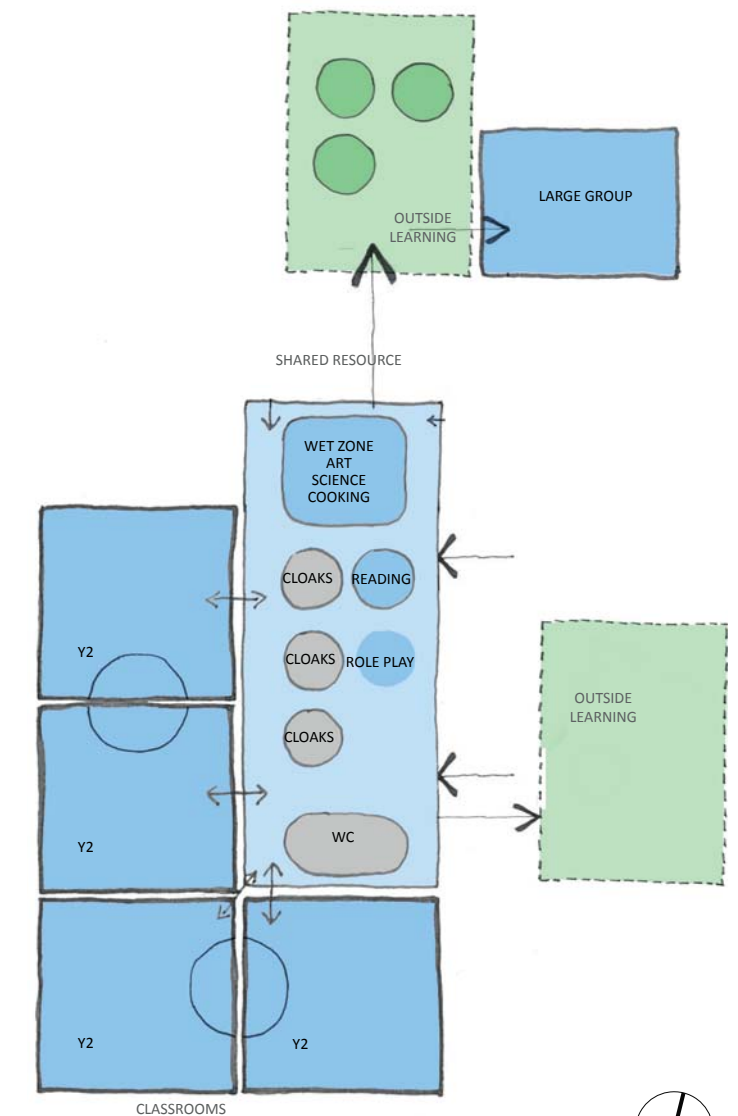
### 3. Y1: Collocated 4FE cluster

Year 1 adopt a model of a 4FE cluster, with dedicated classrooms supported by a generous resource space shared between all four classes within the year group for wet play, role play and reading areas.

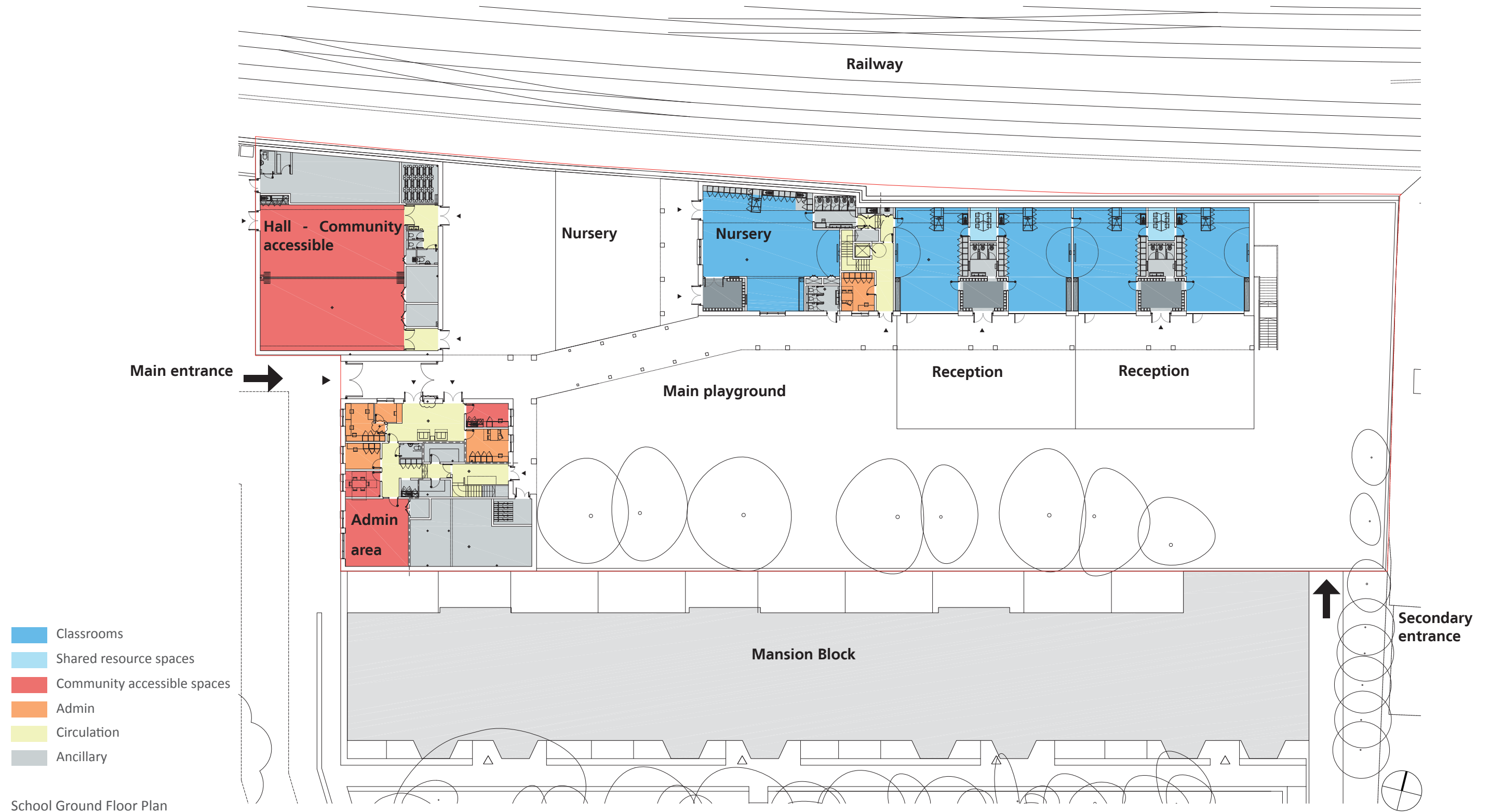


### 4. Y2 Large group room for differentiated learning

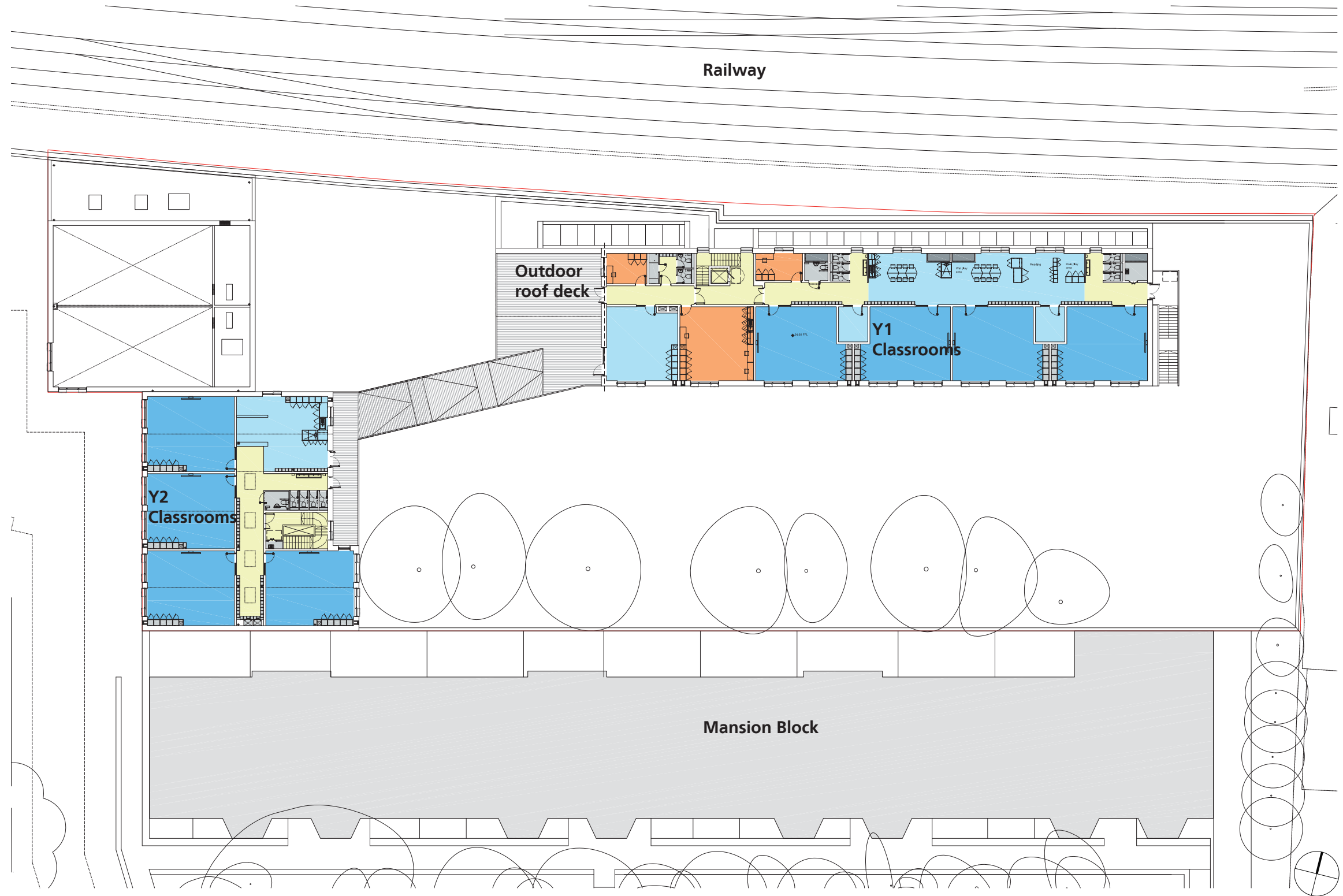
Year 2 move towards a KS2 model in preparation for moving to the KS2 site. Shared resources will have defined 'wet' areas for science, art and cookery alongside a 'dry' group room for larger group lessons such as maths, which can be used as a school wide resource.



# 4.4 Layout

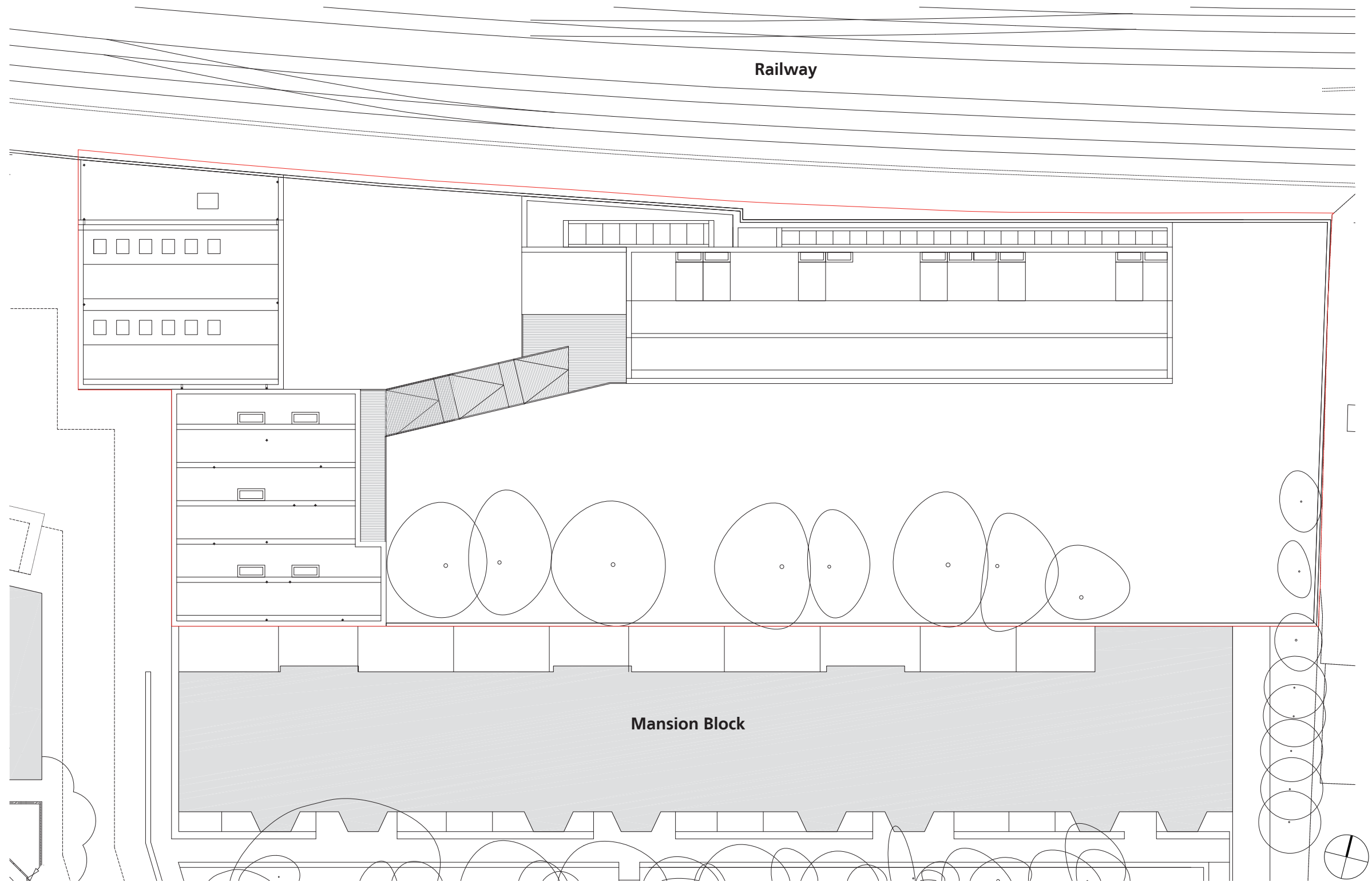


# 4.4 Layout



School First Floor Plan

# 4.4 Layout



School Roof Plan

## 4.5 Scale

### School Scale and Massing

Scale and massing of the new school facilities for Kingsgate School have been carefully developed as part of the larger masterplan for the redevelopment of Liddell Road.

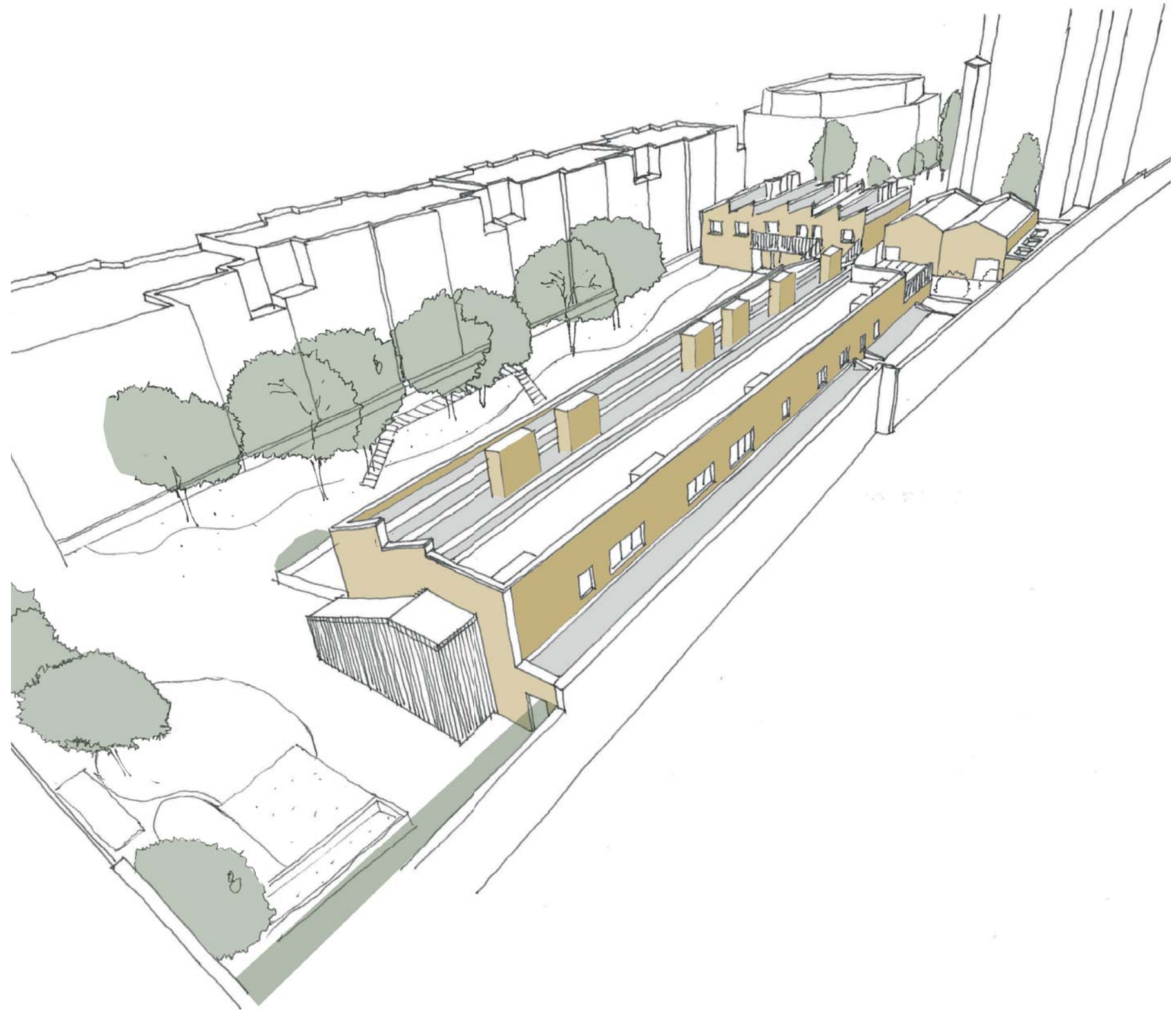
A gradient from public to private space across the whole site helps define the scale of the development: from the expanse of Maygrove Peace Park to the West of the site; to the more contained new public square at the heart of the development; through to the private playground spaces within the school site itself.

The school is formed of two blocks, each scaled to suit their location and use:

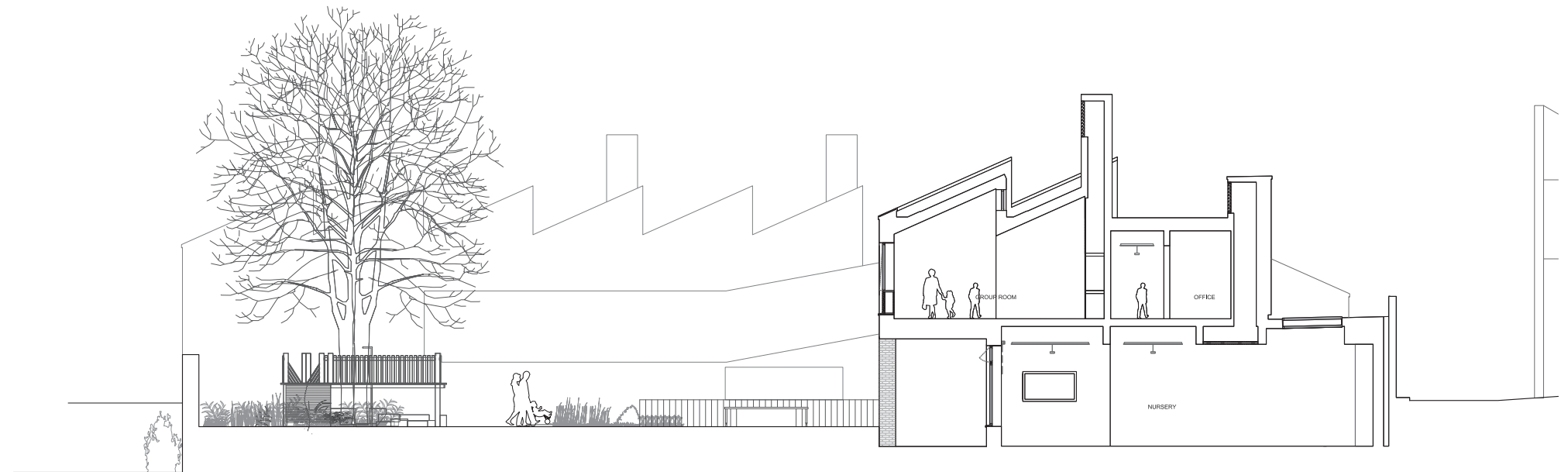
1. Front block facing the new square: the scale and massing are designed to form one side of the new public square, with an articulated two storey frontage. A generous entrance creates an external link to the new square, to help animate this new open space and to allow ease of flow during the busy drop off and collection times. The two storey facade provides a protective screen to the school and its playgrounds. The key elements of this block are:

- Central admin hub: located on the ground floor, these cellular rooms exploit the level difference along the sloped approach to benefit from good sized windows whilst maintaining privacy.
- Classrooms over admin: the oldest children in Year 2 have their four classrooms looking over the new square, preparing to move to the existing Kingsgate School site at the end of that year. Each classroom roof is articulated with a double saw tooth which animates the facade and provides high levels of good quality natural daylight.
- Double height halls: to the other side of the entrance the halls step forward of the admin facade, to define the approach view. They form a two storey presence visible from Maygrove Road, inviting the community into the new square, and the future link to the park. The two storey wall provides a significant surface for a signage wall, along with a large window into the hall which acts as a beacon signalling the school for evening events.

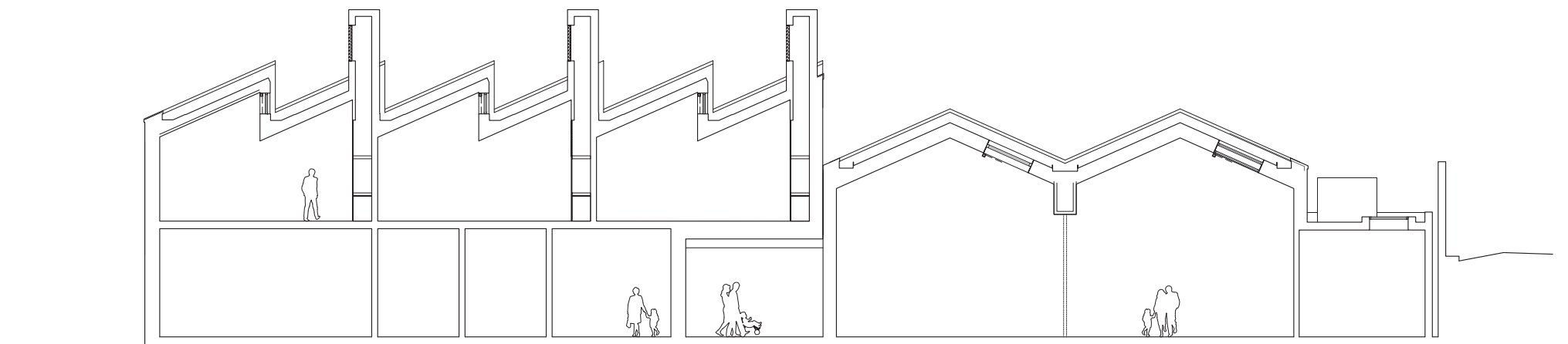
2. Rear block within the site: a linear two storey classroom block runs along the northern boundary with south facing outside play and learning spaces.



## 4.5 Scale



Section through reception and Y1 classrooms



Section through admin block, Y2 classrooms and hall

## 4.6 Landscape

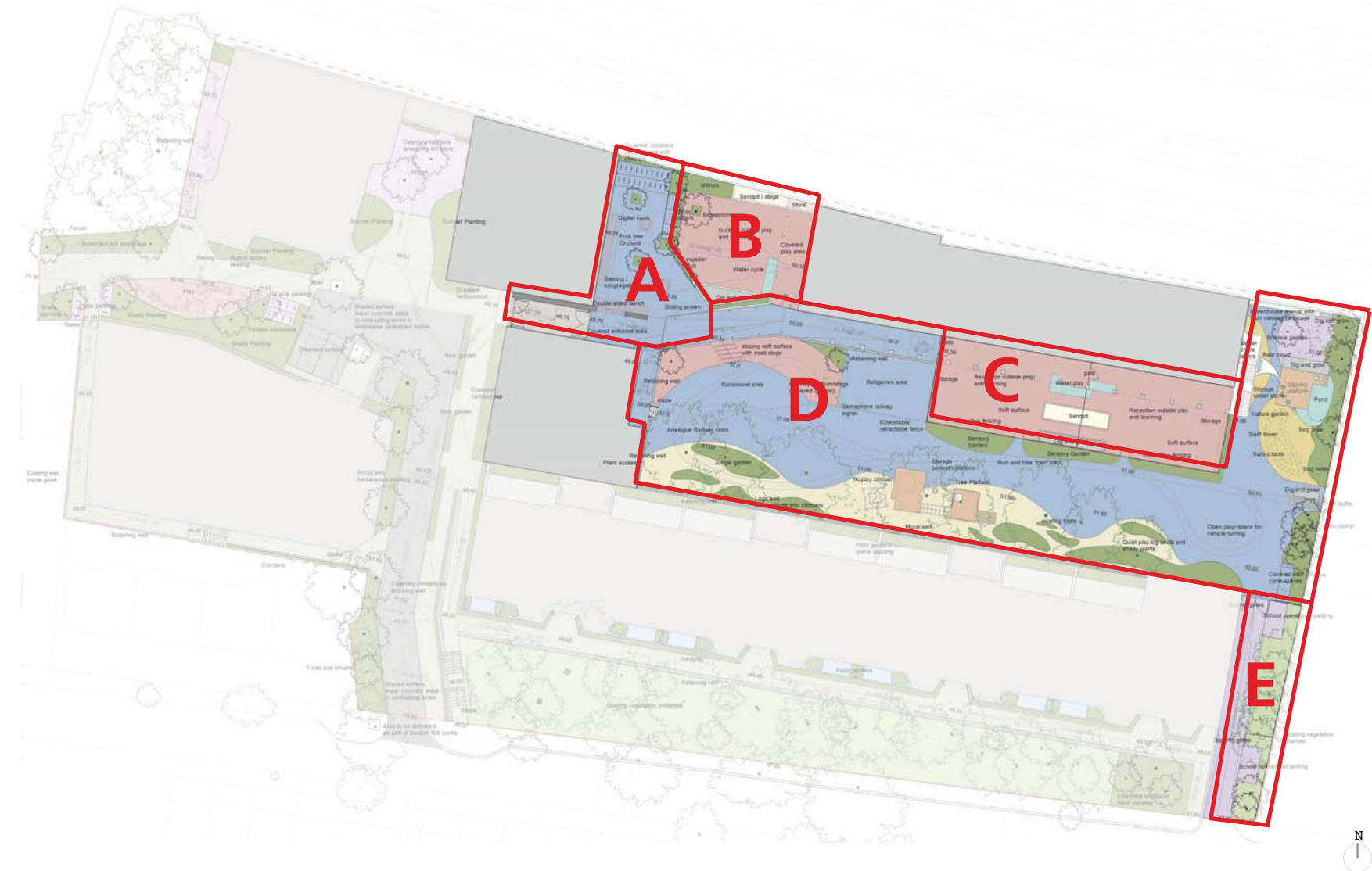
### Landscape Overview

The landscape strategy aims to achieve a coherent approach bringing together outdoor play and learning requirements with the site's considerable ecological potential and its innate qualities – the green spaces and the adjacent 'big space' of the railway corridor.

The school grounds are designed to meet both educational and play provision together, with a layout which connects a sitting area/orchard at the entrance (available for out of hours community use), dedicated nursery and reception play and learning areas, a dynamic all-age playground exploiting the topography of the site and its existing trees, and a quiet play area within planted glades by the school's nature garden for focused activities and reflection.

The landscape architect's objectives in designing the new school site are:

- to provide a specific outdoor learning and play environment tailored to infants (EYFS and KS1) in compliance with Government Guidelines (BB103).
- to minimise the environmental impact of the new school development, providing a biodiverse environment responding to site specific qualities and as far as possible retaining mature trees, providing sustainable drainage, and creating a green link between the open space on Maygrove Road and the railway corridor;
- to respond to and utilise the innate qualities of the site, including retaining the good quality existing trees for shade and shelter and making the most of the railway corridor: enabling children to see and enjoy the trains, and responding to the wide open space cutting through the city;
- to facilitate community access into the site, by enabling areas of the grounds to be segregated when required, so that the school may form a focal point for community life.



School landscape plan highlighting Areas A-E

KEY	
	Existing tree
	Proposed tree
	Porous Tarmac
	Existing vegetation
	Proposed planting
	Grass mown/ wildflower meadows
	Bonded rubber mulch softplay surface
	Wetpour softplay surface
	Permeable resin-bond surface
	Linear concrete slabs
	Linear concrete slabs
	Loose gravel
	Concrete patio paving

AREA A Main School Entrance

AREA B Outdoor Nursery Play and Learning Space

AREA C Outdoor Reception Play and Learning Space

AREA D All Age Playground

AREA E Entrance from Maygrove Road

Please refer to following pages of this report for details on the different landscape areas.

## 4.6 Landscape

### Relationship to Public Realm

The building and landscape designs are complementary, arranged to achieve an enjoyable, attractive, accessible and safe (yet challenging) environment. The main school entrance is linked by footpath and vista to the existing Peace Park, through new public space including planting, innovative street furniture and an informal play area, where families en route to and from school may pause.

### Access

A level access, via ramps/steps compliant with accessibility standards, will connect Maygrove Road, to the main school entrance and thereafter into the school buildings.

Cycle parking spaces will be provided in accordance with Borough policy, the school's requirements and BREEAM: 10 covered spaces for staff (located by the secondary eastern access); 20 covered spaces for children, and 60 scooter spaces. 10 cycle spaces for visitors will be provided externally in the public realm.

The new proposed access road will be a shared surface route with pedestrian priority (a portion of the surface will be paved in contrasting material and lined with planting as a pedestrian-only route during busy times).

The school will have a secondary access at the eastern end of the school which will be used for fire escape and occasional operational access – and form the arrival and departure point for children during the construction phase of the Phase 2 development (when the residential and workspace buildings will be constructed).

Refer to the Transport Assessment and the school travel plan for further detail on the operational access arrangements for the school site, prepared by Alan Baxter Associates LLP.

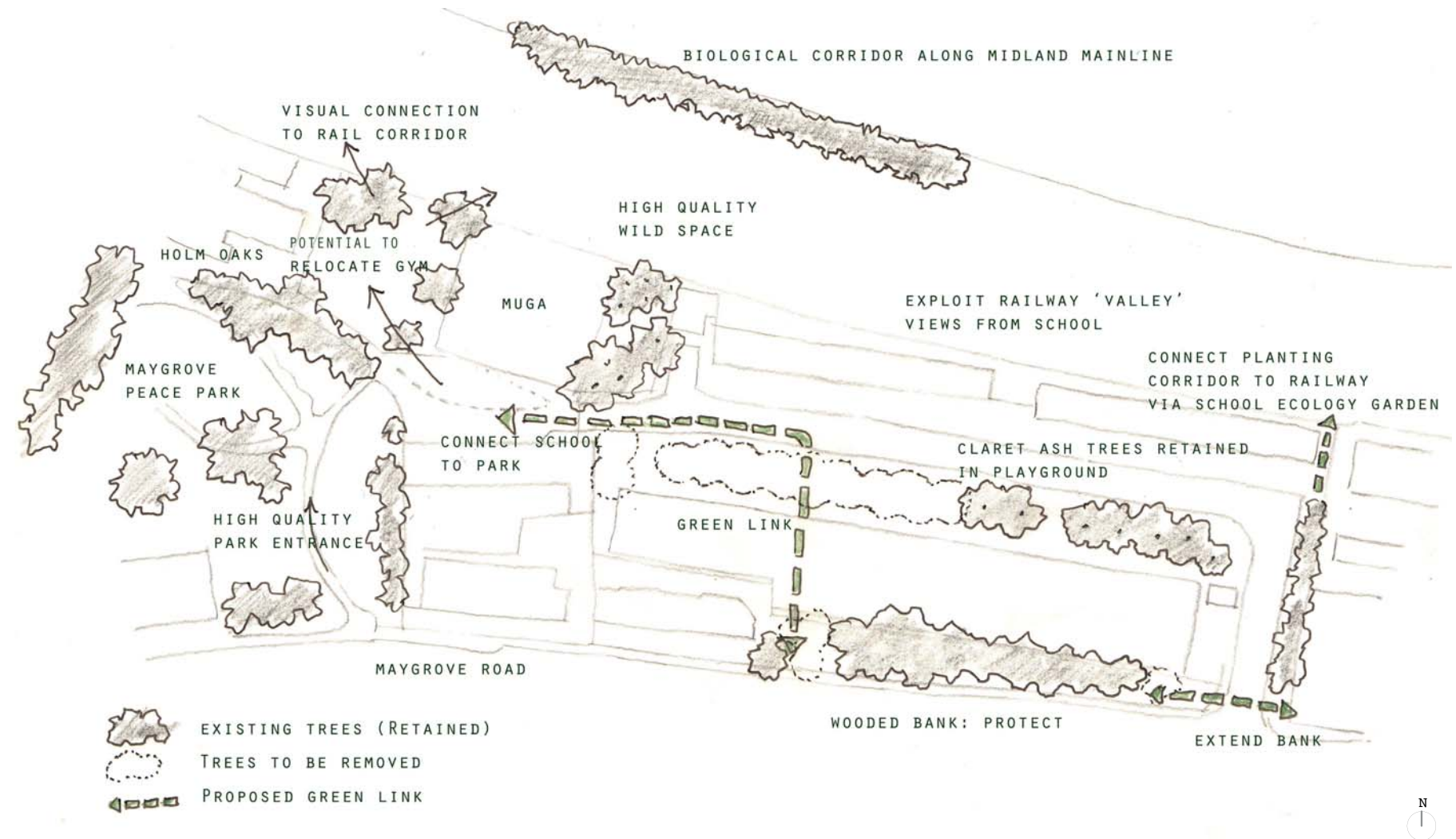
### Ecology and Conservation

At the eastern end of the school site a nature garden including a pond and planting for wildlife is proposed (described in more detail below) which will provide a green link between the Maygrove Road bank and the biological corridor of the railway.

As recommended in the ecologist's report, bird boxes will be provided in the existing mature trees.

The school hall will have a green roof and the building and playground layout has been developed to ensure the retention of the rump of the existing mature ash trees on site.

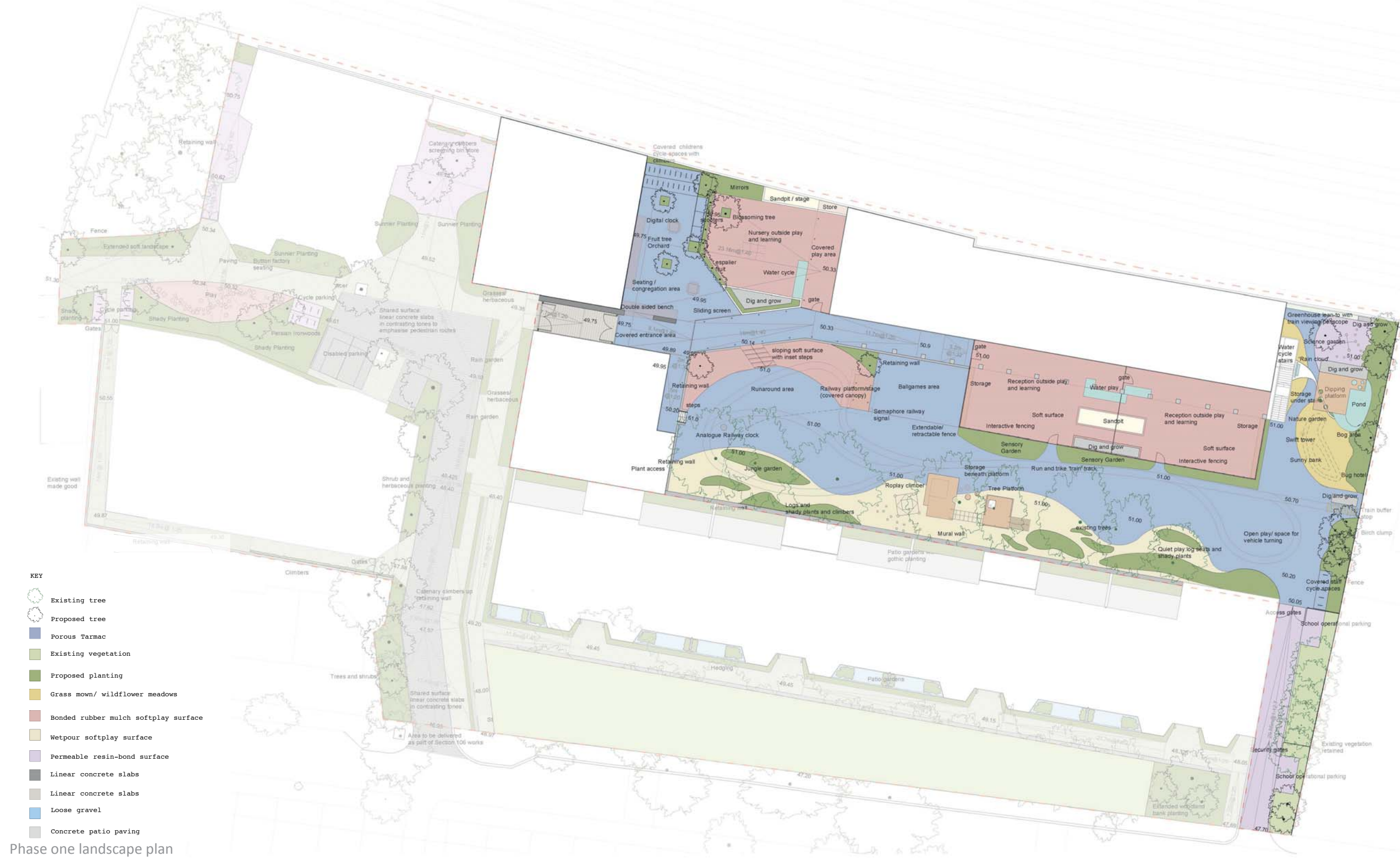
Refer to the Ecological Appraisal prepared by the The Ecology Consultancy.



Site Ecology Sketch



# 4.6 Landscape



# 4.6 Landscape

## Planting palette

Entrance Orchard  
*Edible plants*



Espalier apple trees



Hops

Nursery  
*Blossom and colour*



Almond

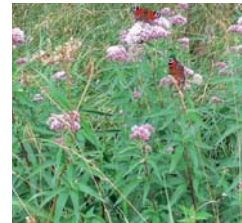


'Teddy bear' sunflowers

Main playground: Quiet Area  
*Shade planting under trees*



Royal fern

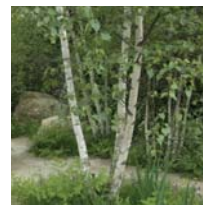


Hemp agrimony



Guelder rose

Main playground:  
*Trees for seasonal interest*



Silver birch

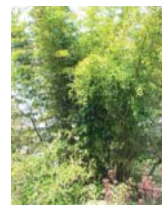


Snakebark maple



Pink siris

Main playground:  
*Jungle planting*



Black bamboo



Fargesia

Reception playground:  
*Sensory planting*



Chives



Honesty



Lambs' ears

Nature garden:  
*Wildlife planting*



Purple loosestrife

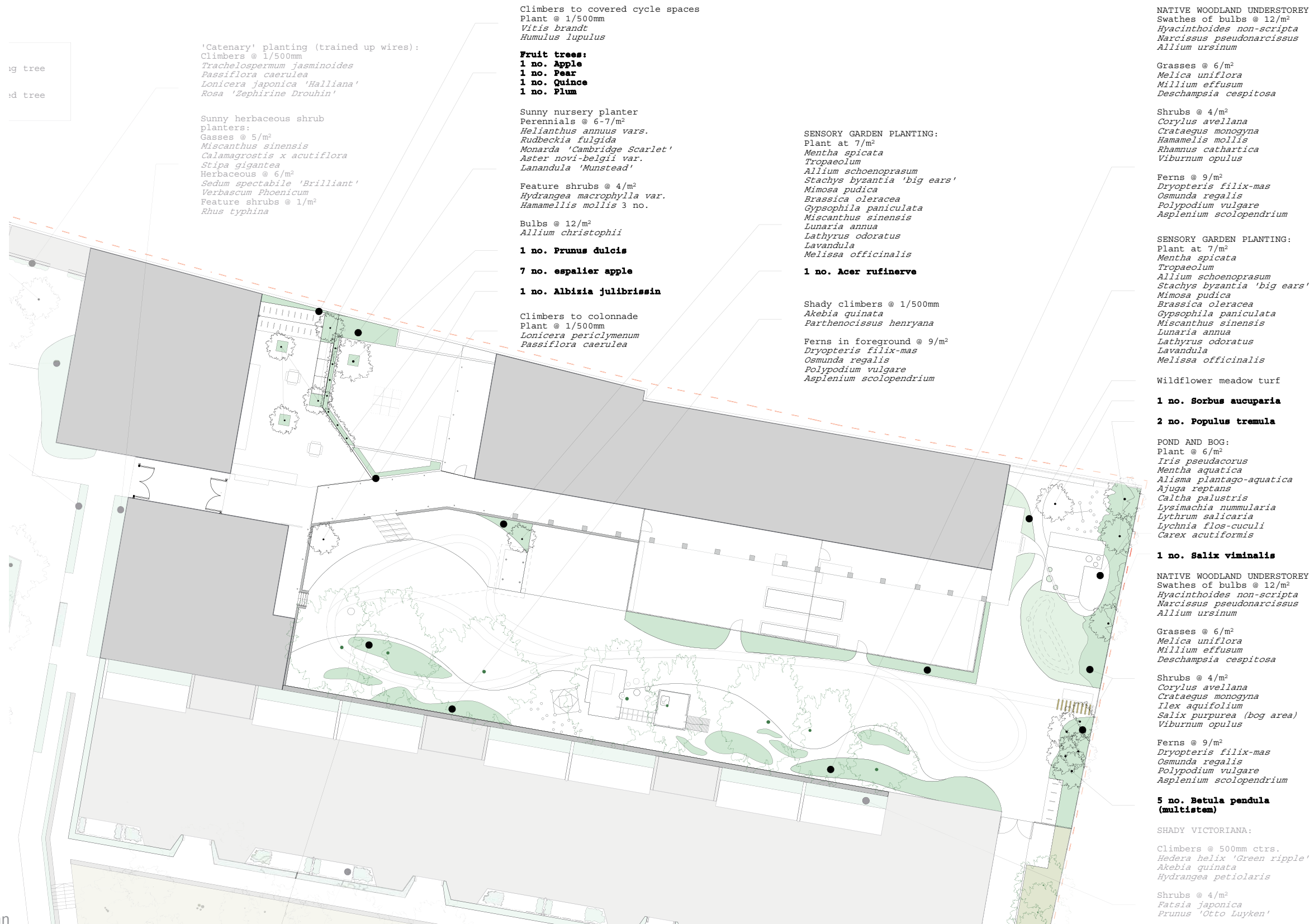


Yellow flag



Wildflower meadow

# 4.6 Landscape



Planting strategy plan