

## Appendix 3.9

### Design Statement **Oxford Academy OBC**

HKR Architects, November 2007

Revision C 20.12.07

HKR ARCHITECTS

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## Ambitions of the Design

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The design aims to create an excellent environment for learning and a highly attractive, calm and secure place for pupils to be. It also tries to create a new visual identity for the school, exploit the considerable natural advantages of the site and integrate community facilities in an exceptional resource for Oxford.

This document explains how the illustrated design relates to the aspirations of the Client and Sponsor. It also puts forward guidance for future design work in anticipation of the tender design stage.

*HKR Architects, October 2007*

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# A Site with Strong Natural Qualities



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## A Site with Strong Natural Qualities

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The site lies approximately 4km south-east of the centre of Oxford. It is bordered to the north by the ring-road and a small business park, to the west by housing in Littlemore, to the east by an industrial distribution centre and to the south by former allotment land. It is currently the site for the Oxford Peers School and is surrounded by that school's most significant catchment areas: Littlemore, Rose Hill and Blackbird Leys. The main pedestrian and vehicle access to the site is from Sandy Lane on the east side. A second, restricted width, access road is from Northfield Close on the west side. A footpath connects the north part of the site under the embankment of the ring road to Rose Hill. The total site area for the Peers School is 10.3Ha.

The site has several natural qualities. It is open and green with a stock of trees, some of them mature. It has attractive views to the south and west. The noise from the ring-road is significant but the view from the road gives the site its only prominence.



*Courtyard between buildings A & D (see plan over)*



*Open view to the West*

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# The Existing School Site



Building Plan

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## The Existing School Site

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The New Academy will need to accommodate the assumptions of the Funding Allocation Model and retain some of the non-school functions currently on site.

The current Funding Allocation Model assumes the retention of the Clarke Building (Block K). It currently houses design and technology teaching areas (see over for plans).

The Academy is to re-house the following functions:

- › OCC Adult Education
- › Littlemore Public Library
- › Mabel Prichard Special School

The Peers Early Education Partnership (PEEP) and Littlemore Rugby Club will be retained on site. The Reference design shows them in their existing buildings to achieve an affordable solution within the current funding allocation.

### PLANNING CONTEXT

Parts of the site are designated areas under the Local Plan policy SR.2: Protection of Open Air Sports Facilities. The wording of the policy allows however that “the facility can be replaced by either:

- i. providing an equivalent or improved replacement facility; or
- ii. upgrading an existing facility” [page 119, “Sport, Outdoor Recreation and Community Facilities”]



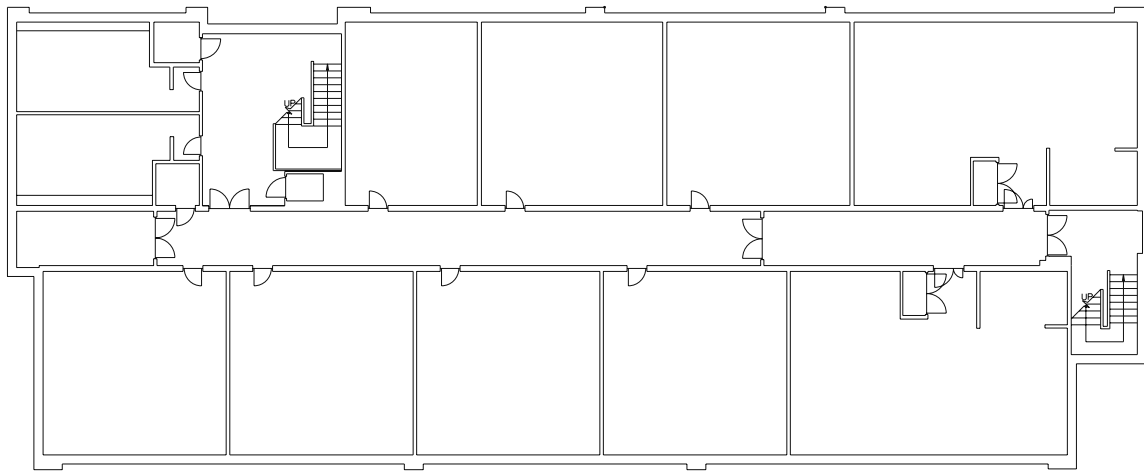
Memorial Garden



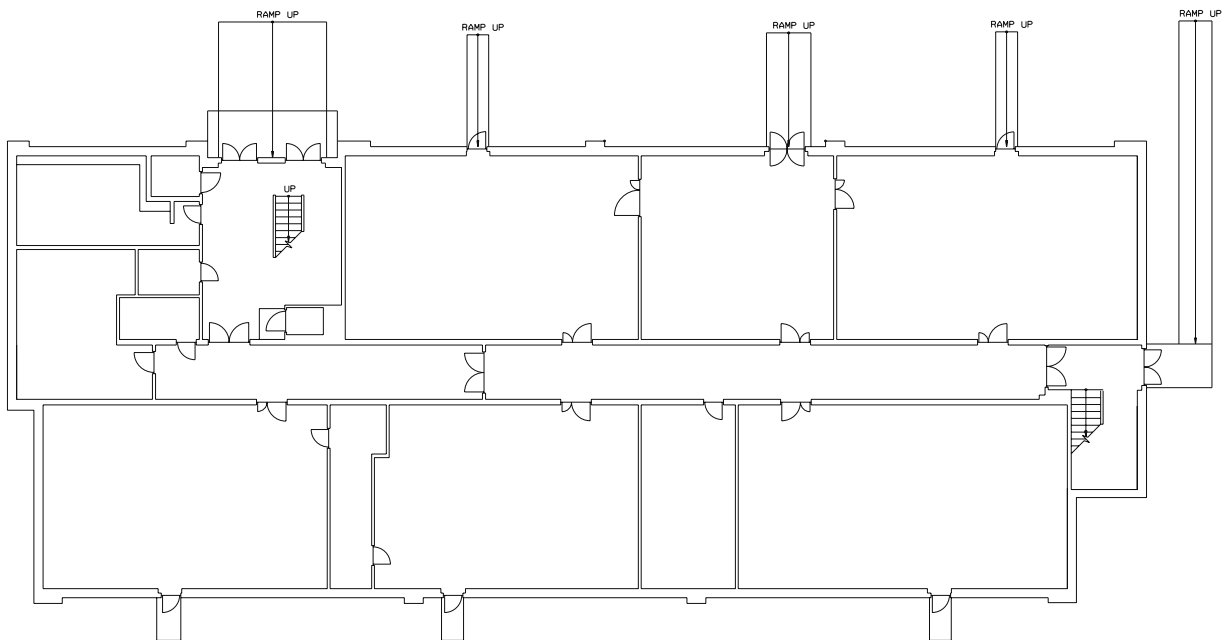
Clarke Building (Block K)

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# Block K & Site Surveys



First Floor Plan



Ground Floor Plan



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## Block K & Site Surveys

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### **BLOCK K**

Floor Plans to the retained Block K are shown on the opposite page.

### **SITE SURVEYS**

The following surveys have been commissioned. The full surveys are available in an appendix.

#### **Topographical**

Due 2nd week in November

#### **Desktop geotechnical**

The desktop study was completed in October 2007. This considered available records of geology, hydrology, gas, historic maps and available desktop evidence of contamination.

#### **Invasive geotechnical**

Due first week in December

#### **Arboricultural**

Expected 2nd week in November

#### **Acoustic**

This confirms the noise climate is dominated by the two significant nearby roads (the A4142 Eastern Bypass Road (the Oxford ring road) and the A4074 Bypass) and occasional aircraft. Measurements were taken in July 2007.

#### **Ecological**

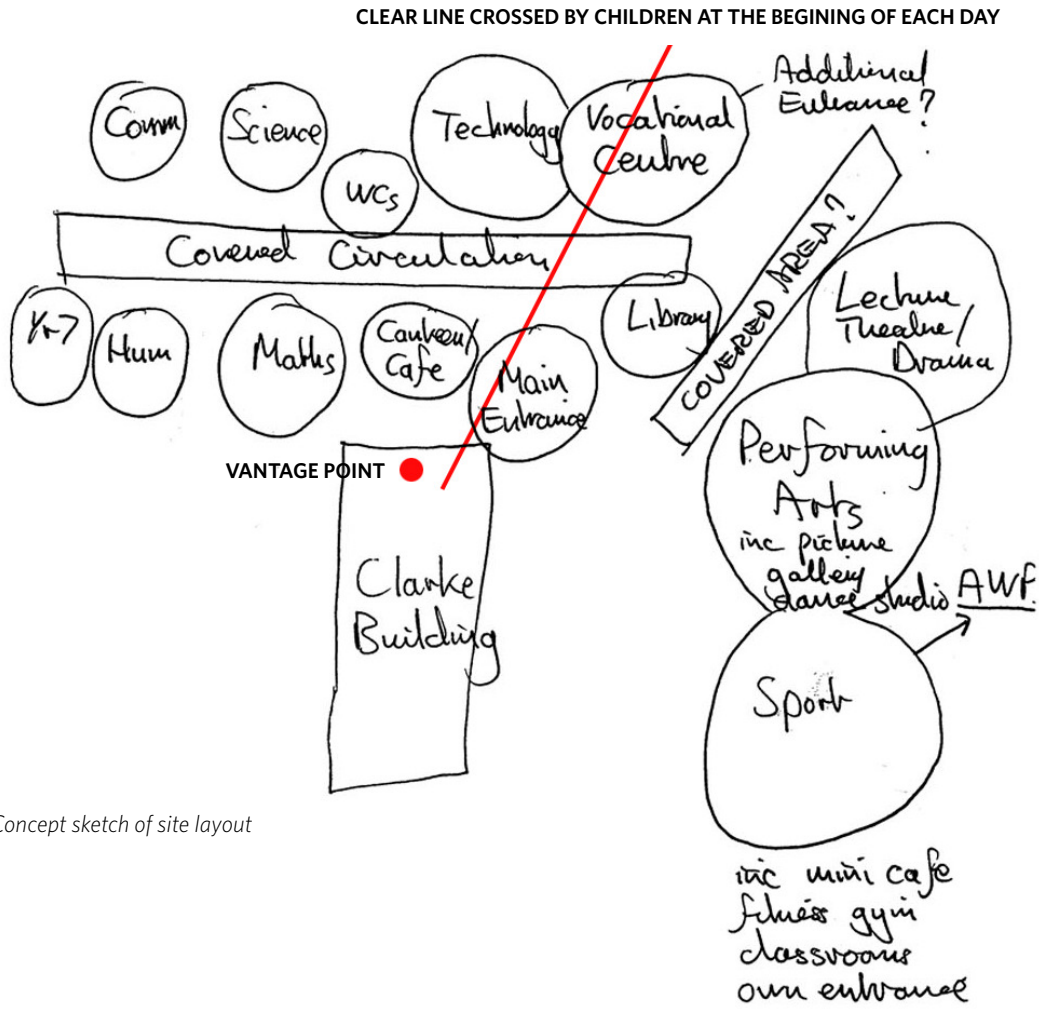
This survey was carried out in July 2007. It reports generally that the proposed development should not have long term adverse effects on local wildlife and nature conservation interests. However it does recommend further investigation into the possible presence of bats and reptiles prior to construction.

#### **Asbestos**

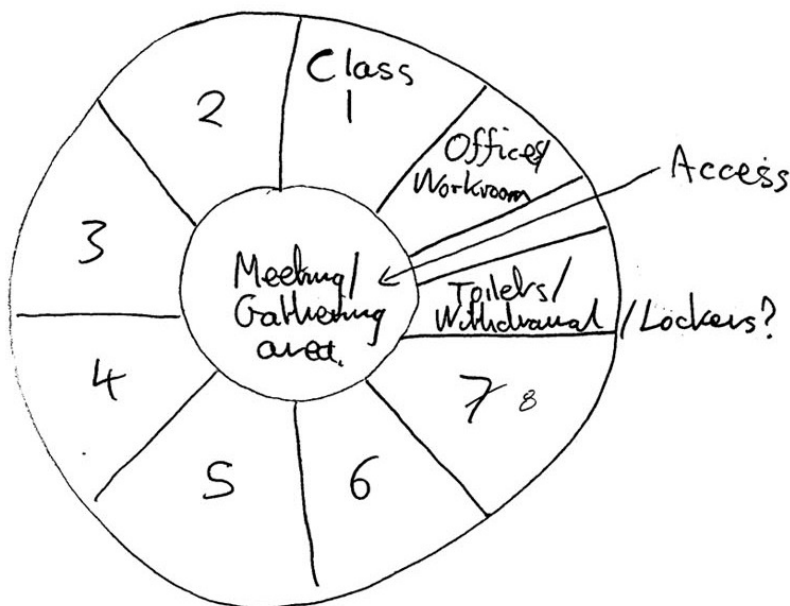
The Statutory Undertakers have provided their record drawings of existing installations. These are available in an appendix.

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# Design Vision



Concept sketch of site layout



Concept sketch of typical faculty

The reference design aims to respond clearly to the combined vision of the Sponsor, Client and other key stakeholder groups. The work of the Design Group clarified many of the issues that have a significant impact on the design of the site and buildings. The key issues are identified as follows:

### **A secure and manageable site**

During the school day the school site is to be secure with a single, controlled, entry point only for pedestrians and vehicles: the entry from Sandy Lane West. There is to be an additional entrance from the west at the beginning and end of the day. This entrance will maintain the convenient route to the school for children and parents from Littlemore.

There is to be a clear line crossed by children at the beginning of each day that:

- › Marks the start of the formal school day
- › Lies at a vantage point overlooked by a member of the Leadership Team

The structures used for security must not give the site the appearance of a fortress.

### **An affordable solution**

An area of approximately 1.2Ha of the west of the existing Peers site is to be released for development. (This will create a site compliant with BB98 for an 8FE school, should later expansion be desirable.)

### **An integrated solution**

The following organisations are to be integrated with the new Academy:

- › Mabel Prichard Special School. The school will share some facilities with the Academy. These are defined separately.
- › The Littlemore Public Library. This is to be capable of operating independently of the Academy LRC.
- › Adult Education

The Rugby Club and PEEP buildings remain on site. Access will be needed to these buildings from the Western side without compromising the security of the Academy.

### **A clear organisation by faculty**

The vision asks for 8 independent faculties (including Sports and Arts) and a 6th form centre. Each faculty is for a different taught subjects or group of subjects. 5 of the faculties are to be the welcoming home for the 5 year-groups of Key Stages 3 and 4. The year-groups will use their faculty base for:

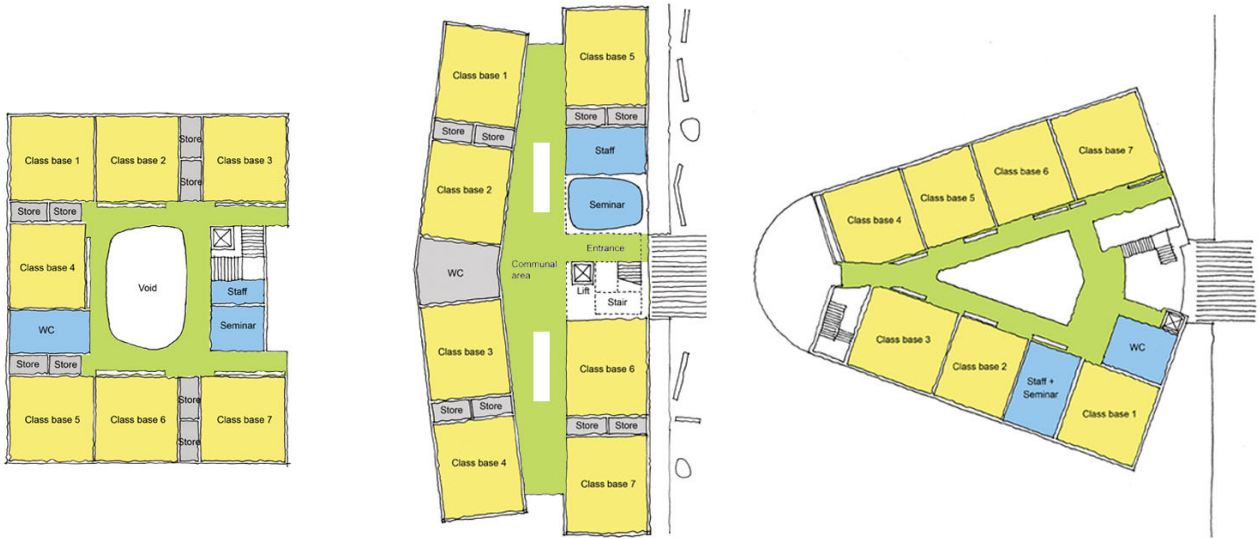
- › meetings of children from the same class
- › meetings of the whole year group

A garden is to be associated with each year group. This is to give opportunities for spaces that are calm and reflective and with a sense of ownership by each year group.

There is an idea of progression through the school from Year 7 up to Year 13. Particular requests include:

- › A Year 7 faculty that is welcoming and protective.
- › A 6th form centre that is impressive and distinct from the other faculties
- › Buildings that house year-bases for Years 7, 8, 9 and 10

# Design Vision



Plans for Faculty Blocks without corridors: studies made during the OBC design development



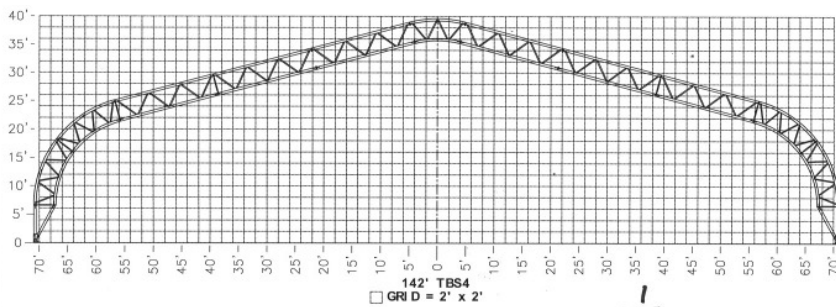
Courtyard examples: Hackney



Courtyard examples: Fujii



Courtyard examples: Oxford



Sports dome at the Madejski Academy



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## Design Vision

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### **Planning Space to Promote Good Behaviour**

The buildings are to be planned to promote well-being, passive surveillance and avoid hidden trouble spots. In particular:

- › A site layout based on a street concept is not favoured as recent examples have tended to create noisy and stressful environments
- › There are to be a minimum number of corridors

There is to be a minimal sanitary provision in each faculty blocks. The main provision is central and should be planned in an open way, like the best motorway service station WCs.

### **Creating a heart to the Academy**

Functions are to be organised in order that excellence in learning is at the heart of the new Academy. The more public-facing functions are to be given prominence at the entrance of the Academy.

- › The Learning Resource Centre and public library are to be central to the plan
- › The Learning Resource Centre, Sports, Creative and Performing Arts faculties and the auditorium are to be prominent at the entrance
- › A dining area in which space is treated creatively. Examples of features might include an internet cafe and a divisible area for small-group dining

### **Planning an Exceptional Sports Facility**

The facilities in the Sports faculty are to be arranged to create an exceptional facility for Oxford. In particular:

- › The sports dome and sports hall are to be connected so that cross-movement is easy
  - › Circulation is to be arranged to give a viewing gallery to the sports hall
  - › The Sports faculty, Performing arts faculty and dining facilities should be planned such that all three can be opened simultaneously and connected for school or community events.
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# Reference Design



## Reference Design

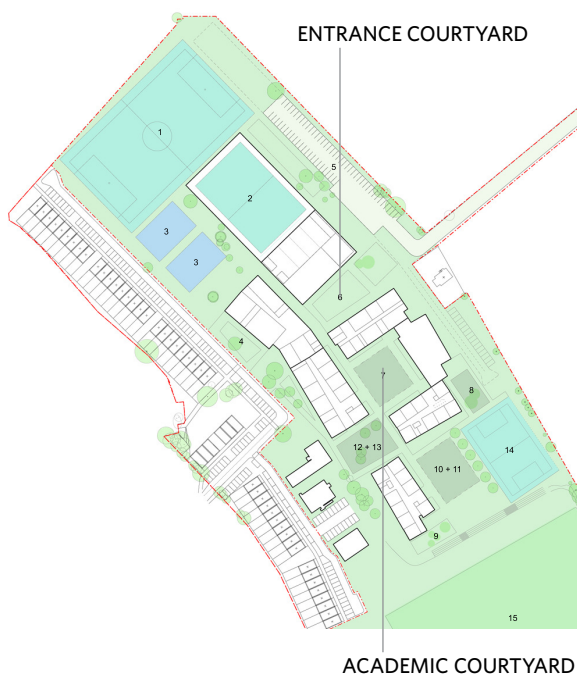


The design uses two courtyards to arrange the spaces of the Academy, organise the access and approach to the site and provide attractive external spaces. The first courtyard is to the north and is formed by buildings housing the more public-facing functions of the Academy. The south side of the courtyard is the existing Clarke building (Block K), the west and north sides are new buildings for the public library, LRC, dining, Sports and Arts faculties. The second courtyard to the south is formed by the buildings housing most of the year-group faculties and the integrated Mabel Prichard Special School. The Year 7 and 8 building extends further south than this courtyard, opening the school up into the landscape.

The design includes all the area listed in the Sponsor's accommodation schedule in a building whose GIA is within the Funding Allocation Model. The reference design uses the following principles:

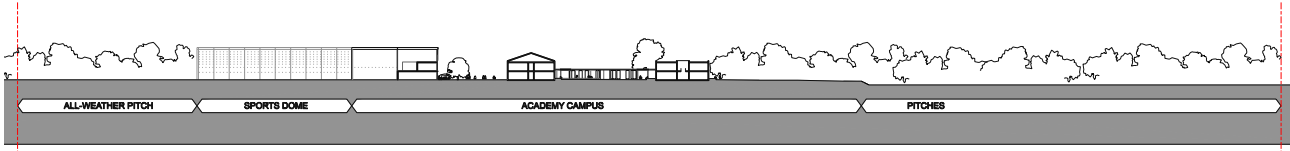
- › Circulation between buildings is generally in sheltered walkways that are external but dry. Wind screens to the side provide additional protection and the structure for the walkways extends to the second floor for sun-shading.
- › The courtyards are attractive landscapes with changes of level to create spaces and additional shelter
- › The new buildings are simple frame constructions with good quality external cladding materials. For the purposes of the OBC it is proposed these materials are a combination of brickwork and curtain walling.
- › The large dome structure to the Sports faculty has a high-quality covering to its southern portion: the dining area, 4-court sports hall and sports classrooms. The dining and sports classroom areas are insulated lightweight constructions inside this large, dry envelope.

Faculty Block

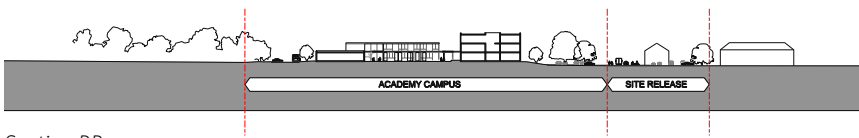


Landscape Plan

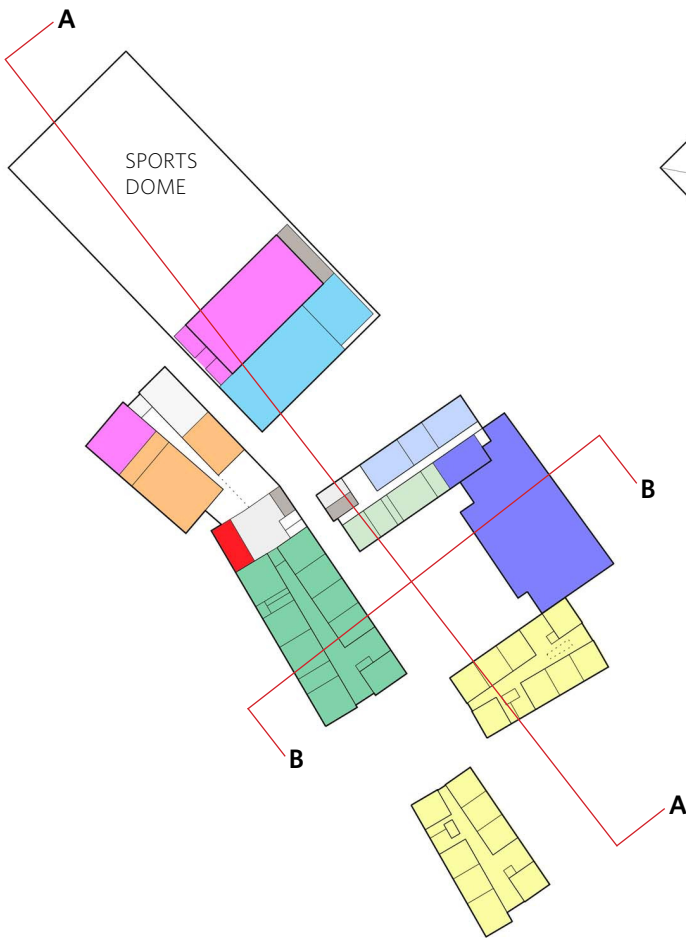
# Reference Design



Section AA



Section BB



Ground Floor Plan



First Floor Plan



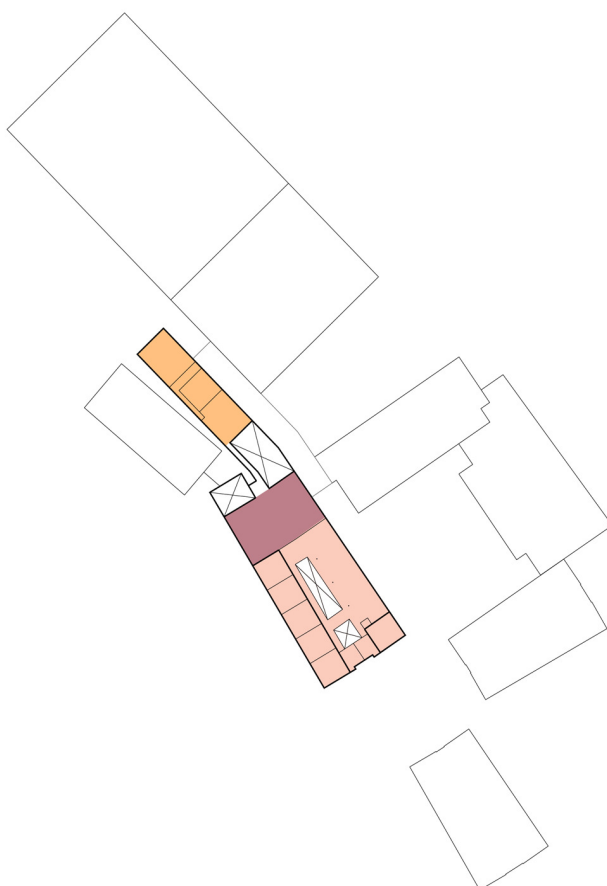
## Reference Design

When a visitor enters the first courtyard it is intended he or she enters an impressive and attractive landscape space. The view includes the lively, more public-facing functions:

- › Sports Faculty in a striking dome structure with transparent end facades
- › Performing Arts and School Auditorium
- › Visual Arts with a gallery for display over the dining area
- › Kitchen and Dining with convenient access to the Auditorium and Performing Arts Faculites
- › Public Library
- › An impressive Learning Resources Centre [LRC]

The three-storey building to the west of this courtyard is an opportunity for an impressive triple-height lobby from which these functions are visible.

The more academic faculties are arranged around the second, southern courtyard. It is intended this courtyard has a calm atmosphere and a highly attractive landscape. It is a place for meeting, sitting and talking.



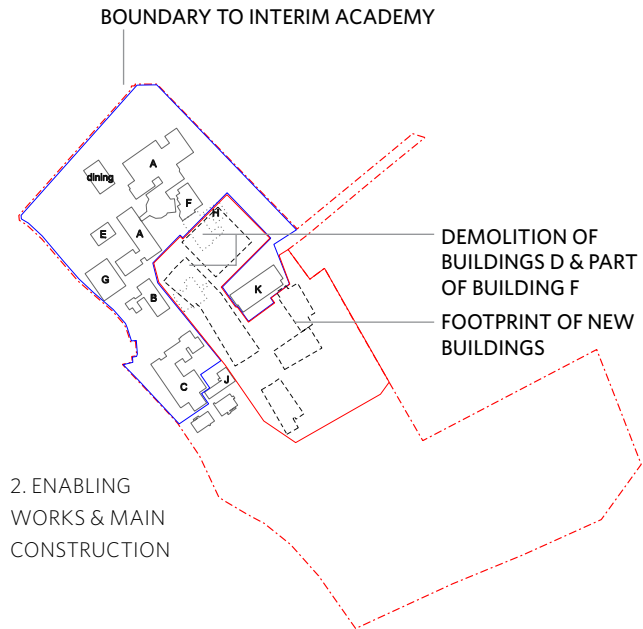
Second Floor Plan

<span style="display: inline-block; width: 15px; height: 15px; background-color: #ffff00; border: 1px solid black;"></span>	GENERAL LEARNING
<span style="display: inline-block; width: 15px; height: 15px; background-color: #90ee90; border: 1px solid black;"></span>	SCIENCE
<span style="display: inline-block; width: 15px; height: 15px; background-color: #32cd32; border: 1px solid black;"></span>	TECHNOLOGY
<span style="display: inline-block; width: 15px; height: 15px; background-color: #c8e6c9; border: 1px solid black;"></span>	ICT & VOC
<span style="display: inline-block; width: 15px; height: 15px; background-color: #ffcc99; border: 1px solid black;"></span>	SIXTH FORM
<span style="display: inline-block; width: 15px; height: 15px; background-color: #800000; border: 1px solid black;"></span>	SEN
<span style="display: inline-block; width: 15px; height: 15px; background-color: #4169e1; border: 1px solid black;"></span>	MABLE PRICHARD
<span style="display: inline-block; width: 15px; height: 15px; background-color: #ffa500; border: 1px solid black;"></span>	ARTS & PERFORMANCE
<span style="display: inline-block; width: 15px; height: 15px; background-color: #ff00ff; border: 1px solid black;"></span>	SPORTS
<span style="display: inline-block; width: 15px; height: 15px; background-color: #ff0000; border: 1px solid black;"></span>	LRC
<span style="display: inline-block; width: 15px; height: 15px; background-color: #00bfff; border: 1px solid black;"></span>	DINING & KITCHEN
<span style="display: inline-block; width: 15px; height: 15px; background-color: #add8e6; border: 1px solid black;"></span>	ADMIN, ADULT EDUCATION, EXTENDED SCHOOL
<span style="display: inline-block; width: 15px; height: 15px; background-color: #808080; border: 1px solid black;"></span>	ADMIN & MANAGMENT
<span style="display: inline-block; width: 15px; height: 15px; background-color: #d3d3d3; border: 1px solid black;"></span>	TOILETS

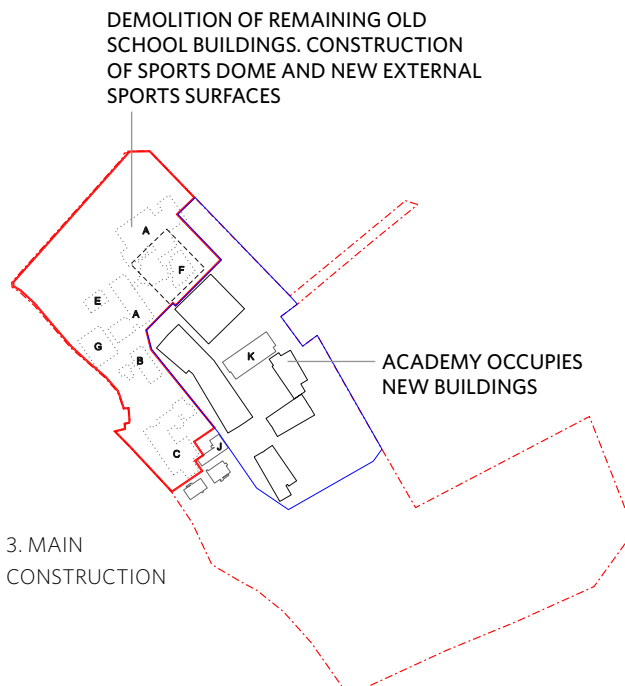
# Construction Sequence



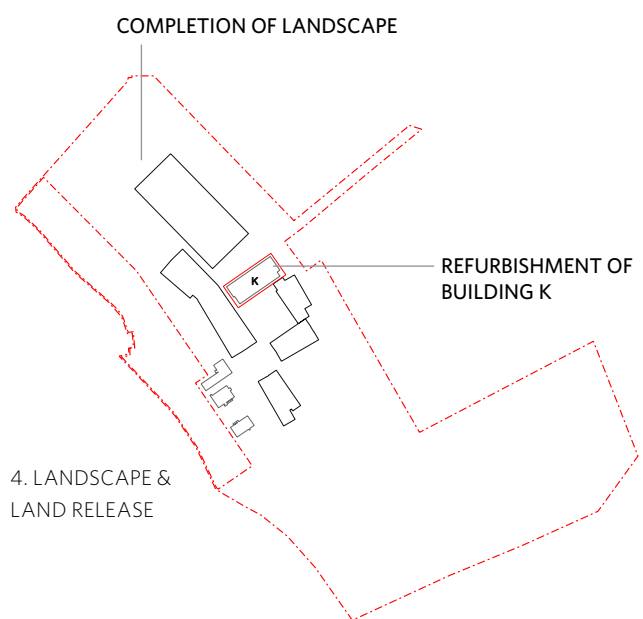
Construction Sequence 1



Construction Sequence 2



Construction Sequence 3



Construction Sequence 4

## Construction Sequence

Planning the sequence of construction works is a challenge that has to overcome the following issues:

- › The Sponsor wishes to establish the Reception and Leadership Centre in Block for the Interim Academy. The building will remain in use also as technology teaching space during the main construction phase.
- › The Sports and Arts Faculty building footprints lie over the footprint of some of the existing buildings. It is possible, however, for the Interim Academy to operate without these buildings. The accommodation schedule shown below demonstrates the available space in the remaining buildings.

### Schedule acc. BB98

800 places + 100 6<sup>th</sup> form

	Area [m <sup>2</sup> ]	Required	A	B	C	E	F*	G	K	D	F	AVAILABLE
<b>Class Rooms</b>	<b>56</b>	<b>21</b>	12	8		1	2	6		9		<b>29</b>
<b>IT Rooms</b>	<b>77(60)</b>	<b>5</b>				5						<b>5</b>
<b>Science Lab</b>	<b>90</b>	<b>7</b>		7								<b>7</b>
<b>Design &amp; Technology</b>	<b>77-112</b>	<b>6</b>						2	7			<b>9</b>
<b>Art</b>	<b>90-105</b>	<b>2</b>						2			2	<b>2</b>
<b>Music</b>	<b>67-90</b>	<b>2</b>					2					<b>2</b>
<b>Hall 600m<sup>2</sup></b>		<b>1</b>	1									<b>1</b>
<b>Hall 150m<sup>2</sup></b>		<b>1</b>			1							<b>1</b>
<b>Main Hall 150m<sup>2</sup></b>		<b>1</b>	1									<b>1</b>
<b>Seminar Rooms</b>	<b>43</b>	<b>2</b>	1		1							<b>2</b>
<b>Mabel Prichard</b>					3							<b>850m<sup>2</sup></b>

\* Building F is partly demolished

# Area Schedule

## AREA SCHEDULE BY BLOCK

21.12.07

**HKR Architects**

1707-Oxford Academy/0.00-General/0.3-Area Calculations

### AREA SUMMARY

<b>BUILT AREA</b>	
GIA [Academy]	11889 m <sup>2</sup>
Unheated [dome - without sports hall / dining]	2762 m <sup>2</sup>
Unheated [main entrance]	274 m <sup>2</sup>
Unheated [external circulation]	1025 m <sup>2</sup>
Mabel Prichard	1160 m <sup>2</sup>
Other OCC uses [Library, Adult Education]	249 m <sup>2</sup>

<b>LANDSCAPE</b>	
All-weather pitch	6000 m <sup>2</sup>
Multi-use courts	1200 m <sup>2</sup>
Hard play areas	1786 m <sup>2</sup>
Soft play areas	2767 m <sup>2</sup>
Grass pitch	28738 m <sup>2</sup>

### AREA BY BLOCK

<b>BLOCK A</b>	<b>New Building</b>	
2-storey building providing teaching spaces for Year 7 & 8 with a focus on Communication	Footprint	795 m <sup>2</sup>
	Storeys	2
	Circulation [internal] (as percentage of GIA)	20 %
	GIA [Academy]	1480 m <sup>2</sup>
	GIA [Other Space]	0 m <sup>2</sup>

<b>BLOCK B</b>	<b>New Building</b>	
2-storey building providing teaching spaces for Year 9 & 10 with a focus on Humanities and Mathematics.	Footprint	774 m <sup>2</sup>
	Storeys	2
	Circulation [internal] (as percentage of GIA)	20 %
	GIA [Academy]	1448 m <sup>2</sup>
	GIA [Other Space]	0 m <sup>2</sup>

<b>BLOCK C - Mabel Prichard</b>	<b>New Building</b>	
1-storey building containing spaces for Mabel Prichard. [460 m <sup>2</sup> is provided in Building K]	Footprint	1060 m <sup>2</sup>
	Storeys	1
	Circulation [internal] (as percentage of GIA)	n/a %
	GIA [Academy]	0 m <sup>2</sup>
	GIA [Mabel Prichard]	1060 m <sup>2</sup>

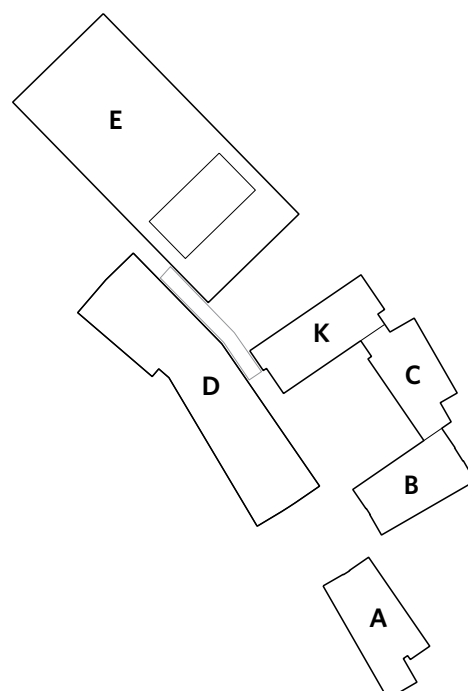
## Area Schedule

<b>BLOCK D</b>	<b>New Building</b>	
3-storey building containing spaces for Years 11,12&13; the main entrance hall, library and the Arts & Performance Centre. The Southern part of Block D provides the teaching spaces for Science & Technology, the 6th Form and ICT & Vocational Centre.	Footprint	2554 m <sup>2</sup>
	Storeys	3
	Circulation [internal] (as percentage of GIA)	19 %
	GIA [Academy]	5709 m <sup>2</sup>
	GIA [Public Library]	69 m <sup>2</sup>

<b>BLOCK E</b>	<b>New Building</b>	
Sports dome containing Sports Centre and Dining Hall / Kitchen.	Footprint	1541 m <sup>2</sup>
	Storeys	2
	Circulation [internal] (as percentage of GIA)	8 %
	GIA [Academy]	1860 m <sup>2</sup>
	GIA [Dome]	2762 m <sup>2</sup>

<b>BUILDING K</b>	<b>Refurbishment</b>	
Existing 2-storey building containing Adult Education, ICT and part of Mabel Pritchard on the Ground floor and Administration & Management and ICT on the Second floor.	Footprint	876 m <sup>2</sup>
	Storeys	2
	Circulation [internal] (as percentage of GIA)	n/a %
	GIA [Academy]	1392 m <sup>2</sup>
	GIA [Adult Education]	180 m <sup>2</sup>
GIA [Mabel Pritchard]	100 m <sup>2</sup>	

*Note that all figures are approximate and are subject to design development!*



Key plan showing new block letters



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Design Statement, Oxford Academy OBC

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