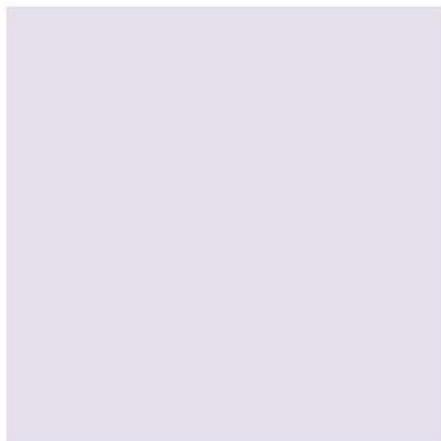


**Croxteth Primary School**

**Design and Access Statement**

**December 2009**

**20/20**  
Liverpool



# PLANNING APPLICATION:

**JOB NUMBER:** 1001377

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## Document Control Sheet

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## DEVELOPMENT ADDRESS:

CROXTETH COUNTY PRIMARY SCHOOL &  
 CROXTETH CHILD DEVELOPMENT SERVICE  
 MOSS WAY  
 CROXTETH  
 LIVERPOOL  
 L11 0BP



## Introduction



This Design and Access Statement supports the full planning application for the development of a new school building and development of associated sports and play areas, landscaping, and car parking at Croxteth County Primary School, Croxteth, Liverpool.

This proposal is being delivered through the Primary Capital programme, which has a significant regeneration benefit to the community and the City as a whole. The application is being submitted by the Children's Services Portfolio of Liverpool City Council.

The City wide location of the proposal site is illustrated on the following pages.

This statement outlines the design policy and urban design context of the site and sets out design principles for its development. The layout has been developed and is supported by a range of design parameters, which are the basis of the detailed design proposals.

The application and the content of this statement is supported by the suite of plans, elevations and visualisations submitted as part of the planning application.

The Design and Access Statement is set out in the following structure:

- **Background to the Proposal** – the condition of the existing school and the vision for the future
- **Need for a new Development**—reasons behind the scheme proposal
- **Site Context** – an analysis of the site and its surroundings
- **Design Process** – a review of the process undertaken to develop the proposals

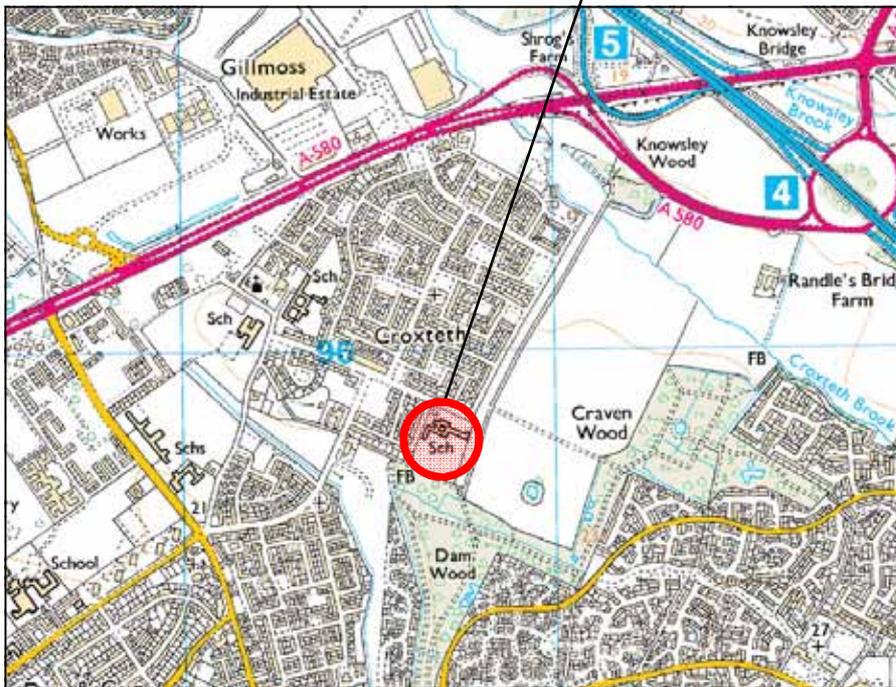
### The Proposed Scheme

- **Use** — What the building and spaces will be used for
- **Amount** — How much will be built on the site
- **Layout** — The relationship between the building and public / private spaces
- **Scale** — How big the spaces and buildings will be
- **Landscaping**—How the open spaces will be treated to enhance and protect the character
- **Appearance** — What the building and spaces will look like
- **Access and Movement** – a review of the accessibility of the site.

# Background to the Proposal



Croxteth County Primary School is located in the residential area of Croxteth, approximately 6.3 miles north of Liverpool city centre and close to Craven Wood, Dam Wood and the Gillmoss Industrial Estate. Its city wide location is illustrated below.



Plans showing the location of Croxteth County Primary School and the Croxteth Child Development Services.

The school is in close proximity to the A580 and the M57 which both provide good links to the surrounding areas. The site has agricultural land to both the east and southern boundaries, and low rise residential buildings to the north and west boundaries.

Moss Way runs to the north site boundary and Cubert Road to the west. Both are residential streets with street calming measures.

The original school building was built in the 1950's to serve the new community of Croxteth and extended during the 1960s and 1970s.

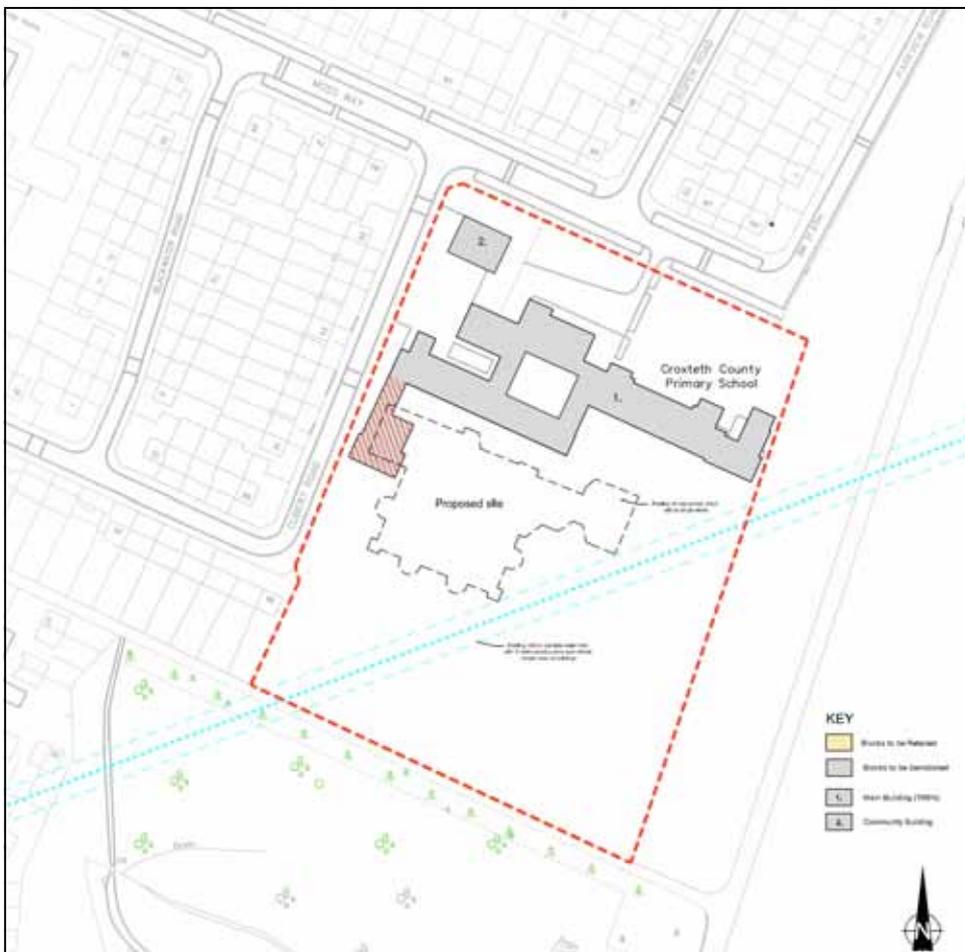
**The Croxteth Child Development Service (CCDS)**

In 1999 a new community facility was provided within the school grounds to accommodate the Croxteth Child Development Service (CCDS).

The Croxteth Child Development Service provides care in a playgroup, out of school junior club, summer open access scheme, and occasional crèche. It currently operates from two rooms within the Croxteth County Primary School.

As part of the redevelopment of the new school, it is planned to include the CCDS within the main building to allow for greater inclusion and potentially greater shared facilities between organisations.

<http://www.croxteth-cds.org.uk/>



Site plan showing the existing buildings, water mains pipe and outline of location for new build

## Need for a new Development



The school draws many of its pupils from areas of high social and economic deprivation with around 30% of its pupils eligible for free school meals. Two pupils are in the care of the Local Authority, and 30% of pupils within the school have special educational needs.

In a recent OFSTED report it was reported that: *“They (pupils) enjoy lessons and the other activities school has to offer. They are keen to contribute in lessons and to express their views on how school can be improved. They behave well and are cheerful and polite when talking to adults.”*

*“The school goes to great lengths to make each pupil feel valued and is working hard to ensure that it continues to improve its practice so that all might achieve as well as they can. It takes good care of its pupils, something that is illustrated by staff’s commitment to developing pupils’ self-esteem and self confidence.”*

According to the current asset management information and site visits by 2020 Liverpool, the original school building and extensions do not meet current standards as defined by the DfES.

The school over many years has become dilapidated and areas unusable due to lack of backlog maintenance and inadequate funding. Vermin and pest control has been a reoccurring issue with the school over the years. Poor ventilation, lack of user climate control and inappropriate teaching spaces have made the school desperately in need of renewal.

The proposal involves demolition the existing buildings and a complete new build of facilities. This will include the primary school and community CCDS facilities as a holistic building approach with shared learning spaces throughout.

The redevelopments would likely be dealt with in 3 separate phases. The new building will be constructed in phase 1 to allow for the decanting from the existing school. Phase 2 will include demolition of the existing buildings and making good the site. Phase 3 will include all landscaping works.

# The Design Process



The design process has involved:

- A review and analysis of site context
- An assessment of planning policy and design guidance
- An understanding of the opportunities and constraints of the site, including planning policy constraints
- An understanding of the development potential of the site
- Consultations with the Local Planning Authority
- Consultation with local residents
- Close liaison between various specialist consultants

The design process has importantly involved a review of proposals following community consultation and liaison with the LPA. A number of issues raised were fed directly into the design process and were taken on-board in the refinement of the illustrative sketch layout.

## Physical

The school is to be located within an area adjacent to the CCDS community facilities and services. The topography of the site is flat and there is room for an aesthetically pleasing design which will replace the current buildings. The design will reflect the transformation taking place within the school whilst remaining functional and sympathetic to the local area.

## Social

The scheme will provide community uses during the evenings and aesthetically improve the area, particularly for those living on Moss Way and Cubert Road.

The school has been at the centre of the community for nearly 60 years. The proposals will enable the development of a much needed new buildings at Croxteth Primary School to accommodate approx. 230 students. The facilities must be welcoming and of the highest quality which will have benefits for education, as well as encouraging community use of facilities.

## Economic

The refurbishment of Croxteth School will improve education facilities which will have effects on the economy of the local area. The school is a popular choice for the local area and improving the aesthetics, image and facilities will improve the socio-economic status and encourage more investment for local businesses.

The construction phase will also provide business and jobs for the contractors.

# The Design Process



## Involvement

The scheme has been developed in close consultation with strategic input from a number of professional parties. The project team has included the City Council Education Department and Capital Programme Manager; architects, landscape architects and traffic and transport engineers from 2020 Liverpool.

At appropriate stages of the project, discussions have taken place with the Local Planning Authority and Building Control to establish the principles of the design, and with the schools Crime Prevention Officer to discuss crime prevention and security. Further liaisons with the local Fire Officer are ongoing.

Drop-in events were held at the school to involve the local community in the design process. The school has met with local residents on a number of occasions to discuss the proposals and the construction phase issues.

## Evaluation

A number of design solutions were evaluated as part of the design process. The site analysis, opportunities and constraints and review of guidance and policy fed into the development of some initial options. The design team recognised that they should attempt to design a new building that could harmonise the site and improve the quality of external spaces around the site providing a series of different spaces that could be used in different ways.

Responses to the principle objectives fundamental to all of the design options included:

- The schools should have a number of entrances to the site for all students. One of the site entrances should be for staff and visitors open throughout the day; one should be primarily for the CCDS; and one should be exclusively for pedestrian use during pick up / drop off periods.
- The new building should be inspirational and innovatively designed with a “wow” factor and should not be dominated by the schools’ car park.
- The existing car access points on the site should be seriously considered as part of creating a new image and transformation. It should take into account pedestrian, student and community, access and ease of movement around the whole of the site.
- Visitors who arrive by car and pedestrians should be clearly drawn to the focal point entrance and clearly separated from pupil recreation areas with pedestrian routes clearly defined. Any boundary treatments should complement the local environment and support the security strategy whilst being aesthetically pleasing.
- The learning environment will be an important feature of the new facilities as both ventilation and light are seen as having a key effect on the learning environment.
- The environment inside the building should aid learning and not detract from it and should be comfortable, bright and inspiring for staff and students.
- The acoustic needs of students must be considered and the effect of noise on the attention and behavior of young people must be taken into account.
- Opportunities for bullying and misbehavior should be designed out as far as possible with visibility around the building both inside and outside being maximized. The use of dead-ends, corners and unsighted areas where mischief could occur should be considered and designed out.

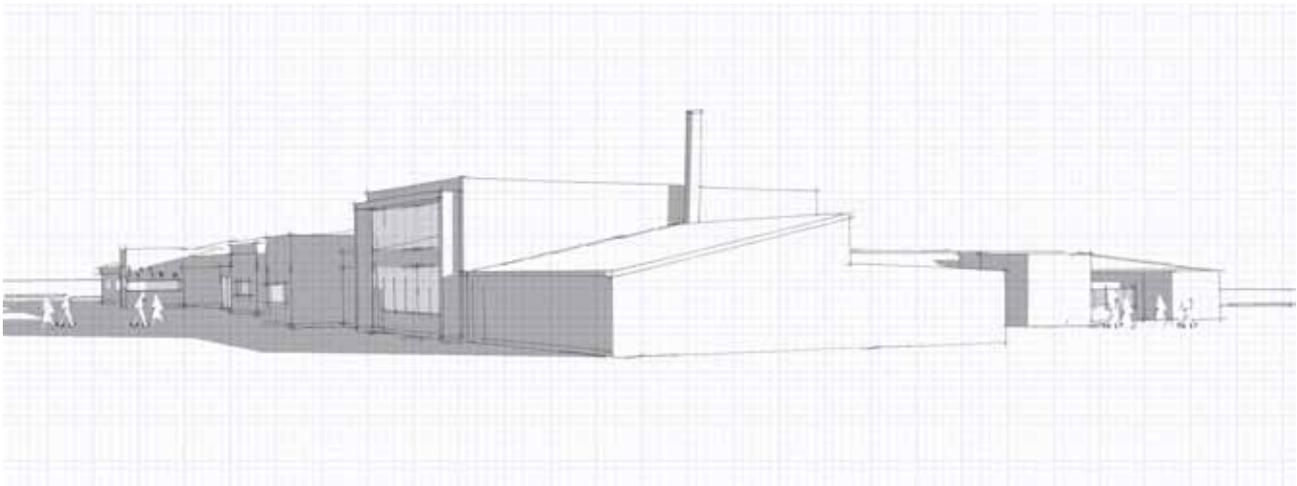
## The Design Process



- The school should be able to be securely zoned to allow only sections to be accessed in the evening and by the community to achieve the potential available through extended schools and full CCDS provision.
- Wider corridors which facilitate easy movement around the school are to be included in the design solution.
- A balance should be struck between maximizing circulation areas and the size of learning rooms to provide a variety of settings for project and competency based learning.
- All circulation space should provide for users with disabilities and special needs including external space.
- Toilets should not be placed in isolated areas. Toilets are to be provided regularly throughout the building to avoid students roaming around, to aid passive supervision and to ensure they are easily accessible.

A full feasibility study was undertaken in September 2008 into the potential design solutions that could be applied across the site.

In order to avoid duplication of material and research, this document is included as appendix A to the design and access statement to help fully explain the design process and options proposed prior to the final scheme being developed.



An indicative sketch showing the massing of the new building  
(details may vary from planning application dwgs)

# Use

## Will the place be safe and easy for everyone to move around?

Croxteth is located within a dilapidated part of Croxteth where much crime is reported and recently a death was reported on an adjacent footpath to the school. There is little vehicular activity apart from the peak times of dropping off and pick up periods of each school day and the immediate residents.

Schools in Liverpool have had a continuous battle to secure buildings from vandalism by an increased reliance on palisade fencing. As the school is to provide teaching for both pre-school and primary aged children, access and security are fundamental to making the proposition work.

The site is surrounded by the palisade fencing which will be refurbished / replaced where necessary to enclose the school grounds. The car park is not secure in the daytime. So from the car park there are separate entrances to both school and community facilities / sports areas.

Access to the new school is principally through the new front entrance, with a new separate entrance for the community outreach facilities.

Appropriate signage will be provided to clearly indicate the location of the parking bays and the main entrance in accordance with the British standards.

The site is largely level and the only possible impediment are the kerbs. Hence drop kerbs and blister paving will be laid each side of the access roads. Staff or visitors visiting the site by car each have three accessible parking bays measuring 6m x 3.6m with suitably hatched markings and a sign (saying 'blue badge holders only') on a freestanding post at the end of each bay. Again there will be drop kerbs to allow accessibility to the pedestrian routes within the site.



An indicative drawing showing the site vehicular and pedestrian access points off Moss Way and Cubert Road.

(details may vary from planning application dwgs)

## Use



The entire current site is occupied by the school buildings, the CCDS and external areas, which are all used intensively in the daytime from Monday to Friday, and increasingly more during the evenings and afternoons with social clubs and sporting events. The school site also provides essential facilities for young people during the half term and summer holidays.

### **Innovative**

We have continually challenged the design of the school and our engineers to be as innovative and creative as possible, providing new contemporary solutions and strategies to common issues. We have pursued from a very early stage, a natural ventilation strategy into the design, and energy efficient measures throughout. We are also at a basic level, challenging the very concept of the rectangular classroom and fixed walls by having the triangular classrooms and corridor courtyards.

### **A school for students**

From very early on in the design process, we have involved the teachers and senior management teams in helping to define the spaces created. We are now looking at the detailed design of the interior spaces within the school and seek to involve not only the teachers, but hopefully more the pupils. We see the final result and the end-product of this project as being a building that will eventually belong to the school and its pupils – not us, and as such, the stakeholders should have as much input into the design as reasonably possible. Pupils have clear views on what things are important to them, and what would make the school a better place to be – we will be listening and incorporating.

### **In the community**

It is important that the design incorporates an element of community involvement. The school have stated that they actually prefer there to be people in the buildings on afternoons and evenings as it reduces the security risk and criminal activity on site. With this in mind we have allowed for spaces within the building to be multi-use for both the school and community – with built in flexibility for the school to decide on the activities that occur. We have also considered the methods of compartmentalising the building during afternoons and evenings. There are also numerous areas externally that can be utilised by the community, such as the MUGA and learning gardens.

### **School for today**

It is easy to get obsessed with the notion of transforming education, but we must also provide for the immediate needs of the school and the current curriculum. Many teachers will not directly move over to the new ways of teaching and utilise the flexibility of the spaces given, and so this too must be accommodated and considered. Paramount issues such as security and safety have been incorporated into the design, as have the needs for students with special needs and disabilities.

## Use



### Flexibility and Adaptability

The school indicated very early on that they wanted to embrace the principles of adapting and changing their teaching spaces to suit different activities – an option they do not currently have. We felt it was important to give the maximum amount of ‘multi-use’ break out space as possible for use by students and teachers alike. We have had to test rigorously the practicalities of creating these spaces and ensure that they will be spaces that are both usable and practical.

### Comfort

Comfort is perhaps one of the most crucial elements in ensuring effective teaching and learning. Everything in the pupils environment from heating and cooling, supply of fresh clean air, lighting, sight lines, humidity and noise are all important factors which we have taken into consideration in our mechanical and electrical strategies. Amongst other comfort strategies, we have taken the decision to pursue a natural ventilation approach, are undertaking extensive lighting calculations to provide adequate lighting, and will conform to all environmental guidance outlined in Building Bulletin 87 and the Building Regulations Part F and L2.

### Sustainability

The client’s brief requires that the new build element of this project complies with BREEAM’s ‘Very Good’ design and specification standard for schools and that the refurbished elements of accommodation satisfy the ‘Good’ standard.

2020 Liverpool’s BREEAM Assessor carried out a trial run assessment of the project in September 2008 to establish targeted priorities for the design team, client and stakeholders to aim for in the concept stage of the project. A check was carried out that we could achieve ‘Very Good’ and ‘Good’ standards in the appropriate areas and each team member checked that the consultation, surveys and design exercises were prioritised and allocated to the appropriate member of the team. Monthly BREEAM reviews checked that the project’s alignment with the targets set remained achievable.

The project aims to achieve a ‘Very Good’ rating for our BREEAM assessment, however, we are aware that on this project there is a very restrictive budget, and that in similar scenarios, compromises are often required to be made.

The long term management and maintenance of the new build will involve creating a maintenance strategy guidance document that can be used by the school maintenance team both now and in years to come. Throughout the design process, we have worked closely with the maintenance team at the school to come up with strategies and solutions to problems that may arise following the build.

## Amount

The new build design comprises of one single story element. The school decided early on that they wanted the new building to have a unique character and independence of their own that would reflect the new addition to the schools long heritage, whilst reflecting the new transforming education agenda.

The buildings footprint is established through a desire to define the pupils play space and define entrances whilst working with the difficult constraints of the current site layout of the existing building and the water mains pipe. The school embraced the concept of the segmented classrooms seeing it as a new and exciting alternative to the more traditional and established linear corridor and classroom arrangement.

We have set out as flexibility being a key driver in our design throughout, making as many spaces as possible being able to transform and adapt to the shifting roles in teaching and ICT. It is hoped that by doing this now, the school will not have to make unreasonable sacrifices or further 'space-changing' alterations at a later date.

The facades are given further interest and aesthetics through the use of different materials, changes in depth and colors, and contrast between scale, mass and void, orientation and transparency.



An indicative visual showing the classrooms and internal spaces (details may vary from planning application dwgs)

## Layout

### Will it make the most of the surrounding network?

This section describes the existing context of the site and its surrounding environment, in terms of movement and access, uses and activities, buildings and townscape and public realm and open space. This analysis defines the key physical influences that have shaped the scheme layout. It includes the key features or assets which the design must optimise and the constraints presented by the current location of the school.

Croxteth Primary is situated close to the intersection of two arterial routes – A580 and the M57. The A580 links directly back to the heart of Liverpool whilst the M57 provides a north south link between Widnes and Aintree.

The school is bordered to the east and south by agricultural land; no development proposals are planned for this land at present. To the north lies Moss Way and west is Cubert Road— both low rise residential streets.

The location of the school is well placed for access and transport links. It is served well by public transport, is accessible from the main highway network and the entrance onto Moss Way provides safe access for pedestrians. The school is served by several relatively high frequency bus services on Altcross Road and Moss Way. The 14 (stagecoach), 14A (Arriva) and 102 (Halton Travel) all frequent the area throughout the day. It was observed that these services were used by parents and students.

The closest railway station is Fazakerley Station 2.6 miles away.

There is no public access across the school as it is fenced and secured outside of school hours. The roads surrounding the school all have pedestrian footways and allow easy permeability to the local shopping facilities to the north west on Moss Way.

The residential streets and many of the surrounding streets are suitable for cycling and relatively safe for pedestrian movements.



An aerial photograph showing the site context and boundary

# Layout

## Will it make the most of the surrounding network?

Croxteth primary school was built around the time of the council estate next to it in the 1950's. It is obvious when looking at the height and scale of the school that it was designed to have a symbiotic relationship with its surrounds and corresponding access network.

Over time to ensure the safety of the school from various threats physical boundaries in the form of steel fencing has been added which has visually weakened the link of school to surrounding community. They were erected in a piecemeal fashion in that little alternative was seen to vandalism and the like.

An extension to the haphazard nature of the fencing, was the poor upkeep of the building proper, extenuated by too little funding.

Overall, the site is largely level with hard surfacing around the entire building at least 1800mm wide to provide easy access.



The proposed site landscape layout

# Layout

## Constraints and Opportunities

The opportunities and constraints have been drawn out of the analysis of the site and its wider setting, discussed previously, and have shaped the design concept for the site.

The main constraints that have contributed to the problems encountered in trying to design an appropriate solution that meets the brief and budget were the existing position of the school, the water main pipe and vehicular access onto the site for construction vehicles.

### Existing building constraints

A main constraint for development of the school is the fact that the existing facilities need to remain fully operational whilst the new school is built. We are able to demolish a wing of the existing building which currently houses the CCDS, however this will require a small amount of remodelling in the existing building to accommodate the demolished facilities. This will form part of the very first enabling works once the contractor is appointed and takes possession of the site. Careful phasing will need to be considered, so to cause the least amount of disruption while construction takes place.

### The water main and easement constraint

The other main constraint on our site is the 42" dia. water main that crosses diagonally across the school field. The pipe also carries with it a 5m easement right either side of the pipe should the water board ever need to excavate the pipe for repairs.

Although we are able to landscape over the pipe and easement, we are unable to build upon, lay foundations on or install ground source heating pipes over the marked zone.

### Construction access constraint

Due to the location of the existing school and their external play areas, it is not possible for us to access the rear of the site –where the new school is to be built—from any other vehicular road than Cubert Road. A full transport assessment is underway that will highlight all concerns and recommendations for utilising this road.

## Location Opportunities

The school is well located within 500m of a number of local services and bus routes. From the consultations carried out with the school they were happy to relocate the principal focus back from Moss Way which would provide enhanced security. It is this direction that the majority of pupils and staff will access the school.

### Publicly accessible open spaces

There are limited opportunities for public open space on the site. There is potential to use the Multi Use Games Area and football fields for the community during evenings, holidays and weekends.

## Access

There are two main vehicular access points and two pedestrian – from Moss Way and Cubert Road. There is potential to define the access points on Moss Way to make this side of the school a clearer entrance for staff, students and visitors.

## Views

The best views from the site are onto the adjacent agricultural land. These views will be maintained and kept as unobstructed as possible.

## Scale

The total site area for Croxteth County Primary School including all the CCDS facilities and external spaces is 22,080m<sup>2</sup>.

The footprint size of the new building is 2,277m<sup>2</sup>.

The area of each courtyard is 80m<sup>2</sup>.

The current area of accessible external play area available for students is approximately 16,160m<sup>2</sup>.

The proposed area of accessible external play area that will be available to students will be approximately 16,429m<sup>2</sup>.

The height of the proposed new building is single storey with the exception of the sports hall which will be increased in height to allow for greater use of sporting games within.

All the adjacent residential houses in the area are two storey. We will ensure that suitable screening to the site boundary eliminates any potential for on-looking into residential dwellings and that all recommended distances between buildings are maintained.

We are also looking at potentially providing the school with a biomass boiler which is a low carbon option towards heating the school. If implemented, the school will feature a flue from the plant room which will need to project around 3m from the highest point of the building.

Currently we are working alongside the client in evaluating the feasibility of implementing this technology, if it is decided not to pursue this heating method, the tall flue will be omitted.



An indicative visual to illustrate height, mass and scale (details may vary from application dwgs)

# Landscaping



The external areas will be a mixture of hard surfacing and grassed areas to allow large scale gathering, movement and mixed activity. Monotonous expanses of macadam are avoided by variations in hard materials demarcating use zones and primary routes, inserts of grass and planting to soften and reduce the dominance of hard materials and bespoke structures to provide changes of level. Smaller scale areas have been created off the main playground to allow variations of use and of spatial character. Hidden spaces have been avoided as much as is possible within the limits of the existing site layout in order to aid supervision.

The proposals include extensive landscaping of the school's outdoor spaces. Soft landscaping has been integrated into the different spaces around the site in order to reduce the dominance of buildings on the open space and to define the edges of spaces and movement routes. The school's boundaries will largely be planted with either decorative or barrier plants. Decorative planting along visible boundaries will contribute to the local street scene by providing some relief from the predominantly hard urban environment. Barrier planting will also help lessen the impact of the school on neighboring buildings and vice versa.

The proposed landscape elements include:

- Canopies** Canopies will provide sheltered play areas and circulation between buildings. They will offer weather protected areas and help to define different character and different age-range uses.
- Seating** Seating will provide opportunities for individuals to pursue lone activities and open air study. Observing others, small group socializing and outdoor teaching will also be enhanced by the generous provision of seating.
- Fencing** Site fencing will be chosen to provide a balance of minimal visual intrusion with maximum security. It must complement the overall design of the building and landscape design proposals.
- Grass Areas** Grass is a very adaptable surface due to its ability to regenerate and absorb impacts. It provides a good play surface in most weathers and an excellent relaxation/recreation surface due to its texture and ability to stay cool even in hot weather. Care should be taken to ensure that its maximum foot traffic limit is not exceeded and therefore correct placement relative to site use and circulation is very important.
- Courtyards** Due to the arrangement of the classrooms around the south elevation, it is required that users either access the rooms via the external WC entrances, or via the covered courtyards. These courtyards are protected from the elements and birds however play a vital role in the natural daylight strategy (getting daylight into the classrooms and providing views out) and allow for teaching / growing plants in a naturally ventilated area.

# Landscaping



- Main Play Area** This area has to absorb a lot of diverse activities and is the backbone of the school grounds. Careful attention should be paid to the durability of materials in this area which will need to absorb very high foot traffic levels and occasional vehicular use. The design should be robust, large scale and simple but with enough definition to avoid the creation of a monotonous and overbearing expanse of featureless paving. Incidental areas can be created within the main school yard which will add interest to the overall space allowing individuals and small groups to gather and play out of the main circulation.
- Car Parks** Car parks are often unattractive spaces which visually mar the school environment, this however is not always the case. Thoughtfully designed parking areas can look quite acceptable if not actually attractive in themselves. Dispersed parking with appropriate landscape interventions such as planting beds and screening can go a long way to mitigating the visual clutter of car parking areas.
- Main Entrance** For a school it is very important to create a sense of arrival and an intuitive understanding of how to get to and around different areas of the site. The main entrance should be logically placed, clearly visible and easy to get to and from. Dispersal from the main entrance to other areas of the grounds and building should be carefully thought through with the landscape design aiding site legibility.
- Sport Areas** Although a Multi Use Games Areas (MUGA's) provides important resources for school it can often be detrimental to the overall appearance of the school and its grounds. It is very important to get the location and orientation of the facilities correct in order to integrate them with the rest of the built form on the site as well as the landscape. A fenced MUGA provides an all weather surface for sport and games provision. Various options for court size and surface specification exist but the variations will not provide optimum playing conditions for all sports. It is therefore necessary to decide which sport is to be given priority and specify the MUGA to suit. A full size football pitch and two smaller pitches are also provided for use.
- Habitat Area** Habitat areas are provided around the south and east perimeter to blend in the school site with the surrounding agricultural land. It is hoped these can be utilized by the school for educational purposes.

## Safety and Security

Comprehensive proposals are in place for monitoring and controlling access to the school grounds by both electronic and manual surveillance. To add another level of site security it is proposed that the school grounds are compartmentalized by the strategic placement of fences and gates. This will restrict access and therefore movement between different areas of the school site.

The aim of this measure is to ensure that security breaches and the resulting loss or damage is contained within localized areas. Limiting movement around the school site will also aid apprehension of trespassers by police or security staff by limiting possible escape routes.

# Appearance

The design team and school agreed that the new façade that was to become the new ‘front-of-house’ off Moss Way, should have a striking and visual impact on all staff, students and visitors who approached the school. The school were very keen to create a new and exciting image for the school to replace the tarmac playground, and re-iterated that the design should inspire, enthuse and encourage a place for learning and social development.

The current design indicates a strong use of colour and identity throughout. The design has picked up on a series of bright colours to be used throughout on the windows and WC pods, which will be complimented by a palette of more subtle greys and whites. It has been agreed to allow the school to decide which colours should be used on the school. This will give the students a sense of ownership and belonging.

We have decided to keep a restricted palette of materials to the new build to maintain simplicity, cost effectiveness and visual understanding. The façades have a combination of light render against a contrast of brickwork on the sports hall. The front façade that looks towards Moss Way has a more contemporary style that reflects the new and innovative environment we are trying to promote.

## Inspirational

The building, through the use of colour, shape, mass, transparency and light should capture the imaginations of the students at Croxteth. We have purposely gone for a playful architectural style that will reflect today’s society and character, and will be familiar, understandable and comfortable to all those that use it.



Inspirational images chosen by the students of items they would like incorporating

# Appearance



## Biomass Boiler

We are looking at potentially providing the school with a biomass boiler which is a low carbon option towards heating the school. If implemented, the school will feature a flue from the plant room which will need to project around 3m from the highest point of the building. The flue is approx 600mm in diameter.

The carbon dioxide emitted when wood fuel is burned is the same amount that was absorbed over the previous months and years as the plant was growing. As long as new plants continue to grow in place of those used for fuel, the process is sustainable. There are some carbon emissions caused by the cultivation, manufacture and transportation of the fuel, but as long as the fuel is sourced locally, these are much lower than the emissions from fossil fuels.

Currently we are working alongside the client in evaluating the feasibility of implementing this technology, if it is decided not to pursue this heating method, the tall flue will be omitted. The alternative heating source being investigated is ground source heat pumps, which have no visual impact on the scheme.

## Colour Scheme

The colours used on the planning drawings and within this planning application are all indicative at this stage due to us needing to have further consultation and discussions with the planning department, school and pupils.

We feel it is important to involve the school as much as possible in the choice of colours chosen to give the end-users a sense of ownership and involvement in the scheme design.

We will be looking to choose colours that will compliment one another and unite the different areas of the school whilst potentially defining the main school from the CCDS.

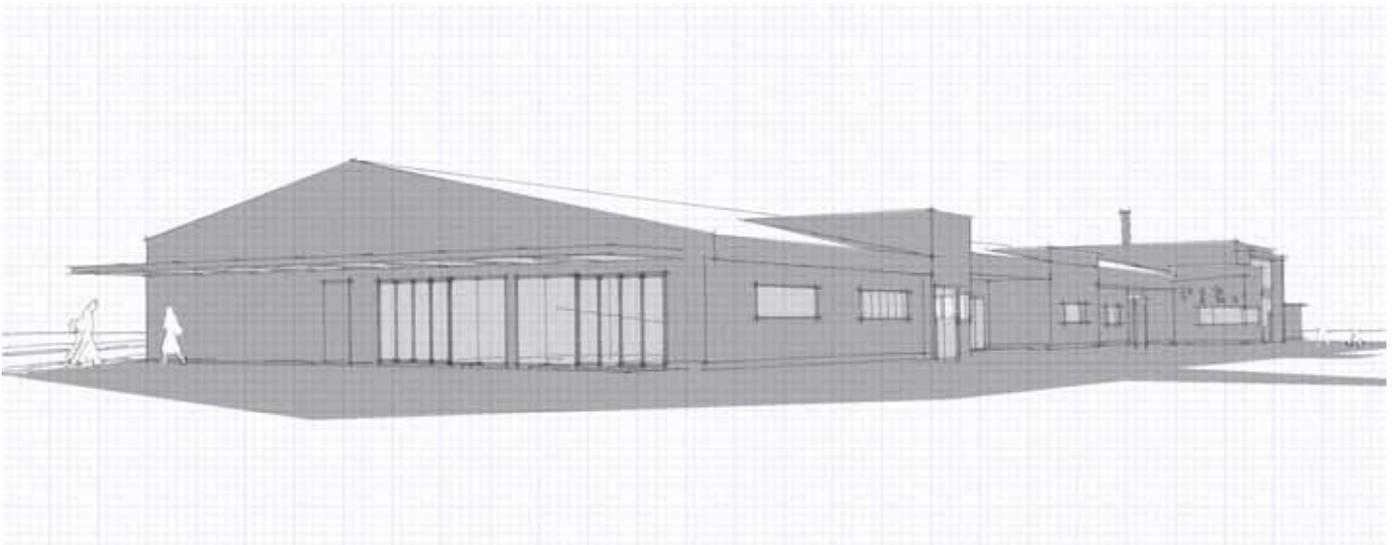
Once a decision has been agreed on as to the external colours to be used, LCC planning will be notified and comments / approval requested. Images will be supplied to the contractor for use on site notice boards / visuals, the school web site and school community notice boards.

## Access

Overall, across the site vehicular activity will be restricted to the edges and as far as possible kept separate from pedestrian movement. Vehicular access into the site has been restricted to one entrance off Moss Way—for visitors and staff, and one entrance off Cubert Road for service / refuse / delivery vehicles only.

Key movement routes will be well defined and left open to allow for mass movement in multiple directions without obstruction. Along the main routes visual cues are used to guide and direct movement intuitively to entrances and exits. Care has been taken to provide sufficient space around entrances to allow effective dispersal thereby preventing congestion at peak use.

Circulation through the external spaces and how the spaces connect to the building is an important consideration in the overall design of the site. The whole of the grounds are to be designed to allow a fluid transition between different character spaces and to form a cohesive external environment.



An indicative sketch showing the massing of the new building

(details may vary from planning application dwgs)

# Access



## Pedestrian and Vehicle Access

Presently, the Main Entrance is regarded to be on Moss Way and this is a shared entrance by both vehicles and pedestrians causing an unsightly and dangerous junction. Both these locations allow access and egress for vehicles and pedestrians. Service vehicles and deliveries also use this entrance and so our primary aim was to separate all the separate users making the access for all safer.

There is currently two access points on Cubert Road—one for pedestrians and one for maintenance and emergency vehicles. This service entrance is rarely used and so we are proposing to relocate it further up Cubert Road to be utilized by the service / refuse and delivery vehicles. The existing pedestrian access will also be relocated slightly to allow for parents and students to access the site and their designated classrooms both in morning at drop-off and afternoons at pick-up. During the remainder of the day this access point will be locked off.

## Car Parking

According to the Liverpool Council's UDP minimum standards, the parking provision for the school should be a minimum of 14 spaces based on a quota of 21 full time staff. There are currently 10 spaces on the northern part of the site, as well as informal parking on the grassed area to the front of site. Therefore, it is envisaged that parking will be formalised in to some 14 car parking spaces. The spaces would be divided around the north west part of the site and we 2 of these to be disabled parking spaces.

Formalising the car parking will separate it from play and activity space for pupils. A compromise between parking provision and useable school space will be required in order to gain the maximum benefit from the available space.

We will work closely with the school to update its transport strategy and travel plans and it is hoped that a push towards pupils and staff using more sustainable transport methods can be encouraged.

## Pedestrian and Cycle Access

Currently, pedestrians can access the school from two entrances from Moss Way and from Cubert Road. The proposals seek to improve the main frontage on Moss Way for students and staff to access it by pedestrian and vehicular access.

It is proposed that most of the pedestrian access to the school will be from the northern side of the site. In addition to the western entrance which will be a dedicated pedestrian entrance

New cycle and scooter shelters have been included with cycle stands sufficient for 6 cycles. This increased provision is aimed at encouraging a move toward a more sustainable mode of transport. The school currently has no provisions for cycle storage.

Liverpool SPD states that we should provide 38 cycle spaces which will be located adjacent to the main entrance.

# Access



## Public Transport

Bus services are in operation along Moss Way and Altcross Road to the city centre regularly Monday to Sunday. The nearest bus stops to the school are within 5 minutes walk for all services.

There are no other forms of public transport close to the school.

The school has an established Travel Plan which is included in the planning application. The school are currently revising the travel plan which will be issued in the new year.

## Access for All

Discussions were held with Karen McBride (the Head teacher) whom confirmed that there were presently no pupils or members of staff with disabilities or impairments requiring specific equipment or facilities.

There are a number of ramped approaches formed to the rear of the main school building, which ensure that a reasonable amount of independent wheelchair access is available into the school. There are minimal access points to the perimeter of the site, which are accessed off Moss Way (predominantly vehicular access) and Cubert Road (predominantly pedestrian access). The Disability Discrimination Act 1995 requires reasonable adjustments to be made to enable a service to be provided to all disabled people. In the context of the school this means that the entire curriculum should be accessible by all, including disabled students and disabled teachers. The important issue is to ensure that the delivery of every aspect of the curriculum is made available within an accessible building.

Approach routes will offer unimpeded access. Ideally, routes should be firm and level underfoot. Clear minimum widths of 1200mm should prevail. On heavily used routes this width should be increased to 1800mm wide to allow two wheelchairs to pass simultaneously.

It is recommended that obstructions such as steps, kerbs, street lighting columns and signposts along approach routes should be suitably highlighted with either bands of contrasting colour or tactile hazard warnings to the surrounding ground, to direct those with visual impairments around the obstruction.

Signage will be installed to further highlight the parking arrangements and procedures for visitors. In particular, signage will be installed to warn pupils and visitors of moving vehicles to the rear playground area, whilst construction work is underway.

Suitable designated accessible parking spaces should be provided for each disabled employee or building user. For guidance purposes, it is normal to allow at least 1No. or 5% of the total spaces available as a designated accessible parking bay for staff, pupils or visitors.

The design will provide appropriate numbers of accessible parking spaces for both staff and visitors. Parking spaces and associated signage will be designed in accordance with Merseyside Code of Practice on Access and Mobility (MCOP) section 5.15 and 5.16 and also BS 8300:2001 Design Guidance section 4.1.3.

## Access



It would be prudent to ensure that the main entrance provides level access into the adjoining reception area as a minimum requirement, to allow for independent wheelchair access. It is recommended that a ramped approach be formed to the existing step positions to maximum gradient of 1:15m and to the recommendations of BS8300: 2001 (5.8) and MCOP (6.2). Liaison with the Local Authority Planning Officer is recommended to approve design and style of the ramped approach. It is recommended that a graded approach be formed (during future refurbishment works) to each of the existing step positions to maximum gradient of 1:15m and to the recommendations of BS8300: 2001 (5.8) and MCOP (6.2). As an interim measure it would be prudent to make available a temporary ramp unit, which can be moved from various locations if required.

### Access within and around the building

All entrances are level with the external hard surfaces by gently uplifting the surrounding areas to a slope of around 1 in 30. There will be no need for ramps at any of the entrances.

The main entrance is to have bi-parting doors to provide a minimum of 1000mm clear opening. The entrance foyer is to have contrasting wall and floor colors and have clear and prominent signage. The enquiry counter incorporates a lower section for people arriving in a wheelchair and an audio loop for those with a hearing impairment. The counter itself is to be designed and colored to clearly indicate its function for those with visual impairment. Similarly the waiting area is to be colored and designed to clearly indicate its function.

There will be clear texture and color distinctions made between all the floor and wall and door surfaces. All corridors are at least 1800mm wide for the majority of their length indeed some are in excess of 2000mm wide. The door ironmongery, including signage is to contrast with the door surface. Door signage is to be sized to be clearly visible to the visually impaired. Door handles are to be chosen that are suitable for those with impaired grip.

Accessible toilets are available for both visitors and children.

All doors are, with the exception of those serving non accessible toilets, are to have a leaf width 926mm wide. All double doors are to have an effective clear opening width of 1616mm. Double doors have been avoided where possible in favor of single doors. In general, door sets are only provided where absolutely necessary to comply with the building regulations, fire safety or school requirements.

The handle sides of doors are to be at least 300mm from any other adjoining partitions or obstructions to provide ease of access for anyone in a wheelchair.

Audio loops are, in addition to the foyer, to be fitted to the 'heart of the school' area as well as selected teaching spaces, dining area and the main hall.

Any freestanding columns or obstructions projecting 100mm within circulation areas that present a potential hazard to visually impaired people are to be suitably guarded.