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LIFE TOUCHING DESIGN

HARLINGTON SCHOOL

HAYES, HILLINGDON
DESIGN AND ACCESS STATEMENT

Issued for Planning Submission P01 - August 2020
Revised Issue Revision P02 - September 2020
Revised Issue Revision P03 - November 2020

WHERE DO WE STAND?

We stand with you. Whoever you are — a client, a colleague, a supplier, someone who lives or works in, or is just passing through, a building we've designed. We stand with you because, for us, architecture is all about people. Get to know them and what's important to them, connect with them and collaborate, deal with them respectfully and with integrity and, together, you can solve any problem, overcome any challenge and achieve any ambition. That's what it takes to create sustainable, innovative, valuable and positive architecture. Architecture that improves lives, builds communities and enhances society.

Life touching design.

CONTENTS

1.0 USE

1.1 INTRODUCTION
1.2 PROJECT BRIEF
1.3 PROJECT SUMMARY
1.4 PROJECT TEAM

2.0 AMOUNT

2.1 SITE LOCATION
2.2 SITE OVERVIEW
2.3 SITE CONSTRAINTS
2.4 SITE PHOTOGRAPHIC SURVEY
2.5 INITIAL PLANNING CONSULTATION
2.6 PROJECT DEVELOPMENT TIMELINE
2.7 SITE ARRANGEMENT STUDIES
2.8 FURTHER PLANNING CONSULTATION*
2.9 PUBLIC CONSULTATION
2.10 BRIEF - SCHEDULE OF ACCOMMODATION
2.11 ACCOMMODATION ADJACENCY - GROUND FLOOR
2.12 ACCOMMODATION ADJACENCY - FIRST FLOOR
2.13 ACCOMMODATION ADJACENCY - SECOND FLOOR

3.0 LAYOUT

3.1 EXTERNAL LAYOUT - OVERALL ACCESS STRATEGY*
3.2 INTERNAL LAYOUT - GROUND FLOOR PLAN*
3.3 INTERNAL LAYOUT - FIRST FLOOR PLAN*
3.4 INTERNAL LAYOUT - SECOND FLOOR PLAN*

4.0 APPEARANCE

4.1 MATERIAL PRECEDENT*
4.2 MATERIAL CONCEPT*
4.3 BUILDING ELEVATIONS*
4.4 EXTERNAL APPROACH
4.5 COLOUR ANALYSIS
4.6 EXTERNAL VIEWS
4.7 INTERNAL VIEW

5.0 LANDSCAPE

5.0 LANDSCAPE MASTERPLAN*
5.1 DETAILED EXTERNAL DESIGN
5.2 SITE BOUNDARY AND ENCLOSURE
5.3 FENCING AND GATES

6.0 ACCESS

6.1 SITE ACCESS AND CIRCULATION
6.2 FIRE TENDER / EMERGENCY / REFUSE ACCESS
6.3 ACCESSIBLE DESIGN
6.3 ACCESSIBLE DESIGN SUPPLEMENTARY INFORMATION ADDED*
6.4 BUILDING STRATEGY - MAINTENANCE

7.0 SUSTAINABILITY

7.1 SUSTAINABILITY OVERVIEW

8.0 CONSTRUCTION

8.1 PROJECT LOGISTICS
8.2 CONSTRUCTION PHASING

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1.0 USE

1.1 INTRODUCTION
1.2 PROJECT SUMMARY
1.3 PROJECT BRIEF
1.4 PROJECT TEAM

1.1 INTRODUCTION

CLIENT	Harlington School
SCHOOL TYPE	Mixed 11-18 Secondary School
PROCUREMENT	DfE Contractor's Framework
LOCATION	Hayes, Hillingdon
LOCAL AUTHORITY	London Borough of Hillingdon
GIFA	11,705 m^2
PUPILS	1,380 + 22 (NP / DU / SEN)
SCHOOL OPENING	January 2023
DFE PROJECT MANAGER	Rob Warwick
TECHNICAL ADVISOR	Mace

SCHOOL ETHOS
Harlington School endeavours to enable every pupil to reach their potential through the promotion of a calm, positive and purposeful learning ethos.

The Behaviour for Learning Policy emphasises a high regard for effective learning and social inclusion.

Respect and personal responsibility for the pursuit of academic excellence underpins this focus on a relentless pursuit of good behaviour, high levels of attendance and punctuality, strict adherence to the wearing of our school uniform and positive and respectful attitudes towards one another.

A collective and consistent approach will lead to every student achieving the highest academic standards.

SCHOOL PRINCIPLES
Everyone has the right to learn & work in a purposeful, orderly & calm environment without being disrupted by others;

Everyone has the right to feel safe;

Everyone has the right to have their voice heard and their concerns listened to;

Everyone has the right to be treated with fairness and respect;

Everyone has the right to achieve their potential.

HARLINGTON SCHOOL

Department for Education









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1.2 PROJECT BRIEF

The DfE undertook an initial project review for Harlington School in 2016, which looked at refurbishment and new build options and it was agreed at this stage that refurbishment was the best way forward.

REFURBISHMENT ASSESSMENT

It was believed that the school could be successfully and economically refurbished, primarily by installing a replacement lightweight roof.

As further and more detailed inspections and surveys were carried out, it became apparent that the replacement of the roof covering, along with the replacement of a significant amount of the building's electrical services would require extensive and prolonged access throughout the roof void. This would in turn disturb loose-laid mineral fibre insulation and therefore this would need to be removed.

The need to remove this insulation, which is compressed in places and disintegrating in others, exposed and confirmed the inadequacy of the building fabric in terms of its structural, acoustic, hermetic and thermal performance.

A solution was developed which involved the removal of the existing insulation, vapour barrier membrane and fibre tile suspended ceilings.

The existing horizontal roof structure, from which the suspended ceilings hang, and over which the vapour barrier and insulation are loosely draped, would be augmented to carry a new 'acoustic' (heavyweight) ceiling.

Whilst the existing roof structure would carry the proposed new roof covering, it was not certain that it would be able to carry the additional weight of the new insulated ceiling / roof void floor construction.

The work identified from the additional surveys led to a massive escalation of costs that would provide a new roof with an estimated lifespan of 15 years.

This, along with the 5 year complex phasing strategy that would be required by the refurbishment option led to the decision to review the scheme again.

At this review, it was decided that the refurbishment option did not provide value for public money and to change the strategy to new build.

ALTERNATIVE PROPOSALS

Once established that refurbishment was unviable a meeting was held with London Borough of Hillingdon to discuss alternative options.

The decision to proceed with the new build option was contingent on keeping the school operating during the construction period. Temporary accommodation would have added several million pounds to an already escalating budget and would not have been financially viable for a school of this size.

LB Hillingdon asked at this meeting that the DfE assess the cost to deliver a 1.5 FE expansion as well as the addition of a 15 place ASD unit.

In October 2018 LB Hillingdon contacted the Head of Operations at the DfE to confirm that they wished to go ahead with the 1.5 FE expansion and ASD unit and that this would be a condition of planning approval.

Following the decision to proceed with a new build, the consequences of these works for the Adult Education and Library were also discussed with LB Hillingdon and the school.

In November 2018, LB Hillingdon wrote to Lord Agnew with concerns about the loss of the Adult Education facilities and the local library which it shared with the school.

Following a meeting with the head teacher and John McDonnell MP, the DfE agreed to increase the size of the Library, to accommodate dual/community use.

This matches the current arrangements at the school and provisions will be made to ensure that appropriate zoning and access control measures are in place so that the community and school populations can safely access the accommodation.

The DfE will also provide a further 3 general teaching spaces to be used for Adult Education provision and the school will provide additional areas for evening classes, and is happy to enter into an annual discussion for timetabling occasional classroom use once or twice per week (up to two general teaching rooms) during the day if required.

Altogether, this should provide similar space to the current provision and existing use within the current facilities.

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1.3 PROJECT SUMMARY

The following design and access statement has been created in support of a proposed new build for Harlington School.

The proposals seek to create an inspiring educational environment. We understand that pupil enrichment, and every individual pupil reaching their potential, is important in the teaching ethos of Harlington School. The new proposals embrace and promote these values.

The key brief requirement is to increase the school capacity by 1.5 form of entry to an 8FE establishment.

The new buildings will not create barriers to any pupil's aspirations, so it is essential that it becomes accessible to all. The proposal contains a designated special resource provision for pupils with sensory and physical disabilities.

A new sixth form facility will be re-provided within the proposed scheme along with purpose built community facilities, including a community library and adult education centre.

The proposal requires redevelop the site whilst the existing school remains operational for the duration of construction, therefore offering continuation of vital educational services and community facilities, before eventual removal of the existing buildings in preparation for the addition of play space and community sports facilities.









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1.4 PROJECT TEAM

CLIENT	DfE
TECHNICAL ADVISORS	Mace
CONTRACTOR	Wates
ARCHITECT	LSI Architects
STRUCTURAL ENGINEER	AKS Ward
BUILDING SERVICES ENGINEER	Method Consulting
LANDSCAPE ARCHITECT	Ares Landscaping
ICT CONSULTANT	Nexus
FF&E CONSULTANT	Red Apple
PLANNING CONSULTANT	Vail Williams
ACOUSTIC CONSULTANT	Stroma
FIRE CONSULTANT	MLM
PRINCIPAL DESIGNER	WYG
CATERING CONSULTANT	Garners

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2.0 AMOUNT

2.1 SITE LOCATION
2.2 SITE CONSTRAINTS
2.3 SITE OPPORTUNITIES
2.4 SITE PHOTOGRAPHIC SURVEY
2.5 INITIAL PLANNING CONSULTATION
2.6 PROJECT DEVELOPMENT TIMELINE
2.7 SITE ARRANGEMENT STUDIES
2.8 FURTHER PLANNING CONSULTATION
2.9 PUBLIC CONSULTATION
2.10 BRIEF - SCHEDULE OF ACCOMMODATION
2.11 ACCOMMODATION ADJACENCY - GROUND FLOOR
2.12 ACCOMMODATION ADJACENCY - FIRST FLOOR
2.13 ACCOMMODATION ADJACENCY - SECOND FLOOR

2.1 SITE LOCATION

KEY

- Site boundary
- Ownership boundary
- Primary Road
- Secondary Road
- Cycle Routes
- Bus Stop
- Train Station

TRANSPORT & ROUTES

• West London to south west Wales ‘M4’ motorway is separated from the southern boundary of the site by local spine road ‘Shepiston Lane’.

• Bus route 696 running along the northern boundary down Pinkwell Lane, with the nearest bus stop opposite Pinkwell Primary School.

• Bus route U4 also stops on Pinkwell Lane and local bus service 140 operates within the vicinity of the school and is used by pupils.

• Currently 103 parking spaces are located in the north east corner of the site including 4 blue badge bays. A further 16 spaces and garages for 3 mini-buses are locate to the west, with 50 overspill spaces on the southern playground.

• Hayes and Harlington railway station is a 0.9mile, 5 minute drive / 18 minute walk north east from the school.

• Heathrow International Airport is a 2.6mile, 9 minute drive south west from the school.

Additional information can be found in accompanying project transport statement by Curtins.



Aerial Image of Site Context

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2.2 SITE OVERVIEW

KEY

- Site boundary
- Ownership boundary
- Site photographic labels
- Optimal development zone
- Minimum space required for school operation
- Root protection zone
- ‘Goals Heathrow’
- Main Sewer
- 21m Residential offset

SITE PHOTOGRAPHS

1. Existing north eastern car park.

2. Typical corner condition of main building.

3. Shared car parking to southern boundary.

4. Existing school playing field to western boundary.

5. Typical courtyard condition of main building.

6. Existing access road to western boundary.



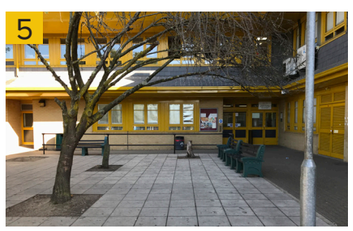
Aerial Image of Site Analysis













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2.3 SITE CONSTRAINTS

KEY PROJECT SITE CONSTRAINTS

- School Operation - As set out within section 2.1, the educational and financial viability of the scheme is entirely contingent on the continued use of the existing school during the construction on any new scheme. Removal of the existing school building before a new school is in place would cause a significant impact on continuity of teaching for a large number of pupils over a number of years. This coupled with a loss of community facilities / adult education spaces, during this period is not acceptable. This constraint means that all red areas within the site are unavailable for any new development.

- Residential Offset - In line with planning policy DMHB11 the proximity of residential properties to the site has been considered with a 21m recommended buffer illustrated.

- Root Protection Zone - The southern boundary with the greenbelt has a number of mature trees, limiting the proximity of built development along this edge.

- Main Sewer - A mains sewer runs from north to south centrally through the site, constraining how far west the development area can protrude. Relocation is not viable due to the continuity of school use, requiring relocation under the existing building before it is demolished, or under the new building, which would violate the easement requirements.

- Greenbelt - The site to the south-west, owned by the school, is located within the greenbelt, making it unfavourable for the new school location.

- Optimal Development Zone - As identified above, sensitivity to planning policy, amenity of neighbours and the fundamental needs of school operations provides us with an optimum site for new school facilities.

Site boundary

Ownership boundary

Optimal development zone

Minimum space required for school operation

21m Residential offset

Root protection zone

Main Sewer

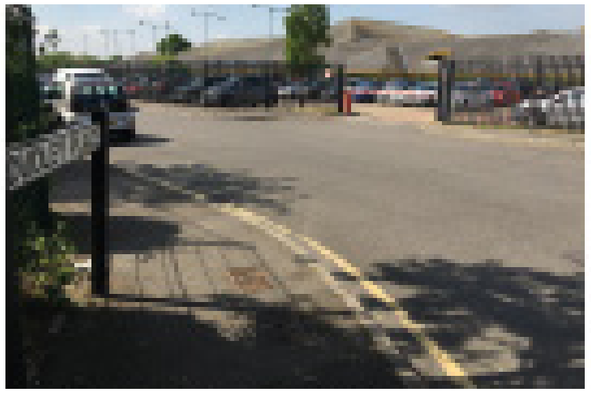


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2.4 SITE PHOTOGRAPHIC SURVEY


Entrance to School and Main Library


Adult Education Centre


Access to Main Car Park via Dudley Place


Main Car Park


Residential Neighbours (Pinkwell Lane)


Steps from Pinkwell Lane to Main Site


Ramp to Adult Education Centre


Pinkwell Lane Crossing


Existing MUGA Provision


Harlington Young People's Centre


Electrical Sub Station


School Garages containing Mini Bus Storage

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2.5 INITIAL PLANNING CONSULTATION

INITIAL PRE APPLICATION CONSULTATION

Pre application response from 'Planning Applications Team - London Borough of Hillingdon'.

Response dated 15th February 2019:

I refer to your request for pre-application planning advice dated 08/11/2017 and our subsequent meeting on 25/09/2018 relating to the above development. The advice provided is based on the following drawings and documents issued to the Local Planning Authority for consideration.

Plan Numbers: 33820/A/02 Rev. A Site Constraints Plan - received 04 Sep 2018
33820/A/12 Site Plan Option 1A - received 27 Sep 2018

Scheme presented during initial consultation:

The Proposal

Option 1A forms the focus of this pre-application advice note. This option proposes the demolition of the existing school and the erection of a replacement school, sited to the south-east of the existing school, providing 9,043 square metres GIFA. This arrangement would maintain the same number of pupils as existing.

Extract regarding overall sizing of proposal:

The Council would consider a proposed school building which results in a net reduction of floor area, when compared to the existing school building, as unacceptable. Given the demand for school places, a net increase in floor area and an increase in the provision of school places should form part of a proposed development. Such developments should be built in accordance with Building Bulletin 98 (BB98).

Early consideration of community facilities:

The National Planning Policy Framework (2012) (point 8.70) requires that there is a guard against the unnecessary loss of valued facilities and services, particularly where this would reduce the community's ability to meet its day-to-day needs.

The proposed loss of the existing Harlington Library is not considered to be acceptable. Any proposal for the demolition of the school and library should include re-provision of both facilities.

Key parameters surrounding adjacency to greenbelt:

It is noted that the site is not situated within the Green Belt but is situated immediately next to the Green Belt. Policy OL5 of the Hillingdon Local Plan: Part Two - Saved UDP Policies (November 2012) states that the Local Planning Authority will normally only permit proposals for development adjacent to or conspicuous from the Green Belt if it would not injure the visual amenities of the Green Belt by reason of siting, materials, design, traffic or activities generated.

The school building proposed under Option 1A would be three storeys in height and is sited approximately 13 metres away, measured from its closest point, from the Green Belt to the south of the application site. The details of the design and materials of the building have not been disclosed. Further information is thereby required in order to consider the impact of the proposed development on the visual amenities of the Green Belt.

Initial preference regarding design aesthetic:

The proposed development would maintain the same character of the existing site. The location of the proposed school building 100 metres back from the highway along Pinkwell Lane does not establish the strongest street presence. It is noted that proposing a new school building where the current school is sited would maintain a stronger street presence. The specific design of the building has not been submitted as part of this pre-application submission so the consideration of the proposal in conjunction with Policy BE13 cannot be confirmed.

Initial recommendations surrounding landscape / site:

RECOMMENDATIONS
1. No trees or other landscape features of merit appear to be affected by the proposal.

2. A tree (and other vegetation) survey is required to assess the quality and value of existing trees required to inform which vegetation should be protected and retained - and if any should be removed.

3. The proposed layout of the new school building will have an impact on the Green Belt taking a three-storey building close to the Green Belt boundary.

4. Conversely, the removal of the existing school buildings will create a new larger open space connection with improved views from Pinkwell Lane through the site to Sam Philps Park. (In my view this is an acceptable land swap.)

5. The existing boundary planting is composed of outgrown / gappy hedges with occasional specimen trees. The opportunity should be taken to improve the boundary planting, including tree planting to provide improved screening - and promote habitat creation for biodiversity.

6. The emerging building design should ensure that there is a strong sense of place / arrival at the school entrance - which is lacking on the draft proposal. - At the moment the proposed school building appears to be is tucked behind the health centre and residential flats - with little presence from Pinkwell Lane.

7. The layout should aim to provide valuable external spaces, ensuring that the location of outdoor spaces and their treatment with hard and soft landscape are designed to add value to the site. These should be seen as a site asset which are both useful and attractive spaces for the benefit of students and staff.

8. The Design & Access Statement should include a site analysis of the landscape and visual impacts of the proposal with a supportive landscape design rationale.

Key response regarding amenity and design massing:

Option 1A is sited relatively central within the main application site. The proposed building would be three storeys at maximum height and would be located as close as 12 metres away, measured from the north section of the building, from the neighbouring residential properties to the north-east of the application site. This is not considered to be acceptable and would represent a development which is overbearing and over-dominant in relation to neighbouring residential properties. The submitted plans also appear to indicate that the proposed school entrance would be sited relatively close to neighbouring properties and the proposed cycle stores would be located approximately 12 metres away from neighbouring residential properties. Points of activity, such as these, should be sited away from the neighbouring residential properties to avoid unacceptable impacts on residential amenity.

Such siting and scale would also have an unacceptable impact on the levels of light received by neighbouring properties. The proposed development plan does not detail where windows would be installed and the direction they would be facing. The **proposed design should avoid windows which would overlook into neighbouring residential properties, within a 21 metre buffer zone. Specifically, this submission fails to demonstrate that the proposal would protect the privacy of neighbours or occupiers.**

Given the above considerations, the proposed development would result in an unacceptable impact on residential amenity and the levels of light received by neighbouring properties, contrary to Policies BE19, BE20, BE21 and BE24.

Likelihood of increased ground contamination:

Given the landfill use of the site, a contaminated land assessment would need to be undertaken to assess any potential threat from soil quality.



Illustrative Site Plan - Option 1A (Submitted for initial consultation September 2018)

Concluding statement from planning response:

Conclusion
In principle, the provision of a new school facility is considered to be acceptable. However, the Council would consider a proposed school building which results in a net reduction of floor area, when compared to the existing school building, as unacceptable. Given the demand for school places, a net increase in floor area and an increase in the provision of school places should form part of a proposed development. Further, the proposed loss of the existing Harlington Library is not considered to be acceptable. Any proposal for the demolition of the school and library should include re-provision of both facilities. The siting of the proposed building under Option 1A is also not considered to be acceptable with regard to its impact on the amenity of neighbouring residents.

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2.6 PROJECT DEVELOPMENT TIMELINE

REFURBISHMENT PROPOSAL (2016)



Feasibility assessment of re-roofing scheme:

+ Allowed retention of existing school building.

- Uncovered a number of deficiencies in the building.

- Very long programme of works and phasing.

- Extremely disruptive access requirements for work areas.

- Offered only limited extension of lifespan of building.

- Costs in excess of £23m provided little value for money.

6.5 FE PROPOSAL (SEPTEMBER 2018 SUBMISSION)



Key planning considerations from initial response:

- (Cl1) Loss of 'sqm' in relation to teaching facilities.

- (R11) Loss of community accessible library facilities.

- (OL5) Building massing in relation to adjacent green belt.

- (BE13) Loss of direct link with frontage to Pinkwell Lane.

+ (BE38) Improved views across site from Pinkwell Lane to 'Sam Philips Park' to the south.

- (BE19/20/21/24) Proposal within 12m of residential neighbouring properties.

PAN INCREASE (FEBRUARY 2019)

1.1 Demand, capacity and Usage

Demand and Capacity -

Secondary	Y7	Y8	Y9	Y10	Y11	Y12	Y13	TOTAL	Supp SEND
Number on roll Sept 2013/14	117	152	167	175	205	110	114	1040	7* PD SRP
2014 PAN capacity	224	224	224	224	224	110	110	1340	7 PD SRP
Building capacity in Sept 2014								1156	
2018 PAN capacity	195	195	224 legacy PAN	224 legacy PAN	224 legacy PAN	90	90		7 PD SRP
Number on roll Sept 2018/19	195	195	224	183	193	96	89	1175	7* PD SRP
Building capacity to be provided	240	240	240	240	240	90	90	1380	7 PD SRP + 15 place ASD **

London Borough of Hillingdon propose an increase in PAN from 6.5FE to an 8FE building.

Pupil increase:
Existing - 1175
Proposed - 1402 (Inc. 22 pupils within NP/DU/SEN)

Staff increase:
Existing -126
Proposed - 141 (Inc. 14 staff within NP/DU/SEN).

Building area increase:
Existing - 10,678m^2
Proposed - 11,705m^2

Inclusion of community library facilities and adult education facilities.

8 FE PROPOSAL (CONTROL OPTION)



Key planning considerations from original response:

+ (Cl1) No loss in 'sqm' relating to teaching facilities

+ (R11) Retention of community accessible library facilities.

+ (OL5) Height reduced in proximity to green belt.

- (BE13) - Loss of street frontage - Improvement desired.

+ (BE38) Improved views across site from Pinkwell Lane to 'Sam Philips Park' to the south.

- (BE19/20/21/24) - Proposal within 19m of residential neighbouring properties - Improvement desired.

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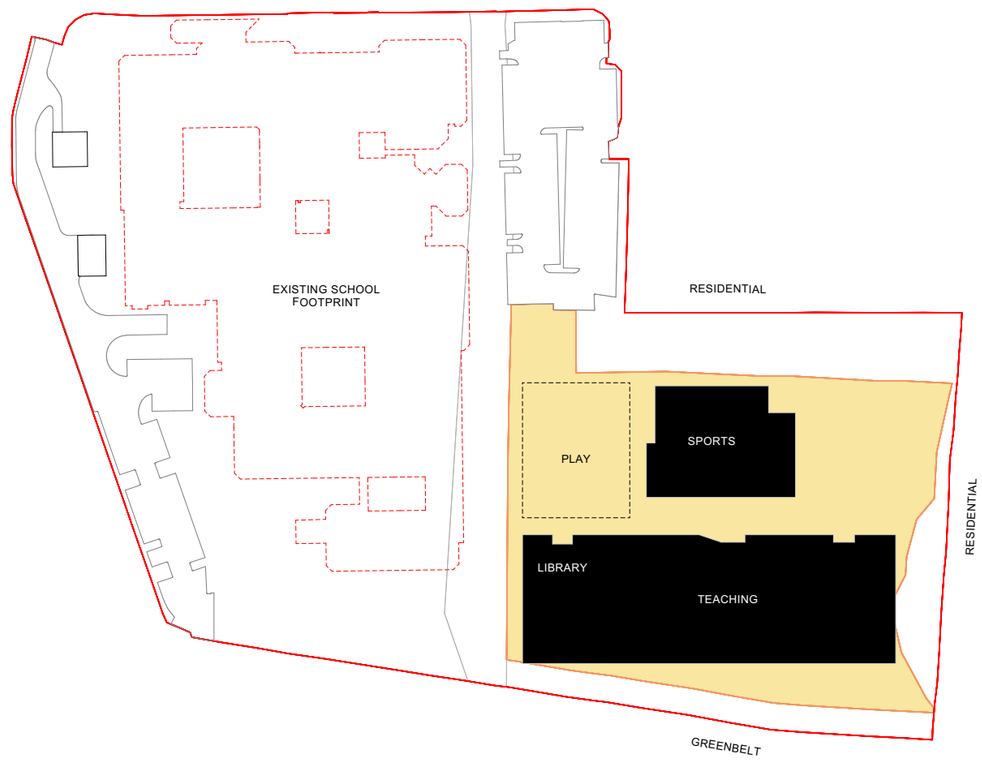
2.7 SITE ARRANGEMENT STUDIES



Site Study - Main Building Rotated

- Pinkwell Lane - Complete loss of frontage
- Greenbelt - Building very close to southern boundary
- Library - Located further into school site
- Wayfinding - Entrance visibility compromised
- Residential amenity - More pupil activity to north east
- Residential amenity - Very close to northern boundary

Note - Option rendered unviable by subsequent planning advice, extending northern residential offset to 25-26m.



Site Study - Sports Building North

+ Residential amenity - Building set back in excess of 21m
- Pinkwell Lane - Frontage further from Pinkwell Lane
- Greenbelt - Larger building volume to south boundary
- Library - Located further into school site
- Sports Centre - School access for sports compromised
- Wayfinding - Entrance visibility compromised
- Residential amenity - More pupil activity to north east

Note - Option rendered unviable by subsequent planning advice, extending northern residential offset to 25-26m.

Optimum development area
(see item 2.3)

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2.7 SITE ARRANGEMENT STUDIES



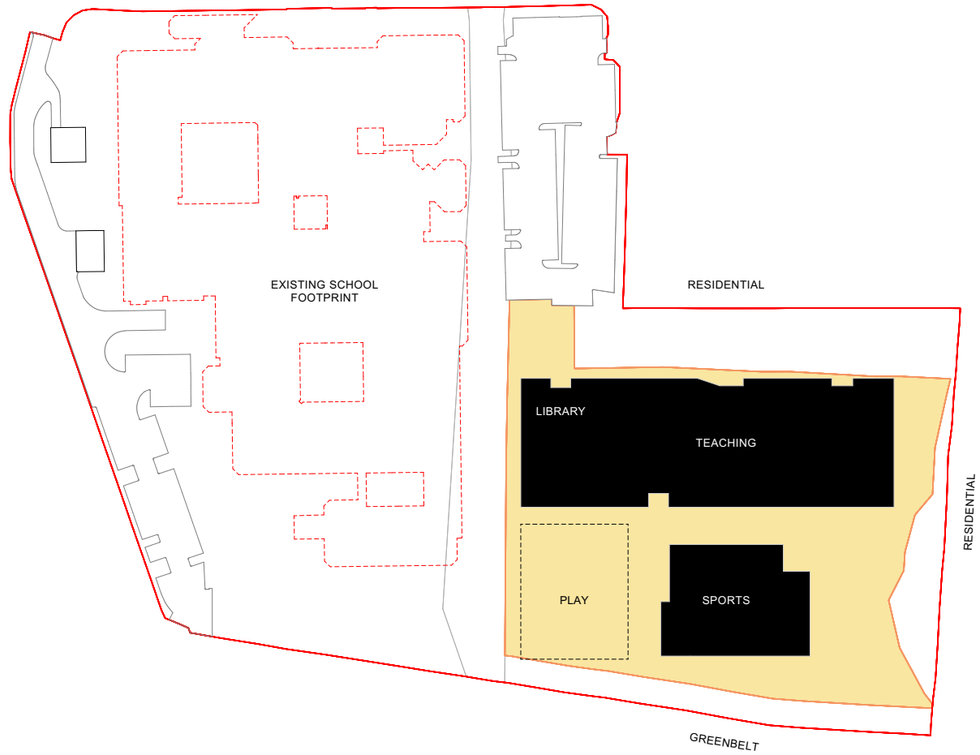
Site Study - Sports Building West

+ Pinkwell Lane - Closest building position within dev't site
+ Greenbelt - Smaller building volume to south boundary
+ Library - Most prominent library location within dev't site
+ Wayfinding - All entrances visible on the primary facade
+ Residential amenity - Building set back in excess of 21m

- Residential amenity - Hard play located to the east

Note - Option rendered unviable by subsequent planning advice, extending northern residential offset to 25-26m.

PREFERRED OPTION



Site Study - Sports Building East

+ Pinkwell Lane - Closest building position within dev't site
+ Greenbelt - Smaller building volume to south boundary
+ Library - Most prominent library location within dev't site
+ Wayfinding - All entrances visible on the primary facade
+ Residential amenity - Building set back in excess of 21m
+ Residential amenity - Hard play located to the east

Preferred option - Offering greatest balance of visibility and access to site users, whilst respecting residential amenity and sensitivity of the greenbelt.

Note - Scheme readily adaptable to subsequent planning advice, extending northern residential offset to 25-26m.

Optimum development area (see item 2.3)

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2.8 FURTHER PLANNING CONSULTATION

FURTHER PRE APPLICATION CONSULTATION

Pre application response from 'Planning Applications Team - London Borough of Hillingdon'.

Response dated 07th July 2020:

I refer to your request for pre-application planning advice dated 15th May 2020 and our subsequent meeting on 3rd June 2020 relating to the above development. The advice provided is based on the following drawings and documents issued to the Local Planning Authority for consideration.

Plan Numbers:
18188-LSI-A1- -DR-A-200323DP003 - received 13 May 2020
18188-LSI-A1- -DR-A-200323DP002 - received 13 May 2020
18188-LSI-A1- -DR-A-200323DP004 - received 13 May 2020
18188-LSI-A1-00-DR-A-200428DP001 - received 13 May 2020
Pre-Application Statement (Dated April 2020) - received 13 May 2020
Planning Pre Application Meeting Report (Dated 3rd June 2020) - received 03 Jun 2020
Location Plan - received 13 May 2020

Scheme presented during further consultation:

The Proposal

This pre-application seeks advice on the proposal to demolish the existing single storey 6.5 Forms of Entry (FE) Harlington School and build a replacement three-storey 8FE secondary school on the south-east section of the site with library re-provision. This would be accompanied by a single storey sports hall, a flexible sports field and hard court play areas, built in accordance with the Department for Education Building Bulletin 103 for hard and soft PE sport provision.

Based on the plans submitted, the proposal is summarised as follows:

Three storey school building
- Measures approximately 112 metres by 38 metres in footprint and 12 metres in height
- Ground floor: 4036.3 square metres GIFA, including 600 square metres public library floorspace
- First floor: 3242.3 square metres GIFA
- Second floor: 3201.9 square metres GIFA
- Total floorspace: 10,480.5 square metres GIFA

Single storey sports hall
- Measures approximately 44 metres by 34 metres in footprint and 12 metres in height
- 1269.3 square metres GIFA

Total floorspace: 11,749.8 square metres GIFA

The school currently has 1,155 pupils and is proposed to expand from 6.5FE to 8FE. This would add an additional 225 pupils, totalling 1,380 pupils. The proposal would also provide a new special resource for 15 pupils with Autistic Spectrum Disorders.

Noting re-provision of community library / street frontage:

Importantly the scheme now includes the re-provision of other community facilities, such as the public library, adult education and sports hall. Specifically, the proposed re-provision of Harlington Library would be equal to approximately 600 square metres of floorspace. The formal application submission should indicate how this compares to the current library provision in order to demonstrate that a facility of equal quality, if not enhanced quality, is being provided. The function of the public and school library should be explained as part of the planning application submission. The Council's School Place Planning Project Manager notes that the library would not have dividing walls. From a school security perspective, it is not entirely clear whether this would be appropriate. There are concerns as to how the community buildings will be accessed by the wider community given the proposed site layout. As mentioned elsewhere in this note a major design flaw in the proposed layout is the lack of any building fronting Pinkwell Lane, the library re-provision would logically represent a suitable use for a building on the Pinkwell lane frontage (along with a reception office).

The site is established as a school but it is noted that certain areas of the site are more suitable for school development than others. As it exists, the school has strong street presence and is set away from residents to the east on Dudley Place and Oakington Avenue, as well as Green Belt designated land to the south. Comparatively, the proposed school siting on the existing playing field would bring school activity much closer to these neighbouring residents and the Green Belt.

Further recommendations surrounding landscape / site:

In accordance with this policy, it is difficult to understand why the new school buildings have been proposed in the location that they are, namely the existing playing fields. Development on the existing playing fields have a much greater impact on the openness of the green belt by virtue of bring buildings and built form closer to it. To this end and to align with other comments elsewhere in this report, the location of the proposed building is deemed to conflict with Green Belt policies which seek to maintain the openess of the green belt and views to and from it.

To this end also peripheral landscaping to the southern site boundary is required, with a depth relative to the scale and impact of the development. The proposal will therefore be expected to increase the amount of planting on the southern boundary, whilst also preserving the concentration of trees that already exist.

It is acknowledged that the removal of the existing school buildings will provide a new view from Pinkwell Lane through to the Sam Philp Recreation Ground (Green Belt). However the existing pedestrian link from Pinkwell Lane to the Green Belt (via the west of the school) provides very poor and unappealing pedestrian access to the Green Belt. There is therefore an opportunity to improve this access as part of the proposed development to encourage better public access to the Green Belt and associated recreational/sporting facilities.

Key response regarding materiality and design massing:

The Councils Urban Design Officer describes the proposed blocks are long, linear and advises that they need to be broken up. The elevations should be designed appropriately to avoid the creation of blank facades. In terms of materials, it is noted that render would be more visible from the Green Belt and tends to weather poorly, often detracting from the design after a short period of time. The use of bricks is therefore preferable and should accord with the local context in terms of colour. Consideration should also be given to improving the design of the proposed entrances to better complement the principles of wayfinding and legibility.

In terms of revising the scheme, it is suggested that some form of built development should be sited close to/on Pinkwell Lane. The current entrance location is a long way from Pinkwell Lane. This a serious design flaw in the proposals which must be considered further. The library/community use reprovision would logically represent a suitable use for a building on the Pinkwell lane frontage (along with a reception office).

Key features required within developed landscaping:

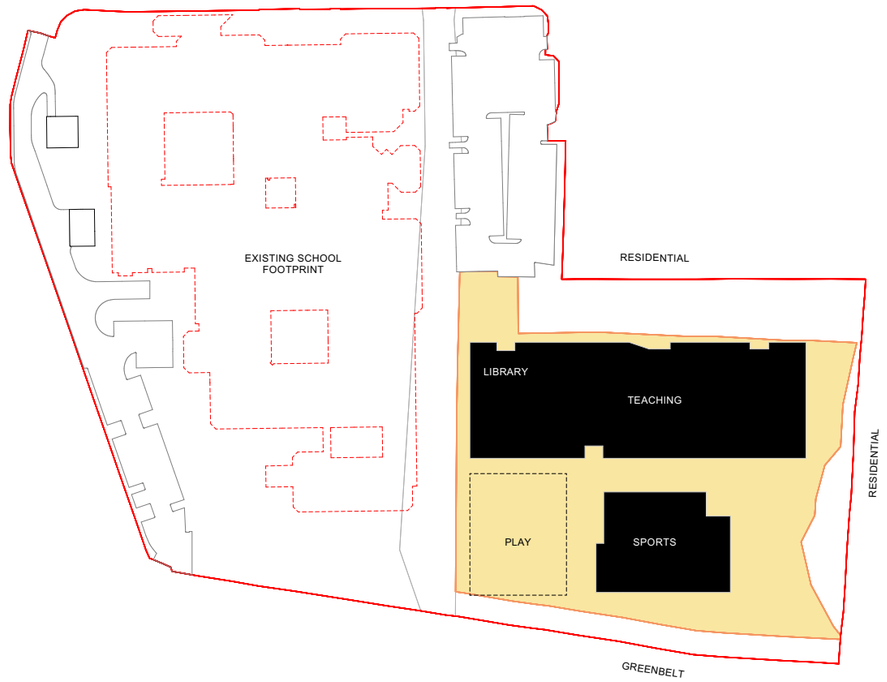
As part of the formal planning application submission, a Tree Report should be submitted, including a Tree Constraints Plan, an Arboricultural Impact Assessment, Arboricultural Method Statement and Tree Protection details. A clear landscape enhancement strategy should be accompany the submission, either as part of the Design and Access Statement or as a stand alone document. The Design & Access Statement should include a site analysis of the landscape and visual impacts of the proposal with a supportive landscape design rationale. A landscape masterplan should aim to enhance the green infrastructure on site to provide both visual amenity and the wider environmental benefits associated with tree planting, such as drainage and flood management, air quality mitigation and education. All site boundaries are identified as areas which should benefit from landscape enhancement or restoration as part of the proposed development. This should include tree planting to provide improve screening from residents and the Green, as well as promoting habitat creation for biodiversity

The proposal is required to make a significant contribution to the quality and quantity of local green infrastructure. This includes the provision of green roofs and walls, which are now requirements under Policy DMEI 1. In accordance with the London Plan - Intend to Publish Version (December 2019), it is emphasised that the formal application submission should include an Urban Greening Factor assessment, amongst the other requested documentation stated above, in order to satisfy this new policy requirement.

Assessment of site amenity following proposals:

The proposed school building would be located at least 21 metres from neighbouring residents located at nos. 20 to 50 Dudley Place and nos. 34 to 52 Oakington Avenue. Although this accords with general separation distance parameters, there are concerns that the development would intensify school activity immediately next to property nos. 32 to 50 Dudley Place specifically and would raise issues in terms of noise impacts and general disturbance. It is likely that school windows would also face towards these properties and their associated amenity spaces. The relationship here is uneighbourly and results in

Points of school activity should be focused in areas of the school site which are set further away from neighbouring residents. Based on the plans submitted, it would appear that a vehicular access route and drop off area for SEN students and deliveries is proposed immediately to the north of the proposed main school entrance and immediately to the south of nos. 32 to 50 Dudley Place. An alternative arrangement for SEN pupil drop off and deliveries should be explored and located further west away from neighbouring residents.



Illustrative Site Plan - Developed Site Option (Submitted for further consultation May 2020)

Concluding statement from planning response:

Conclusion

In conclusion, the principle of school expansion and library retention is acceptable and supported by planning policy. However, the scheme as it is currently proposed sprawls too close to the adjoining neighbour boundaries and the green belt land to the south, whilst the lack of any building frontage/sense of arrival on Pinkwell lane is a major concern. The reprovided community facility is an opportunity to make this facility more accessible to the public, the current proposal due to the siting away from Pinkwell lane would make it less accessible.

Exploring further design solutions in order to resolve the issues identified in this response is necessary.

In the event that these principle issues are resolved, the formal application submission should be supported by the documentation requested within the main body of the report to aid the detailed consideration of the application.

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2.8 FURTHER PLANNING CONSULTATION - RESPONSES

RESPONSE TO PLANNING QUERIES

Policy DMCI 1 – Community Facilities

As set out earlier in this report, the proposed scheme incorporates the provision of a public library and adult education facilities.

The new public library provision has been designed to function in tandem with the schools library, mirroring the existing facilities within the site.

The spaces have been designed to operate as one open area, with school supervision and access control managing access between public areas and the school. These arrangements have been discussed at length with the school and LB Hillingdon and all parties are in agreement about the suitability of the arrangement.

The proposed combined library provision has been designed to be equal in area to the existing library located on the site, conforming to the agreements made between LB Hillingdon and DfE as set out in section 1.2.

Policy DMEI 6 – Greenbelt

As set out within sections 2.3 and 2.7 of this report, there is clear reasoning for the arrangement of buildings being proposed.

To summarise, there are significant development limitations within the site, both as part of the viability of the scheme as a whole (set out in section 1.2) and also site based constraints, such as residential amenity and greenbelt proximity.

We have demonstrated in section 2.3 that these constraints provide a limited area within the overall site that is viable for development. In section 2.7 we show the proposed arrangement of buildings within this development area is optimum to allow for the increased school provision required by LB Hillingdon, balancing the wider site constraints.

With the greenbelt proximity we have given significant consideration to the massing, boundary offset and colour schemes, driving the decision to locate the smaller sports building to the south.

Ares have included a separate report looking at the visibility of the proposed buildings across the site, demonstrating that with the current boundary trees and scale of the proposals, the impact is minimal.

It is noted also that the removal of the existing building does a lot to improve the openness of the greenbelt and promote views across the site from Pinkwell Lane.

Policy DMHB 11 – Design

Street Presence
As described within the greenbelt response, section 2.3 sets out the wider development limitations of the site.

The Pinkwell Lane frontage is occupied by the existing school building, and without the ability to remove this building before starting the construction works (as set out in section 1.2) there is no scope to place any buildings along the road.

The proposal does however take significant steps to improve the visibility of the building from these access points, with a tree lined path to direct people into the site, clear visibility across the new field and pitches, significant scope of signage on the prominent corner, and placement of the public library it key position on the corner.

Façade Treatment

The building façade has been considered to break up the overall volume of the building without negatively effecting the efficient provision of teaching space necessitated by the school building programme. The scheme utilises the standard model of 'superblock' which requires a set width and length of building to provide all of the teaching places required by LB Hillingdon.

* The external treatment provides brickwork at ground level for robustness and to break up the overall massing of the building, with a lighter brickwork provided above to compliment the local surrounding buildings.

The brickwork façade will have a strong dirt/stain resistance by its nature. The simple form of the building removes complex junctions, allowing more consistent weathering and far greater access for routine cleaning and maintenance as and when required. *

The colour palette will be selected to further limit the visibility of dirt, with two brickwork colours to break up the overall massing of the building and aid with reducing the visual impact of the building when viewed through the boundary tree line.

The entrances have been developed with the school to provide a suitability mix of subtlety and visibility, to ensure not all visitors go straight for the first door they see, but instead that all entrances can be seen and distinguish at a distance, using setbacks, signage and colour.

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2.8 FURTHER PLANNING CONSULTATION - RESPONSES

Policy G 5 – Trees and Landscaping

A tree line from the Pinkwell Lane site entrance to the building façade has been provided that runs parallel with the adjacent main footpath approach to aid wayfinding and emphasise the view to the buildings entrances.

The specific location of the trees has been designed with careful consideration of the adjacent Thames Water Sewer, and for this reason the tree line is limited to the western side only. We also consider any additional tree planting would obscure the view across the car park to the entrances.

The tree line from Pinkwell Lane to the building façade is parallel to the Thames Water Sewer, however its positioning has been reviewed against survey information and is offset suitability to avoid any wayleave issues and allow the trees to continue to grow unhindered by below ground obstructions.

An urban greening analysis has been undertaken and an Urban Greening Factor calculated based on the proposals. The current calculation meets the London Plan Target score of 0.3 through the use of substantial grass sports fields and informal social spaces, boundary planting, tree planting and permeable surfaces.

Policy DMHB 11 – Residential Amenity

The placement of the buildings within the proposed site has been developed to limit the levels of school activity to the northern and eastern boundaries of the site, taking into consideration the amenity of the neighbouring residential properties.

At present the school field extends to both boundaries, with pupil access throughout this area. The proposed buildings seek to enclose these spaces, limiting the general use of these areas by pupils. The playing field has been relocated to the north west of the site, and hard play is places to the west of the sports block providing a buffer between this area and the eastern properties.

To the north of the development site a minimum 21m buffer space (see note below) has been provided between the building and the neighbours, this area will be outside of the schools operational secure line.

As a result, pupil activity in the area will be limited to occasional entry via the managed front entrance, and drop-off for the NP/ASD/SRP department, an area required to be calm and quiet for the welfare of the pupils using it.

The only designated external area is on the north eastern corner is for the NP/ASD/SRP department, providing a very small number of pupils with a highly managed external environment.

These arrangements should provide a significant improvement to the neighbouring properties as compared to the current levels of pupil access to those boundaries.

[**Note:** Subsequent confirmation from the LPA has confirmed that a further offset of 4-5m from the northern boundary would significantly improve the placement of the scheme within the site. This has been incorporated into the submitted proposals (see diagram to the right)].



Illustrative Site Plan - Showing buildings moved 5m south

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2.9 PUBLIC CONSULTATION - PRESENTATION

FURTHER PRE APPLICATION CONSULTATION

A package of information has been on display at Harlington school as part of a public exhibition on the 30 July 2020.

This gave the local community and parents visiting the school an opportunity to see the proposal and talk to the school and contractor's team involved as desired with any queries they had about the proposals.

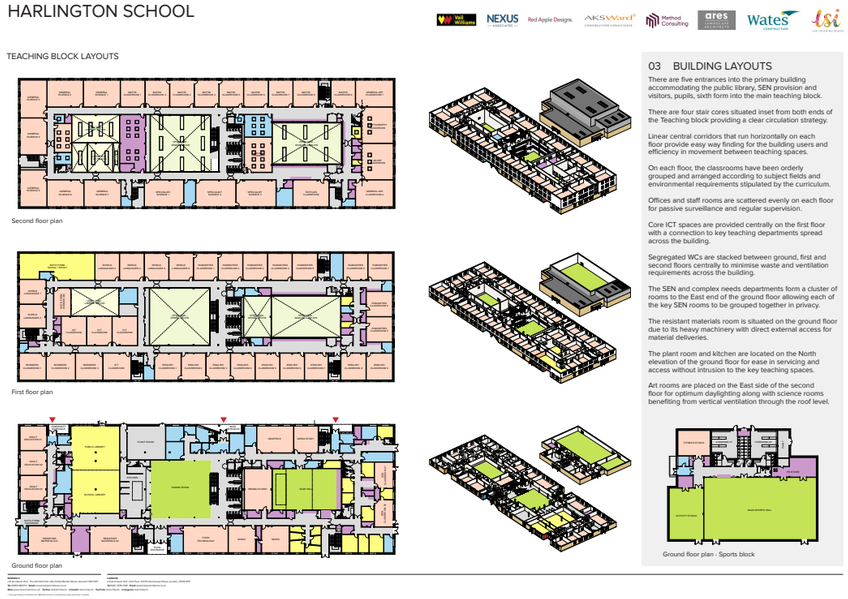
The surrounding neighbours were invited by post to the consultation event. Students and their families were notified along with the staff of the school.

Due to the global pandemic currently experienced by all and government advice regarding taking caution gathering in public places, on this occasion transferring the documentation to a website was crucial to allow a more thorough uptake.

Please refer to the planning statement by Vail Williams for further details of the consultation process.



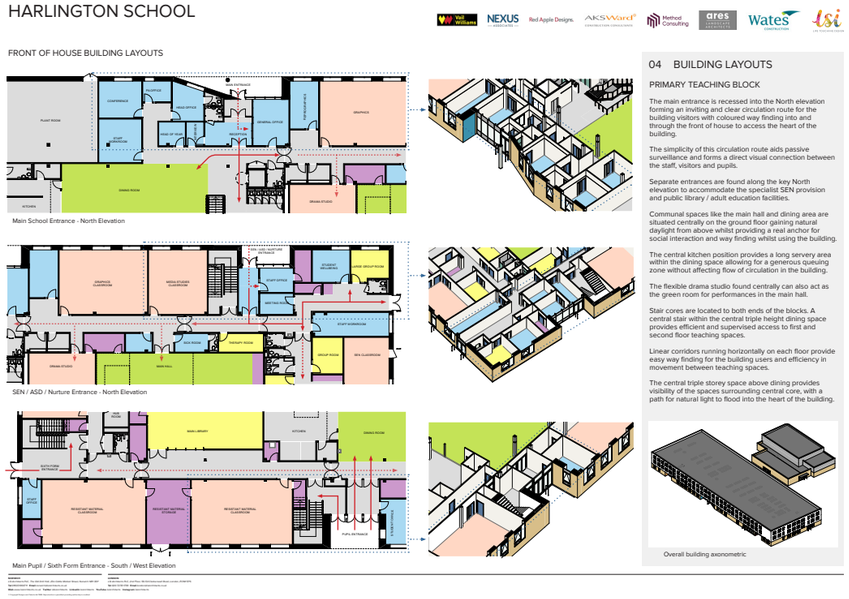
01 Introduction



03 Building Layouts



02 Site Massing & Development



04 Primary Teaching Block

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2.9 PUBLIC CONSULTATION - PRESENTATION

HARLINGTON SCHOOL

EXTERNAL 3D VIEWS - MAIN TEACHING BLOCK



Teaching Block - North Elevation


North Elevation - Extents


South Elevation - Library Entrance



Sports Block - West Elevation


South Elevation - Pupil Entrance


West Elevation - SEN Entrance

05 EXTERNAL APPEARANCE



Harlington School Crest


Harlington School Crest Colours

05 External Appearance

HARLINGTON SCHOOL

INTERNAL 3D VIEWS - MAIN TEACHING BLOCK



Dining Room - Heart Space


Central Main Hall

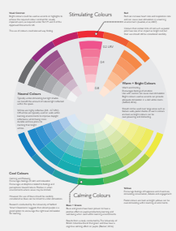

General Technology Classroom


Central Library Space


General Science Classroom


General Teaching Space

07 INTERNAL APPEARANCE



Harlington School Crest


Harlington School Crest Colours

07 Internal Appearance

HARLINGTON SCHOOL

SITE PLAN



Key

A - Vehicular entrance
B - Vehicular egress
C - Existing pedestrian crossing
D - Main community entrance
E - FOH service/kitchen deliveries
F - Existing parking retained
G - Main school visitor entrance
H - Main pupil entrance
I - Sixth form entrance
J - Re-provided MUGA courts
K - Quiet SEN external provision
L - Central quadrangle
M - 'Goals' overflow parking
N - Enhanced landscape buffer
O - Tree lined entrance boulevard
P - NP / DU / SEN main entrance

06 LANDSCAPE


Playing Field precedent

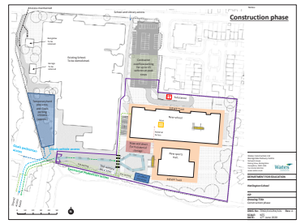

Quadrangle precedent


Enclosed MUGA precedent

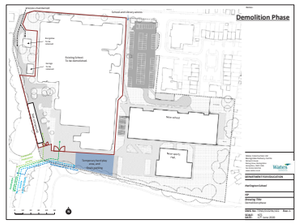

Tree - lined boulevard precedent

06 Landscape Design

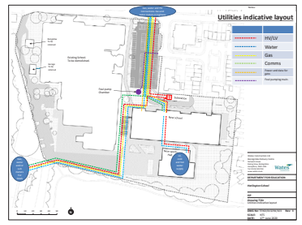
HARLINGTON SCHOOL



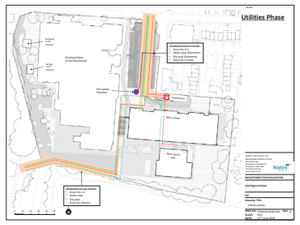
Project Logistics - Construction Phase



Project Logistics - Demolition Phase



Project Logistics - Indicative Utilities Layout



Project Logistics - Utilities Phase

08 SITE LOGISTICS AND PROGRAMME

DATES

AUGUST 2020
PLANNING APPLICATION SUBMITTED

NOVEMBER 2020
PLANNING DECISION

MARCH 2021
START ON SITE

JANUARY 2023
NEW SCHOOL OPENS

OCTOBER 2023
COMPLETION OF EXTERNAL WORKS

08 Site Logistics and Programme

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2.9 PUBLIC CONSULTATION - ANALYSIS

FURTHER PRE APPLICATION CONSULTATION

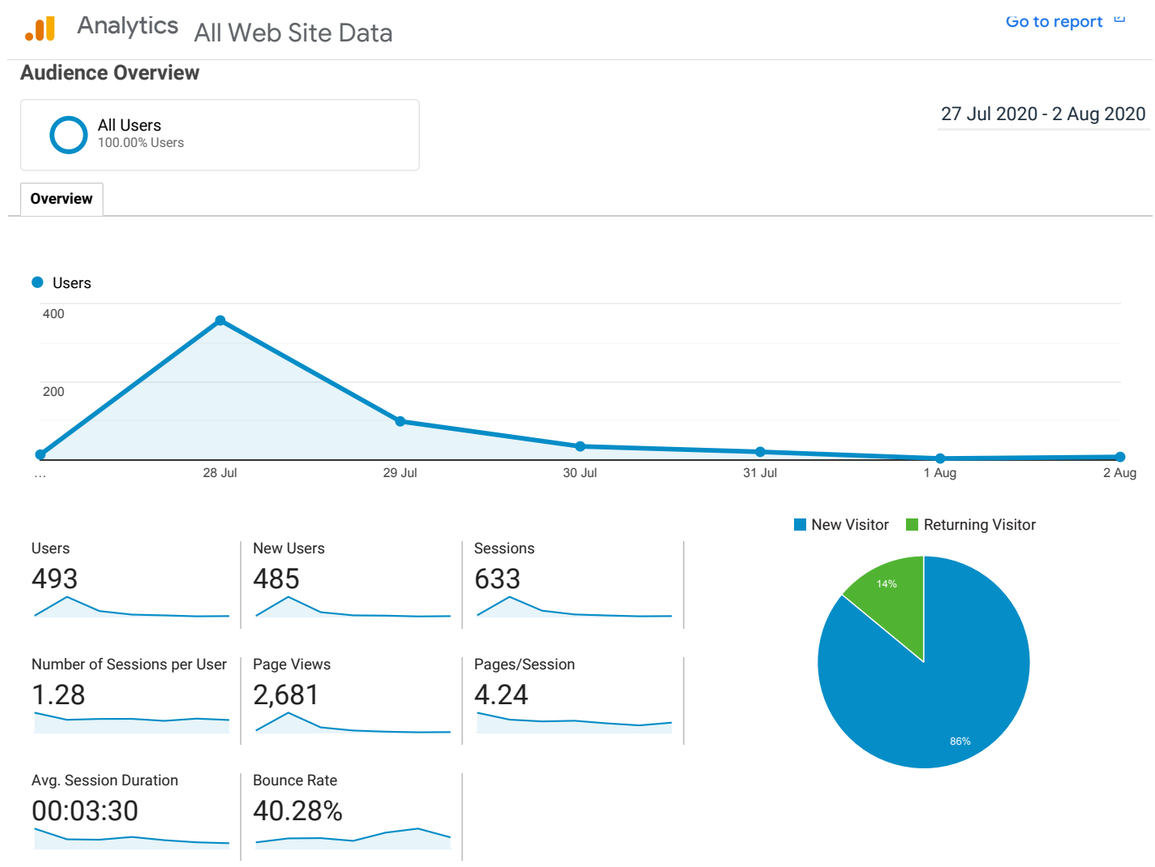
A package of design information has been displayed online with a link to both Wates and the Harlington school websites to supplement the public consultation held between 27 July 2020 and 03 August 2020.

This gave members of the local community, unable to attend physically, an opportunity to see the proposal and contact the school and contractor's team involved to answer any questions they had.

The analysis of how this website was utilised can be found inset. Please refer to the planning statement by Vail Williams for further details of the consultation process.



Extent of Interaction via Postal Invitation



Language	Users	% Users
1. en-gb	412	83.57%
2. en-us	69	14.00%
3. en	4	0.81%
4. en-au	3	0.61%
5. nl	2	0.41%
6. (not set)	1	0.20%
7. en-ca	1	0.20%
8. en-uk	1	0.20%

Digital Analysis of Online Public Interaction

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2.9 PUBLIC CONSULTATION - ANALYSIS

CONSULTATION RESPONSE

Utilising the online consultation method, we were able to receive and record both positive comments regarding the proposals and also recommendations from local residents of how we could improve the scheme.

We have acted on several of these comments already prior to submission of the scheme, with a view to moving forward during the design of the school with the remaining comments in mind.

Below is a sample of some of the comments received during our consultation period:

“Looks nice. I hope there will be opportunity to personalise the building to give it more character and identity.”

“I like the layout. However, to my untrained eye there appears to be a lack of storage space for the Design and Technology provision.”

“The local community and in particular the many disadvantaged children served by the School will benefit from this development - ensures future proofing.”

“This is the most brilliant news i’ve heard in a long time!!! Very excited!!!”

“I am very happy to see that new building is made for students in need, as this will give them much needed extra space.”

“Harlington School has always been a local school for the local community and the new building is an exciting opportunity to continue to deliver high quality education in state of the art facilities. The new school looks beautiful and will enhance the area.”

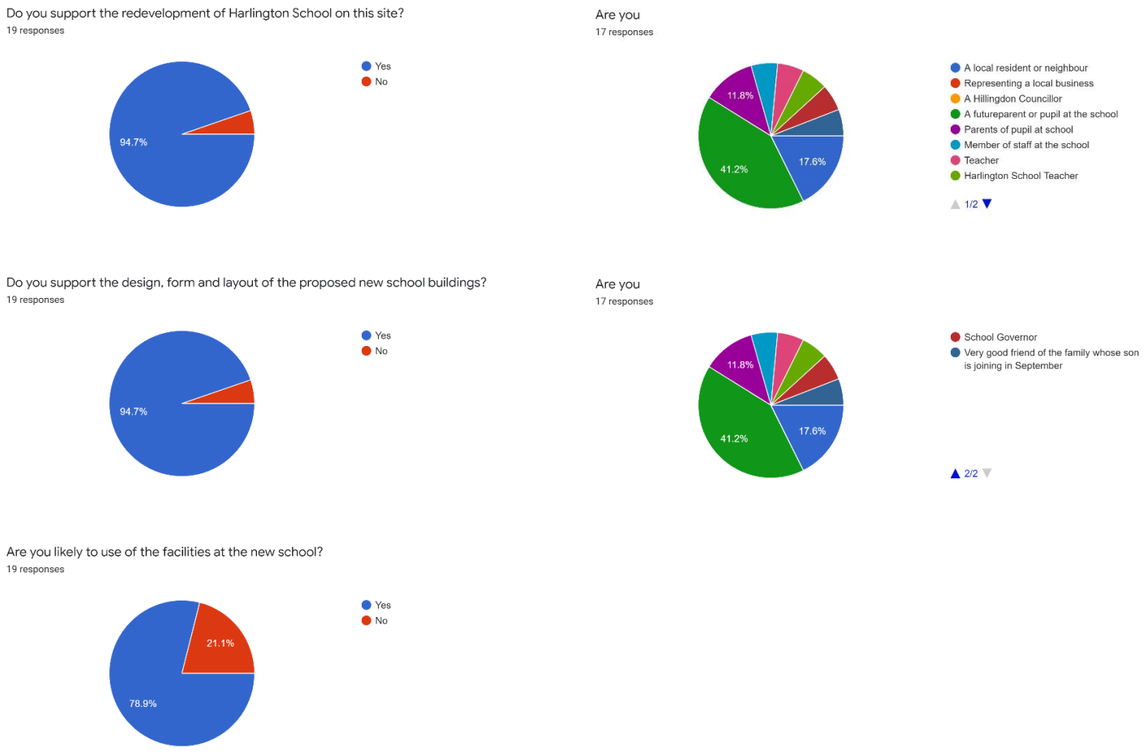
“Harlington School, The Sports Centre, New Library and the Adult Education Centre is at the heart of the local community and it will benefit from a total face lift with resources to meet its demands.”

“Aesthetically pleasing. Local area needs are catered exceptionally well.”

“I would encourage the greatest efforts to be made in relation to using sustainable materials in the construction of the school. Efforts should also be made to increase the environmental footprint of the school. This should include solar power generation including pushing power back into the grid if possible. Rain water capture and recycling. High voltage electric vehicle charging points should be installed. There is currently a shortage of these in Hayes and this could be another money generating affiliate opportunity. I would be happy to be part of a public consultation forum if one is established.”

“The new community facilities will be a boost to local residents.”

“There has been a lot of effort put into this and it looks practical - Hopefully it will get planning approval and works will commence as programmed.”



Digital Analysis of Online Public Interaction

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2.10 BRIEF - SCHEDULE OF ACCOMMODATION

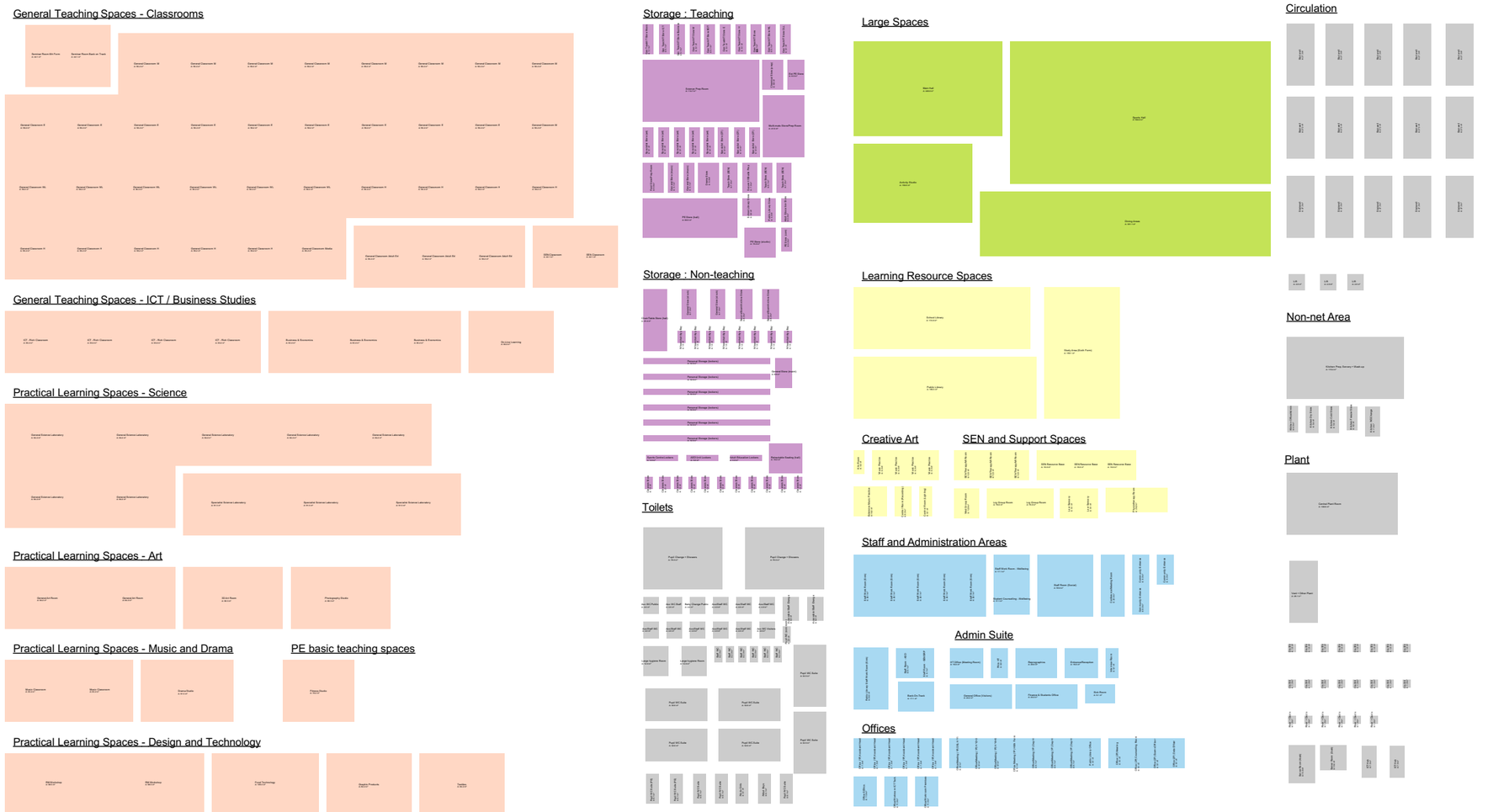
BB103

The proposed development accommodation schedule has been developed with Harlington School and the DfE to provide accommodation to suit the requirements of the school whilst also accommodating an additional SEN provision and busy community facilities.

The schedule combines the school's visions with guidance from BB103 on area guidelines.

The total GIA to be achieved on the proposed site is 11,750 m^2. This excludes external play.

The adjacent diagram illustrates the accommodation required in totality by the scheme, as stipulated and referenced from the project briefing documents..



Key

- Teaching Spaces
- Learning Resource
- Large Spaces
- Staff + Admin
- Storage
- Non Net

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2.11 ACCOMMODATION ADJACENCY - GROUND FLOOR

GROUND FLOOR DEVELOPMENT OF BRIEF

The ground floor adjacency and spatial relationships have undergone significant development with Harlington School and the DfE whilst utilising an extensive range of knowledge and 'lessons learnt' from LSI and technical advisors Mace.

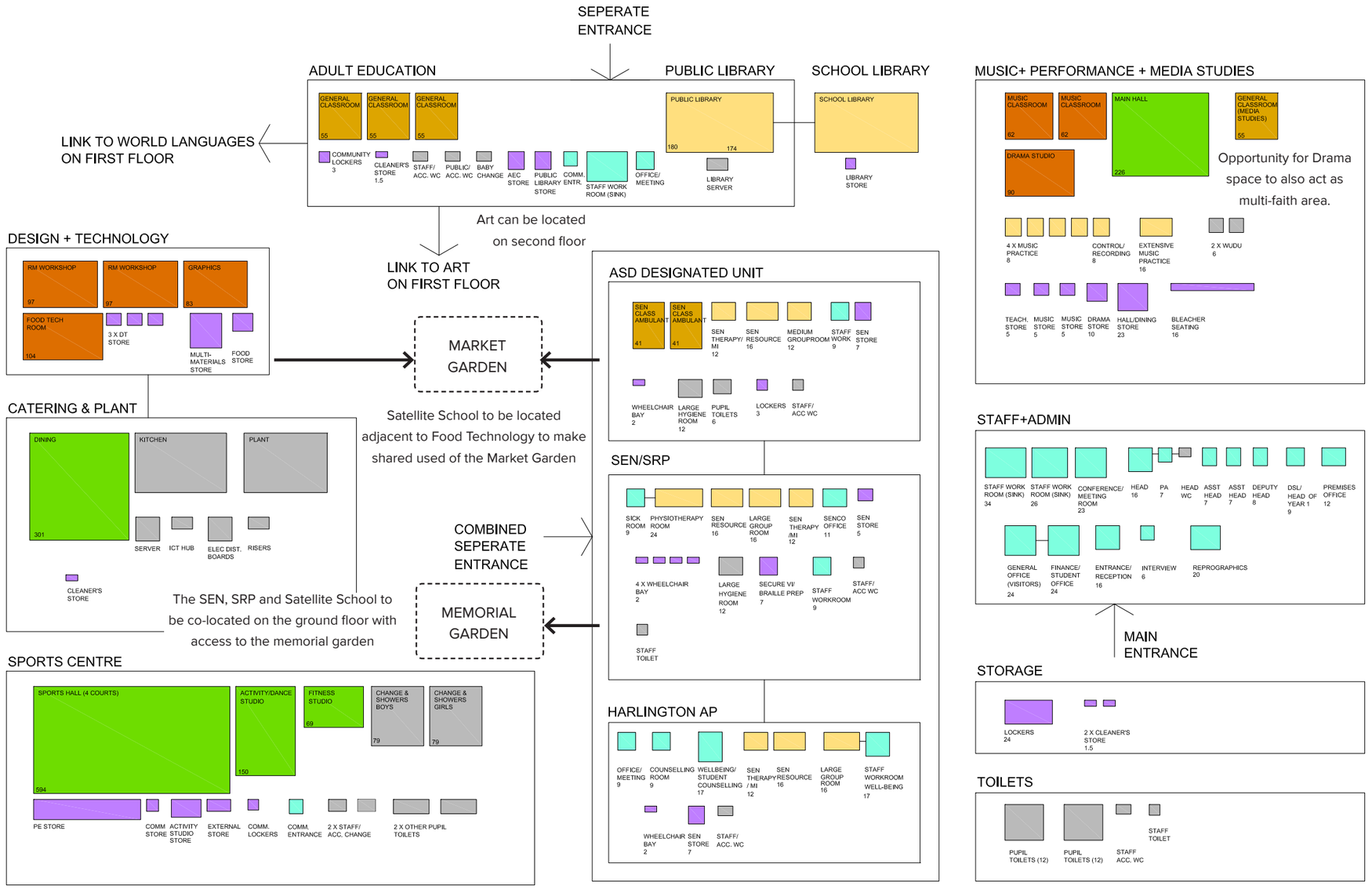
A key challenge on the ground floor was accommodating a public library and adult education facility to the frontage of the site with a clear sight line to Pinkwell Lane.

This task was accompanied by a requirement for also ensuring that entrances to both the main school and SEN provisions were welcoming, efficient and fit for purpose whilst not seen as secondary to the community facilities.

Another set of key adjacencies were the links to external space surrounding the building. By placing the busy, louder playground to the south west of the main teaching block in its own quadrangle, it benefits from easy access to the dining hall, entrance and sports block. It also benefits from being sheltered to the local residents therefore helping with its acoustic challenges.

Similarly the SEN provision requires an external space which allows an external element to its curriculum, but in a quieter more protected zone, thus its key positioning found to the north east of the site also accommodating acoustic constraints of sitting near residential neighbours.

This protected space also accommodates a supervised market garden and quiet memorial garden away from the bustle of the main play areas.



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2.12 ACCOMMODATION ADJACENCY - FIRST FLOOR

FIRST FLOOR DEVELOPMENT OF BRIEF

The first floor adjacency and spatial relationships have similarly undergone ongoing development with Harlington School and the DfE, whilst utilising an extensive range of knowledge and 'lessons learnt' from LSI and technical advisors Mace.

An even spread of staff supervision and work rooms has been placed on each floor of the building, thus allowing for support and nurturing of the students between timetabled curriculum.

Typically the first floor accommodates more traditional subjects from the curriculum, those which require less technical requirements in respect of ventilation and extraction, more suited to the upper floors.

Harlington School's sixth form will find a home on the first floor to allow for secure access via its own stair and circulation, this location will also allow for a building frontage and presence to the school approach from the west and north elevations.



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2.13 ACCOMMODATION ADJACENCY - SECOND FLOOR

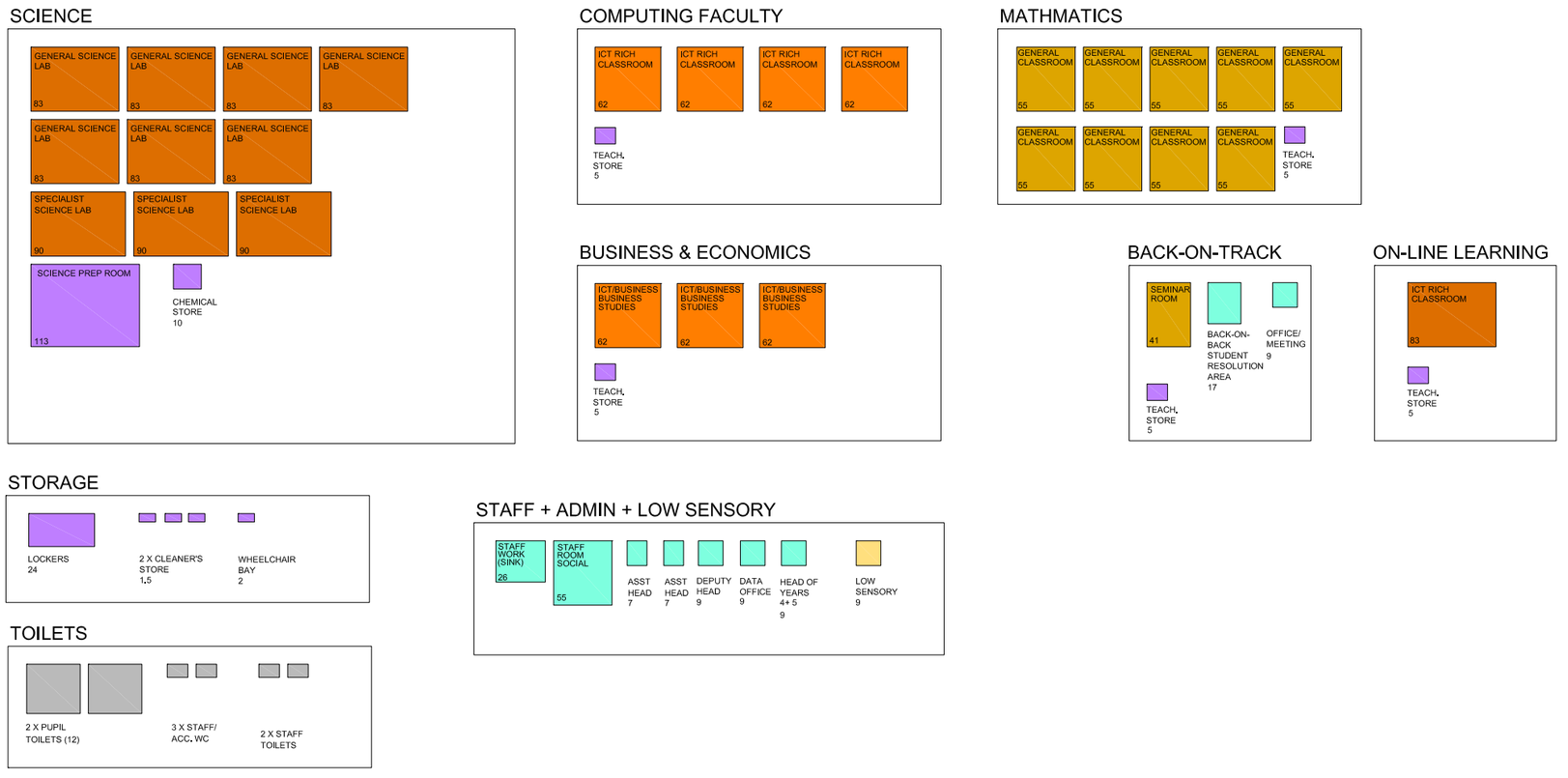
SECOND FLOOR DEVELOPMENT OF BRIEF

The second floor adjacency and spatial relationships have similarly undergone ongoing development with Harlington School and the DfE, whilst utilising an extensive range of knowledge and 'lessons learnt' from LSI and technical advisors Mace.

An even spread of staff supervision and work rooms has been placed on each floor of the building, thus allowing for support and nurturing of the students between timetabled curriculum.

The second floor accommodates science teaching which has unique technical requirements in respect of ventilation and extraction, more suited to the upper floors.

Similarly the ICT rich facilities were desired on the second floor so as to provide a group set of facilities with an efficient solution to technical challenges such as cooling and ventilation.



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3.0 LAYOUT

3.1 EXTERNAL LAYOUT - OVERALL SITE STRATEGY*
3.2 INTERNAL LAYOUT - GROUND FLOOR PLAN*
3.3 INTERNAL LAYOUT - FIRST FLOOR PLAN*
3.4 INTERNAL LAYOUT - SECOND FLOOR PLAN*
3.5 EXTERNAL LAYOUT - ROOF PLAN*

3.1 EXTERNAL LAYOUT - OVERALL SITE STRATEGY

KEY FEATURES OF EXTERNAL DESIGN

Existing main staff car parking to north east of site retained along with overspill to south boundary.

Existing overspill car parking allocation from ‘Goals Heathrow’ has be retained to south boundary of site.

New drop-off loop for SEN provision constructed to north of main teaching block.

External area has been re-focussed to centre around a proposed ‘quadrangle’ centrally along the south face of the main teaching block.

Quieter, individual external play to be utilised by the SEN provision has been separated into an enclosed area to the north east of the main teaching block.

Cycle shelters have been provided centrally, located west of the main teaching block, providing a provision of 140 cycle spaces.

A feature tree boulevard has been utilised to direct pedestrian flow from Pinkwell lane into the main entrance areas for both library / community facilities and the main teaching block.





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3.2 INTERNAL LAYOUT - GROUND FLOOR

GROUND FLOOR LAYOUT

The first entrance (1) on approach to the main block provides a supervised route into what will be a hub for the local community, immediately inside the door both adult education spaces and a large shared public library will be available during flexible opening hours.

The second and central entrance (2) provided is for Harlington School's visitors and forms an inviting and clear circulation route for the building users, presenting them to the large central dining space which is seen as the 'heart' of the school, similarly the main hall and drama studio can be found centrally within the plan.

Technology and Music have been strategically placed on the south elevation with a direct link to the noisier of the external play spaces, provided so crucially by the quadrangle, central to the site strategy.

Found centrally to the rear of the building is Harlington School's main pupil entrance, this will see the main thoroughfare of pupil movement and has been optimally sized to welcome said students into the heart of the school from the main quadrangle.



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3.3 INTERNAL LAYOUT - FIRST FLOOR

FIRST FLOOR LAYOUT

Harlington School's sixth form provision will enjoy a north west corner of the plan, by grouping their key activities, a sense of ownership will be coupled with a building frontage and enhanced visual relationship with the approach to the school building from Pinkwell Lane.

Staff work rooms are spread between corners of the plan and also placed centrally for passive supervision.

World Languages, Humanities, English and Business classrooms have been placed on the perimeter of the building, gaining natural daylighting, ventilation and views across the site whilst also allowing for central voids creating taller zones centrally such as the main hall, drama, the library and dining.



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3.4 INTERNAL LAYOUT - SECOND FLOOR

SECOND FLOOR LAYOUT

Similarly to the first floor, staff work rooms are spread between corners of the plan and also placed centrally for passive supervision.

Science, Specialist Science, Maths, Art and Textiles have been placed on the perimeter of the second floor, gaining natural daylighting, ventilation and views across the site whilst also allowing for central voids creating taller zones centrally such as the main hall, drama, the library and dining.

The large science preparation room has been positioned centrally to the plan allowing servicing to all science classrooms whilst also freeing up valuable perimeter space for key teaching spaces.



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3.5 EXTERNAL LAYOUT - ROOF PLAN

ROOF PLAN LAYOUT

A number of mechanical and electrical systems will be located on the roof including:

• Ventilation equipment: Air handling units (AHUs), extract fans and fume cupboard fans

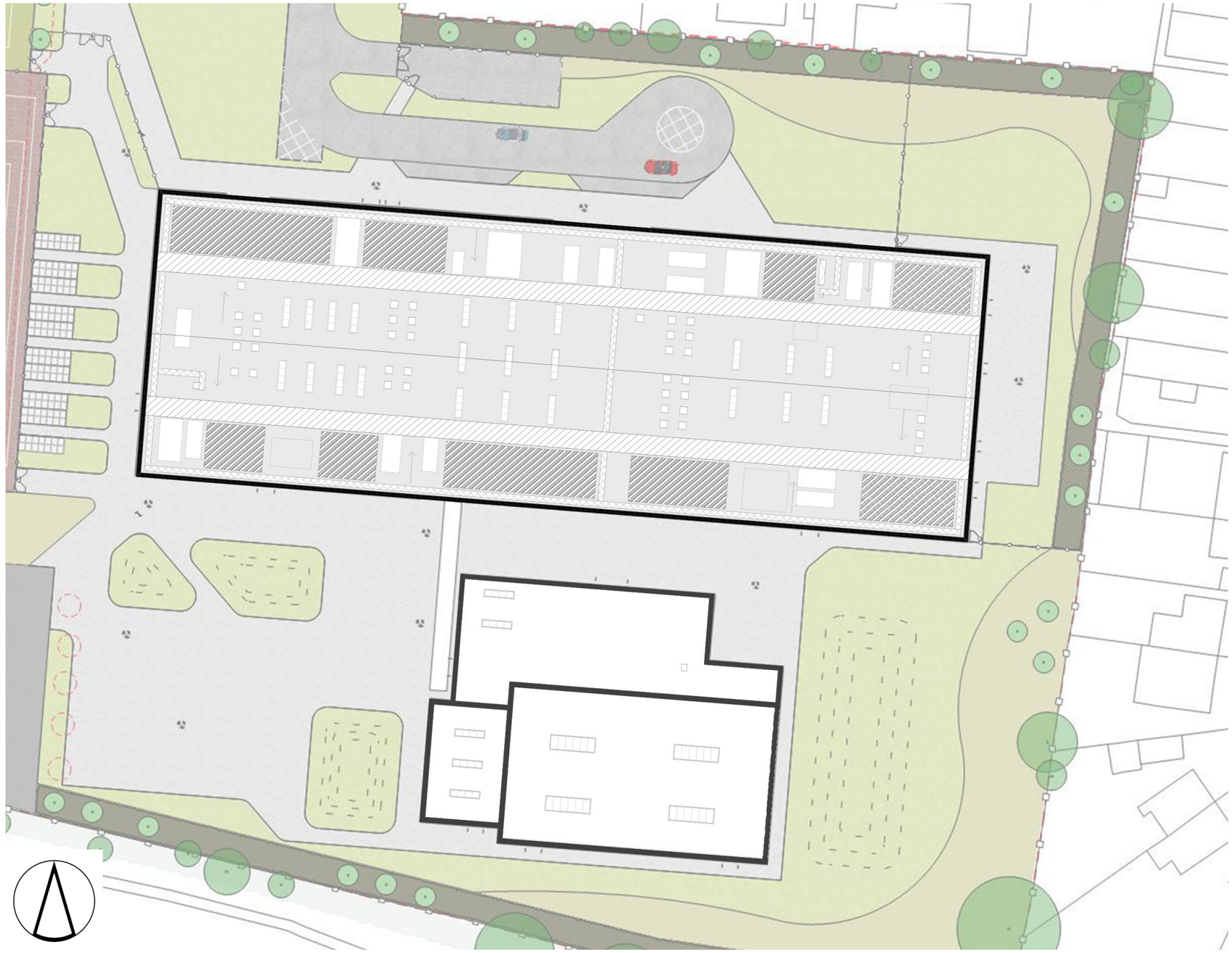
• Photovoltaic array to generate renewable electricity

• Condensers for cooling systems (primarily for IT intensive spaces)

• Gas boiler flue termination

Where possible the plant will be located on the roof of the main building however some plant will also be installed on the roof of the sports hall building. Equipment will be carefully selected and positioned to minimise its height and visibility from the nearby areas.

Safe access will be provided to all plant to ensure that it can be regularly maintained. All plant will be selected and assessed by the acoustician to ensure noise requirements are met.



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4.0 APPEARANCE

4.1 MATERIAL PRECEDENT*
4.2 MATERIAL CONCEPT*
4.3 BUILDING ELEVATIONS*
4.4 EXTERNAL APPROACH
4.5 COLOUR ANALYSIS
4.6 EXTERNAL VIEWS
4.7 INTERNAL VIEWS