



The Hereford Academy

Design Brief

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For further information please contact:

Julia Chambers, Senior Consultant
Navigant Consulting (Europe) Ltd

Centurion House
24 Monument Street
London, EC3R 8AJ

Tel: 020 7469 1111

Fax: 020 7469 1110

E-Mail: julia.chambers@navigantconsulting.com

Hereford Academy - Design Brief

The feasibility design is based on the area recommendations as set out in BB98 for 6FE and 220 post 16 pupils (1120 in total) for an unconstrained site; this gives a gross area of 10,095m² and a net area of 7,076m².

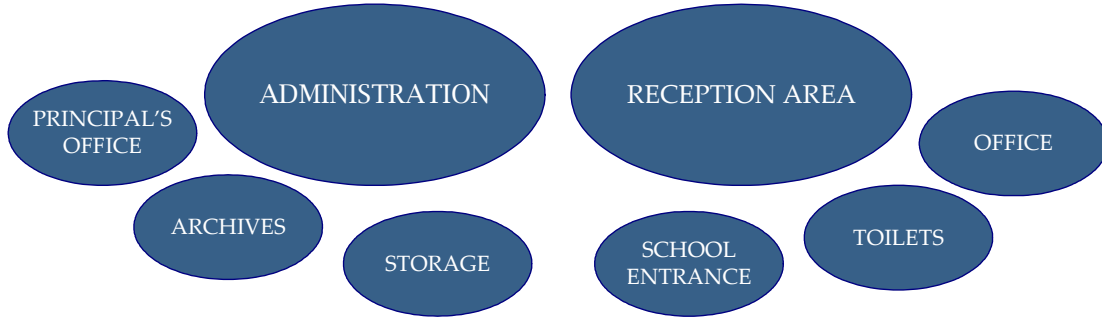
The Academy ethos and vision is founded on four learning clusters, Numbers and Symbols, Communications, Humanities and Aesthetics and the Senses. In keeping with the Academy vision there needs to be four principal spaces that can accommodate a quarter of the school for House assemblies – the areas identified for this are the main hall, sports hall, dining, and drama studio.

A DUG workshop on 15th November 2007 generated discussions around adjacencies of specific areas within the Academy and its vision for four learning clusters; the following diagrams reflect the outcomes from the DUG meeting.

The bubble diagrams are an illustration of the principal spaces with supporting areas and are indicative of how key spaces should relate to one another within the Academy; the diagrams do not suggest quantity of any multiple spaces, refer to the accommodation schedule for numbers of room types.

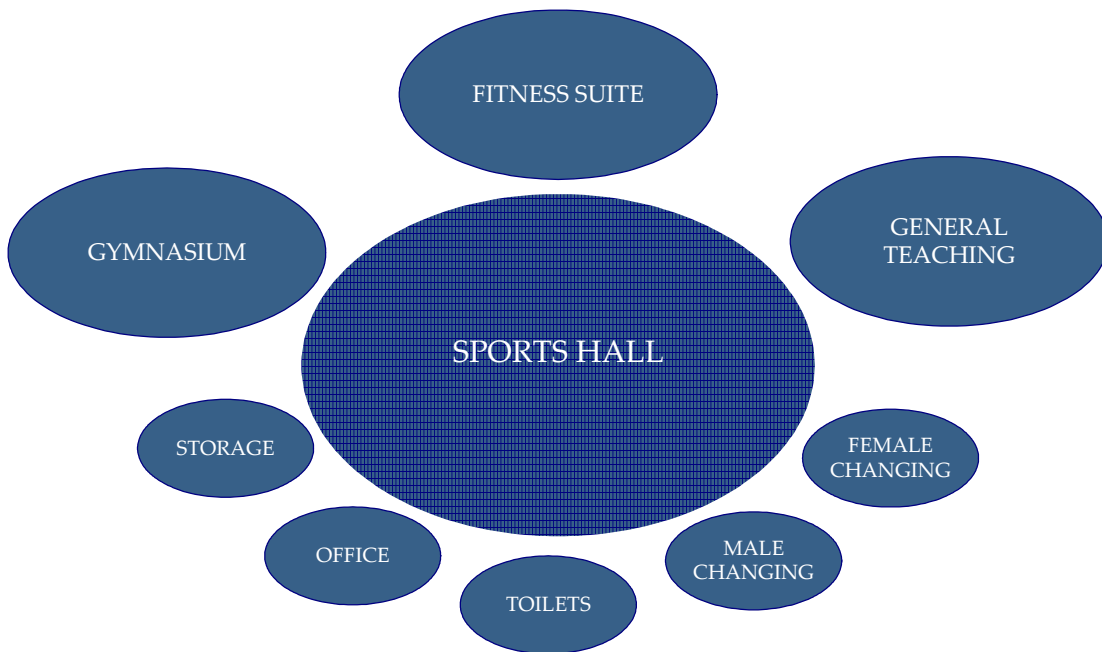
Entrance and Administration

Access for all Academy users is to be through a single Main Entrance, generous enough to accommodate high numbers at the start and end of the school day to move through efficiently and safely. The main entrance will include a reception area for visitors and late pupils, the reception will need back up support from the main Academy administration and the close proximity of a senior member of staff's office will be needed for day to day referrals. Public toilets are required for visitors. The Head teacher's office should be close to the school administration but inaccessible from the main reception area for privacy.



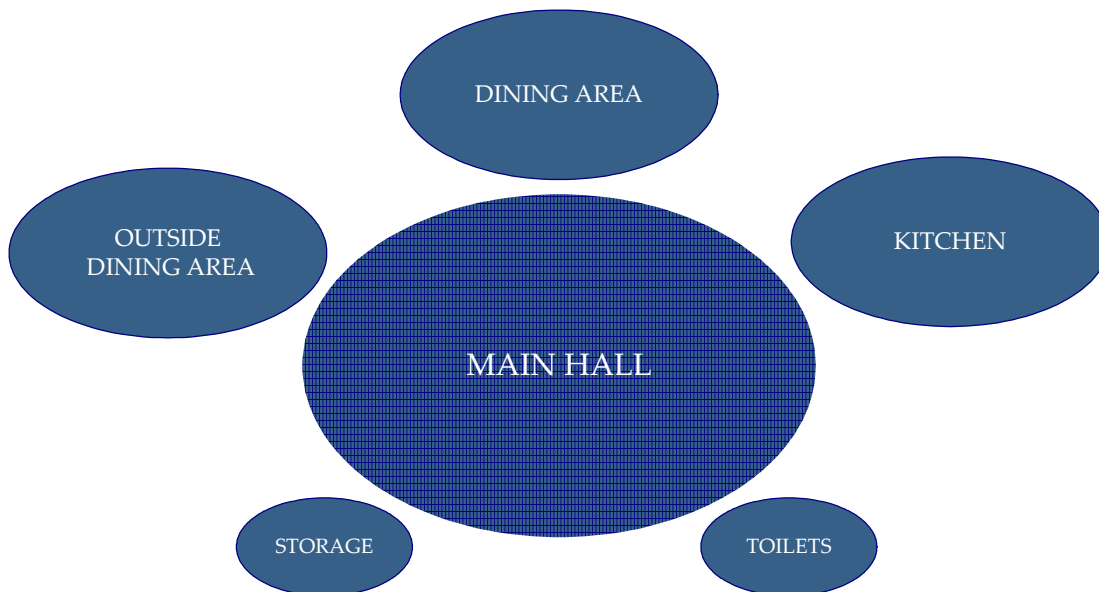
Fitness

One of the Academy's specialism is sport and the aspiration is to have internal sports facilities in close proximity to external sports facilities. The sports provision ideally needs to be close to the main entrance, this enables other parts of the Academy to be secured during out of school hours. The sports hall is the main hub with adjacent gymnasium and fitness suite, the volumes of these spaces vary and this may lead to spaces being connected vertically as well as horizontally. Changing rooms need to work for both indoor and outdoor facilities. A provision for some general teaching space and a staff office near to the sports facilities will be required to deliver the sports curriculum.



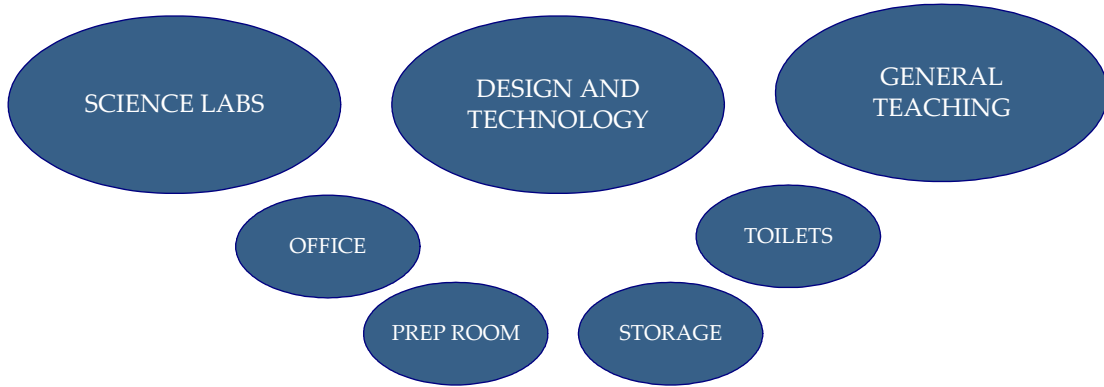
Main Hall and Dining Area

The Main Hall is an essential part of the Academy; this is a space where the whole school will gather to listen to the corporate message given on a regular basis. The hall will be designed with flexibility and storage to support performances and other extended school use. The dining area is to be adjacent to the Main Hall to allow further flexible use between the two large spaces. Ideally the dining area is to open out onto an external dining zone, giving pupils / community users a choice to dine outdoors in times of good weather. Kitchen and storage need to be closer to the service access and deliveries.



Numbers and Symbols

This cluster consists of specialist classrooms for science and design technology and general teaching areas for mathematics. The core subjects would be supported by specialist preparation rooms, staff offices and storage. The facilities could be physically connected either in a vertical or horizontal structure.



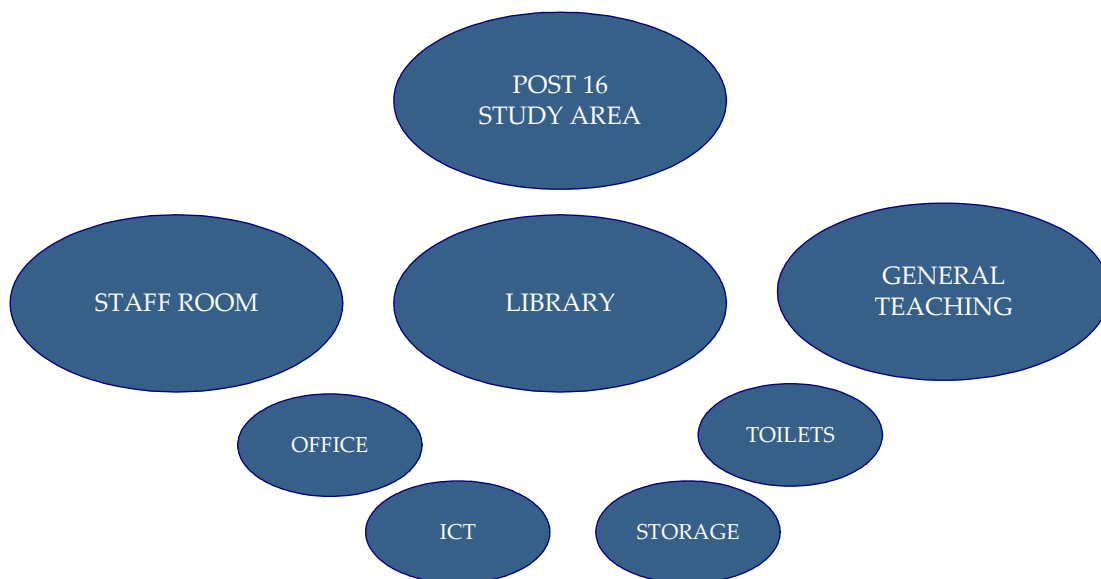
Aesthetics and the Senses

The Aesthetics and Senses cluster is generated around the drama studio, being its principal large space. Adjacent to the drama studio will be a dance studio which may have the flexibility to open onto the drama studio; the dance studio will have strong links with both the performance and sports curriculum. Art, music and general teaching spaces will be in close proximity but may be linked vertically or horizontally around the drama studio. It is believed the drama and dance studio will be utilized by community users out of school hours, the DUG has considered a secondary managed entrance would be suitable for community users. Although all general teaching spaces will be equipped with ICT, the DUG recognized the value of an ICT resource for community; access will be programmed and managed by the Academy.



Communications and Humanities

The Communities and Humanities clusters will focus on providing general teaching spaces and resource areas. The Library will be the primary focus in this cluster and this could be designed vertically or horizontally linking with other learning spaces. The post 16 study area needs to be adjacent to the library to encourage post 16 pupils to use its resources in non-timetable periods. Without the limitations of specialist teaching spaces, the Communications and Humanities cluster becomes a very flexible group of areas that can be designed as vertical or horizontal adjacencies. The cluster is perceived as being a relatively fluid and central space within the Academy and this links with the idea of a centrally located staff room, accessible to all departments around the school.



Learning Spaces

General learning spaces are to be designed to allow for flexibility, change in class sizes and teaching delivery. All teaching spaces are to be equipped with ICT provision as stated in the ICT vision and scope of works.

Sports Facilities

The Academy sports provision will include re-providing the following existing external and internal sports facilities: artificial cricket pitch, rugby pitch (grass approx 100m x 55m), football pitch (grass approx 83m x 46m), Athletics track (grass - 400m), 4 x Hard Courts (tennis and netball courts – approx 37m x 22m each) – *(the DUG is to consider the number of courts in relation to the added provision of a new All Weather Pitch)*, 2 x long jump sand pits, 1 x shot putt circle, gymnasium, 4 court sports hall (badminton courts, climbing wall, cricket nets), fitness suite (20 stations).

In addition the Academy proposes to install a full size floodlit All Weather Pitch (AWP) that can be used for football and hockey all year round. The location of the AWP will need to ensure the requirement for no light spill beyond the school boundary.

Staff

The staff meeting room is to have a central location within the Academy; ensuring staff are accessible to pupils throughout the school day and maximizing passive staff supervision. The size of the staffroom must be sufficient for all staff members to attend regular staff briefings. The staffroom will also need to be a recreational social space with a kitchenette area to prepare food and beverages.

Dining

The Academy is to be designed with a dining space sufficient for a single sitting of all pupils in years 7-11. The dining experience should reflect the schools healthy eating agenda, be an inviting and sophisticated environment, promote choice with a selection of hot and cold food and be furnished to be suitable for pupils and adult use.

Ideally the dining area will have access to an adjoining external area giving pupils or community user's flexibility to dine internally or externally.

The kitchen is to be located near to the service access for ease of deliveries and waste collection. Post 16 will have a more flexible timetable and will be encouraged to use the dining facilities but will need additional facilities within their social area.

Storage

General storage is to be dispersed throughout the Academy, with storage for cleaning and maintenance, for learning resources and for pupils. The DUG have considered that learning spaces should be designed to have access to a resource space that provides storage.

Cleaning and maintenance storage needs to be dispersed throughout the Academy to facilitate efficiency and accessibility.

Locker storage for pupils is to be located in public circulation spaces and is to be designed to align flush with the internal wall face avoiding supervision issues around hidden corners. Lockers are to be accessed using RFID cards.

Toilets

Toilets are to be accessed directly from the circulation areas; to be dispersed around the Academy building in small clusters of 2 or 3 toilets. For security reasons the DUG felt toilets should be accessed using RFID cards (radio frequency identification) and be in close proximity to staff admin areas to utilize passive supervision.

External Areas

External social spaces must offer variety for differing play and recreation, from wide open spaces for energetic physical activities and other more intimate landscaped spaces for small group gatherings. Covered external space is required to provide sheltered social space on wet days and a shaded area on sunny days. This covered space could be an external circulation route attached to the school building or part of a courtyard area.

Access

Access to the school is to be controlled from the reception through one main entrance. The preference is to use the existing main entrance at the lower end of the site. Pupil access will be controlled by RFID cards.

ICT

Refer to the ICT vision and specification.

Welfare Aspirations



This should be in a **central** part of the school, where pupils are able to access services readily. If they are altogether it will promote collaboration and multi – agency working. Should not be typical school environment but with settees, lamps etc and interactive white board for lessons.