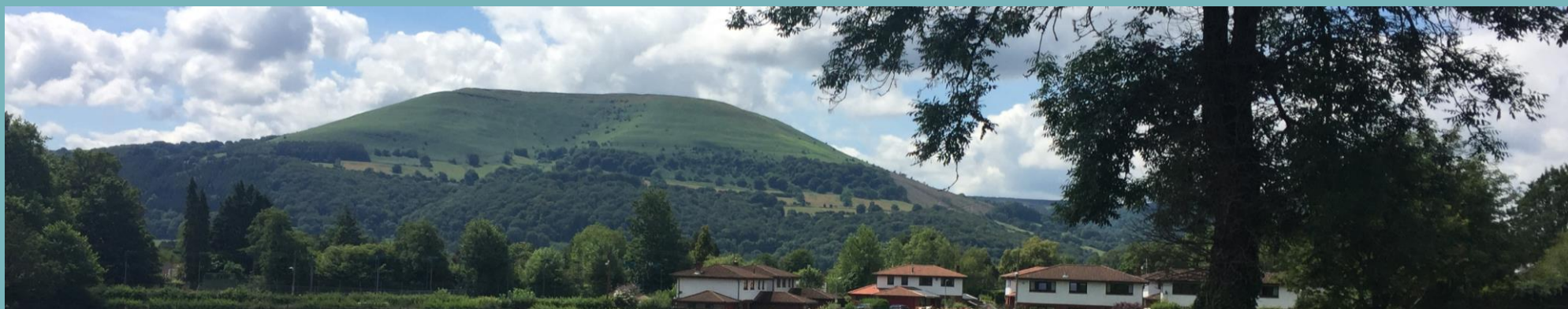


Abergavenny 3-19 School | Ysgol Y Fenni 3-19

Design and Access Statement | Datganiad Dylunio a Mynediad

December 2021 Rhagfyr



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Introduction

Executive Summary

This Design and Access Statement has been prepared by Rio Architects in support of the detailed application for the development of a new 3 to 19 school at the site of the existing King Henry VIII school in Abergavenny. The new school will merge King Henry VIII School and Deri View School.

The new school will accommodate flying-start, Nursery, Lower School, Upper School and 6th form educational provision with a capacity for 1,900 pupils, and will be open for community uses outside school hours

The existing school will remain operational throughout the construction period of the new school, which is intended to be completed and ready for the September 2024 term. The existing school will then be demolished to allow for new external sports facilities for the school and community to be built. The existing Abergavenny Leisure Centre will be retained in its current location.

This document will demonstrate how this application responds to the Monmouthshire County Council LDP 2011-2021, the numerous surveys and assessments and the public consultation undertaken in relation to this development.



Existing King Henry VIII School

Project Brief

The project is required to deliver a new educational development to accommodate teaching and learning for pupils aged 3 to 19 years. The new school will provide an opportunity to bring the foundation, Lower School, Upper School and sixth form Key Stages together in an exciting and holistic learning environment.

The new school will accommodate circa 1900 pupils and 200 staff and include both internal and external learning and play areas within a secure and managed site.

The project will also accommodate the existing Abergavenny Leisure Centre and parking in its current location, albeit the parking arrangement will be modified to suit the new proposals and the existing Leisure Centre will sit outside of the secure boundary of the school.

A number of the new spaces will be available for community usage including the sports hall, external sports pitches and classrooms for adult education.

Brief Summary

- **Flying Start**
20 toddlers
- **Foundation Phase**
Nursery
30 am + 30 pm
Reception and Years, 1, 2, 3, 4
300 pupils
- **Middle Phase. Years 5,6,7 & 8**
120 (Lower School) + 480 (Upper School) = 600 in Middle Phase
- **Upper Phase. Years 9, 10, 11**
720 pupils in Upper School
- **6th Form.** 200 6th Formers
- **Secure external learning and play areas**
- **Covered external learning and play areas**
- **Secure external curriculum sports pitches**
- **On-site Staff and Visitor Parking**
- **On-site Bus Drop-off**

MCC - CRITICAL SUCCESS FACTORS

Education - Inspirational, flexible, appropriately sized and immersive teaching environment that teachers want to teach in and learners want to learn in

Energy - Sustainable low carbon design that fits well within its environment and is acceptable to the LPA

Budget - Affordable in the short, medium and long term

Quality - The quality and finish of the facility is befitting of a 21st century school with all building trades delivering work to a high quality finish

Programme - Programme delivery occupation Sept 2024 – the “all through” school is to be available for beneficial occupation no later than this date

Community Benefits - Accessible and welcoming to all citizens of Abergavenny and the surrounding areas

Collaboration - The project is delivered in a collaborative context

Impact - Minimum impact on the live site (school and leisure)

Funding Conditions - Delivered within funding conditions

The Site

The 10.2 hectare development site is approximately 500m to the north of Abergavenny town centre, between Old Hereford Road to the east and Pen Y Pound Road to the west.

The site is currently occupied by the existing King Henry VIII Comprehensive School; Abergavenny Leisure Centre; and playing fields/formal public open space associated with both uses. A bungalow, formerly the caretaker's bungalow associated with the school, is located to the east of the site is now used by social services as a children's contact centre.

The existing school and leisure centre (1) are positioned within the north-eastern portion of the site, with playing fields (2) occupying the western and southern parts of the site.

The site currently benefits from two vehicular access points. The site can be accessed to the east from Old Hereford Road (3), or from the west by Pen Y Pound Road (4). At present, the site operates by means of a one-way system for general traffic (entering the site from Old Hereford Road and exiting through the site via Pen-Y-Pound), and a two-way system for school buses. The site does not contain any Public Rights of Way.



Aerial view of existing King Henry VIII School illustrating the ownership boundary

The Site



Analysis

Site Context

The northern part of Abergavenny is the context for the development site which outside of the school site is primarily formed of suburban residential streets with 2 and 3 storey terraced, semi detached and detached houses.

The Bethany Church and graveyard sit at the site's southern eastern boundary with the Pen Y Pound Stadium to the south. Abergavenny Cricket Club is located to the west.

The area surrounding the site to the west, north and east is predominantly residential. The context of Abergavenny to the west of the site is characterised by larger dwellings set in generous plots, whilst the east is subject to residential development of a higher density.

The site sits close to the boundary of the Abergavenny Town Conservation Area and also to 'The Hill' Registered Historic Park and Garden. An Archaeology and Heritage Assessment has been submitted as part of this application so as to fully appreciate the impact of this development on these heritage assets.

In the context of the existing land use, it is not considered that the proposed development will have any adverse impact upon the environmental sensitivity of the surrounding area.



Photos of the typical architecture of the area



Site Context

Local Schools

A Review of existing school buildings in Abergavenny and elsewhere in Monmouthshire reveals that brick is frequently used as an external wall treatment. Some obvious advantages of brick and the reason for its popularity on local education buildings relate to its:

- Durability,
- Ease of maintenance,
- Robustness
- Resistance to weather (It is holding up well in the Cantref School which is more than a century old)
- Timeless appearance

For more recent examples, brick cladding is also used in the Caldicot School, Monmouthshire Comprehensive School and Croesyceiliog School.



Cantref School



Caldicot School



Croesyceiliog School



Monmouthshire Comprehensive School

Site and Constraints

The existing King Henry VIII School site is a collection of disparate buildings and open playing fields. The primary features of the site include:

Existing School (1)

The existing school will need to remain open and functional during the construction of the new school. This will therefore influence the location and design of the new school.

Existing Leisure Centre (2)

The existing Leisure Centre will be retained, and will need to be accommodated within the designs of the new masterplan for the site.

Existing Energy Centre (3)

The existing Energy Centre is to be retained on-site, but will be relocated in a new plant room.

Levels (4)

The site slopes from north to south with a fall of approximately 15m.

Tree Groups (5)

There are a number of existing tree groups within the site which will be retained and protected as part of the new development.

Mature Oak (6)

This is an existing single oak tree on site

Existing Stream (7)

There is an existing stream, partly culverted which runs north to south through the site. This culverted part of the stream will need to be redirected as part of the new proposals.

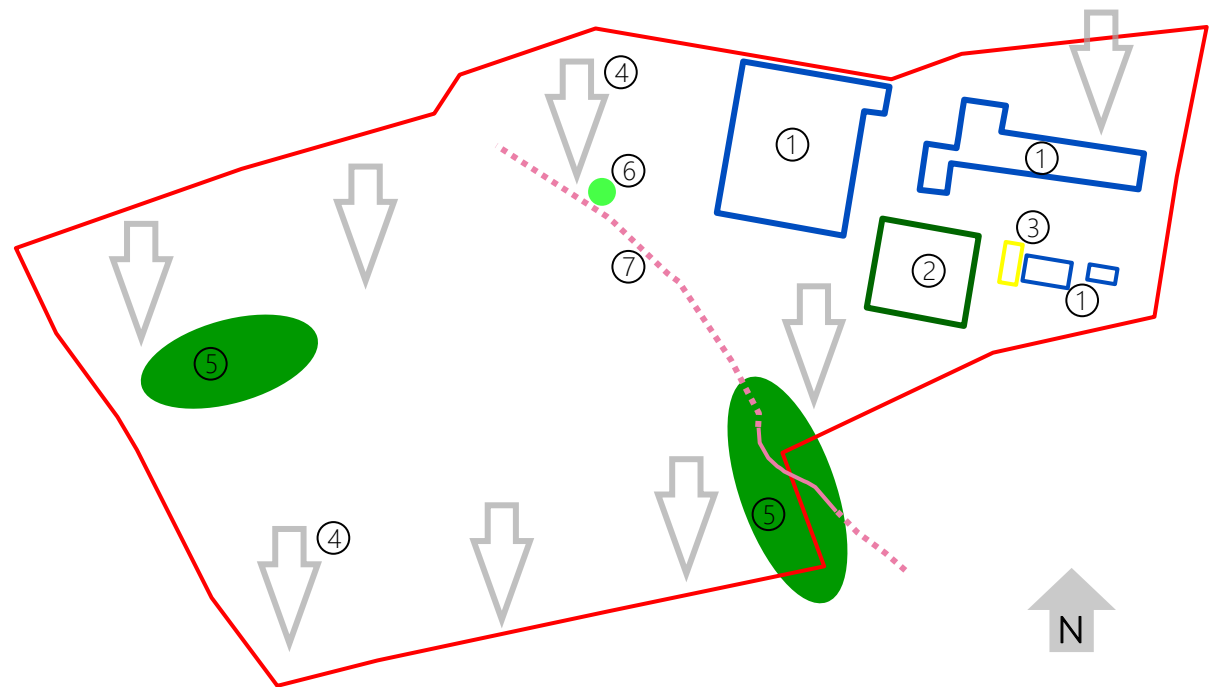


Diagram of existing site layout

Technical Studies

A number of technical studies have been prepared to inform the proposals for the site, these studies have produced information and recommendations which have been taken into account when preparing the developed proposals.

The studies and reports have been included within this application separately, but can be summarised as follows:

- Transport Assessment and Travel Plan
- Arboricultural Survey and Report
- Tree Constraints Plan
- Landscape and Visual Appraisal
- Archaeological and Heritage Assessment
- Preliminary Ecology Appraisal
- Bat Survey & Report
- Geotechnical and Geo-environmental report
- Noise Survey Report
- Energy Statement



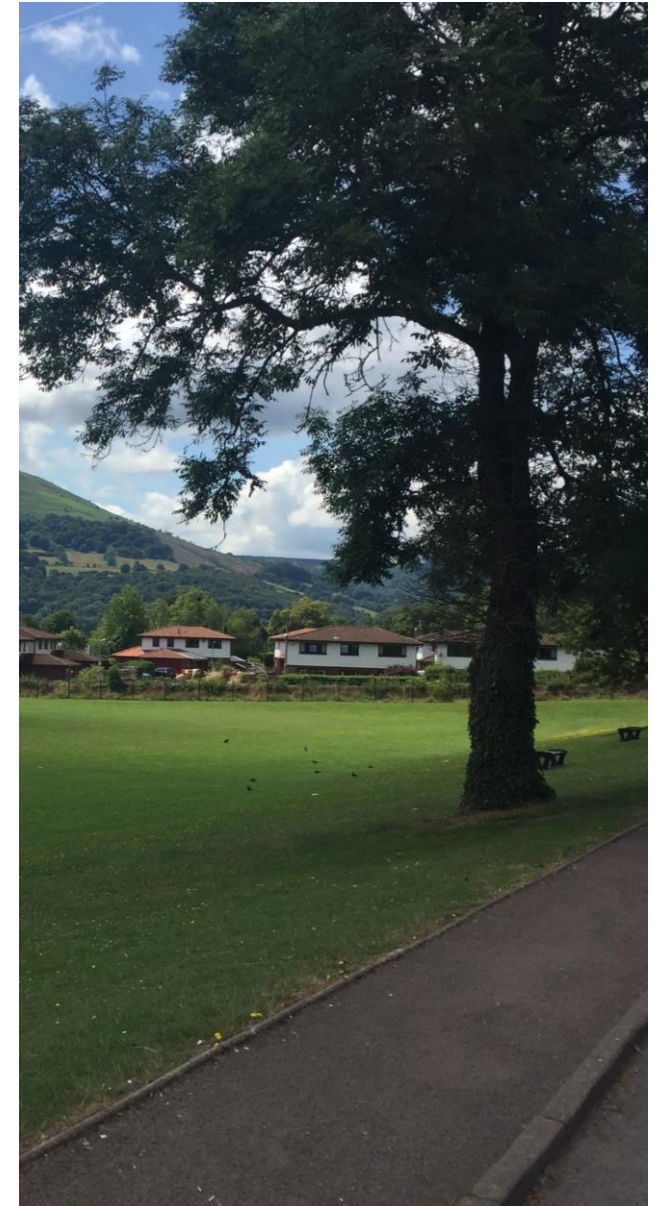
View of the existing site playing fields

Strategies

Project Goals and Objectives

Through dialogue and engagement with MCC, King Henry VIII School, Deri View and wider stakeholders we understand the goals and objectives for the project to be as follows (Nb: This list is not exhaustive and will be developed further): -

- High quality and robust design
- New building location and configuration to maximise development potential of the proposed site
- Building to be welcoming and inviting
- The new school must consider challenging site topography and accessibility issues.
- Proposals should maximise efficiency of space and explore opportunities for shared/flexible facilities between departments
- The development should consider well-being of both pupils and staff. Natural daylight, views, passive ventilation are critical to its success
- Building design should pay deference to the special quality and nature of the existing site and surrounding landscape
- Existing trees and natural environment should be seen as an opportunity for the new school design
- Proposals should consider community use and evening/weekend adult learning
- Classrooms must have easy access to secure external learning and play areas where possible
- Designs should include for covered external areas
- Sufficient parking for staff and visitors must be accommodated on the site
- Design should consider proposals for renewable energy
- BREEAM Excellent to be achieved
- The school should meet MCC's Net Zero Carbon targets
- Developing the through school education / curriculum opportunity



Design Principles

The key principles of the proposed layout and scheme design which will achieve our design objectives are:

- Design a quality learning environment.
- Locate new buildings more centrally on the site to respond to both the East and West entrances to the site, and to protect existing tree groups nearer to the site boundaries.
- Create a split level building designed to respond to the natural topography of the site.
- Locate the Lower School close to the existing stream and woodland to maximise opportunity for a supervised Forest School.
- Locate new sports pitches in current position to reduce extensive remodelling of the site topography.
- Arrange site to maximise the potential for south facing external social and recreational spaces.
- Design a predominantly brick façade to create a robust and low maintenance environment.
- Ensure an energy Net Zero building, through operation.
- Design canopies for covered external play on south facing facades to act as solar shading and provide external learning and teaching opportunities.
- Maximise opportunities to visually and physically connect the internal and external environments through appropriate elevation design and aperture configuration.



Precedent Research

The vision for the new school is for a contemporary, open and inspiring environment which encourages communication, inclusivity and equality. A number of educational buildings have been reviewed and assessed as part of the design process to gain greater insight into what design features work well in these types of institutes.

Through this precedent study a framework of design influences has been established to guide the final proposals namely:

- Predominantly brick façade to create a robust environment with warmth and depth
- Crisp detailing particularly around external canopies
- Generous levels of glazing on the appropriate elevations to maximise the connection between internal and external spaces, as well as natural light to internal spaces.
- Introduction of enhanced finishes such as timber in limited and less exposed areas such as underside of canopies.
- Measured use of colours, tones and textures
- Rhythmic elevation treatment using a limited palette of materials.



Design Evolution

Brief Development

Foundation phase

The Flying Start, Nursery and Lower School (R to Yr4) are located in one building, forming a hub for the youngest pupils. This creates an environment which allows these age groups to mix and learn with each other.

It also provides a clear point of reference for new parents. The location of this hub is adjacent to the main school arrival building, where they will be able to meet a teacher or socialise with other parents.

Each age group has their dedicated teaching facilities, accompanied by teaching storage and age-specific sanitary facilities. Flying Start, Nursery and Wrap around Care are located on the lower ground floor.

All Foundation and Lower School classrooms have direct access to outdoor teaching/play space (Y3 and Y4 pupils will have access to a roof terrace)

Staff areas are spread throughout the buildings to provide support. to teaching spaces as well as offer passive supervision.

Intermediate Phase and Upper School

The benefit of merging Yrs 5 & 6 with the Upper school, is that it's possible to minimise the attainment drop between the traditional Lower and Upper schools model. This has been achieved by re-locating the yrs 5 & 6 classrooms from the Lower school to the Upper school, in a dedicated wing. We have named these four classrooms the 'Intermediate Phase'.

It is envisaged that the education delivery of the intermediate year groups will be more class base oriented and less moving to teaching areas. There are exceptions to this approach, mainly around:

Science, D&T and Art. This approach will help smooth the transition and remove the 'shock' of the educational changes to the pupils.

We are confident that this approach will provide a more fluid transition between Lower and Upper School education teaching methods and integration.

All pupils will use the Upper School dining hall, from Lower School to 6th form. This strategy has been proven to remove any stigma by blurring the lines between the traditional Lower and Upper School education buildings and staff.

The integration of both the Lower and Upper education models will ensure that the culture of learning is set early and remains in place through the learners education.

Design Evolution

Utilising the brief and site circumstances along with the client requirements, we were able to produce many zoning diagrams, where we could test the mass on the site against the key objectives and goals.

The following pages capture these diagrams and explain the reasoning behind the selection of some diagrams and the further development.

Design Evolution

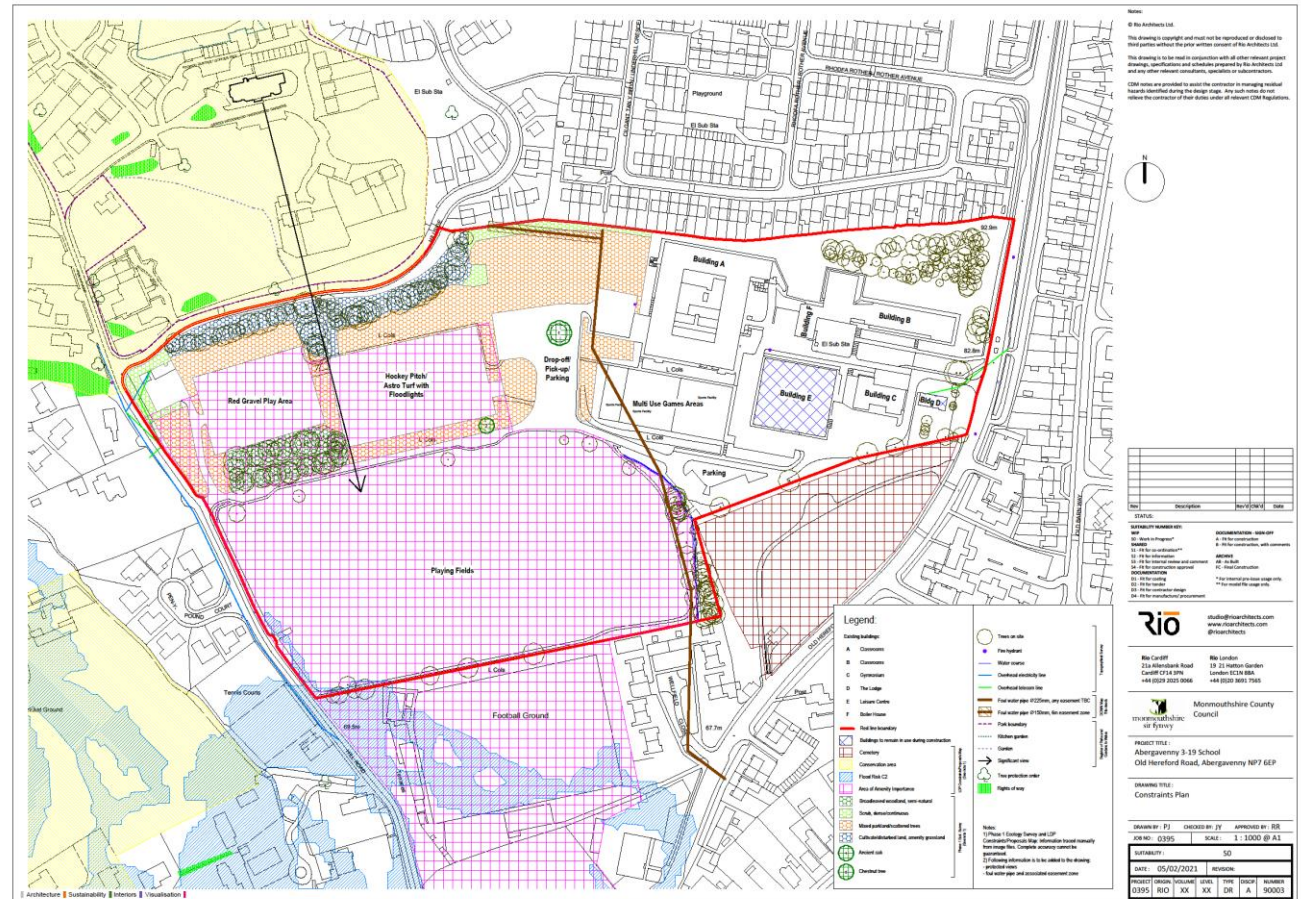
Addressing Context and Constraints

King Henry VIII school is situated close to 'The Hill' to the north west of the site a registered Park and Garden and the Abergavenny Conservation Area.

These designation heighten the authority's requirements for a robust analysis in support and justification of any proposals.

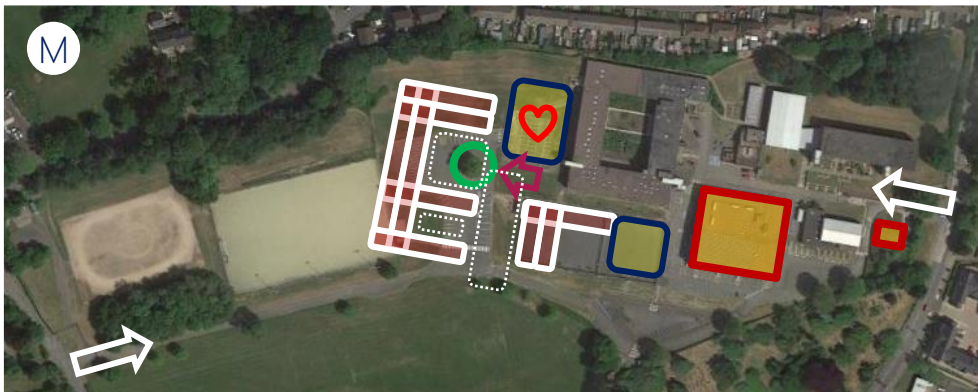
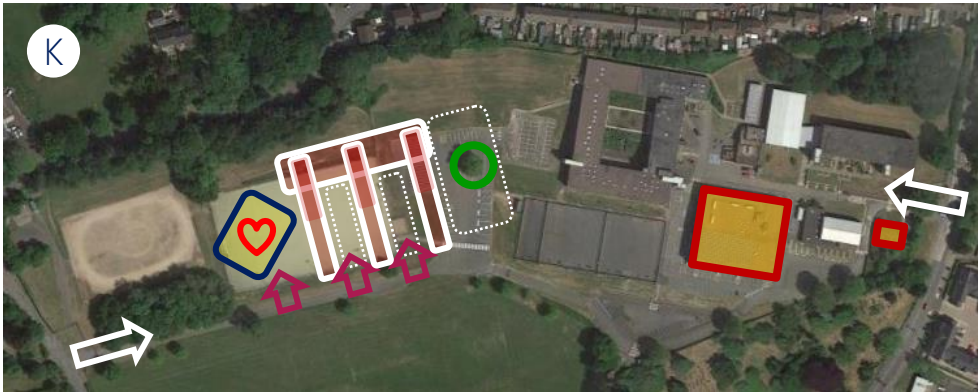
The following bullet points summarise our approach to addressing the relevant constraints and opportunities :

- Enter into dialogue with the Planning Authority to establish the 'Planning' parameters and deliverables that affect the design.
- Define the parameters relating to the setting of the Historical Assets and establish a strategy for addressing any constraints.
- Undertake massing and visual impact studies to understand and review the impact on the setting of the Historical assets.
- Test masterplan options that are cognisant of the relationship with the Historical assets and also the area of contaminated land.

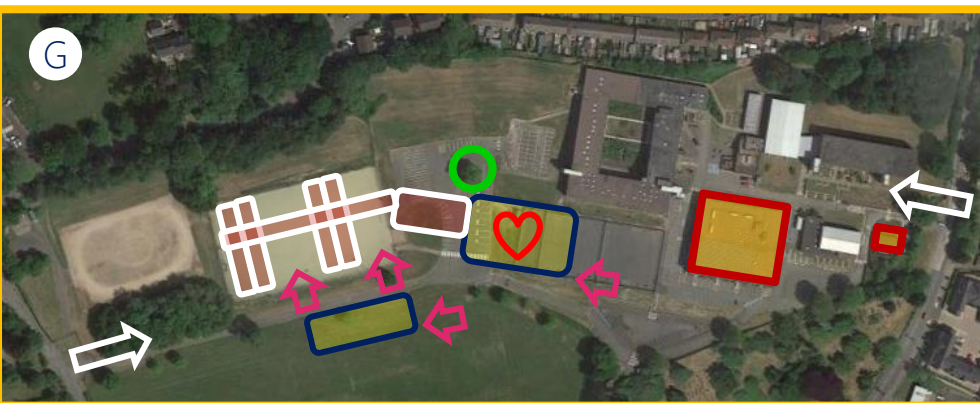
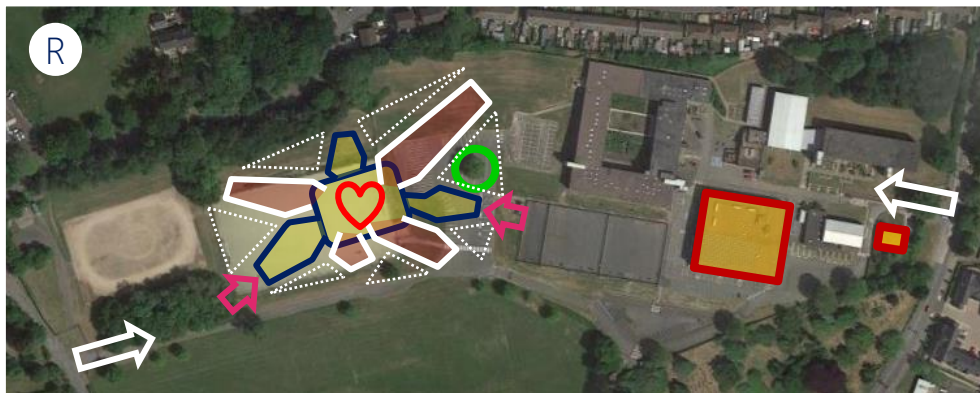
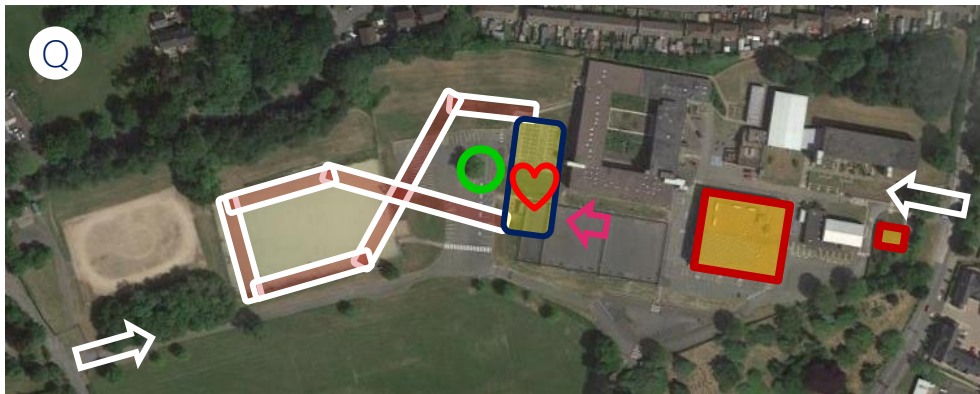


Design Evolution

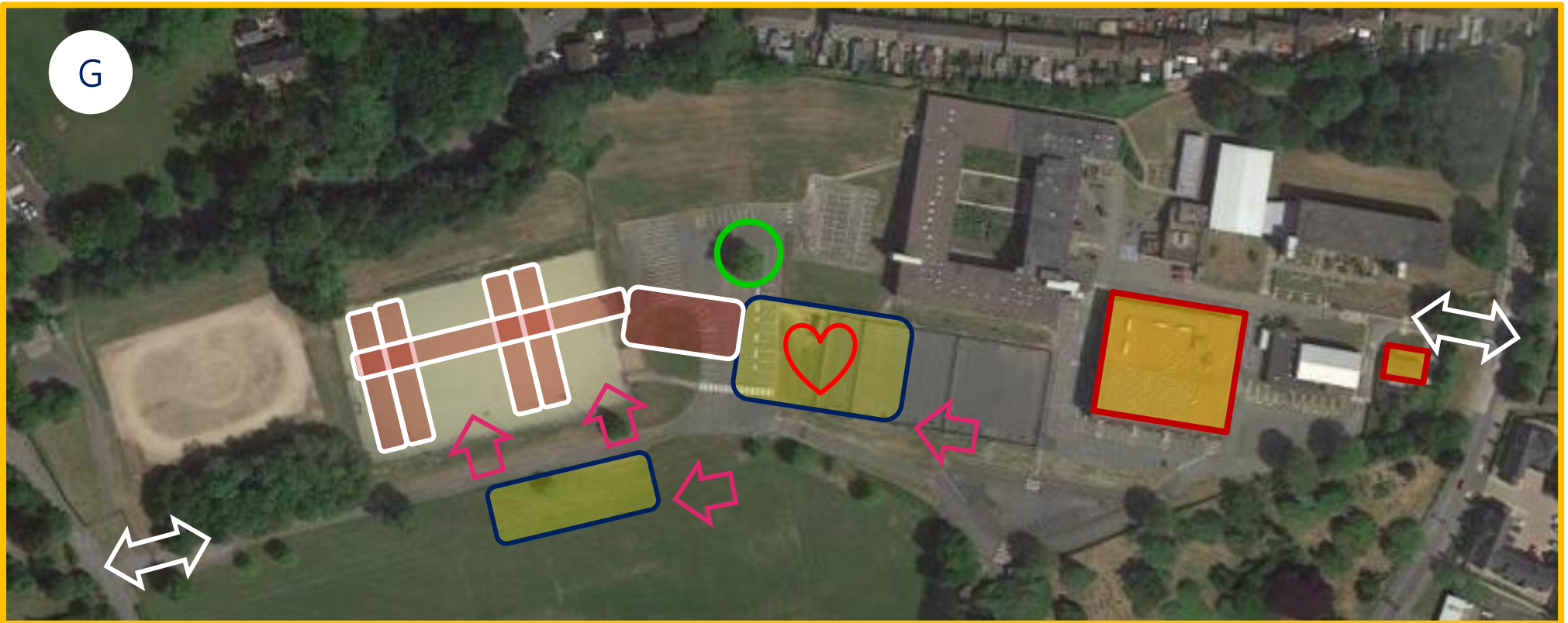
Zoning



- Options K, M and O were identified as key zoning diagram strategies.
- Each option has a different typology and the location of the centralised 'heart' space varies with each.
- Each option was developed and tested against the schedule of areas and current thinking of departmental zones.
- Development of these options highlighted a number of preferred options, which we then assessed with the Client team.



- Options **Q**, **R** and **G** were identified as key zoning diagram strategies.
- Each option has a different typology and the location of the centralised 'heart' space varies with each.
- Each option was developed and tested against the schedule of areas and current thinking of departmental zones.
- Development of these options highlighted a number of preferred options, which we then assessed with the Client team.
- Option **G** was chosen for further exploration and development

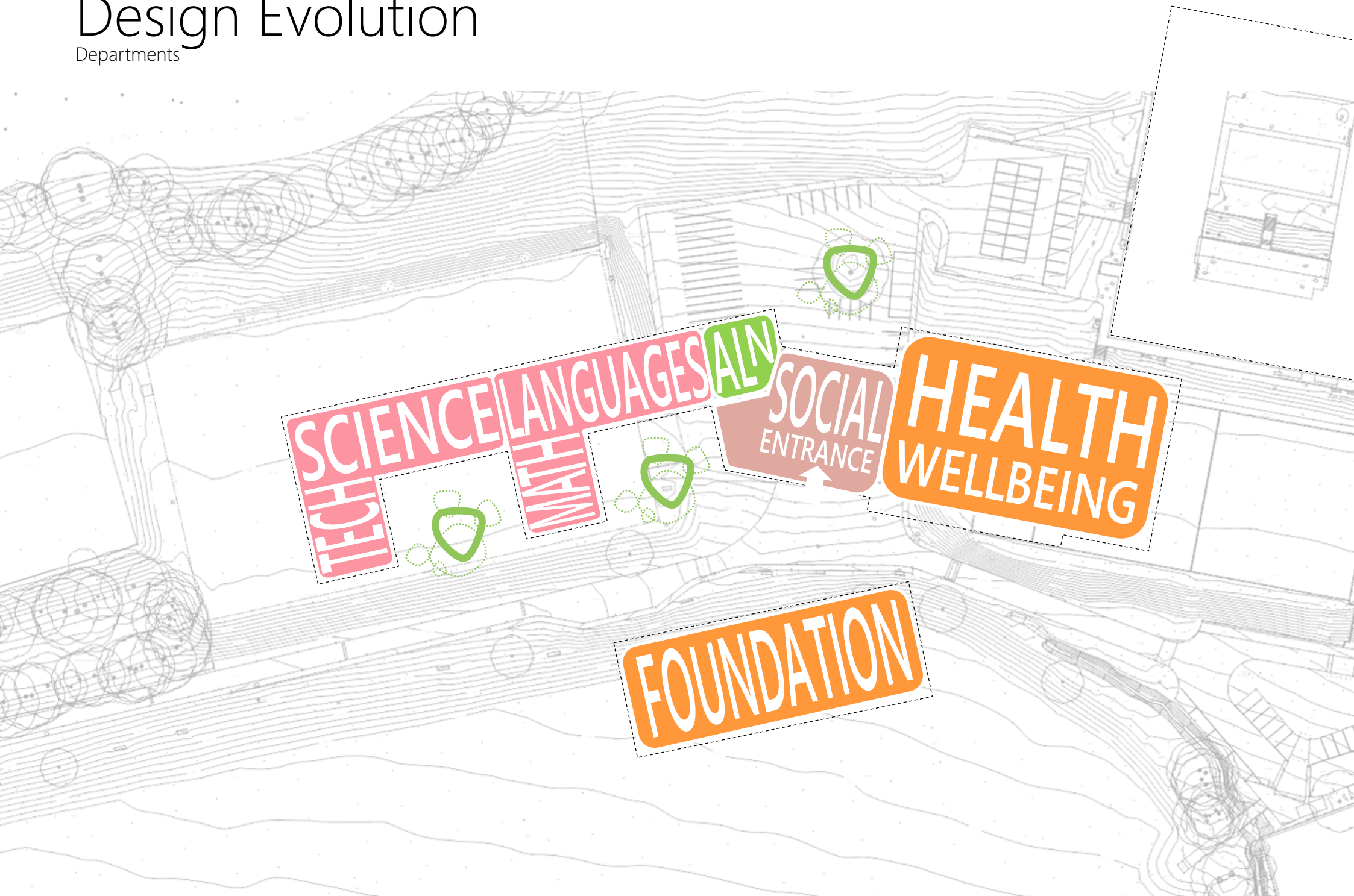


Option G was chosen as the preferred layout as it:

- Delivers a scheme which sits within the site constraints.
- Provides separate Lower and Upper School entrances.
- Ensures a safe and secure site – with no through traffic.
- Clear department zones opportunity.
- The School sports facilities are close to the Leisure Centre to encourage and provide evening use.
- Clarity of layout, with the sports hall near the existing leisure Centre and the learning facilities to the west.
- The scheme is delivered on the existing Hockey pitch and MUGA's following the existing contour lines to minimise soil removal.

Design Evolution

Departments



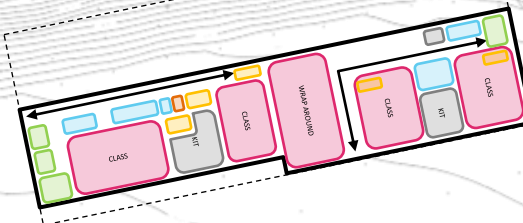
Development Scale and Form

Lower Ground Floor

KEY:

- Core Spaces
- Halls & Dining
- Learning Resource Spaces
- Non Teaching Storage
- Non-Net
- Practical Teaching
- Sanitary Facilities
- Staff Areas
- Teaching Storage

Upper Forest School



Lower Forest School

Development Scale and Form

Ground Floor

KEY:










- Core Spaces
- Halls & Dining
- Learning Resource Spaces
- Non Teaching Storage
- Non-Net
- Practical Teaching
- Sanitary Facilities
- Staff Areas
- Teaching Storage

Upper Forest School



Lower Forest School

First Floor

-  Core Spaces
-  Halls & Dining
-  Learning Resource Spaces
-  Non Teaching Storage
-  Non-Net
-  Practical Teaching
-  Sanitary Facilities
-  Staff Areas
-  Teaching Storage



Development Scale and Form

Second Floor

KEY:

- Core Spaces
- Halls & Dining
- Learning Resource Spaces
- Non Teaching Storage
- Non-Net
- Practical Teaching
- Sanitary Facilities
- Staff Areas
- Teaching Storage

Upper Forest School



Lower Forest School

Design Character

As part of this application a LVA has been prepared and submitted separately which includes an 'Environmental Colour Assessment'. The objectives of this appraisal are to establish a baseline of existing locally typical colours related to the immediate site context, and against which the school will be viewed, and to identify a potential palette of colours to feed into design development.

In response to the recommendations made within this report the design of the new building envelope has been developed as follows:

Roof

The majority of roof finishes will be obscured from view behind 1.1m high parapets, and largely covered by PV panels. In any event the flat roof finish will be a dark grey hot melt type system.

The Lower school roof will be more visible having no parapet or PV coverage, and is intended to receive a dark grey matt aluminium standing seam finish.

Walls

The majority of the external wall finish will be a brick in 2 tones (light buff and a soft red). Part of the north elevation of the Upper school (which is less visible) will include a dark grey matt aluminium cladding system, and around the main entrance a cementitious (stone effect) panel (mid to dark grey) has been introduced to enhance the design of this important area.

Windows

We note that the ECA recommends for a dark grey finish to window frames, however consideration is currently being given to a lighter palette of material (not white) to lift the appearance of the building which we are keen not to become overly commercial in appearance.

Canopies

Canopies for external learning and play will be a feature throughout the new development and a combination of both transparent and solid roof.

Solid roof canopies will be in a matt dark grey finish. Column supports will be a lighter grey to assist with visual contrast.



Extract from ECA. View of current landscape and colour recommendations for new development

Access and Movement

The new site will benefit from dual entrances. To the east from Old Hereford Road and to the west from Pen Y Pound Road. Both site entrances will accommodate vehicular and pedestrian access and egress. The Old Hereford Road entrance will also provide vehicular and pedestrian access and egress for the retained Leisure Centre. The new site arrangement will no longer provide a through route through the school linking Old Hereford and Pen Y Pound Road.

A new cycle and pedestrian route has been created along the southern boundary of the site, outside of the secure fence line of the school, which will link Old Hereford Road and Pen Y Pound Road.

Vehicular parking is provided adjacent to both of the site entrances and kept at the periphery of the site. These areas are outside of the secure fence line of the school and include for bus drop-off and domestic vehicle drop-off.

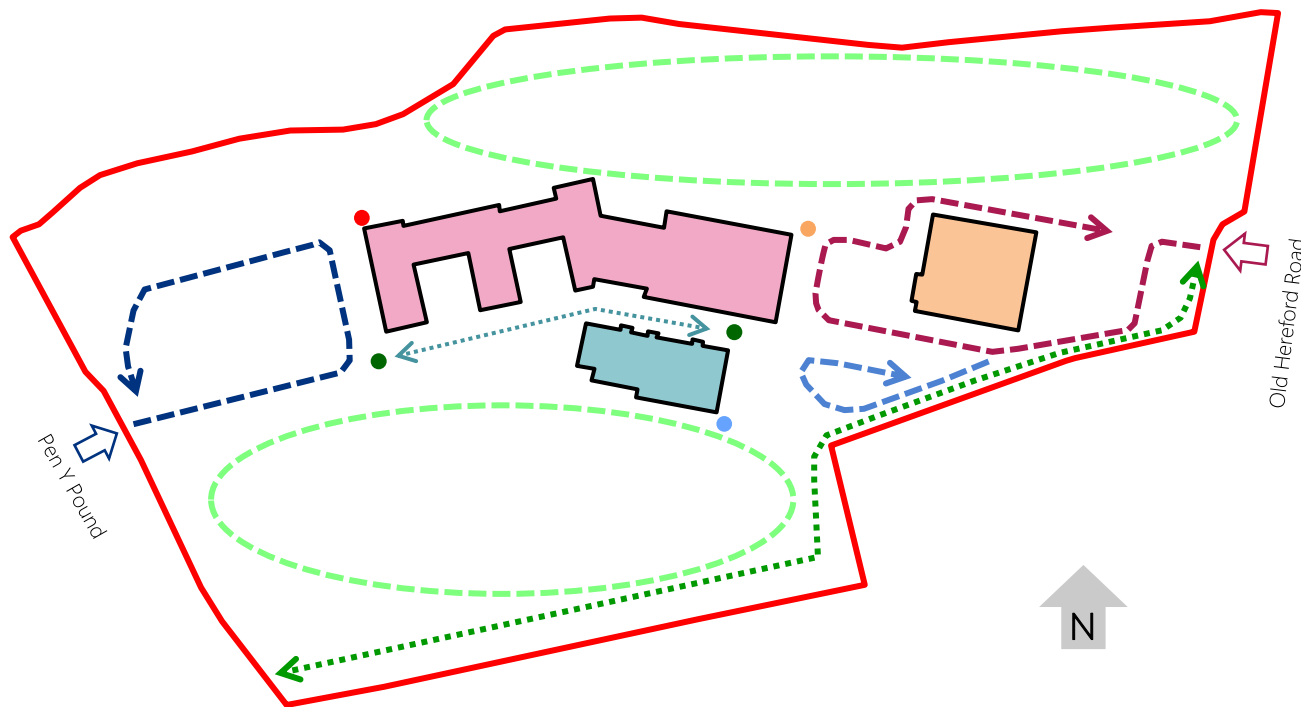
Cycle parking is accessed from the entrances but is located within the secure perimeter of the site.

There are 5 entrances through the secure perimeter and into the school premises. Two pedestrian and cycle entrances to the east of the site and two pedestrian and cycle entrances to the west. The fifth entrance to the east is a service entrance only.

Whilst general vehicular access is not permitted beyond the secure perimeter of the school, access for emergency vehicles has been allowed for up to the primary entrances into the school buildings and to the sports pitches.

Once within the secure perimeter of the school, pupils and staff can access all buildings and the external curriculum sports areas, without needing to compromise the secure perimeter.

Despite the topography of the site, level access has been designed to all internal and external areas. Upper floors to the school buildings are serviced by lift access.



Proposed Site Access and Movement Plan

- ➡ Pedestrian & vehicular access, staff parking and bus drop off
- ➡ Pedestrian & vehicular access plus shared school staff and Leisure Centre parking including drop-off for Upper and Lower schools
- ➡ Pedestrian & vehicular access plus parent parking and drop-off for the Nursery and Flying Start.
- Secure pedestrian access for Lower and Upper school
- Secure pedestrian access to Nursery and Flying Start
- Secure pedestrian access to Upper School area
- Secure service entrance
- ➡ Main pedestrian route through the secure school site
- ➡ External recreation spaces and sports pitches
- ➡ New cycle & pedestrian path outside the secure boundary of the school premises
- Upper School
- Lower School (including Nursery and Flying Start)
- Leisure Centre

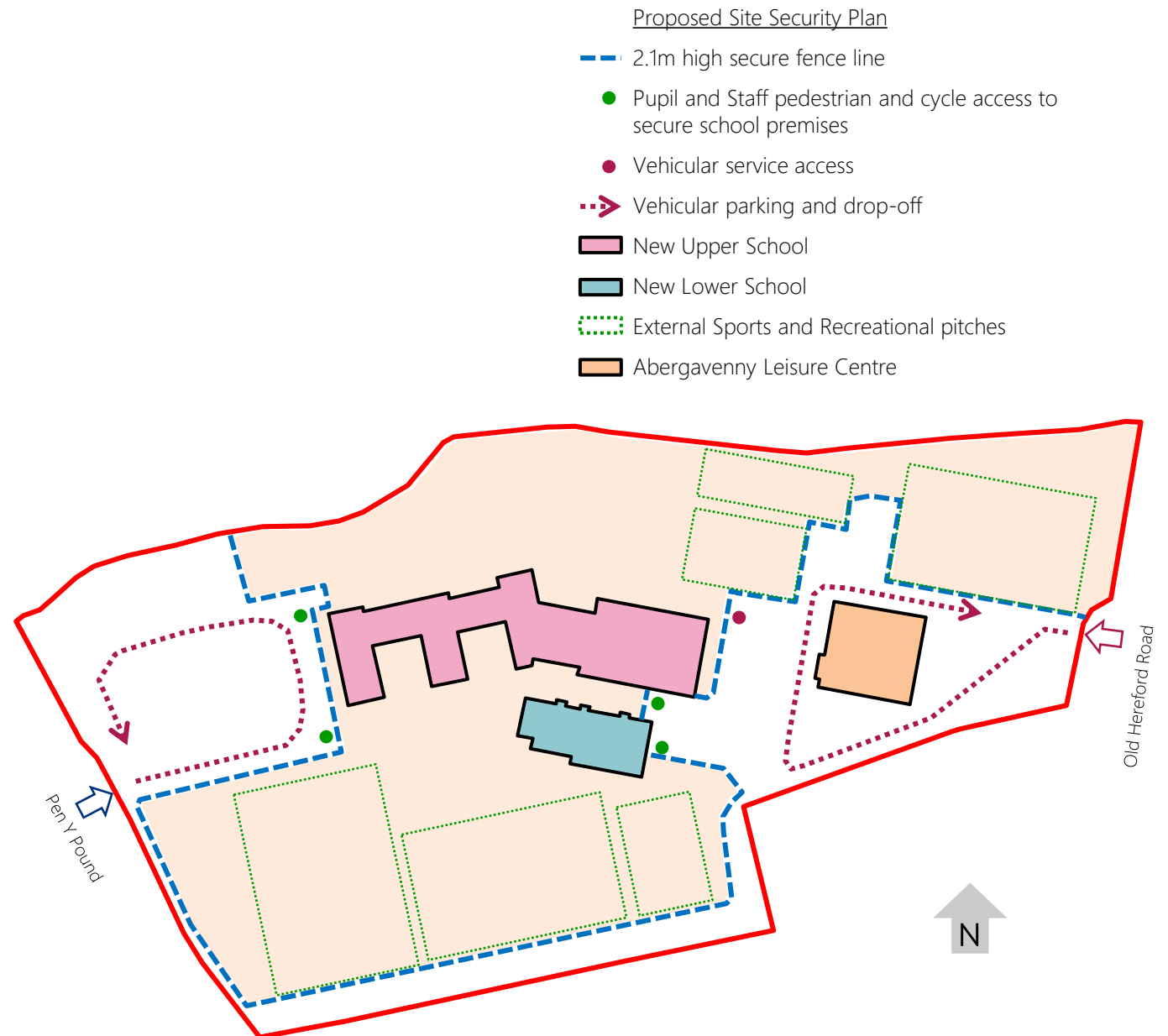
Community Safety

We have met with the 'Designing out Crime Officer' (DOCO) on two occasions to discuss the immediate and wider site surrounding the School. We have also begun to understand the current crime rates and the likely future crime rates adjacent to the school site. Early feedback from the DOC Officer are that this site is in a relatively low crime area and a new school building here will pose no significant change to the rates.

We have developed the plan opposite, which captures these discussions and can be summarised as follows:

- 2.1m high secure fencing around the perimeter of the school premises
- Limited number of controlled access points into the secure area. Including a designated service entrance.
- All internal and external curriculum and recreational school facilities accessible within the secure perimeter
- Cycle parking to be within the secure perimeter of the site.

There will be further development of the site security designs and measures. Namely CCTV positions and appropriate lighting of the site. Lighting provision will need to accommodate the wildlife, neighbours and security.



Involvement

The proposals for the new school are the result of an extensive design process, and despite the difficulties faced during the pandemic, this has included consultation with Monmouthshire County Council, Highways, Planning and consultees, School Teachers and Staff, Designing Out Crime Officer, Alliance Leisure (Managers of the Leisure Centre) as well as funding bodies, local community groups and councillors.

A series of Public Consultation events have also taken place as follows:

- 09/11/2021 - Deri View School (4 – 8pm)
- 10/11/2021 – King Henry School (4 – 8pm)
- 11/11/2021 – King Henry School (4 – 8pm)

These events were supported by Monmouthshire CC (as the client) as well as a range of representatives from the design and construction teams. Plans and imagery of the proposals were made available for display.

These events were open to and attended by local residents and neighbours, school pupil parents and any interested parties.

A summary and report of these events has been included in the Planning Statement submitted as part of this application, and comments made have been accommodated within the design proposals.



Public Consultation held at King Henry VIII School

Environmental Sustainability

There is an important emphasis on early actions in BREEAM New Construction 2018 Wales.

Therefore, in order to see that credits were captured, the pre-assessment report has been set up to track the “early action” credits needing to be targeted at this stage. The current status for each Early Action at the time of writing is illustrated in the table opposite.

A number of the early actions are currently being addressed and will be completed as required.

STAGE 2 – EARLY ACTIONS	STATUS
Man 01 - Design team consultation	In progress
Man 01 – Consultation with relevant stakeholders	In progress
Man 02 – Life cycle costing	In progress
Hea 02 – Indoor Air Quality Plan	Completed
Hea 06 - Security	Meeting arranged for Secure by Design
Ene 04 - Passive Design Analysis	In progress
Ene 04 – LZC study	In progress
Ene 07 – Energy Efficient laboratories consultation	In progress
Tra 01 - Transport Assessment/Travel Plan	In progress
Mat 01 - Life Cycle Assessment	In progress
Mat 03 – Sustainable Procurement Plan	Completed
Mat 06 – Material Efficiency	Completed
Wst 01 – Pre-demolition Audit	To be completed later with justification to satisfy BRE
Wst 05 – Adaptation to Climate Change Report	Completed
Wst 06 – Functional Adaptation Study	Completed

Environmental Sustainability

In order to facilitate the approach to net zero carbon the following fabric parameters are likely, the exact figures will settle down as the model matures:

Element	Part L2A Limiting Values	LETI KPIs	Proposed Project Values
Wall	0.35 W/m ² K	0.13 – 0.15 W/m ² K	0.10 – 0.15 W/m ² K
Ground	0.25 W/m ² K	0.09 – 0.12 W/m ² K	0.09 – 0.12 W/m ² K
Roof	0.25 W/m ² K	0.10 – 0.12 W/m ² K	0.10 – 0.12 W/m ² K
Windows	2.2 W/m ² K	1.0 W/m ² K	1.0 - 1.33 W/m ² K
Doors	2.2 W/m ² K	1.2 W/m ² K	1.2 - 1.5 W/m ² K
Windows (G Value)	-	0.5 – 0.4	0.5 – 0.4
Air Permeability @50 Pa	10m ³ /Hr/m ²	<1 m ³ /Hr/m ²	<1 - 3m ³ /Hr/m ²

The proposed U values, G values and air permeability are aligned with the LETI Climate Emergency Design Guide School KPIs and will be closely reviewed with the design team during RIBA Stage 3.

McCann and Partners consider the aforementioned parameters for their thermal performance attributes only. The Architect shall confirm the full specification in order to meet structural and fire safety requirements.

Photovoltaics

On-site renewable electricity will be maximised through the use of photovoltaic panels. The use of batteries for energy demand response and storage will also be investigated in line with UK Green Building Council guidance. Facility will be made to allow the amount of renewable energy generated on-site to be measured and reported annually. Inline with LETI Climate Change Design Guide for Schools KPIs as a minimum 70% of the school roofs shall be covered with PV Panels, this exact quantity will be closely reviewed and developed inline with the forthcoming RIBA stages and aspirations to achieve Net Zero Carbon Status.

Building Regulations Part L

A thermal model has been created to assess the projects compliance with Approved Document L2A, a report will be issued as a separate document, refer to this for further details on the assessment. The thermal model has been developed based on the architectural drawings available at the present time.

Thermal Comfort

In order to demonstrate an acceptable level of thermal comfort, the school shall be assessed in accordance with BB 101.

Proposals

Development Proposals

The new proposals will involve demolition works of the existing school buildings (as indicated previously in this document) and then new build of a 1900 pupil 3 – 19 school including internal and external curriculum, sports and recreational facilities.

As part of the works, the existing Abergavenny Leisure Centre will be retained, and a new plant room building for this facility is to be built alongside.

The new school comprises of two separate buildings, the 3 storey Lower School for pupils up to year 4, and the 3 storey Upper School for pupils from year 5 – 13.

Both schools will sit within a single secure perimeter and will share common entrances into the secure site as well as sports facilities, but will benefit from their own distinct external recreational spaces.

Proposed Site Plan

- Proposed Upper School
- Proposed Lower School
- Existing Abergavenny Leisure Centre
- Proposed Leisure Centre Plant Room



Architectural Design

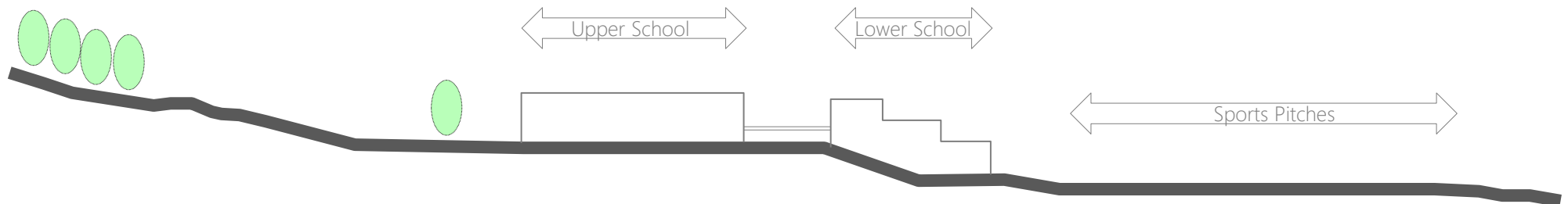
Intended to be built whilst the existing school is operational, the new school buildings and facilities are located on the site such to avoid conflict with the existing school, and designed to respond to the natural site topography.

Importantly, the new buildings will sit within the landscape rather than on the landscape. Higher ground to the north of the site and the large group of existing trees along this boundary will provide a dominant back drop to the new school buildings.

The Lower School sits lower in the site and is cut into an existing embankment, the Upper School sits at a slightly higher level further to the North. This approach creates a cascading effect as the building forms step down the site from north to south. The stepping has created opportunities for roof terraces in the Lower School for secure external learn and play spaces.



View of Lower School within the landscape



Site section highlighting proposed buildings set within the site topography

Main Entrance

The new school main entrance (including reception and visitor entrance) is located to the east of the site and leads directly from a new area of vehicle parking and drop-off as well as the secure cycle storage.

The entrance is formed by a canopy structure which spans between the Lower and Upper School buildings. Beneath the canopy a decorative fence fashions a secure boundary with gates providing entry for pupils and staff at the beginning and end of the school day. When the gates within the fence are closed, visitors can access the reception areas to both buildings through doors which are located on the public side of the secure fence.

The entrance has been designed to create a welcoming environment with views between the two buildings and through the site and the main school environment. The canopy provides shelter as well as a sense of arrival, and lighting in the soffit of this will illuminate the area outside of daylight hours.

The canopy and fence beneath also provide an opportunity to introduce a point of architectural interest. The materials and colours of the fascia and soffit of the canopy will be designed in contrast to the finishes of the adjacent buildings, and the fence will ideally be a bespoke design which could incorporate a school emblem or logo.



Proposed view towards main new entrance

The Street

A central 'Street' will link the main entrance to the east of the site with the entrance to the west, and will form the separation between the Upper and Lower Schools. This street will be the primary pedestrian thoroughfare through the site as well as providing spaces for external learn and play associated with the Lower School and recreation and external dining associated with the Upper School.

The street is the unifying link for the new school development and will afford access to both school buildings as well as to the sports facilities, further external recreational space, learn and play areas and external curriculum areas.

Both Upper and Lower school buildings have been designed and configured to positively interact with the proposed street and to encourage connection from the internal spaces. It is conceived to be a vibrant and energetic environment, well used and passively supervised, and will naturally become the heart of the school.



Proposed view of the Street

Materials

In response to the ECA and assessment of the local Abergavenny colours and tones, a limited palette of wall finish materials has been developed for consideration as part of this application.

The materials are intended to be employed on both the Upper and Lower School buildings to ensure a cohesive design. The materials are summarised as follows:

Buff Brick (A)

Intended for the majority of the south elevation of the Upper School and to all elevations of the Lower School.

Soft Red Brick (B)

To create a plinth at ground floor to the majority of elevations to both Upper and Lower Schools.

Dark Grey Aluminium Cladding (C)

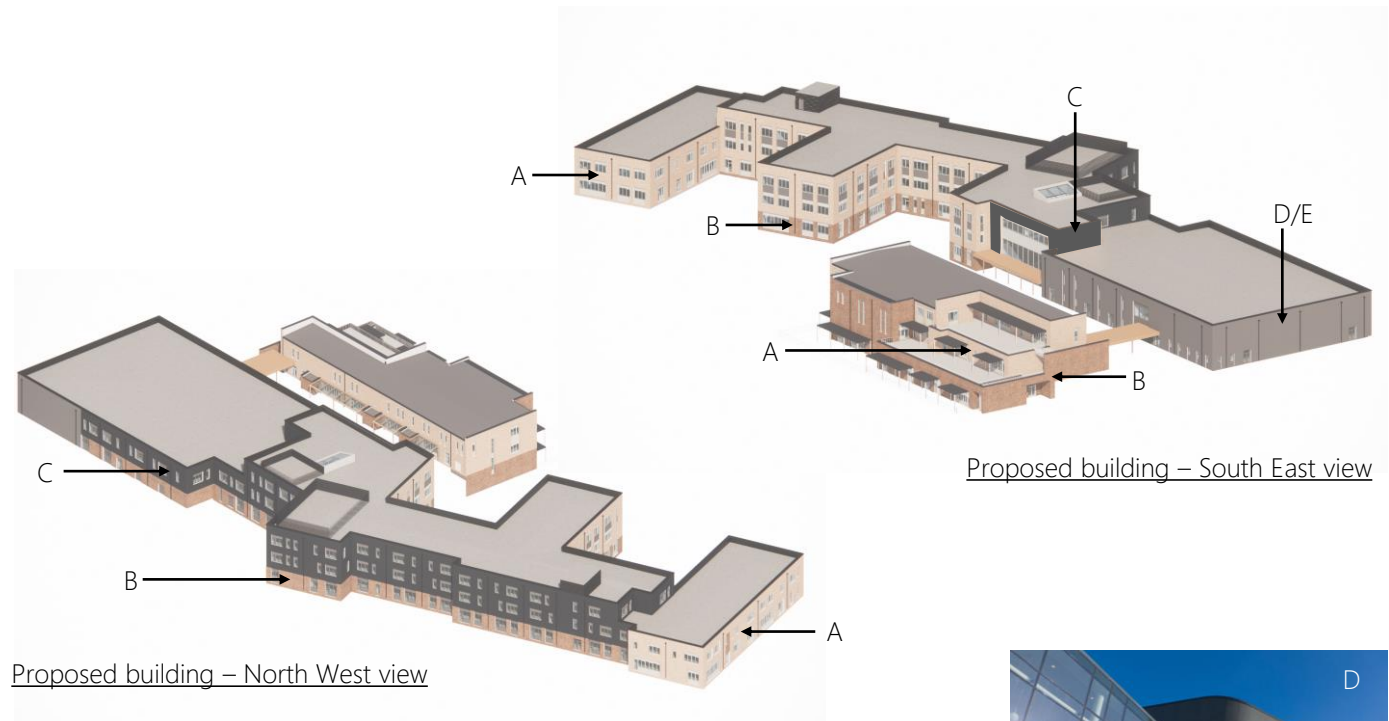
Applied to the upper storeys of the north elevation of the Upper school

Mineral Composite Panel (D)

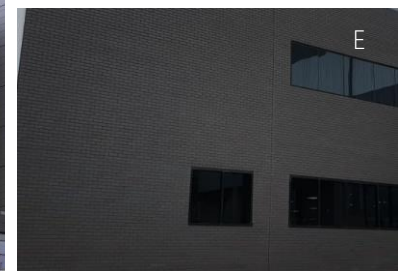
Intended as the primary material for the Sports Hall

Dark Grey Brick (E)

An alternative to the mineral composite panel applied to the Sports Hall



Precedent images of materials for consideration



Conclusion

Planning

Overall the proposal comprises the redevelopment of the existing school site and as such utilises brownfield land. The design has been developed over several months of site optioneering, Brief development and testing and massing layouts.

These led to a further refined scheme. We were then able to develop the elevational response to the various requirements of:

- Environmental Colour Assessment
- Robust materials
- Educational classroom delivery
- Affordability
- Maintenance Requirements
- Quality detailing
- Longevity
- Local and wider Vernacular

Following several rounds of presentation and discussion, the elevations have progressed and matured.

The TA has demonstrated that the proposed development would not have any detrimental impact on the operation of the surrounding highway and transportation network, and therefore there should be no grounds for a refusal from a highway and transportation perspective.

The Archaeology and Heritage Assessment concludes that the scheme will not have a detrimental impact on the historic assets in the vicinity.

The ecology and arboricultural surveys and reports compiled demonstrate that the impacts towards biodiversity can be mitigated for and enhanced. The LVA concludes that the scheme will have an overall neutral effect on the landscape setting and the proposed planting provides additional green infrastructure and biodiversity enhancements and materials have been chosen being cognisant of the Environmental Colour Assessment that has been undertaken.

The scheme marginally encroaches into the designated Area of Amenity Importance but as demonstrated in this DAS and in more detail in the Planning Statement the criteria within that LDP policy are met. As such, it is concluded that the proposal fully accords with both national and local policies. Furthermore, there are no material considerations which would prevent the planning application from being determined in accordance with the relevant planning policy framework.

Conclusion

Architecture

This design statement demonstrates the consideration and community involvement that has been undertaken in formulating the proposed development. Assessment of local context, site constraints and adherence to the agreed design principles has translated into a high quality contemporary design solution for the site.

The proposals will successfully deliver a new 3-19 school on the site whilst maintaining the operation of the existing school as well as the Abergavenny Leisure Centre and allow a seamless transition for the King Henry VIII and Deri View schools into the new buildings.

The design proposals have sought to deliver a secure and sustainable environment which promotes the well-being of staff and pupils through maximising natural daylight and views onto natural landscapes and also by encouraging the connection between internal and external spaces, and they will provide:

- A development which sits deferentially within its beautiful setting
- A cohesive masterplan with a clear and legible access and movement strategy
- Stimulating curriculum and recreational spaces internally and externally

- A development that protects and enhances existing important ecological features and environments.
- A new public pedestrian and cycle route across the site outside of the secure boundary.
- Maximum opportunities for staff and pupils to interact with the natural environment for recreational and educational purposes.
- Necessary access for emergency vehicles whilst maintaining a car free site within the secure boundary.
- Accessible internal and external facilities for local community use and additional education.

Most importantly the development will provide contemporary high quality internal and external spaces in which to continue to deliver first class school education for the communities in and around Abergavenny.



View of Teaching
Courtyard



Proposed view towards the Lower School Nursery and Flying Start Entrance

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