



**Peterchurch Primary School**

Stage 1 - Feasibility Study

5<sup>th</sup> July 2019

Hayhurst & Co Architects

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Project Details

Project Details

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1.0 Introduction

Executive Summary

This feasibility study seeks to evaluate the development options for Peterchurch Primary School that addresses issues relating to the poor suitability of the existing teaching spaces, the poor condition of the existing school building and the poor layout of the school site.

In addition to outlining different strategies for the development of the school, central to this study is an exploration of how each of the strategies can support the schools ethos and enhance its educational objectives.

This study puts forward three strategies – re-new, re-model and re-build. Each strategy has been evaluated against the key objectives and each strategy has been assessed in terms of cost, programme, phasing, risks and how well each addresses the educational outcomes.

The study was commissioned by Herefordshire Council and has been prepared by Hayhurst and Co. Architects and Stockdale Quantity Surveyors. The study has been carried out in consultation with Joanna Bryan (Headteacher), the Chair and Vice-Chair of Governors, all of the staff at the school as well as officers from Herefordshire Council.

Background

Peterchurch Primary School is a community primary school controlled by Herefordshire Council. It is located in the village of Peterchurch in the Golden Valley in the west of the county. It currently has 122 pupils on roll. There is a nursery located at the school site that is privately owned and run.

The current school accommodation is not fit for purpose in respect of a) the sizes of the spaces (as set out in DfE Building Bulletin 103 ‘Area Guidelines for Schools’), b) the suitability of the spaces (in term of heights of spaces, day-lighting, ventilation, outlook and acoustics) and c) the condition of the fabric of the school buildings (eg. Inefficient services infrastructure, leaking roofs, poor thermal performance and the presence of asbestos).

Description of Project

Herefordshire Council is seeking a master plan for a school with an ultimate capacity of 210 pupils (admission number of 30 pupils per year) plus preschool/nursery, built initially to a capacity of 140 pupils (admission number 20 pupils per year). The initial building should include the infrastructure (halls, admin, circulation etc.) suitable for a capacity of 210 pupils. A later expansion should provide a further two classrooms with cloaks and class storage.

The aim of the project is to establish a suitable strategies that can provide a modern school environment for the long-term future of the school. The school will remain operational throughout the construction period.

Key Objectives

- In collaboration with officers from Herefordshire Council, the following objectives for the development have been established as follows;
- 1. Achieve full compliance with DfE Building Bulletins (inc. BB103) and Herefordshire Councils recommended standards for Primary School buildings.
  - 2. Maximise the use of space.
  - 3. Integrate the use of facilities.
  - 4. Reduce ongoing revenue costs.
  - 5. Reduce the carbon footprint.
  - 6. Eliminate backlog maintenance and reduce future maintenance requirements.
  - 7. Investigate options for the swimming pool.
  - 8. Incorporate the Nursery/Preschool into the main school building.
  - 9. Improve access to the site for vehicles and pedestrians to remove safeguarding issues and congestion on the public highway.

View of Peterchurch Primary School vehicle entrance from main road



View of Peterchurch Primary School vehicle exit from main road



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# 1.1 Site Location

## The Site

The school is located in the village of Peterchurch in the middle of the Golden Valley, west of Hereford and towards the Black Mountains and Welsh border. The village is the largest settlement in the valley and has several amenities including Peterchurch Primary School, Fairfield High School, a village hall, shops and two pubs.

The site is located a little south of the centre of the village on the eastern side of the B4348: the arterial route through the settlement and along the valley. The L-shaped site measures 10,628sq.m in area (approx. 1 hectare or 2.6 acres) and gently slopes upwards from west to east by approx. 2.5m. across the depth of the site.

The school is surrounded by single dwelling houses in large residential plots to the north and open farm land to the south and east. There is currently an outline planning consent (granted in 2014) for the construction of new homes on this land, however the site has not yet been sold on to a developer. To the northern tip of the site is a Western Power Electricity Distribution Site from which extend two over-head cables that run across the site. At present, there are three access points (two vehicular and one pedestrian) to the school site all of which are on its western boundary and accessed from the B4348.

## Location Plan



## Aerial View





1.2 Site Information

Existing Site & School

The school building is made up of the original school-house constructed in the 19th century which, when built, comprised a single room for teaching linked to a two-storey house for the teacher and their family to live in. A swimming pool was later constructed in the school grounds - the date when this was constructed is not known but is assumed to be around the middle of the twentieth century.

Following the acquisition of more land around the school site, extensions and adaptations to the school buildings were made in the 70s, 80s, and 90s to the side and rear of the original school as the number of pupils at the school grew. A temporary classroom was added in the mid-90s, followed by a second temporary classroom for the private Nursery added approx. 10 years ago.

Site Use Area Assessment

Herefordshire’s guidelines only include internal areas, therefore BB103 has been used to review the appropriate external areas for primary schools with 140, and 210 pupils.

Whilst the area of the school accommodation (1,117m2) is over the area guidelines set out in BB103 for a 140 pupil school, each of the additions have been bolted-on to the existing school without the benefit of a masterplan to manage the growth and development of the school site over time. The result of this is many under-sized and disconnected teaching spaces. This is further explored on pages 16 and 17.

The school buildings sit towards the front of the school site with a driveway and car parking space to the front and a

playground and playing fields to the rear. Soft-landscaped pupil and habitat areas are over the recommended area for both 140 and 210 pupils schools, however the hard-landscaped pupil areas fall below the guidelines.

Overall, the total net site area is just below the recommendation for a 210 pupil school.

External non-net areas are significantly higher than the recommended amount, reflecting the inefficient use of the site and the rural setting that requires vehicle access and parking. An analysis of parking and access is carried out on pages 13 and 14.

Overall, the total gross site area is higher than the total recommended site area.

Site Plan



	BB103 140 Pupils	BB103 210 Pupils	Existing School
External Pupil Area - Soft	3,680	5,220	5,361
External Pupil Area - Hard	950	1,125	864
External Pupil Area - Habitat	70	105	169
Float	600	600	
<b>Total Net Site Area</b>	<b>5,300</b>	<b>6,450</b>	<b>6,394</b>
External Non-net Area	812	1,043	2,618
Nursery Building Footprint			110
External Area - Nursery			69
School Footprint exc. pool (GEA)	1,075	1,345	1,117
<b>Total Gross site area</b>	<b>6,995</b>	<b>8,993</b>	<b>10,628</b>

BB103 Areas calculated from recommended site area tables 'Annex A: Building Areas' and 'Annex B: Site Areas' in Building Bulletin 103, June 2014



Existing Site



1. Original school building facing the front of the site



2. Pedestrian path from the main road to the main entrance of the school



3. Main entrance gate adjacent to the hall, with the main entrance ramp on the right



4. Main entrance accessed via a ramp or stair



5. Admin and classroom extension built in the 1980s



6. Porta-cabin classroom for Y3/Y4. Nursery porta-cabin behind.



7. Original Victorian school building with library on the right

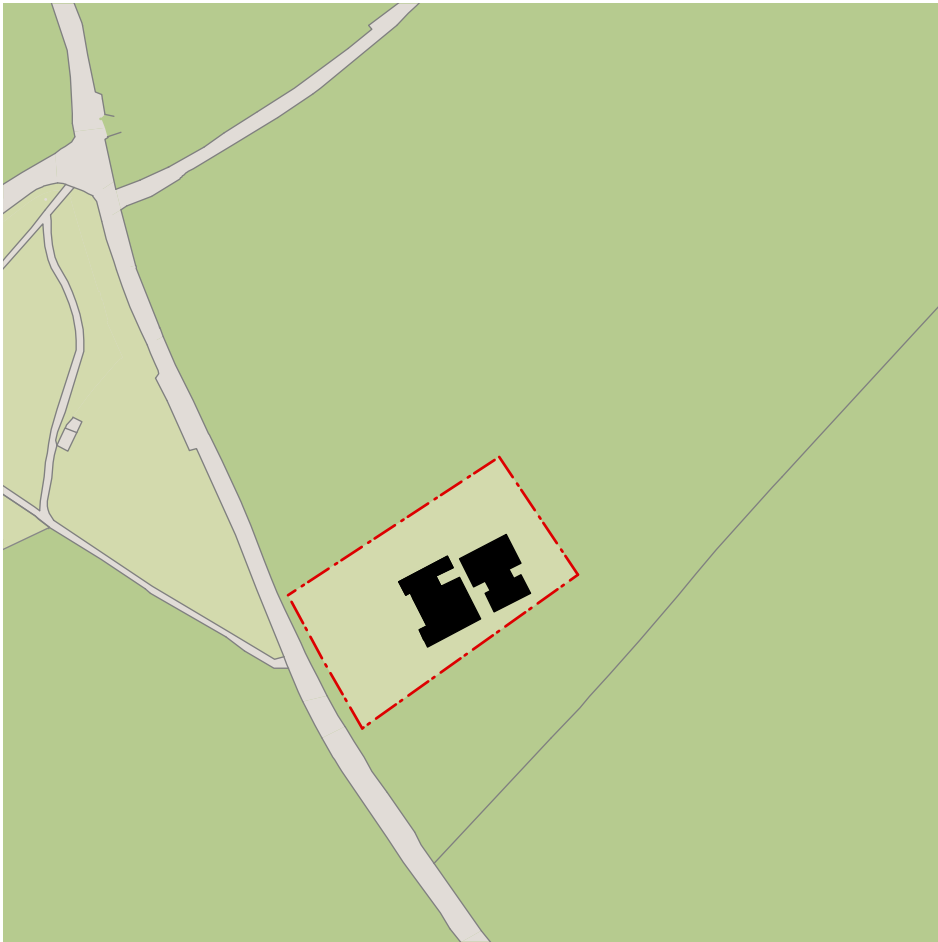


8. Playing field to the rear of the site showing power cables overhead



# 1.3 Site History

1900s



The original Victorian Schoolhouse was built in 1857. Historic title deeds of the school show an outbuilding to the rear of the schoolhouse, since demolished.

1950s-60s



The existing swimming pool is thought to have been constructed in the 1950s or 60s.

Late 1970s



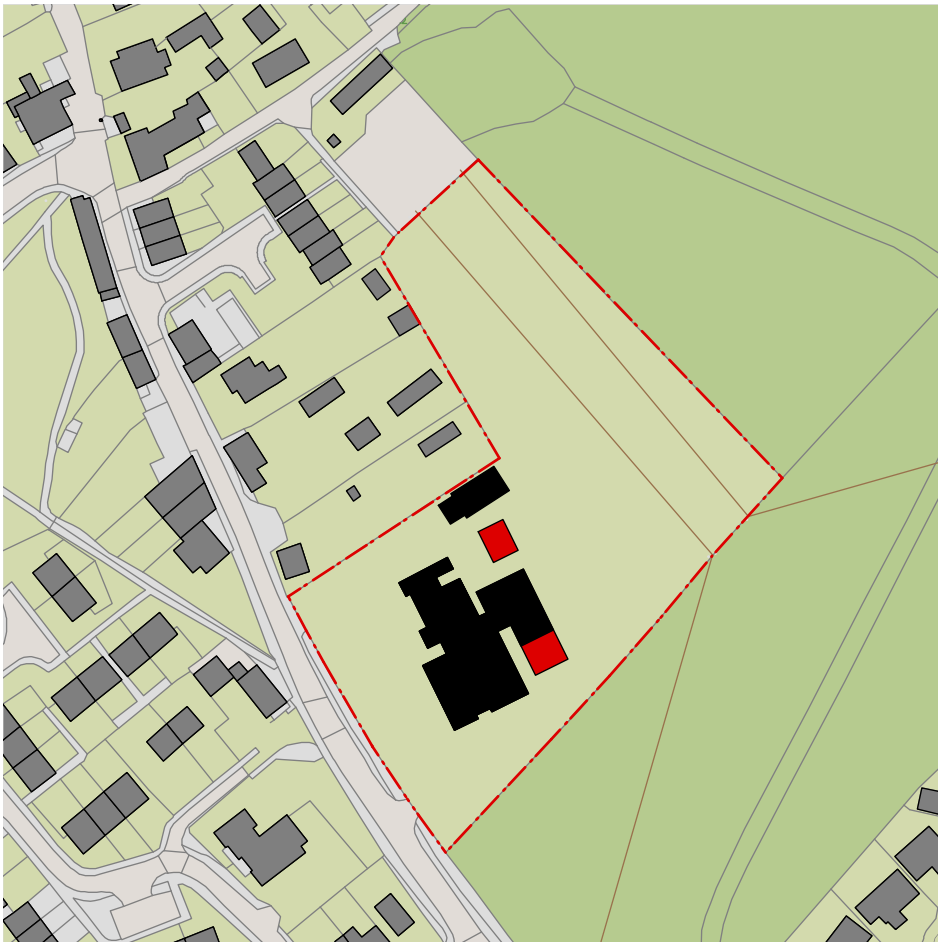
In 1975, the land to the north, east and south of the site was acquired. The school was then extended to the side and rear, to provide a new community centre facility. This now comprises the school hall and two group rooms.

1980s



A block to the rear of the school was demolished to allow an extension to be built to the north-east of the school in the 1980s to provide additional classrooms (currently housing Y4/5 and Y6).

1990s



In the 1990s, a further extension of the 1980s block created the current reception area. A stand-alone temporary classroom was also installed in the mid-1990s (currently housing the Y3/4 classroom).

2000s



The nursery moved from a space within the old community centre to a temporary building, installed to the rear of the school site. The temporary building is owned by the nursery (not Herefordshire Council).





# 2.0 Parking and Access

## Arrival and Departure Observations

Hayhurst and Co carried out observations of the school arrival and departure on 8th May 2019 to identify the issues surrounding the pedestrian and vehicular access to the site.

### School Buses

Six buses drop off approx. 20 pupils between 8.35am and 8.45am and the school manage the pupils getting off the buses and going into the school building. As buses arrived and pull up at the front of the school, cars are required to wait behind as there is no space to pass. When cars form a queue they can back-up on the highway and disrupting the flow of traffic on the B-road.

At 3.15pm, the school buses are waiting outside the front of a school, blocking any cars from entering. This causes cars to back-up on the main road. Pupils are led from the school hall to the buses when all pupils and buses are present. At 3.21pm all the school buses departed.

### Pedestrians

Between 8.30am and 8.50am many pedestrians enter the site from the main road through the front gate and use the pedestrian crossing in the school site to reach the main gate at the rear of the school building. Many of these pedestrians have parked in the car park opposite the school, or on the road to the south-east of the school. There is no designated crossing point on the main road between the car park opposite and the school's pedestrian entrance. Congestion is also caused by vehicles moving through the school site having to wait for pedestrians to cross. There is not a clear distinction between pedestrian and vehicle routes.

The pedestrian crossing becomes more congested at the end of the school day as all pupils are leaving at the same time. The Headteacher stands within view of



Pedestrians using the crossing lead to vehicles backing-up on to road



Cars waiting and double parked cause congestion and prevent free flow of traffic out of the site



Cars waiting to turn onto main road cause congestion in carpark



Buses waiting to collect pupils block vehicle entry as the road is not wide enough to allow cars to overtake. Cars queue onto main road



Cars park on main road to collect children. Cars turning right on Closure Place cause congestion



Parents/carers park to walk their children to the main entrance in the morning, and then to wait in the playground in the afternoon



Transport and Access Plan

the pedestrian crossing to monitor pupils and cars moving through the site. Parents/ carers wait in the playground to collect their children. A bottle neck occurs at the point where the main route narrows between the school and the external store.

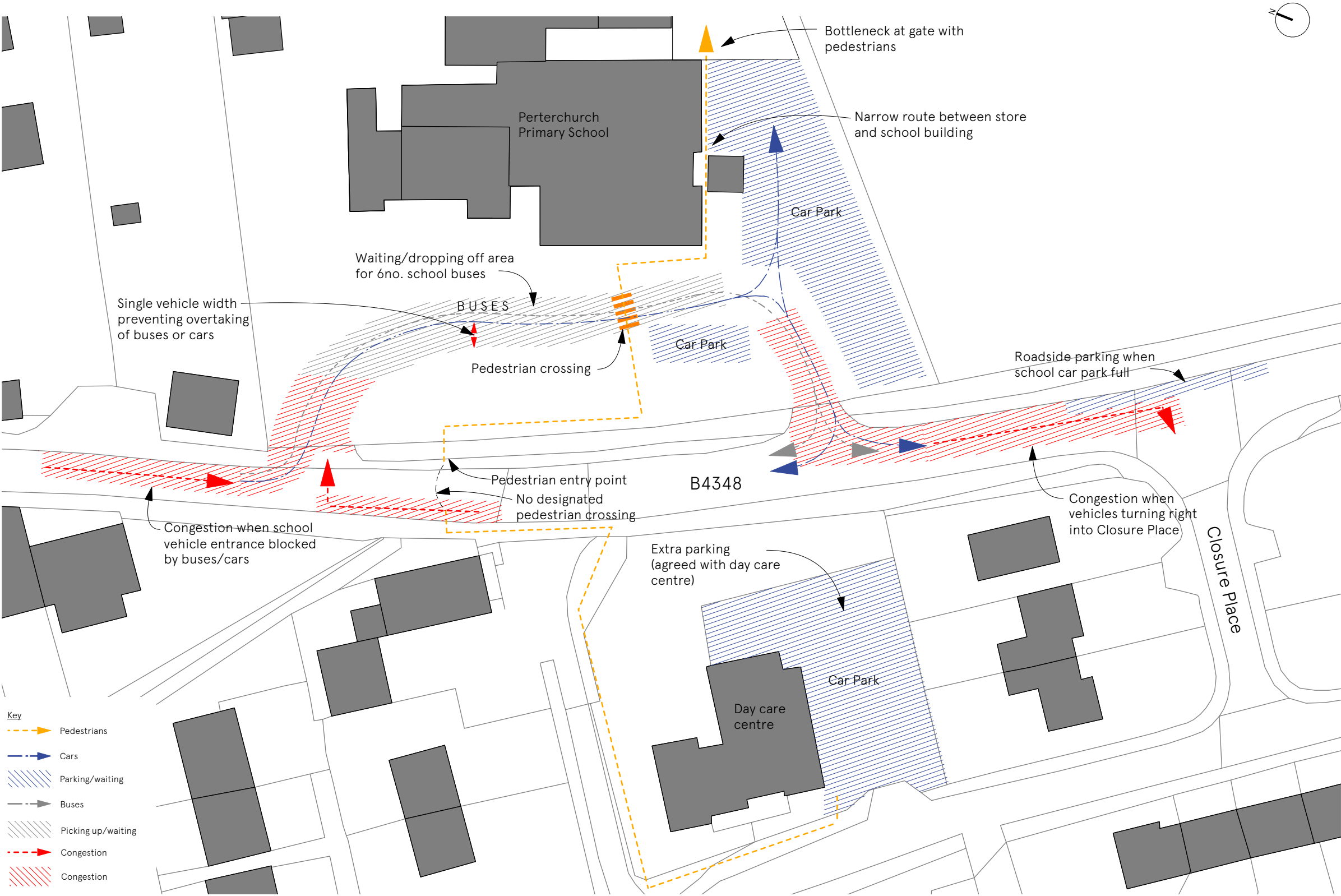
Cars and Parking

Most parents/carers park and walk into the school to drop their children off. This results in cars double parking, and congestion around the pedestrian crossing. Approx. 35no. cars were recorded entering and leaving the site between 8.30am and 8.50am.

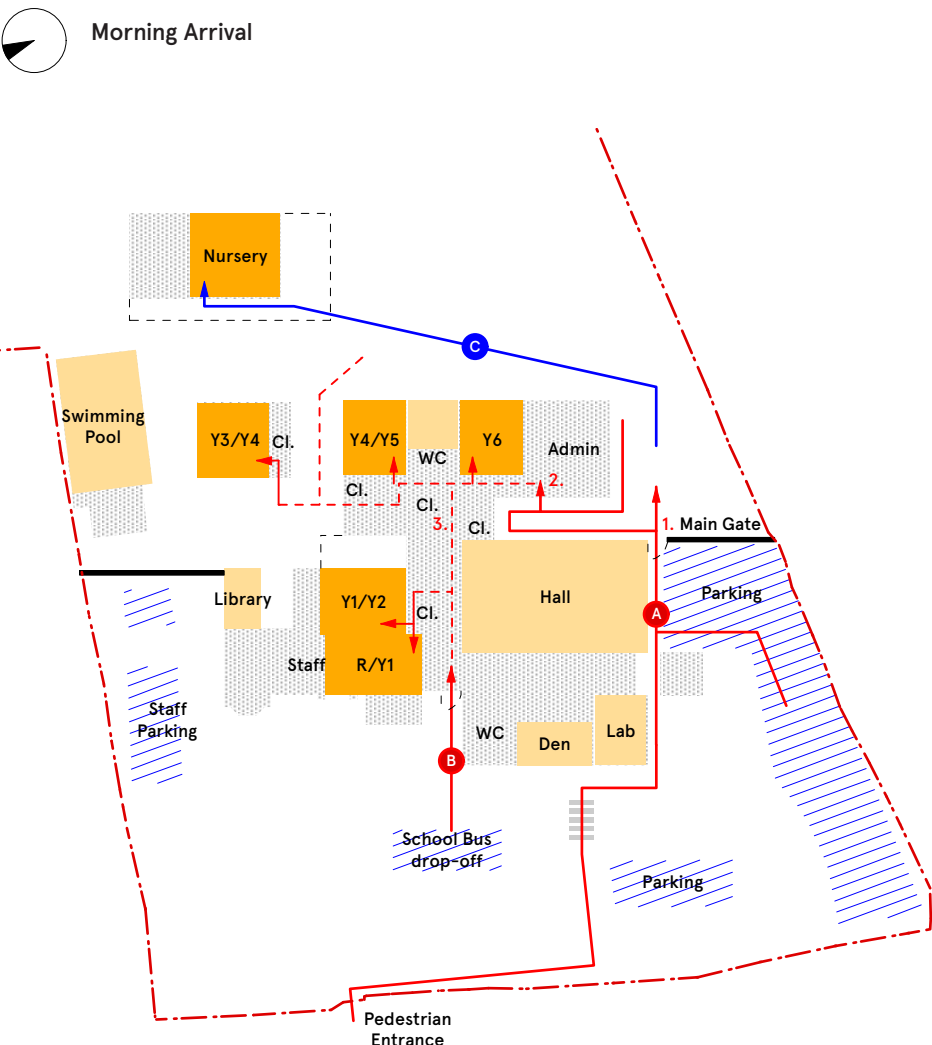
Parents/carers begin to arrive to collect their children by 2.45pm (half an hour before the end of the day). By 3.15pm, approx. 20 cars are parked (and double parked) in the car park and surrounding area. Approx. 8no. cars are parked on the main road. Despite an 'in' and 'out' vehicle route through the site, the car park has limited turning space, and congestion occurs when cars double park, and wait in undesignated spaces. Further congestion occurs when cars are waiting to pull out on to the main road, and again when cars are waiting to turn right on to Closure Place.

Conclusion

The traffic flow through the site leads to safe-guarding issues and congestion on the highway. There is a risk to pedestrians crossing the B-road as there is no formal crossing, and then moving through the school site. Buses cause traffic to back-up and the current vehicle routes do not allow for the required vehicle capacity at the beginning and end of the school day.



2.1 Pedestrian Circulation

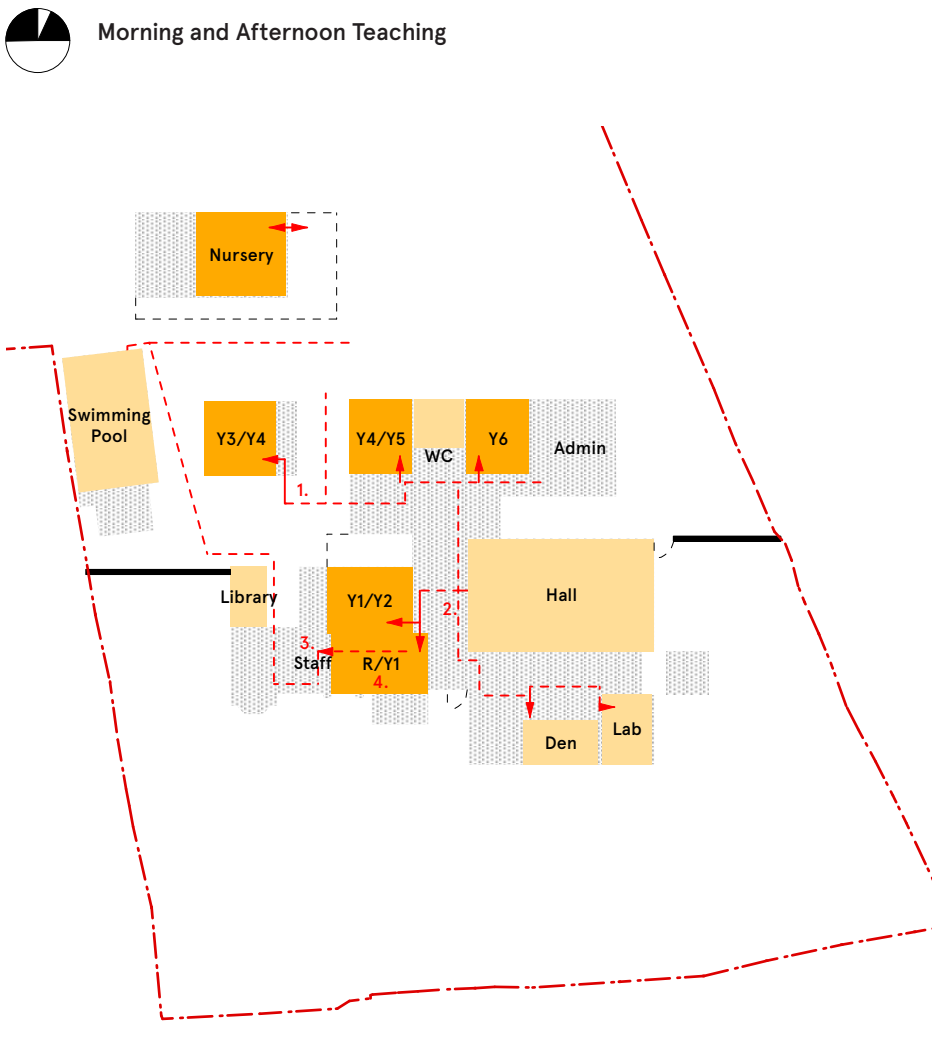


Key Circulation Routes

- A. Parents/carers drop their children off to the rear of the school, via a narrow path between the school building and an external store. Parents/carers wait with their children by the main entrance.
- B. Pupils who arrive on school buses enter the school via an entrance to the front of the school, overseen by the Head teacher.
- C. Nursery children are dropped off by their parents/carers via the Playground to the rear of the site.

Observations

- 1. Parents/carers and children arrive from 8.30am. The main gate is locked by 8.50 am.
- 2. Pupils make their way to their classroom via the main entrance.
- 3. Cloaks are located in the corridor outside each classroom (Y3/Y4 cloaks are split between the temporary building and main school building)
- 4. The current access route to the nursery is through the rear playground, which presents a potential safeguarding issue for the school.

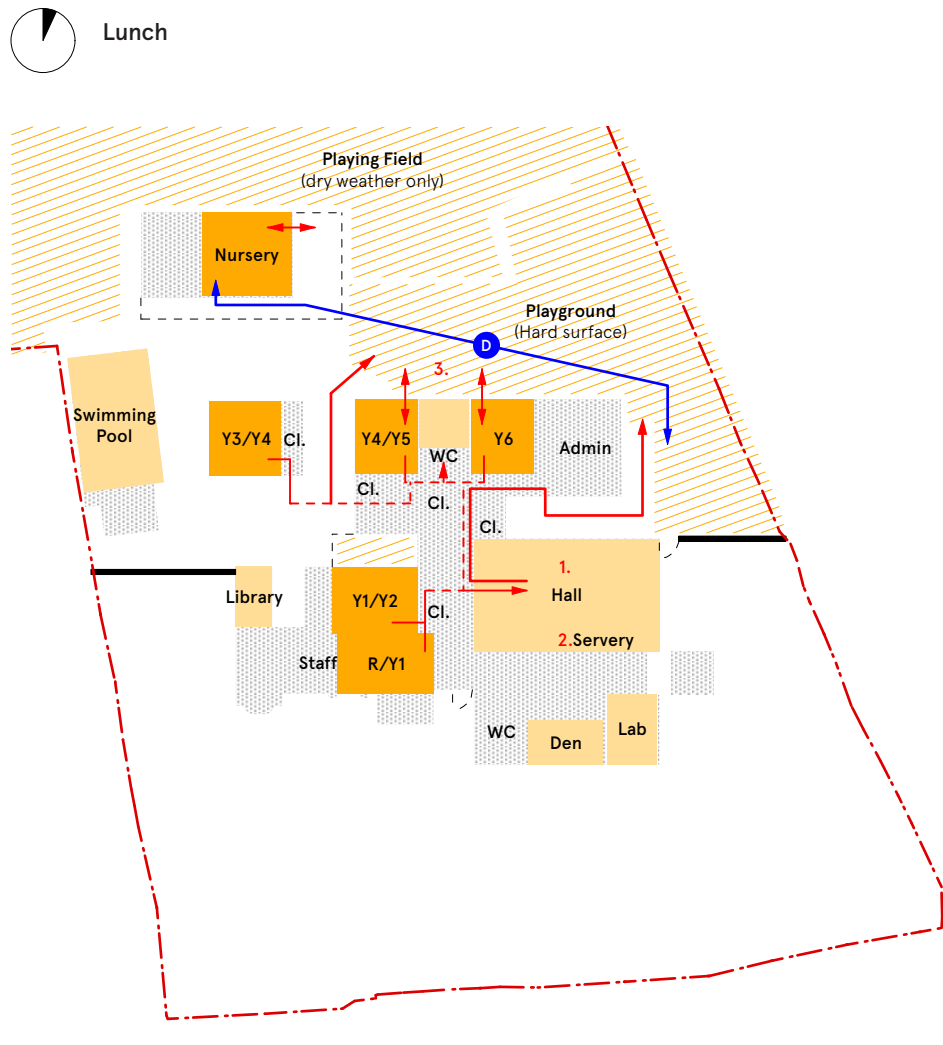


Key Circulation Routes

- Pupils and staff are required to circulate both internally and externally throughout the school day.

Observations

- 1. Pupils in Y3/Y4 class are required to leave the main school building to reach their classroom. This door is security controlled and so a member of staff is required to allow them to access the main school building.
- 2. Pupils pass through the hall to reach 'The Den' and the 'Learning Lab' at the front of the school.
- 3. R/Y1 pupils pass through the staff room to reach the swimming pool.
- 4. Staff pass through R/Y1 to reach the staff room (or are required to leave the main school building and re-enter adjacent to the library).



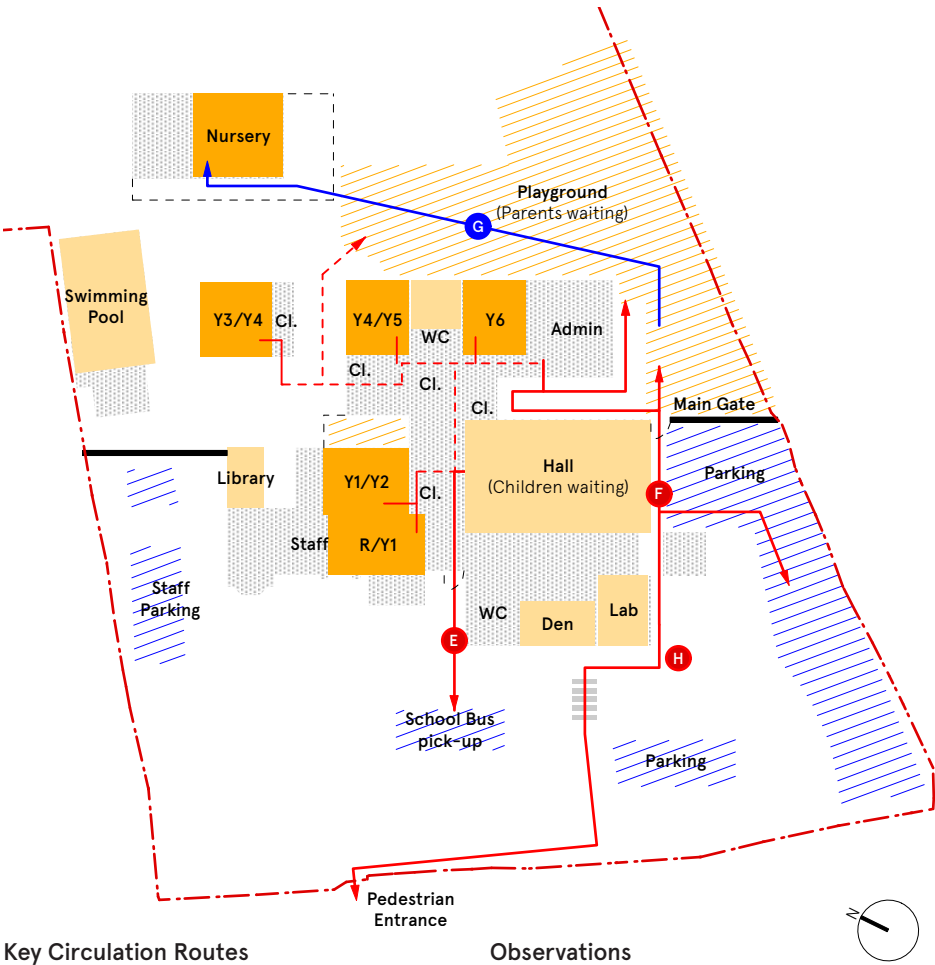
Key Circulation Routes

- D. At 12.00pm, parents/carers collect and drop off nursery pupils who are doing half day sessions. This requires parents/carers to cross the playground.

Observations

- 1. Pupils make their way to lunch in the hall and are all seated by 12.15pm. 10no. 12 seat tables are set up.
- 2. Pupils who eat school dinners are served between 12.15 and 12.35pm.
- 3. By 12.40pm, pupils that have finished their lunch collect their coats and make their way to the playground. R/Y1 and Y1/Y2 via the main entrance, the remaining classes via their classrooms.





Key Circulation Routes

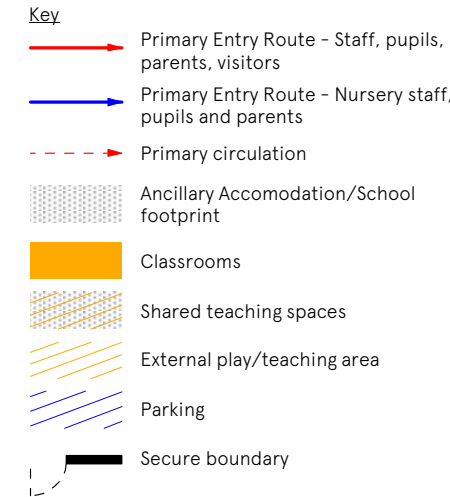
**E.** Pupils gather in the hall to wait for all school buses to arrive, they are then led out the entrance to the front of the school to school buses.  
**F.** Parents/carers wait in the playground to collect their children, arriving via the same route they dropped them off in the morning.  
**G.** Parents/carers cross the playground to pick nursery children up at 3.00pm.

Observations

**H.** Head teacher oversees pupil leaving the site from a strategic point where the pedestrian crossing, bus drop off and main gate can be seen.  
The pedestrian crossing within the site is busy, meaning traffic is required to stop. See parking and access analysis on pages 12 and 13.  
A 'bottle-neck' forms at the main gate with parents arriving to collect children and parents leaving with their children.

Key Circulation Issues

1. The current main school entrance is accessed through the playground, so all visitors need to cross the secure line before reaching reception, this presents a safeguarding issue.
2. The access to the nursery is also through the playground and presents a safeguarding issue for the school.
3. The pedestrian access to the school is currently through the congested and chaotic parking and drop off area at the front of the school, which, in its current layout, is a safety risk to pedestrians.
4. The existing circulation is poorly designed and requires going outside or through the Reception/Year 1 classroom to reach the rooms within the old schoolhouse building. There is also a lot of external space that is inefficiently used between the main school building and temporary classroom buildings.
5. There is no direct access to the playground from Reception/Y1 and Y1/Y3 classrooms, requiring pupils to use the main school entrance to access the playground.



Circulation Observations



On arrival in the morning, parents/carers escort pupils to main entrance



R/Y1 Pupils line up within the classroom ready for lunch in the hall



Congestion in the circulation space as 2 year groups collect coats in a restricted space



Y3/Y4 and Y4/Y5 Pupils return to class directly from the playground after lunch break



2.2 Existing School Area Analysis

Existing School Spatial Analysis

This table sets out the Herefordshire Council brief for a 1FE school alongside the existing school accommodation.

As the existing school is not a full 1FE school, the table has been adjusted to be comparable to 5 classrooms for 140 pupils (exclusions outlined with red dashed line). It has been assumed that the provision for all other spaces are to be for a full 1FE school to allow for future expansion.

The total Gross Internal Floor Area (GIA) of the existing school building is within the acceptable range for a school with up to 140 pupils, however, the sizes of many of the individual rooms are inadequate and many rooms are not co-located effectively and have poor circulation across the school site.

The classrooms are undersized, and although they have access to additional teaching spaces not included in Herefordshire’s brief, the total area of basic teaching spaces is undersized.

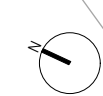
The total area of storage is above Herefordshire’s brief, however, all cloaks and nearly all of the class stores and undersized. The storages is therefore not distributed appropriately throughout the school.

The total area for staff and admin is undersized with several spaces outlined in Herefordshire’s brief not allocated within the existing school.

The total area for learning resource is oversized due to the rooms at the front of the school (that were once classrooms) now being used for group rooms. All other learning resource spaces (such as library and SEN) are undersized and therefore the distribution of learning resource spaces is poor.

	Hereford Brief – 1FE Primary			Existing Building			Difference	Comments
Space	No. of spaces	HC Brief m <sup>2</sup>	Total m <sup>2</sup>	No. of spaces	Area m2	Total m <sup>2</sup>	+/-	
Basic Teaching Spaces								
Reception/Y1 Classroom	1	62	62	1	50.3	50.3	-11.7	undersize
Y1/Y2 Classroom	1	62	62	1	49.1	49.1	-12.9	undersize
Y3/Y4 Classroom	1	62	62	1	48.1	48.1	-13.9	undersize
Y4/Y5 Classroom	1	62	62	1	42.7	42.7	-19.3	undersize
Y6 Classroom	1	62	62	1	52.8	52.8	-9.2	undersize
Additional Classroom 1	n/a	n/a	n/a	n/a	n/a	n/a	-	excluded
Additional Classroom 2	n/a	n/a	n/a	n/a	n/a	n/a	-	excluded
Practical area / food bay	0	0	0	1	22	22.0	22	additional
ICT base	0	0	0	1	27.9	27.9	27.9	additional
Total			310			292.9	-17.1	undersize
Main hall	1	180	180		198	198	18	
Storage								
Coat and bag storage- YR/Y1	1	3	3	1	1.8	1.8	-1.2	undersize
Coat and bag storage- Y1/Y2	1	3	3	1	1.8	1.8	-1.2	undersize
Coat and bag storage- Y3/Y4	1	3	3	1	1.4	1.4	-1.6	undersize
Coat and bag storage- Y4/Y5	1	3	3	1	2.2	2.2	-0.8	undersize
Coat and bag storage- Y6	1	3	3	1	2.8	2.8	-0.2	undersize
Coats – Additional Classroom 1	n/a	n/a	n/a	n/a	n/a	n/a	-	excluded
Coats – Additional Classroom 2	n/a	n/a	n/a	n/a	n/a	n/a	-	excluded
Teaching Storage- YR/Y1	1	2	2	1	1.1	1.1	-0.9	undersize
Teaching Storage- Y1/Y2	1	2	2	1	1.7	1.7	-0.3	undersize
Teaching Storage- Y3/Y4	1	2	2	1	3.5	3.5	1.5	oversize
Teaching Storage- Y4/Y5	1	2	2	1	5.1	5.1	3.1	oversize
Teaching Storage- Y6	1	2	2	1	0	0	-2	undersize
Storage – Additional Classroom 1	n/a	n/a	n/a	n/a	n/a	n/a	-	excluded
Storage – Additional Classroom 2	n/a	n/a	n/a	n/a	n/a	n/a	-	excluded
Specialist walk in stores	3	5	15	2		24.8	9.8	Large stores are off group room and on first floor away from teaching spaces
Indoor PE equipment storage	1	18	18	1	7.2	7.2	-10.8	undersize
Outdoor PE equipment storage	0	0	0	0	0	0	-	Currently storage within temporary sheds
Bulk stock store	1	4	4	1	17.6	17.6	13.6	On first floor away from teaching spaces
Caretakers and maintenance store	1	5	5	1		5.8	0.8	
Cleaning store	1	3	3	1	2.3	2.3	-0.7	undersize
Table and chair store	1	12	12	1	12.4	12.4	0.4	
Staging/ appliance store	1	4	4	1	5.4	5.4	1.4	oversize
Mobility equipment store	1	2	2	0	0	0	-2	
Store for community	0	0	0	0	0	0	0	
Total			88			96.9	8.90	
Staff and admin								
Heads office	1	12	12	1	15.9	15.9	3.9	
Staff room work and social	1	33	33	1	17.9	17.9	-15.1	undersize
Staff PPA	1	10	10	1	0	0	-10	no allocation in existing
Senior management office	1	10	10	1	0	0	-10	no allocation in existing
General office (reception)	1	12	12	1	20.6	20.6	8.6	Excluding area for reprographics
Secure reception	1	4	4	1	10.9	10.9	6.9	oversize
Reprographics room	1	8	8	1	8	8	0	Located within main office
Meeting room	0	0	0	0	0	0	0	
Sick bay	1	3	3	1	5.8	5.8	2.8	oversize
Interview room	1	9	9	1	0	0	-9	no allocation in existing
Total			101			79.1	-21.90	undersize

	Hereford Brief - 1FE Primary			Existing Building			Difference	Comments
Space	No. of spaces	HC Brief m <sup>2</sup>	Total m <sup>2</sup>	No. of spaces	Area m2	Total m <sup>2</sup>	+/-	
Learning resource area								
Library (learning resource centre)	1	30	30	1	15.7	15.7	-14.3	undersize
Small group room	3	11	33	2		75.4	42.4	Two old classrooms to front of school currently used as group rooms
SENco office (SEN resource)	1	12	12	1	6.9	6.9	-5.1	undersize
Medical inspection room/ Therapy room	1	12	12	1	0	0	-12	no allocation in existing
Total			87			98	11	oversize
Non net areas								
Reception toilets	3	2	6	2	-	14	8	Only 2 toilets- room is currently used for teaching activities
Pupils toilets	10	2	20	17	-	46.6	26.6	oversize
Staff toilets	2	2	4	2	1.7-2.9	4.6	0.6	oversize
Accessible toilet	1	3	3	1	4	4	1	oversize
Hygiene room	1	12	12	1	23.5	23.5	11.5	oversize
Kitchen facilities (servery)	1	28	28	1	22.5	22.5	-5.5	undersize
Total			73			115.2	42	
Subtotal			839			880.1	41	oversize
Corridors	-	22.5%	202.5	-		143	-59.5	Insufficient circulation- many routes are through other rooms or outside
Boiler room	1	1.5%	13.5	1	9.3	9.3	-4.2	undersize
Server	in boiler			1	8.9	8.9	8.9	additional
Walls	-	4.0%	36			42	6	oversize
Total Gross Internal Area			1091			1083		
Additional area								
Nursery class	1	62	62	1	61.5	61.5	-0.5	undersize
Quiet room	1	8	8	0	0	0	-8	no allocation in existing
Nursery store room	1	2	2	1	3.9	3.9	1.9	oversize
Nursery office	1	8	8	1	9	9	1	
Nursery cloakroom	1	3	3	0	0	3	0	Allowance within nursery entrance area
Nursery pupils toilets	3	2	6	3	-	8.9	2.9	oversize
Nursery staff toilets	1	2	2	1	3.2	3.2	1.2	oversize
Nursery entrance	1	2.25%	2	1	10.3	10.3	8.3	Excluding cloakroom area
ICT/Music Room	N/A	N/A	0	1	27.9	27.9	27.9	additional
Total			93			127.7	35	oversize
Total Net Area			766	792.8			27	undersize
Total Non-Net Area			325	276			-49	undersize
Gross Internal (Total Building) Area excl. nursery			1091	1069			-22	undersize
Gross Internal (Total Building) Area incl. nursery			1184	1169			-15	undersize



All of the existing teaching areas are significantly undersized by 15-30%. This has resulted in insufficient circulation spaces around desks, and storage within the classes is cluttered and inaccessible.

The existing hall is 10% larger than outlined in Hereford's brief, however, some of the hall is used for storage.

All coat and bag storage, located in circulation space, is undersized by 25-50%.

Specialist stores are oversized, however, their distribution around the school is not practical or accessible as they are located off group rooms and on the first floor.

The indoor PE equipment store off the hall is nearly 50% undersized and an extra trolley is currently used that remains in the hall.

The bulk stock store is significantly oversized, however, it is located on the first floor and therefore not accessible and far from teaching spaces.

The secure reception, general office and Head's office are oversized however, there is no provision for Staff PPA, Senior Management Office or an Interview Room. The staff room is undersized by nearly 50%.

The library is 50% undersized and accessed externally away from the classrooms.

The existing school has two additional spaces not included in Hereford's brief; a Practical Area/Food Bay and an ICT base. These are used frequently as break out spaces and for smaller group teaching.

There is a 600mm difference in floor levels between the two main teaching blocks which are connected via steps and an internal platform lift. Whilst technically accessible, this is not an inclusive form of access and does not meet equalities best practice. There are spaces located on the first floor which, as the school does not have a lift, means that the spaces are not fully accessible.

The total net internal area is within the guidelines for a 1FE school, however, the distribution of the space is not correctly allocated to different uses. The school is formed of lots of small rooms that are not fit for their purpose. Generally, offices and toilets are oversized, with teaching areas undersized. There is also a lack of one-to-one teaching areas.

## 2.3 Condition Survey

### Surveys of the Existing Building Fabric and Services

#### Condition Survey

A Condition and Compliance Report was commissioned by Herefordshire Council in May 2019 and was carried out by Faithful and Gould. The survey highlights and prioritises individual repairs and the costs attributable to these but does not include for upgrading specifications or works associated with altering the layout or configurations of internal spaces. The report is summarised in the chart on these pages.

#### Asbestos Survey

An Asbestos Management Survey of the building was commissioned by Herefordshire Council in March 2016 and was carried out by ACEM Consultants on 17th March 2016.

The purpose of the survey was to locate, as far as reasonably practicable, the presence and extent of all suspected Asbestos Containing Materials (ACMs) in the buildings on site.

The survey identifies material in the building that were proven to contain asbestos from tested samples and items strongly presumed to be asbestos but where samples could not be taken at the time of survey. The items generally fall under floor tile/adhesive, boarding, cladding, roofing or mechanical and electrical components. The reports notes 1 item, 'Hall Skylight Rope Seals' that could not be accessed at the time of survey so have been presumed to contain asbestos. This item will need to be tested prior to any works being carried out.

Most items of asbestos are able to be removed by a competent contractor following the correct guidelines. However, a few items require licensed removal. The asbestos removal will need to be coordinated as part of the enabling works using a specialist.

#### Building Construction

The school buildings vary in age and construction. The original schoolhouse, built in 1857, is of solid wall construction and timber framed roof trusses. Adjoining the schoolhouse is an extension that has a natural slate roof covering that houses the Library.

The hall, and adjoining classrooms, built in the 1970s are steel frame and brick construction. This has a large asbestos cement sheet roof.

The hall and original schoolhouse are connected to a cavity wall constructed pitched roof building to the rear of the building that houses the Y4/Y5 and Y6 classrooms and admin space. All are connected via a single storey flat roof system that joins the three main elements of the main building.

The swimming pool, built circa 1960, is of steel frame construction with a polycarbonate roof covering. This building is connected to brick built changing and sanitary facilities.

There are two timber framed mobile classrooms that house Y3/Y4 and the Nursery. Between the main school building and the pool, there is two timber sheds.

### Condition Survey Summary

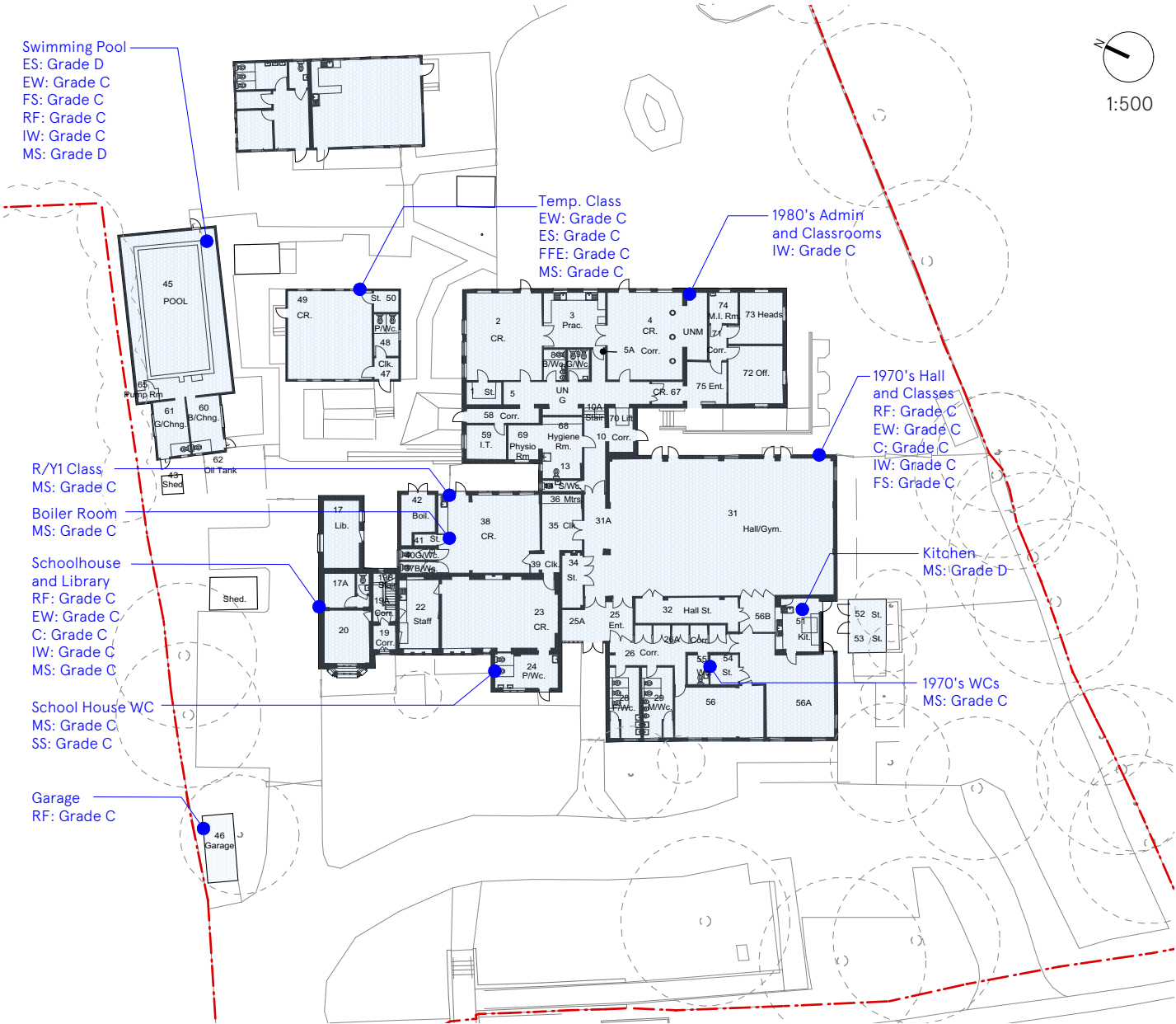
The condition survey applied a condition and priority grading to the building as follows;

- Grade A:** Good – performing as intended
- Grade B:** Satisfactory – Performing as intended, but exhibiting minor deterioration
- Grade C:** Poor – Exhibiting major defects and/or not operating as intended
- Grade D:** Bad – Life expired and/or serious risk of imminent failure

- Priority Grade 4:** More than 5 years before remedial action required
- Priority Grade 3:** Remedial action required within 3–5 years
- Priority Grade 2:** Remedial action required within 1–2 years
- Priority Grade 1:** Immediate remedial action or replacement required

The majority of the building fabric has been identified as Grade B (Satisfactory) except for where shown on the adjacent diagram as Grade C (Poor) and Grade D (Bad). Please see Condition and Compliance Survey for full information and priority gradings.

Key	
C	Ceilings
ES	Electrical Services
EA	External Areas
EW	External Walls
ES	External Steps
EWD	External Windows
ED	External Doors
FFE	Fixed Furniture + Fittings
FS	Floors + Stairs
IW	Internal Walls
ID	Internal Doors
MS	Mechanical Services
R	Redecorations
RF	Roofs
SS	Sanitary Services



Condition survey: Estimate of projected ongoing maintenance costs of existing building (source: Faithful and Gould Condition Survey 2019)

Element	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Structure and External Finishes	£12,199.20	£531.60	£127.25	£–	£–	£12,858.05
Internal Works and Finishes	£7,278.16	£–	£626.72	£250.80	£–	£8,155.68
M&E	£13,050.00	£90,590.00	£89,830.00	£50,248.00	£17,779.20	£261,497.20
Total	£32,527.36	£91,121.60	£90,583.97	£50,498.80	£17,779.20	£282,510.93



**Building Fabric**

The main schoolhouse is showing numerous defects internally. The internal finishes are poor and there is a large patch of damp that has dried but left staining and water damaged plasterboard. There are holes in the lath and plaster soffit to the small store room above the Staff room.

In the main school building, there are many signs of cracking to the wall finishes. Other ceiling finishes in disrepair include cracked, damp, stained and dated suspended ceiling tiles. The asbestos roof has been failing and water ingress has led to failure of the plasterboard ceilings. There are numerous leaks to the roof throughout the building. Externally the main building is in fair condition. The condition report recommends remedial works to the mortar and other effected elements.

The swimming pool building is in poor condition with many signs of inadequate repair to the polycarbonate roof. The vents and the concrete slab floor are also in poor condition. The timber cladding to the pool plant room is also in poor condition.

The mobile classroom on site is in fair condition, however the access ramp is in poor condition affected by timber decay to the timber joints.

**M&E – Main Building**

The mechanical and electrical services contained within the main school building generally appeared operational, however, were variable in age and condition. Many of the existing services are recommended for replacement.

The condition survey identifies urgent works relating to the replacement of the existing heating plant and equipment, extract fans, electric hot water heaters,

electric space heaters Sub electrical distribution boards all of which are considered to have reached the end of their serviceable life and operate at an increased risk of failure or offer a poor performance. The report also recommends the removal of a redundant kitchen ventilation system and unused and uncertified lifting hoists. It is also recommended that mechanical extract ventilation is provided to toilet areas throughout the building which currently rely upon passive ventilation.

The report highlights the need to replace the existing heating distribution service throughout, replace the general and external lighting throughout. Due to the age of the building it is also recommended that allowance be made to carry out a future rewire of the building. The main school building has a L3 fire alarm installation, which appears in fair condition.

**M&E – Mobile Classroom**

The mechanical and electrical services contained within the mobile block generally appeared operational, however, are variable in age and condition. The report highlights the need to replace the existing tubular heater and LPG fired warm air heater, the existing hot water heater and to replace and upgrade the general, emergency and external lighting.

**M&E – Swimming Pool**

The services contained within the pool building effectively relate to the generation of hot water for the pool and an element of water conditioning/ filtration. These services generally appeared in reasonable condition; however, a major overhaul would be required to bring this building up to a good standard, this would include new general and emergency lighting, new space heating and the provision of mechanical ventilation.



Asbestos cement sheet roof to hall and classrooms to the front of the site



Existing hall ceiling which is subject to leaks and requires remedial works



Example of the existing electric heaters - existing system identified as requiring replacement



Poor condition swimming pool poly tunnel roof and concrete slab



Example of the existing lighting installation- highlighted for replacement



Poor condition of ramp to temporary classroom



Ceiling tiles- require replacement



Severe water damage above staircase



Lifting parquet hall flooring



### 3.0 School Observations

## Introduction

Observations were carried out of all classrooms over the course of a school day to review the condition and quality of the spaces as well as how classrooms were used and the issues encountered by staff and pupils in use of the space.

## Reception / Year 1

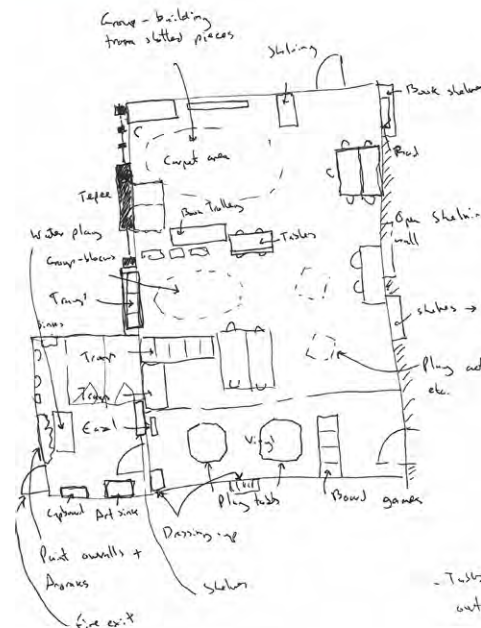
The classroom is within the original school building. The space is split into zones using furniture. The class congregated on the carpet and subsequently split into groups.

The space is not suitable for all activities so art/water play happens in the lobby of the reception toilets. The cloakroom was used for small group teaching.

Daylighting and outlook are very poor due to small high-level windows pupils can't see out of.

Having a good connection to an outdoor space was noted as important by the teacher to maximise outdoor learning where possible. Access to the playground is currently through the WC lobby so does not allow supervision of groups working inside and outside concurrently so limits use of the outdoor learning space.

Pupils access low-level storage themselves. Teaching storage is mostly open shelving to walls, so makes the space appear messy.



## Year 1 / Year 2

The classroom is within the 1970s extension and adjoins the north-east side of the original school building.

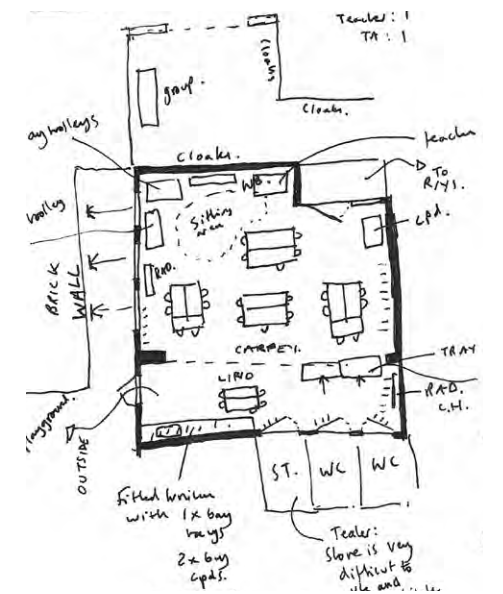
During the observations, the pupils were seated both on the carpeted floor at the front, gathered around the interactive whiteboard, and later at desks for worksheet and creative tasks. The space is cramped, and the tables had to be pushed further back in the space to give room on the carpet. This resulted in the loss of the 'messy' art table that was on the washable lino floor.

There are two unisex WCs for use by the pupils, but the sinks are adult height and they cause a lot of congestion at the beginning and end of teaching sessions.

The class has extremely poor daylighting and outlook at the north facing windows look onto a brick wall only a few metres away.

There is very poor access to outside space, with teacher supervision difficult to manage. There is limited access to 1-to-1 spaces to work with pupils with specific learning needs.

A bottleneck occurs at the entrance to the R/Y1 and Y1/Y2 classrooms as circulation is via the cloakroom that gets congested throughout the day.



<b>Area</b>	50.3m <sup>2</sup> - Too small
<b>Daylighting</b>	Poor, small windows and high level window partially obscured by false ceiling
<b>Artificial lighting</b>	Fair, sufficient but unattractive strip lighting
<b>Acoustics</b>	Fair, suspended ceiling - 3 groups working separately without too much echo
<b>Aspect</b>	Poor- small windows and too high for pupils to see out of
<b>Thermal Control</b>	Fair, due to small windows and WCs acting as a buffer to outside
<b>Ventilation</b>	Poor, No fresh air ventilation when WC door is closed
<b>Fabric</b>	Fair, Inside of classroom in reasonable condition. WCs need refurbishment
<b>Suitability</b>	Not suitable for many activities- WCs and cloak-room used for teaching



*Classroom divided into zones*



Open storage in classroom



### WCs and art space



'Messy' play area

<b>Area</b>	49.6m <sup>2</sup> - Too small
<b>Daylighting</b>	Very poor, all windows north facing on to brick wall within a few metres
<b>Artificial lighting</b>	Very poor, low ceiling leading to glare from strip lights
<b>Acoustics</b>	OK, suspended acoustic ceiling
<b>Aspect</b>	Very poor, view directly onto brick wall
<b>Thermal Control</b>	Very poor, overheats regularly
<b>Ventilation</b>	Very poor, windows to one side. No cross-ventilation possible
<b>Fabric</b>	Poor, requires attention. WC's not fit for purpose
<b>Suitability</b>	Too small, poor access to playground, cramped entrance to classroom through shared cloakroom, poor storage



*WC's are adult size, and not appropriate for Y1/Y2 pupils*



WC's located to rear corner of room, tables extended beyond carpet area due to insufficient space



Limited space for carpet time, with glare from artificial lights on whiteboard







3.1 School Observations

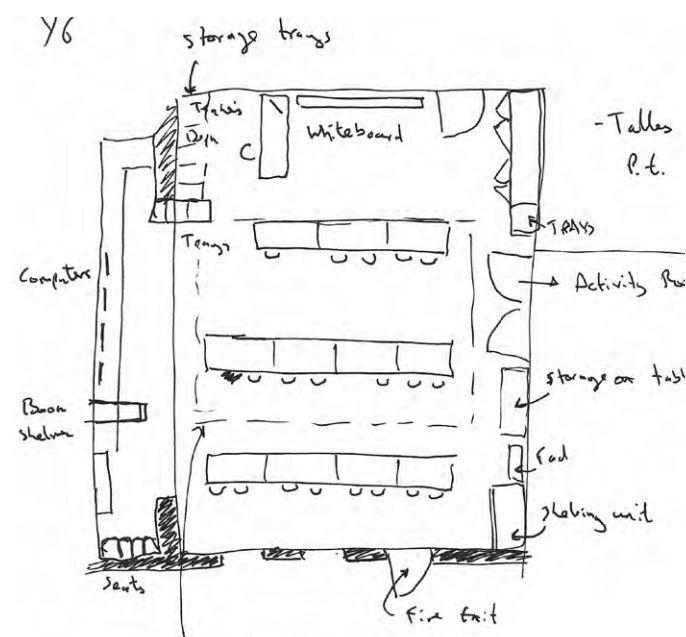
Year 6 – Oak Class

The classroom is within the 1980s/90s part of the school building, with windows looking out onto the playground.

A recess with computers and a reading area runs along one side of the classroom and the other connects to the activity room. The room was laid out with desks in rows facing the whiteboard. There was not much closed storage, so a lot of storage spilled over in boxes and piles around the perimeter of the room.

The class was timetabled for PE but due to the weather and the hall in use by others, PE was carried out in the classroom. As there was no clear carpet area, tables had to be moved to provide space for PE.

The room was poorly day-lit, made worse due to sun tunnels being covered to black-out for the smart board projector.



Hall

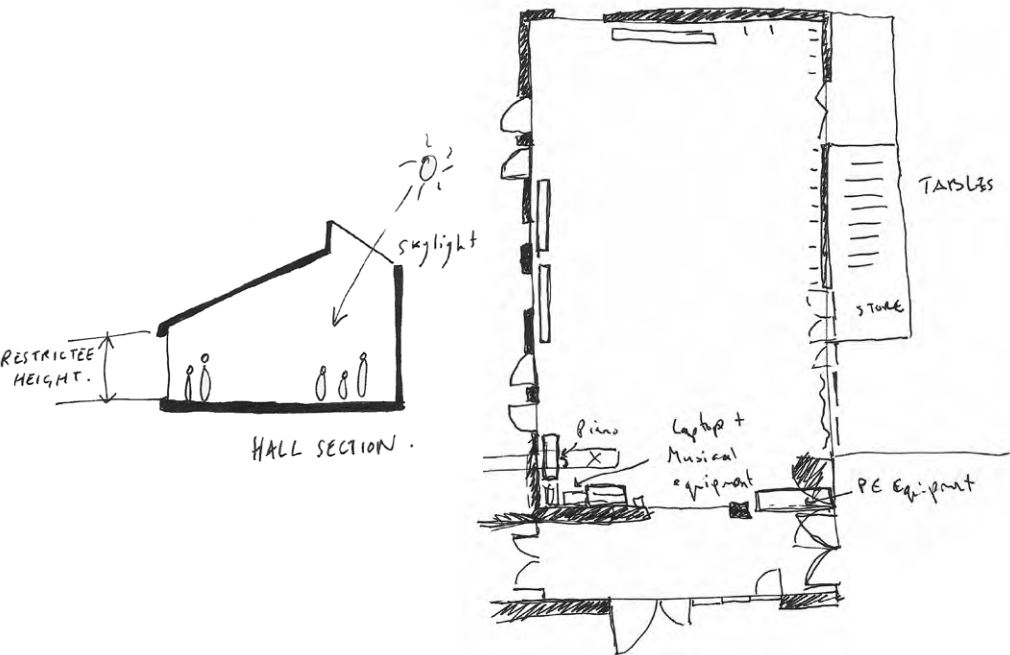
The hall is within the 1970s part of the building and is open to the main corridor.

The space is used for music, PE and lunch for all pupils daily.

A large store houses the fold down lunch tables for the adjacent servery, that opens to the hall via sliding, folding doors.

There is a PE store off the corridor, housing large items, but much of the PE equipment is stored in a shed located in the rear playground and brought in on trolleys. The space is not suitable for PE and other activities due to the steeply sloping ceiling.

The acoustics are very poor with a lot of reverberation, making the space noisy.



Area	52.8m <sup>2</sup> – Too small
Daylighting	Poor- due to deep plan with windows on one side only and covered sun tunnels
Artificial lighting	Fair, light levels sufficient but low ceiling causes glare from strip lights
Acoustics	Fair, as relatively small classroom with carpet
Aspect	Good, looking out onto the playground
Thermal Control	Fair, only one external wall, windows can be opened to prevent overheating in summer
Ventilation	Fair, large, opening windows to rear of classroom
Fabric	Fair condition internally
Suitability	Too small, with no carpet area and insufficient closed storage.



PE class in classroom



Reading area



Storage around room perimeter



Windows looking onto rear playground

Area	198m <sup>2</sup> – Good
Daylighting	Good, glazed facade onto playground side and high level windows
Artificial lighting	Good, well-lit space with recessed ceiling lights
Acoustics	Poor, with a lot of reverberation- very noisy at lunchtime
Aspect	Poor, several windows, but looking out onto the access ramp to reception.
Thermal Control	Poor, cold and under-heated space
Ventilation	Fair, large, opening windows and open to corridor
Fabric	Poor, roof leaking and in need of refurbishment externally
Suitability	Good floor area but low ceiling limits type of activities possible.



Lunchtime



Reception/Year 1 PE



Hall servery



Hall PE Equipment with doors to table store



Swimming Pool

The swimming pool is raised above the ground, enclosed under a poly-tunnel with a shed-type structure at one end that provides changing facilities. The swimming pool is a great asset to the school and is used frequently, however the covering is in poor condition, no longer water tight, and the changing facilities are small with minimal WC provision.

Due to the greenhouse-nature of the building, it gets very cold in the winter, and very hot when the sun is out.

The condition survey has highlighted the concrete floor as requiring attention. See condition survey for detailed analysis of existing condition.



Cracked concrete floor to the swimming pool, with algae growth on the polytunnel roof.



Exterior of Swimming Pool Polytunnel roof



Interior of Swimming Pool Polytunnel roof

Shared / Circulation Spaces

There are several areas of the school that have been adopted as break out teaching spaces.

The entrance hall to the front of the school, adjoining the hall, is used from group teaching for around 6 pupils throughout the day. The pupils sit on the floor, which is cold and draughty, and small whiteboard has been fixed to the wall. Interruptions are frequent, as there is little separation from the hall where P.E is being taught.

Two classrooms at the front of the school site, 'The Den' and the 'Learning Lab', are used for groups of 8-16 pupils for phonics, spelling etc. The Den is arranged in a formal layout with desks facing the teacher at the front. The Learning Lab is arranged as a U-shape allowing group learning.

A small desk in the staff room is used for 1-to-1 teaching throughout the day. This is accessed through the Reception/Y1 classroom. 1-to-1 teaching is also carried out in the corridors throughout the school with two chairs and no desk.



Entrance space used for teaching small groups.



Corridor used for 1-to-1 teaching sessions.



Library space used for 1-to-1 teaching, but suffering from damp.



## 3.2 School Observations

### Rear Playground

The hard-surfaced playground to the side and rear of the school is approx. 820sq.m.

At lunchtime, the playground is accessed by pupils through the main school entrance. Pupils are usually allowed to play on the hard-surfaced area in light rain. There is no covered play space so pupils cannot play outside during heavy rain. During the visit, pupils sheltered under the bike/scooter store from the rain.

There are 2 basketball hoops in the playground and sports courts marked-out on the tarmac. The playground is utilised for PE lessons, weather permitting, as the hall does not allow many team sports and ball games due to restricted ceiling height.

Several sheds have been set up around the playground to house sports, play, gardening and teaching equipment.



*Pupils using bike/scooter store to shelter from the rain*

### Playing Field

When dry during the summer months, pupils are allowed to play in the playing field. The field is also used for PE and sports seasonally and weather-permitting. Power cables running above the field limit its use for some activities however.

There is a campfire/forest school area to the far north-west end of the playing field. Staff noted that free play in the field and climbing trees is extremely popular with the pupils, and the playing field and retaining this type of play is important to the school.

There is a fenced-off wild habitat/ecology area with a pond to the south-east end of the playing field.



*Pond and 'habitat area'*



*Tarmac playground*



*Pupils going inside after lunchtime, showing storage sheds behind*



*'Forest school' campfire area*



*Playing field, looking north-west*



Greenhouses & Growing

Polytunnel Greenhouse

A lightweight temporary polytunnel greenhouse is set up to the south-west side of the playing field, behind the nursery building, where fruit and vegetables are cultivated.

Planting beds

There are several planting beds in a fenced-off area to the south-east end of the playing field.

Herb garden

Small planting beds and pots in the Reception/Year 1 garden grow herbs and form part of a mud kitchen.

A connection to and engagement with nature was noted as an important school value by school staff.



Small-scale herb garden and growing in the Reception/Year 1 garden

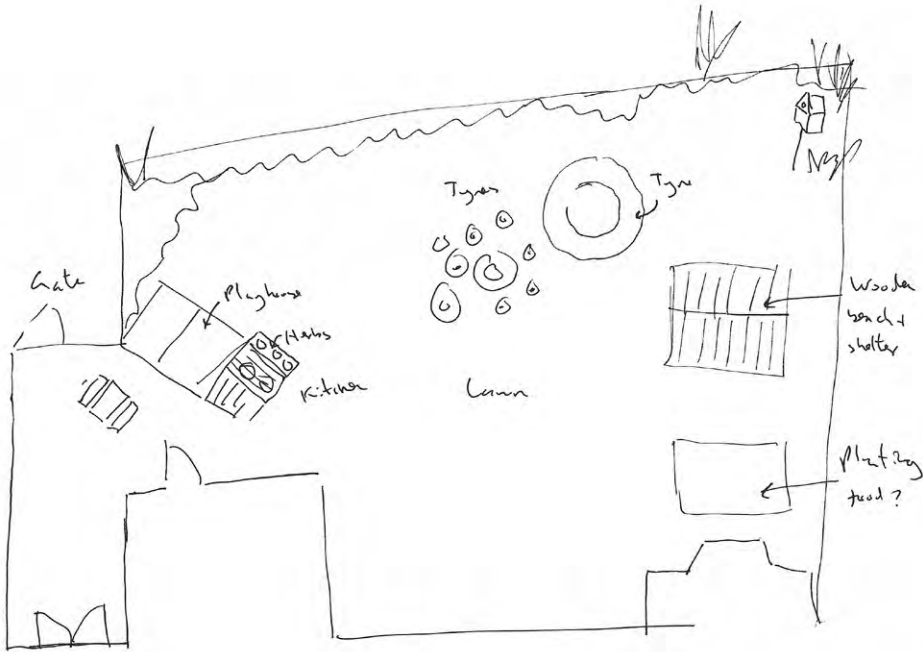


Reception External Area

The Reception/Year 1 garden is at the front of the old schoolhouse building, accessed through the Reception/Year 1 classroom WCs. It was not in use at the time of the observation visit due to wet weather, but the teaching staff noted that this is an important learning space for Reception and Year 1 pupils, and lessons are held outdoors whenever possible.

The existing playground has a very low fence which presents a significant safeguarding issue, meaning close supervision is required at all times, preventing its use at play times.

Staff also noted that the current poor connection arrangement through the WCs limits its use as there is no direct connection to the classroom, so supervision of groups working inside and outside concurrently is not possible.



Polytunnel greenhouse in playing field



Planting beds to south-east of playing field



Reception/Year 1 playground





3.3 Staff Workshop: Problems

Presentation and Key Issues

Hayhurst and Co carried out a presentation and workshop with staff at the school. The purpose of the workshop was to establish how staff felt about the existing teaching environment and to understand what the schools educational objectives would be for a new teaching environment.

A short presentation to staff showed different classroom environments from around the world and included questions and ideas about Peterchurch. The workshop focused on two key issues presented to teaching staff:

- 1. The existing problems in the teaching environment.
- 2. The opportunities the development could bring to how teachers want to teach.

Teachers, senior staff, teaching assistants and administration staff contributed to the workshop and provided valuable insight into the current constraints and future opportunities that affect their teaching and are summarised in this chapter.



Staff Presentation

Task #1: Problems? Thinking about the space that you were teaching or working in today, describe three **problems** with your existing teaching environments.

Internal Teaching Areas

- 1. Teaching spaces are small and cramped: difficult to move around furniture. Not enough floor space to allow carpet areas.
- 2. Poor circulation means spaces used as thoroughfares e.g. Reception class to staff room.
- 3. Lack of separate activity/art and craft space, meaning other inappropriate spaces are used (e.g. Reception toilets).
- 4. Toilets and sinks are not age appropriate for younger pupils.
- 5. Lack of windows and natural light creates dark teaching spaces. 'Dreary' decor makes spaces feel even darker.
- 6. Not enough group spaces.
- 7. Outdoor learning is important but currently the garden is only appropriate for younger pupils.

8. Thermal control is poor in many spaces with over/under-heating issues.

9. Poor views out in some classrooms as windows are too high.

10. Projectors not bright enough to see board without closing blinds, so teaching is done in poor light.

11. A lack of 'free-flow' between teaching spaces: not currently possible for pupils to go in and out whilst seen by staff.

Other spaces

- 1. Medical room is too small and does not have a pupils toilet.
- 2. No quiet area for admin staff to work productivity.
- 3. No visibility of main entrance for reception staff to view people going in/out.
- 4. Swimming pool condition is deteriorating and the space has poor thermal control so can't be used in winter. WCs are inadequate.
- 5. No spaces for 1-to-1 teaching or other specialised activities, so other spaces must be used e.g. library, corridors, cloakrooms and staffroom etc.
- 6. Library is cold, damp and dark with poor natural lighting.

Problems?

Describe three problems with your existing teaching environments.

1. Floor space flexibility i.e. to rearrange tables for group work, but enable children to face/see board. - linked to this children to be able to move around eg. to get dictionaries / water bottles etc.

Lighting issues with IWB - because projector v. bad hard for children to see without closing blinds (also we have skylights that cannot be closed)

lack of art / craft space + for ongoing projects to be stored

Staff Responses

Storage

- 1. Lack of storage generally, and store rooms off classrooms are not suitable for quick access.
- 2. Storage is therefore often visible, makes the room cluttered and obstructs circulation.
- 3. Storage not often age appropriate for pupils to access resources.
- 4. Cloakrooms are too small and hooks are too close and so coats and bags fall on the floor.
- 5. Roof leaks in several areas in the school.

Problems?

Describe three problems with your existing teaching environments.

1. Storage - Cupboard at back is not ~~open~~ suitable for quick access i.e. books etc. could be kept in the space. we could even get rid of cupboards/drawers taking up space in the classroom.

2. Toilets - not ideal in classroom Toilets not for children (adult size) Takes long time for class to all go to toilet as only two toilets. The space at the back of the class near toilets can't be used as a working space due to toilet use.

3. Outside Area / door at back of class - Time isn't spent outside as an adult is needed outside as you can not see children. The door is difficult to open when children leave the room to go to other classes (hurry)

Light - Classroom is dark due to outside walls, windows are not suitable.

External Areas

- 1. Teachers cannot see pupils in the early years garden, so they are unable to use it unless there are extra staff to oversee both spaces.
- 2. The connection between classrooms and outside spaces and playground are poor, preventing inside-outside fluid learning and use of inside & outside spaces concurrently.

Problems?

Describe three problems with your existing teaching environments.

1. Lack of 'free-flow' is due to the design of the building high windows etc. it is hard for children to go in and out and be safe. It is not an Early Years Classroom!

2. Cannot see children in Early Years garden as we do not have enough adults so if we do not have enough adults children are unable to go outside as we cannot see them

3. Lack of Space as Doorways / walk ways make it hard to develop learning areas

4. Lack of Storage as all storage is visible / untidy

5. Toilets / practical area as The space is too small and children have to work / play very close to the toilets. They are also not designed for young children

3.4 Existing Building Suitability Summary

Key Teaching Spaces- Quality Assessment

Following our assessment of the space standards, condition survey, observations and workshop with staff we have identified the key issues as follows;

- 1. All classrooms are undersized, this restricts the type of teaching and learning and leads to time in the school day is spent re-arranging furniture which takes away from teaching time.
- 2. There are insufficient group rooms and one-to-one teaching spaces, meaning inappropriate spaces such as lobbies and the staff room are used.
- 3. Storage is inefficient and insufficient due to the undersized classrooms, meaning little or no storage is possible within classrooms.
- 4. Poor daylighting and outlook impacts heavily on the quality of teaching spaces: Library, Reception and Y1 spaces are poorly lit whilst glare in the Y3-Y6 spaces often leads to windows having to be covered.
- 5. Poor circulation means spaces such as Reception/Y1 are frequently used as thoroughfares and routes between spaces often require going outside.
- 6. Several teaching spaces have poor thermal control, in particular, temporary classrooms suffer from extreme over and under-heating.
- 7. Connections between classrooms and outside spaces are poor and therefore under-used.
- 8. Many areas of the buildings are in a poor state of repair, with issues with damp and roof leaks in several areas.
- 9. The existing building services are not fit for purpose; heating is insufficient and artificial lighting is in poor condition.





# 4.0 Staff Workshop: Opportunities

Task #2: Opportunities? Describe three opportunities that you think this development might bring to how you teach.



Workshop

## Internal Teaching Areas

- 1. Larger circulation spaces outside classrooms could accommodate group work areas.
- 2. Open-plan spaces to allow flexible group/1-to-1 spaces and integrated class learning.
- 3. Bring the outdoors indoors- encourage interaction with and learning about the natural world in lessons.
- 4. Opportunity and space for 1-to-1 and group work within/connected to classroom to ensure pupils always feel part of the class.
- 5. Possibility to create zones within classrooms.
- 6. Classrooms of year groups close in age also close in proximity with areas to bring split year groups together and enable cross-year teaching.

### Opportunities?

This is an opportunity to think about how you want to teach rather than how you are forced to teach due to the limitations of the building.  
Describe three opportunities that you think the new school development might bring to how you teach.

- 1. Group space close to classroom
- 2. Separate sections/areas within the classroom.
- 3. Integrated storage - child level + adult level.
- 4. Quiet outdoor area - ~~easy~~ access for reading/art activities from the classroom.
- 5. Classroom to be near 4/5 classroom

Staff Responses

## Other Spaces

- 1. Staff room and first aid room close to office to enable easy communication between.
- 2. Good overlooking/ security surveillance of office to entrance.
- 3. Good telecommunications & connections across school.
- 4. Pool to be open all year round.
- 5. Some small, private spaces without distraction for 1-to-1 teaching that pupils can take ownership of.

### Storage

- 1. More integrated storage at adult and child heights to enable pupils to use storage too.
- 2. More concealed & tidier storage.

### Opportunities?

This is an opportunity to think about how you want to teach rather than how you are forced to teach due to the limitations of the building.  
Describe three opportunities that you think the new school development might bring to how you teach.

- 1. Larger circulation areas just outside the classroom for quieter group work - possibly more open plan to integrate mixed classes
- 2. Larger / open areas throughout the school for 1-1 / group work - not always separate from the classroom
- 3. More outdoor spaces
- 4. Integrated storage - child and adult height!

## External Areas

- 1. More outdoor learning spaces.
- 2. Easy access to outdoor learning spaces from classrooms.
- 3. Free flow to outdoor learning spaces, but with easy supervision from staff inside classroom.
- 4. 'Mile' path for pupils to have learning breaks.
- 5. Covered outdoor space for 1-to-1 and group work.

### Opportunities?

This is an opportunity to think about how you want to teach rather than how you are forced to teach due to the limitations of the building.  
Describe three opportunities that you think the new school development might bring to how you teach.

- 1. Bringing the outdoor learning spaces into the classroom - making the natural world more a part of lessons
- 2. Areas to bring split year groups together - currently 11 to 14 split at year 6 and have on the first floor for some time together for sessions
- 3. Opportunity to go p. work outdoors - the classroom - as a teacher I would not like a group to be away from the class, if it's a 1-1 with a group I can still keep an eye on what they're doing

## Precedent Teaching Spaces





Task #3: Typical Layouts

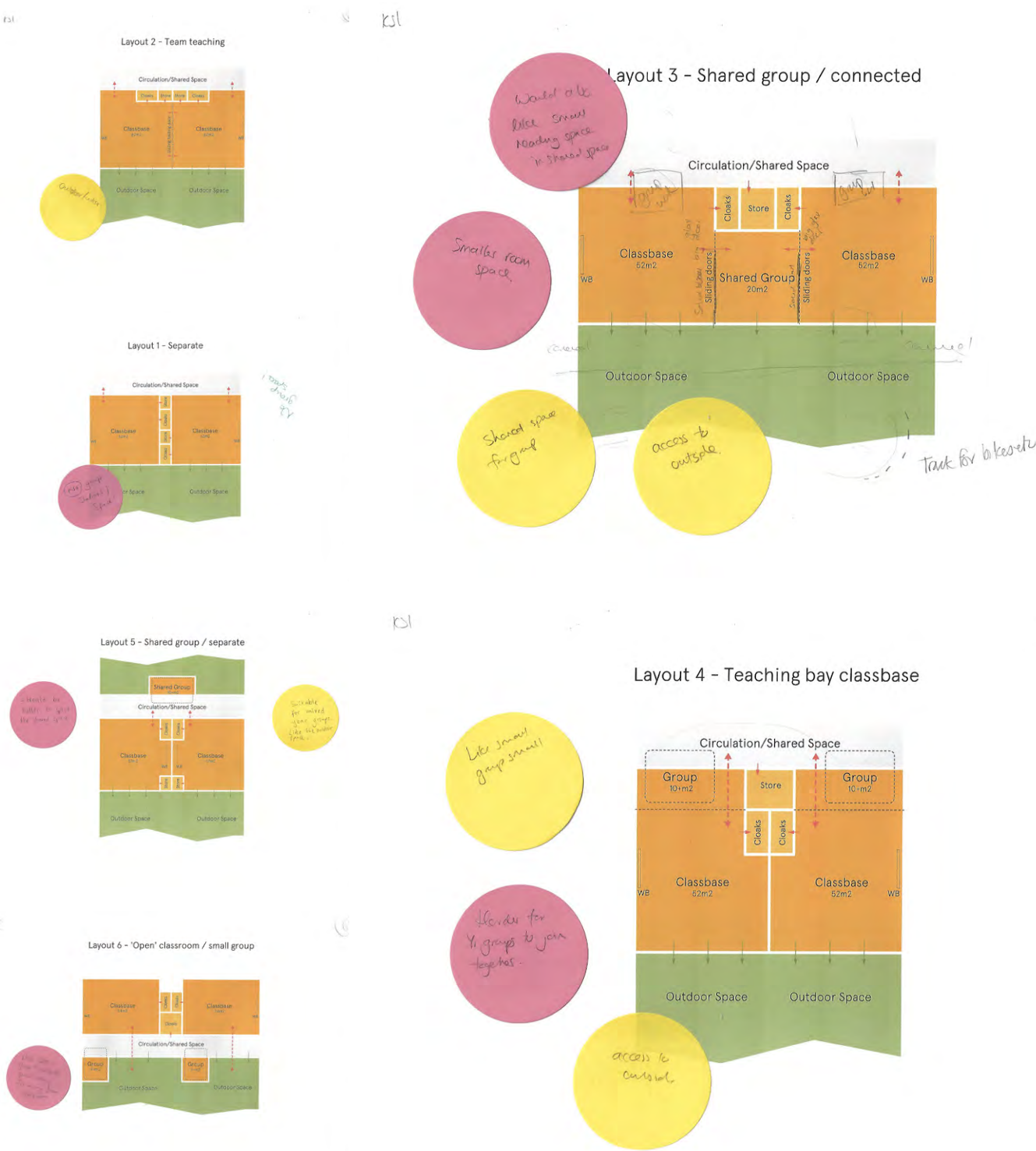
A number of 'typical' classroom layouts were presented to the staff. Each layout showed different relationships between classrooms, group rooms, storage, shared teaching spaces and external areas.

In groups, staff were asked to provide positive and negative comments on each plan to generate conversation about teaching methods and how they would like their teaching spaces to function.

Key positive and negative comments on the plans are summarised opposite.




Workshop on Typical Classroom Layouts




Typical Layouts with feedback from staff

Task 3: Key Positive/Negative Comments

 **Qualities of a Positive Learning Environment**

- 1. Good outdoor/indoor connection with direct access to outdoor spaces from learning spaces with good aspect.
- 2. Good circulation and connections to other classrooms and the rest of the school.
- 3. Group rooms connected to the classrooms and circulation.
- 4. Separate outdoor learning spaces.
- 5. Flexibility in layout and use of classrooms e.g. opportunities to open up classrooms to each other for cross-year teaching.
- 6. Shared group space to allow flexibility and cross-year teaching.
- 7. Separate outdoor learning spaces away from classroom.

 **Qualities of a Negative Learning Environment**

- 1. Group rooms disconnected and not visible from classroom.
- 2. Storage accessed from outside of the classroom.
- 3. Classroom area smaller than 60 m<sup>2</sup>.
- 4. Completely separate classrooms with no opportunity to connect without shared space.
- 5. Group space with views out on all sides could be distracting for some younger pupils.

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## 4.1 Constraints and Opportunities

## Expansion Constraints & Opportunities

Through an assessment of the constraints and conditions of the existing site, a number of potential opportunities for expansion/development have been identified, these are summarised below.

## Constraints

**A.** The playing field, forest areas and space for cultivation/gardening are important to the school and should be retained/replaced in the new development.

**B.** The existing swimming pool is an important asset to the school and local community, and will need to be retained in its existing location and re-roofed.

**C.** The existing parking and drop-off arrangement is insufficient, congested and presents a pedestrian safety issue for the school, as well as a public highways issue. Development to the front of the school would therefore be problematic. Reduction of congestion, prevention of traffic backing-up onto the main road and separation of pedestrians from traffic need to be addressed.

**D.** Overhead power cables over the playing field limit use of the field and would need to be re-routed below ground if the area below is to be developed, allowing a minimum 8m buffer around the perimeter of the site.

**E.** The school is close to the B4348. This presents potential air quality, road noise and safeguarding issues. Learning and play spaces should therefore be located away from the road.

**F.** The existing site slopes upwards away from the road to the rear of the site. Accessible, step-free access should be maintained across the school site.

**G. Potential new housing development on surrounding land may increase the school's intake . Access will need to be retained to the rear of the site for maintenance access, as well as potential future 1FE expansion works.**

## Expansion Opportunities

1. The development presents an opportunity to demolish the existing poor-quality temporary structures- to be replaced with good quality permanent construction.

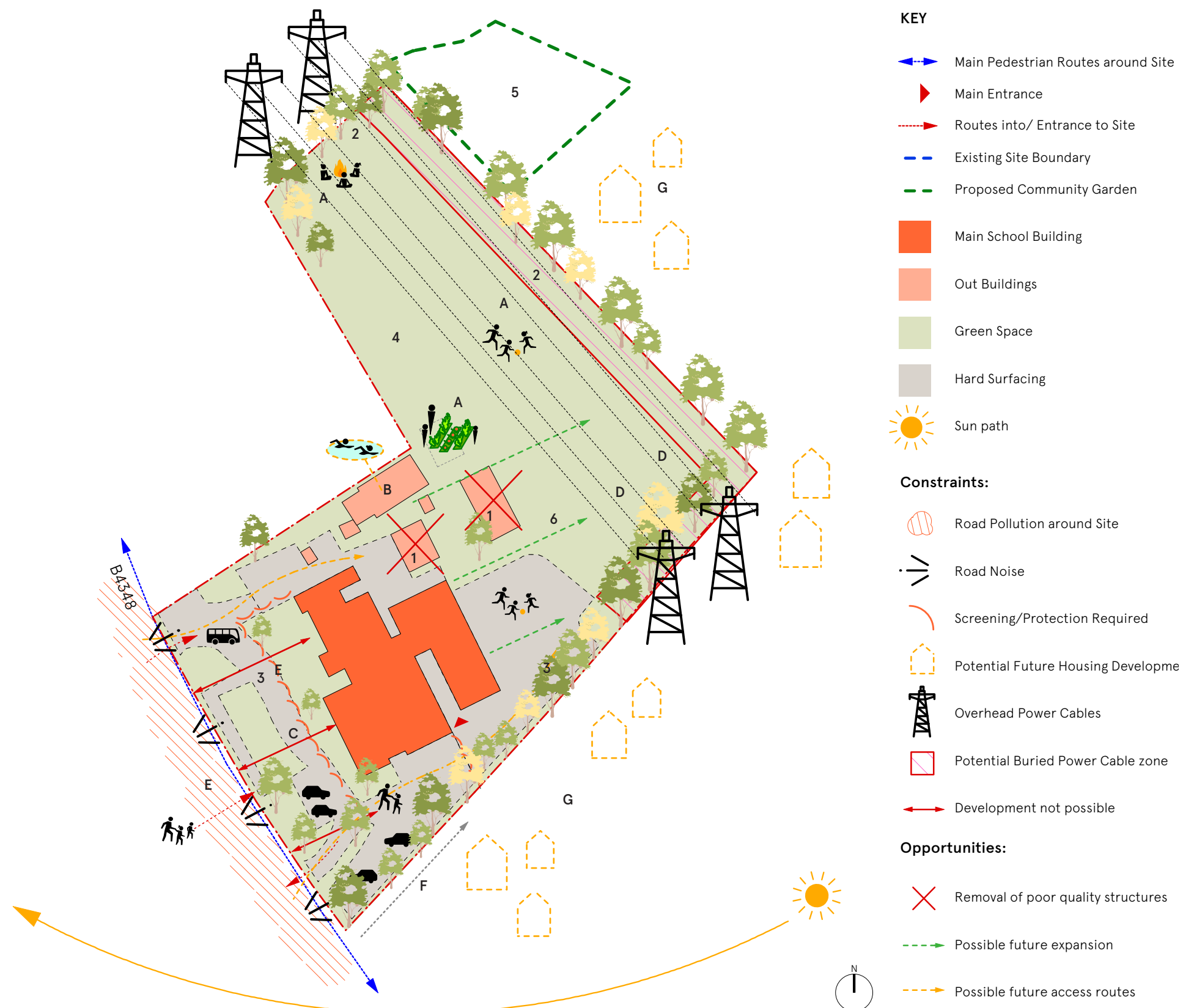
2. The site is bordered with trees and hedgerows, creating pleasant outlooks towards north-east to south-east boundaries.

3. Current traffic issues could be addressed if more space is created to the front of the site.

4. A large open site area would enable the installation of renewable technologies such as ground source heat pumps (GSHP) and photovoltaics (PV).

5. Potential new playing field through S106 if housing development goes ahead.

6. Expansion/relocation would be possible to the rear of the existing school, alleviating traffic/parking issues to the front, whilst still retaining a well-sized playground and playing field.

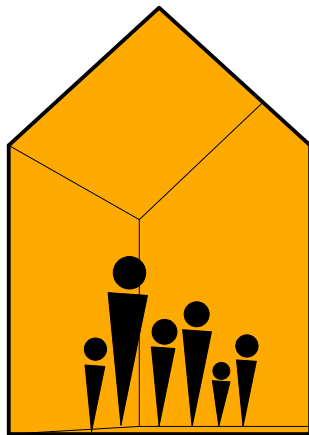


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# 4.2 Manifesto

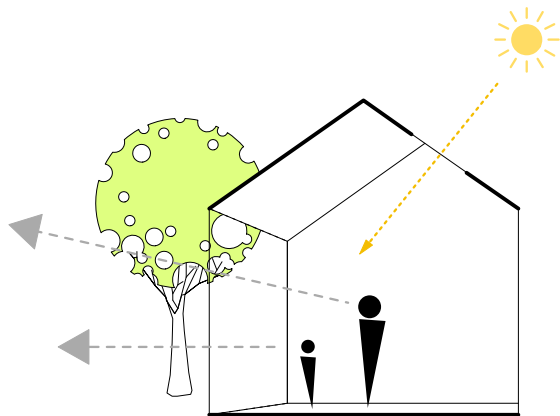
## Peterchurch Primary School's Key Values

Following consultation with the school community and Herefordshire Council a 'manifesto' for the school has been developed. These points summarise the most important 'key values' and aspirations for the new school. This forms a key part of the brief for design of all three strategies.



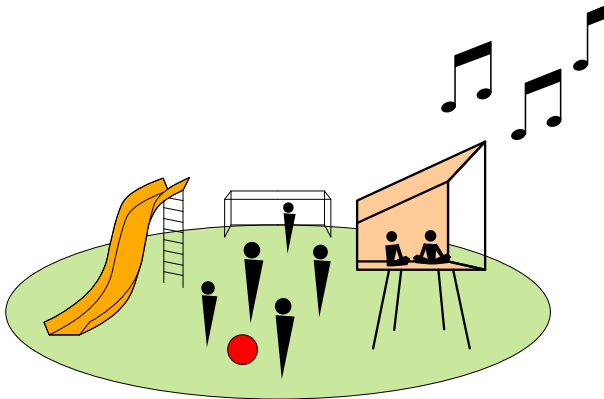
School Family

An inclusive sense of belonging and ownership of the school and mutual care between pupils, learning together across year groups.



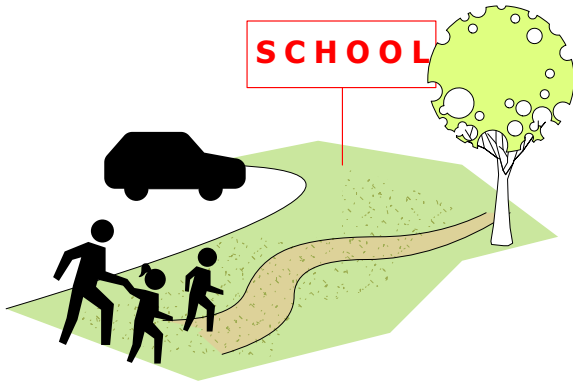
Well-being

The school should be an inspiring, engaging learning environment for all ages.



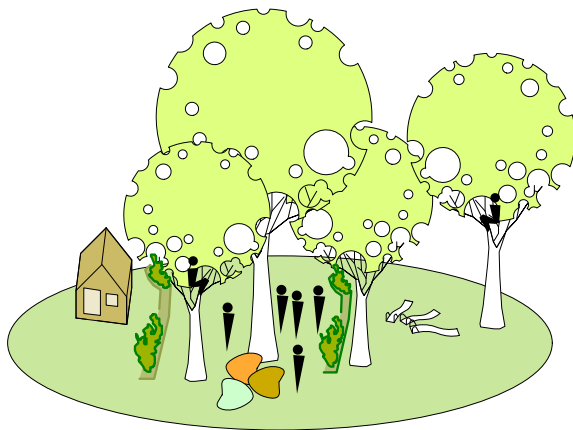
Holistic Education

Music, sport, cooking and the arts alongside academic learning, contributing to a rich and well-rounded education.



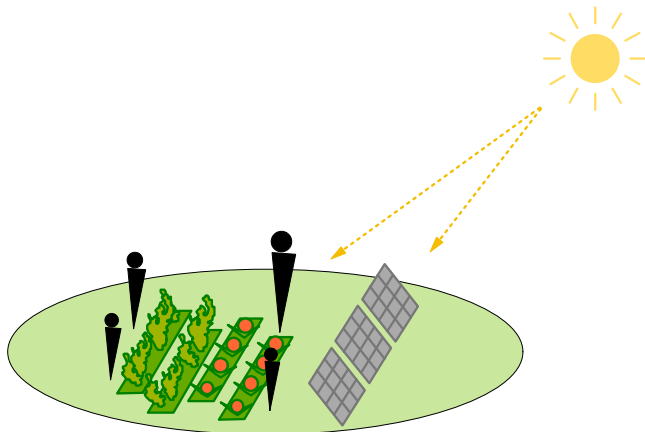
Safety

Pupils should feel safe and secure accessing their school environment.



Nature

A connection to and engagement with nature and outdoor space, cultivation and growing.



Sustainability

Social and environmental sustainability and self-sufficiency.



# 5.0 Strategies Overview

The three strategies presented in this report are based on three different approaches to the site and existing school.

Area Note: The site areas of the existing school and strategy 1 broadly meet the areas recommended in BB103. In addressing the safeguarding issues related to the drop-off and pick-up of pupils, the non-net area for strategies 2 and 3 is increased and therefore the external pupil areas reduced.

Please note, if the housing development adjacent to the site is realised, the school could benefit from an additional parcel of land to the rear of the site as part of the Section 106 agreement.

## Strategy 1 Renew and Repair

This strategy takes the lightest touch approach possible, retaining as much of the existing school as possible whilst providing 5 adequate classrooms:

- Key Points**
- 1. The poorest quality spaces (Nursery, Y1/2 and Y3/4 classrooms) are demolished.
  - 2. The remaining existing buildings are repaired and refurbished.
  - 3. An extension is constructed to provide 2 new classrooms facing the playing field and ancillary teaching and admin spaces.
  - 4. Existing traffic issues are addressed as far as is possible without demolition of the schoolhouse and hall buildings.
  - 5. 1FE expansion is through renovation and minor extension of the existing classrooms to the front of the school.

## Strategy 2 Remodel and Extend

This strategy provides 5 good quality classrooms and new hall, retaining the better condition parts of the existing school only:

- Key Points**
- 1. The old schoolhouse and 1980s block are reconfigured and refurbished.
  - 2. All other buildings are demolished.
  - 3. A new extension is constructed housing the hall, an additional classroom and ancillary teaching and admin spaces.
  - 4. Additional parking and improved drop-off and pedestrian access is provided to the front of the site.
  - 5. 2 additional classrooms can be added to the south-east of the school if 1FE expansion is required.

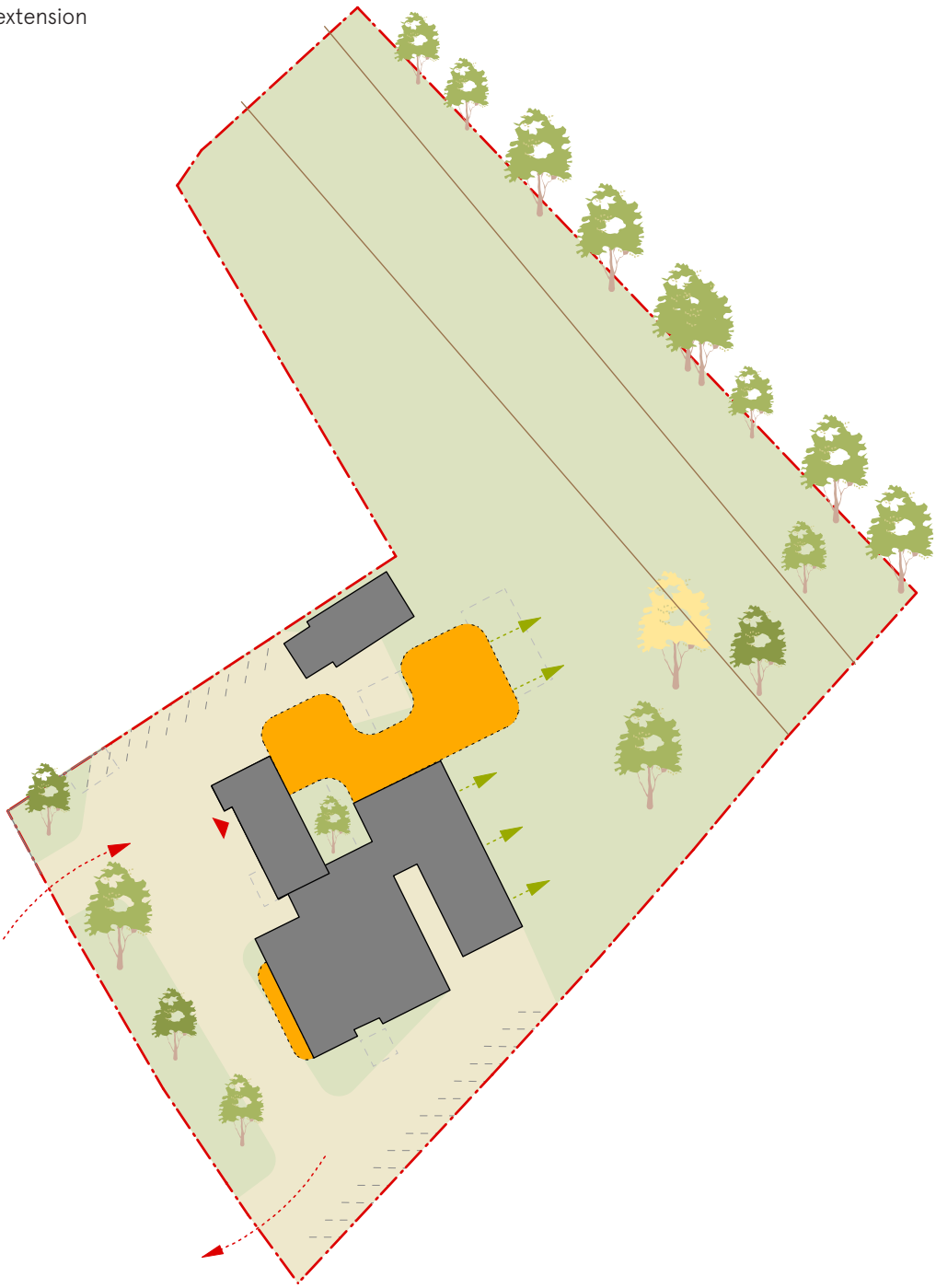
## Strategy 3 Rebuild

This strategy demolishes the existing school in its entirety and builds a new school to the rear of the site:

- Key Points**
- 1. The existing school is demolished, retaining only the swimming pool.
  - 2. A new school building is constructed to the rear of the site, creating 2 connected playground areas to the front and north-east of the new building.
  - 3. Additional parking, drop-off areas and a wide pedestrian entrance route are provided to the front of the site to alleviate traffic and pedestrian safety issues.
  - 4. 2 additional classrooms can be created to the south of the school if 1FE expansion is required.

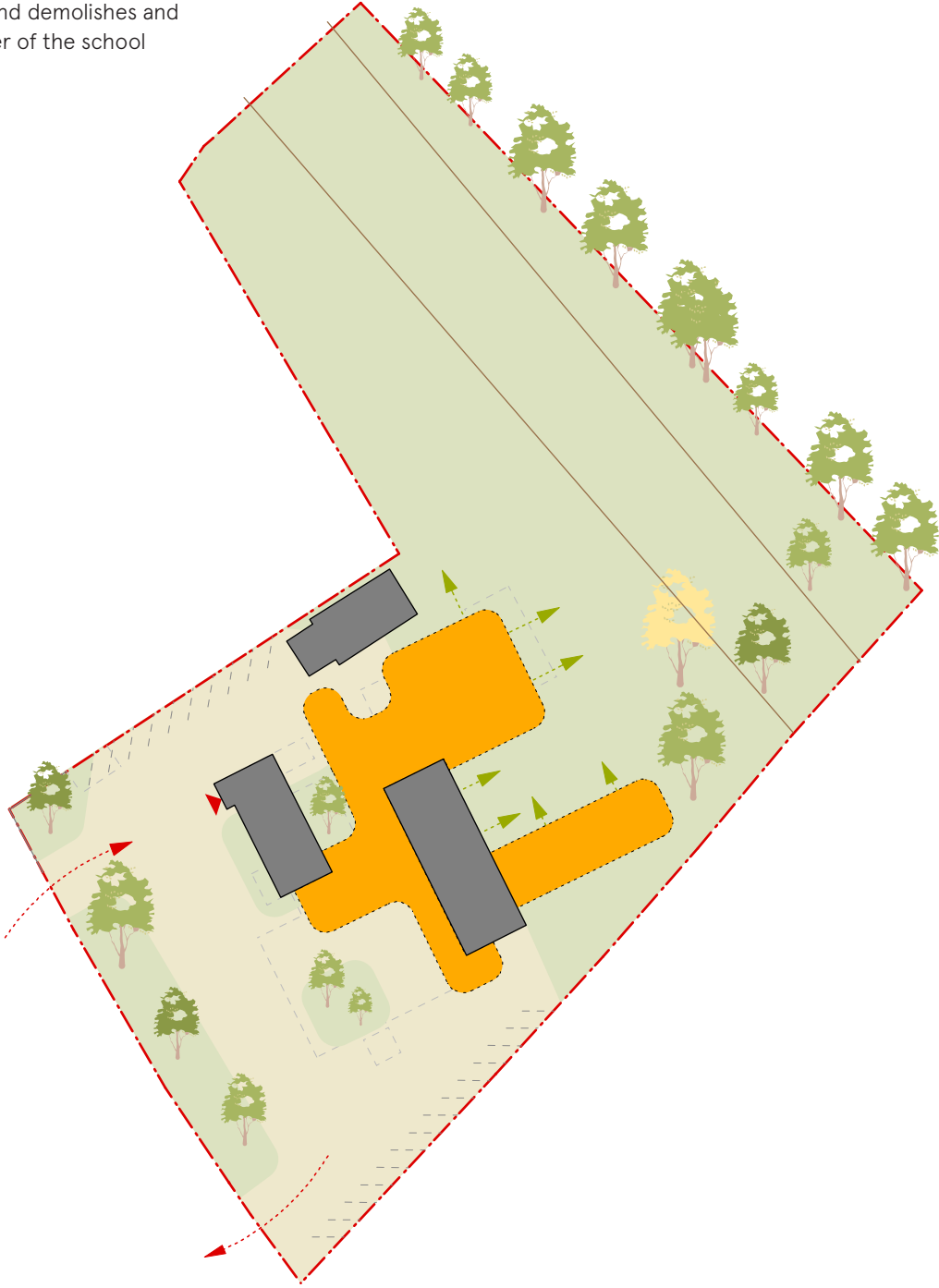
## Strategy 1: Renew and Repair

Retains as much of the existing school as possible, with minimal extension



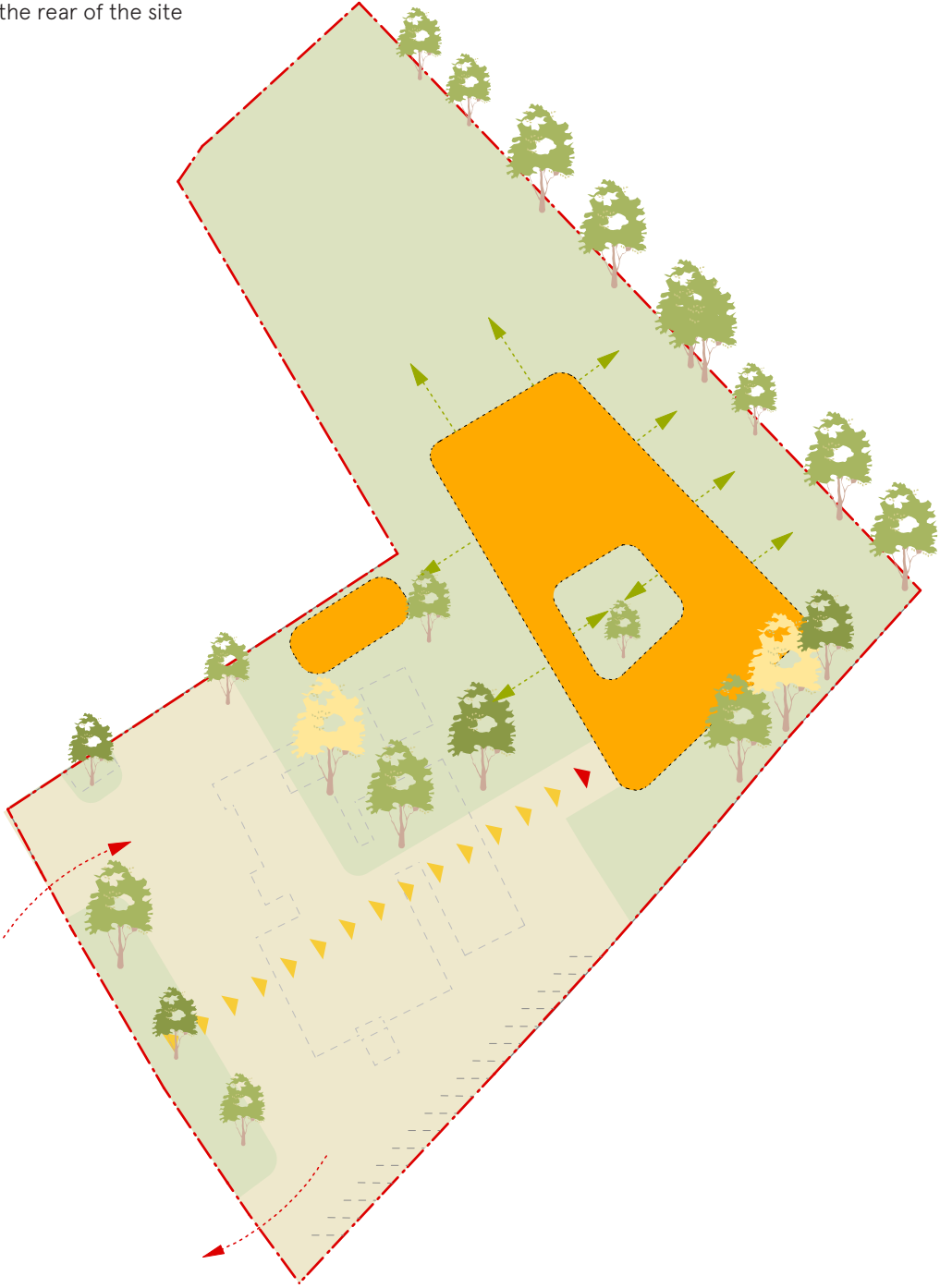
Strategy 2: Remodel and Extend

Retains and refurbishes the schoolhouse and rear 1980s block and demolishes and re-builds the remainder of the school



Strategy 3: Rebuild

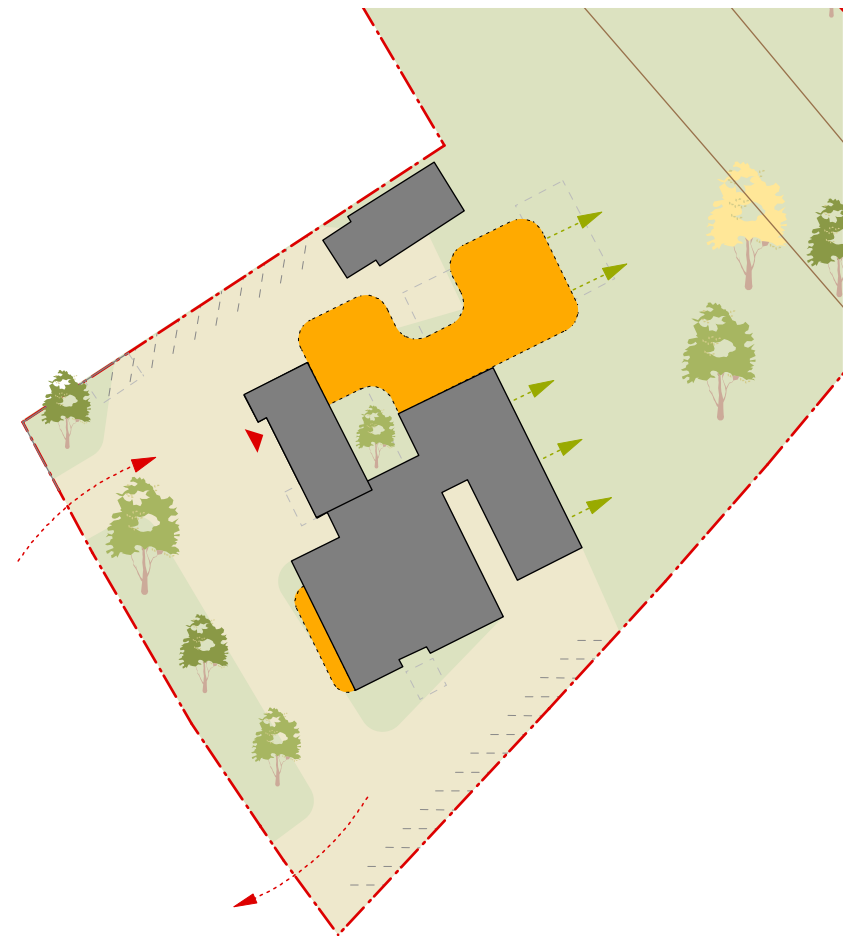
Demolishes the entire school with a new school constructed to the rear of the site



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## Strategy 1, Renew and Repair



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# 6.1 Strategy 1: Constraints & Opportunities

## Key Site Constraints & Strategy

The strategy to renew the existing school buildings proposes to demolish the poorest quality teaching spaces and repair, refurbish and extend remaining structures and spaces.

Extension to the front of the site is limited to avoid worsening of existing highways and pedestrian safety issues.

Key

Construction not possible

Potential site area for new building

Renew

Extend

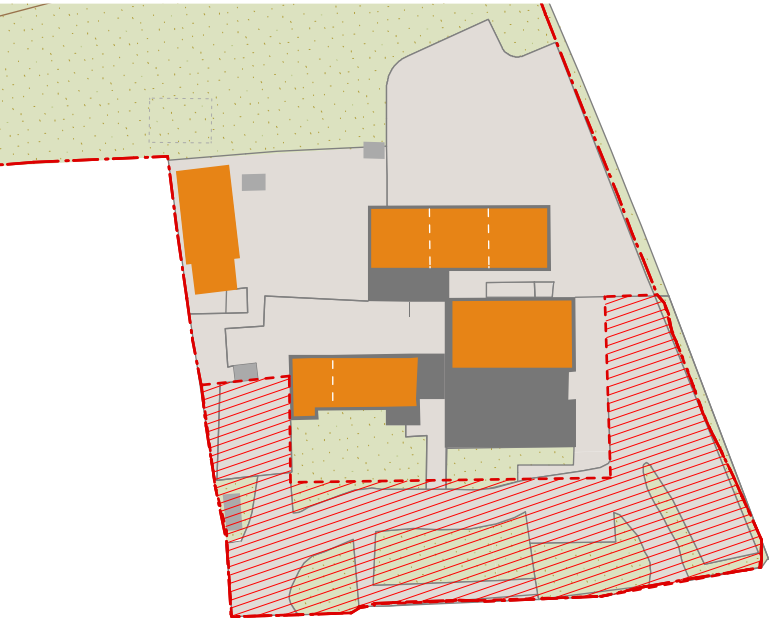
Demolition



**1. Demolish**  
Demolition of the poorest quality spaces.



**2. Renew**  
Refurbishment to improve remaining teaching spaces with positive outlook.



**3. Traffic Limitations**  
No extension possible to front of site to avoid making current traffic and pedestrian safety issues worse.



**4. Extend**  
Extension to rear of school building to provide further classrooms and connect the building together.



**5. Expansion to 1FE**  
Internal remodelling and minimal extension to create 2 additional classrooms to the front of the building.

## 6.2 Strategy 1: Renew and Repair

## Renew & Repair Strategy

Strategy 1 shows how it might be possible to improve the existing school buildings to meet Herefordshire's brief.

This option proposes demolition of only the worst quality spaces (the nursery, Y3/4 temporary classroom and Y1/2 classroom) and retains and renovates the rest of the existing building.

As the majority of the existing teaching spaces are under-sized, some extension would still be necessary in order to provide sufficient floor area for the required spaces.



1. Retains as much of the existing school buildings as possible while still providing adequate classroom areas.
2. Direct access to outdoor spaces for all classrooms.
3. Play spaces are made more efficient and a wider variety of play environments provided.



1. Disruption to school during construction, requiring classes to move spaces between phases.
2. Two temporary classrooms will be required to facilitate phasing of works.
3. Limitations of the existing building mean renovated and retained spaces are not as well-suited to their use as new classrooms in terms of floor area and design quality.
4. Existing hall with low-ceiling is retained and therefore limited use remains.
5. Location of the existing building prevents any significant improvement to current highways and pedestrian safety issues.
6. Group space to the front of the building would be lost when 1FE expansion takes place.
7. Playing field area reduced.

140 Pupil Places + Nursery





An extension in place of the temporary classrooms provides 2 new classrooms, a library, group rooms, storage and staff spaces connected to the rest of the existing building.

The existing school reception, Y4/5 and Y6 classrooms are remodelled to provide 3 larger classrooms.

The existing hall is retained. The cost plan accompanying this report provides costs for strategy 1 under options (a) and (b). Option 1a repairs the existing roof as necessary. Option 1b removes the existing asbestos covering and provides a new roof covering over the existing space.

A new courtyard in place of the demolished Y1/2 classroom provides an external play space for the nursery, provides views out and brings daylight into the centre of the building.

A protected planted garden to the south of the swimming pool provides an alternative quiet learning/play space and the potential for cultivation.

The front 2 classrooms, currently used as group rooms would be used by the Nursery during the course of the works. This space would be converted and extended to provide 2 new classrooms if the IFE expansion took place.

The existing reception play space is re-landscaped to provide a bus drop-off parking zone to allow cars to pass the buses when parked.

The visitor entrance is at the front of the building, through the old schoolhouse. The pupil entrance is in its existing location—with access to all classrooms from the playground.

The nursery has a separate entrance to the front of the building, without needing to go through the playground.

Strategy 1 was presented to the Head, Deputy Head, Chair and Vice Chair of Governors and their feedback was as follows:

1. The quality of teaching spaces is achieved, which is positive, despite retaining much of the existing building.
2. Direct access to the external areas is huge benefit
3. Slight improvement to vehicle access, but may not be sufficient
4. Current ethos of school is to greet all pupils at a single entrance, a separate visitor and pupil entrance would not allow this.
5. Future classrooms to the front of the site lack a connection to the centre of the school, other classroom and external areas.

6.3 Strategy 1: Suitability

Renew and Repair, with minimal extension

This area analysis of Strategy 1 is compared with Herefordshire Council’s accommodation brief for a 1FE primary school.

The strategy utilises as much of the existing building as possible, while making alterations and extensions to provide adequate teaching spaces.

Due to the organisation of the existing school, this leads to a inefficient circulation and increased travel distances between key spaces.

Due to the constraints of existing spaces, some areas are oversized (Hygiene room and group room) while others are undersized (Reception and Servery).

In summary, this strategy puts forward the lightest-touch approach possible. It retains as much of the existing school as possible whilst providing adequate classrooms. The total net area is just below the area required in Herefordshire’s brief.

	Hereford Brief – 1FE Primary			Strategy 1			Difference	Comments
Space	No. of spaces	HC Brief m <sup>2</sup>	Total m <sup>2</sup>	No. of spaces	Area m2	Total m <sup>2</sup>	+/-	
Basic Teaching Spaces								
Reception/Y1 Classroom	1	62	62	1	54	54	-8	
Y1/Y2 Classroom	1	62	62	1	60	60	-2	
Y3/Y4 Classroom	1	62	62	1	60	60	-2	
Y4/Y5 Classroom	1	62	62	1	62	62	0	
Y6 Classroom	1	62	62	1	62	62	0	
Additional Classroom 1	1	62	62	1	62	62	0	
Additional Classroom 2	1	62	62	1	62	62	0	
Practical area / food bay	0	0	0	0	0	0	-	
ICT base	0	0	0	0	0	0	-	
Total			434			422	-12	
Main hall	1	180	180		198	198	18	
Storage								
Coat and bag storage- YR/Y1	1	3	3	1	3	3	0	
Coat and bag storage- Y1/Y2	1	3	3	1	3	3	0	
Coat and bag storage- Y3/Y4	1	3	3	1	3	3	0	
Coat and bag storage- Y4/Y5	1	3	3	1	3	3	0	
Coat and bag storage- Y6	1	3	3	1	3	3	0	
Additional Classroom 1	1	3	3	1	3	3	0	
Additional Classroom 2	1	3	3	1	3	3	0	
Teaching Storage- YR/Y1	1	2	2	1	2	2	0	
Teaching Storage- Y1/Y2	1	2	2	1	2	2	0	
Teaching Storage- Y3/Y4	1	2	2	1	2	2	0	
Teaching Storage- Y4/Y5	1	2	2	1	2	2	0	
Teaching Storage- Y6	1	2	2	1	2	2	0	
Additional Classroom 1	1	2	2	1	2	2	0	
Additional Classroom 2	1	2	2	1	2	2	0	
Specialist walk in stores	3	5	15	2	6-10	16	1	
Indoor PE equipment storage	1	18	18	1	7	7	-11	
Outdoor PE equipment storage	0	0	0	0	0	0	-	
Bulk stock store	1	4	4	1	4	4	0	
Caretakers and maintenance store	1	5	5	1	6	5.8	0.8	Combined Caretake and cleaning store
Cleaning store	1	3	3	1	5	5	2	
Table and chair store	1	12	12	1	12	12	0	Inc. in Hygiene room
Staging/ appliance store	1	4	4	1	5	5	1	
Mobility equipment store	1	2	2	1	2	2	0	
Store for community	0	0	0	0	0	0	-	
Total			98			92.6	5	
Staff and admin								
Heads office	1	12	12	1	12	12	0	
Staff room work and social	1	33	33	1	33	33	0	
Staff PPA	1	10	10	1	13	13	3	
Senior management office	1	10	10	1	10	10	0	
General office (reception)	1	12	12	1	15	15	3	
Secure reception	1	4	4	1	4	4	0	
Reprographics room	1	8	8	1	6	6	-2	Includes circulation to staff
Meeting room	0	0	0	0	0	0	-	
Sick bay	1	3	3	1	3	3	0	
Interview room	1	9	9	1	10	10	1	
Total			101			106	5	

	Hereford Brief – 1FE Primary			Strategy 1			Difference	Comments
Space	No. of spaces	HC Brief m <sup>2</sup>	Total m <sup>2</sup>	No. of spaces	Area m2	Total m <sup>2</sup>	+/-	
<b>Learning resource area</b>								
Library (learning resource centre)	1	30	30	1	30	30	0	
Small group room	3	11	33	3	11-16	38	5	
SENco office (SEN resource)	1	12	12	1	12	12	0	
Medical inspection room/ Therapy room	1	12	12	1	12	12	0	
<b>Total</b>			<b>87</b>			<b>92</b>	<b>5</b>	
<b>Non net areas</b>								
Reception toilets	3	2	6	1	6	6	0	
Pupils toilets	10	2	20	3	6-12	29	9	
Staff toilets	2	2	4	1	5	5	1	
Accessible toilet	1	3	3	1	4	4	1	
Hygiene room	1	12	12	1	14	14	2	
Kitchen facilities (servery)	1	28	28	1	23	23	-5.5	
<b>Total</b>			<b>73</b>			<b>80.5</b>		
<b>Subtotal</b>			<b>973</b>			<b>991.1</b>		
Corridors	–	22.5%	202.5	–	24.11%	239	36.5	
Boiler room	1	1.5%	13.5	1	13	13	-0.5	
Server	in boiler			in boiler				
Walls	–	4.0%	36			49		
<b>Total Gross Internal Area</b>			<b>1225</b>			<b>1292</b>	<b>67</b>	
<b>Additional area</b>								
Nursery class	1	62	62	1	52	52	-10	
Quiet room	1	8	8	1	6	6	-2	
Nursery store room	1	2	2	1	2	2	0	
Nursery office	1	8	8	1	8	8	0	
Nursery cloakroom	1	3	3	1	3	3	0	
Nursery pupils toilets	3	2	6	1	6	6	0	
Nursery staff toilets	1	2	2	1	2	2	0	
Nursery entrance	1	2.25%	2	0	0	0	-2	
<b>Total</b>			<b>93</b>			<b>79</b>	<b>-14</b>	
<b>Total Net Area exc. Nursery</b>			<b>900</b>			<b>911</b>	<b>11</b>	
<b>Total Non-Net Area exc. Nursery</b>			<b>325</b>			<b>333</b>	<b>8</b>	
<b>Gross Internal (Total Building) Area excl. nursery</b>			<b>1,225</b>			<b>1,243</b>		
<b>Gross Internal (Total Building) Area incl. nursery</b>			<b>1,318</b>			<b>1,316</b>		
<b>External Areas</b>								
<b>BB103 140 – Pupils</b>			<b>Strategy 1 – 140 Pupils</b>					
External Pupil Area			5,300			6,453	1153	
External Non-net area			812			2,503	1691	
<b>BB103 210 – Pupils</b>			<b>Strategy 1 – 210 Pupils</b>					
External Pupil Area			6,450			6,453	3	
External Non-net area			1,043			2,475	1432	



Quantitative Assessment of Areas



Quantity Assessment Key

- Undersize

10% under Hereford Schedule of Accommodation area for 1FE Primary School (e.g Classroom less than >56m²)
- OK

+/- 10% over/under Hereford Schedule of Accommodation area for 1FE Primary School (e.g Classroom within 56-68m²)
- Generous

10% Over Hereford Schedule of Accommodation area for 1FE Primary School (Classroom more than <68m)
- Additional Areas

Areas that are not in Hereford Schedule of Accommodation area for 1FE Primary School

Qualitative Assessment of Design and Fabric Suitability



Quality Assessment Key

- Poor Quality

Space unsuitable for purpose
- Adequate

Space suitable for purpose but not ideal
- Good Quality

Positive space suitable for purpose with good educational and envirnmental conditions

- A.

New-build classrooms with good outlook, daylighting and connection to rear playground and covered play.
- B.

Existing classrooms enlarged, refurbished and daylighting improved.
- C.

R/Y1 classroom remains undersized due to limitations of existing building.
- D.

The low ceiling height of the hall remains and therefore still limit sports activities.
- E.

Additional 2 classrooms sufficient in area but look onto forecourt and have no direct access to playground or outside space.
- F.

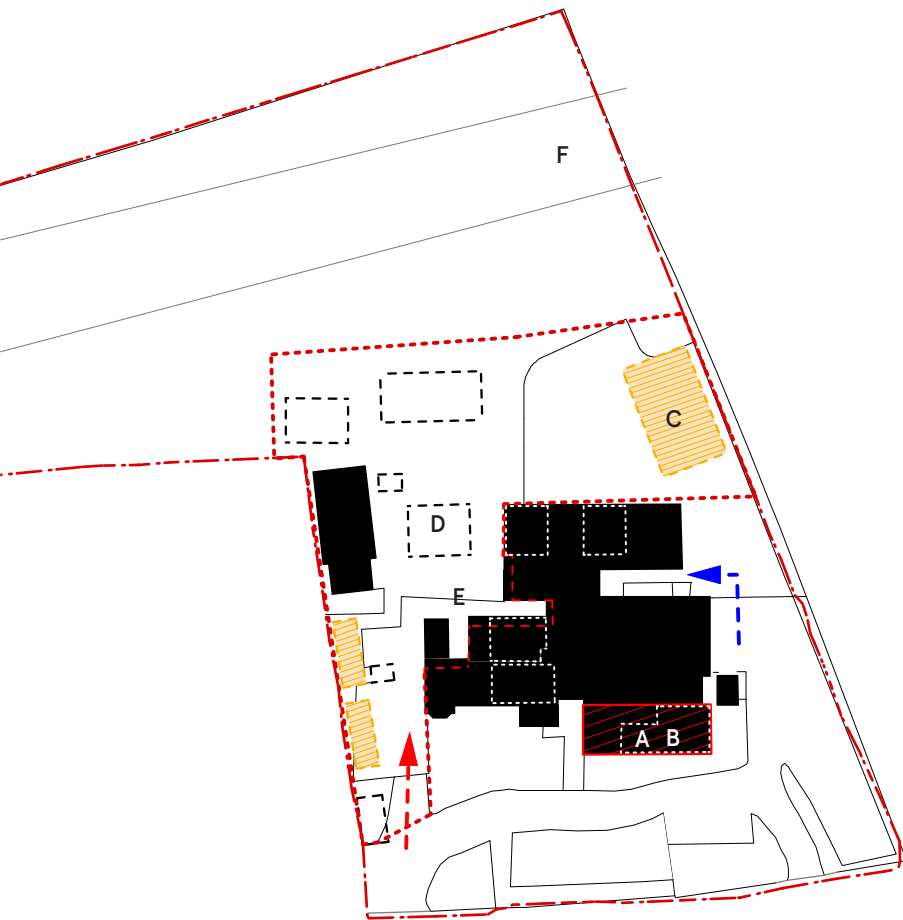
Nursery has direct access from the front of the building and new secure external play area, but is under-sized due to limitations of existing building.
- G.

New administration areas in old school house building no longer requires passage through the secure line.
- H.

Existing pool re-roofed but remains uninsulated and existing changing rooms untouched.

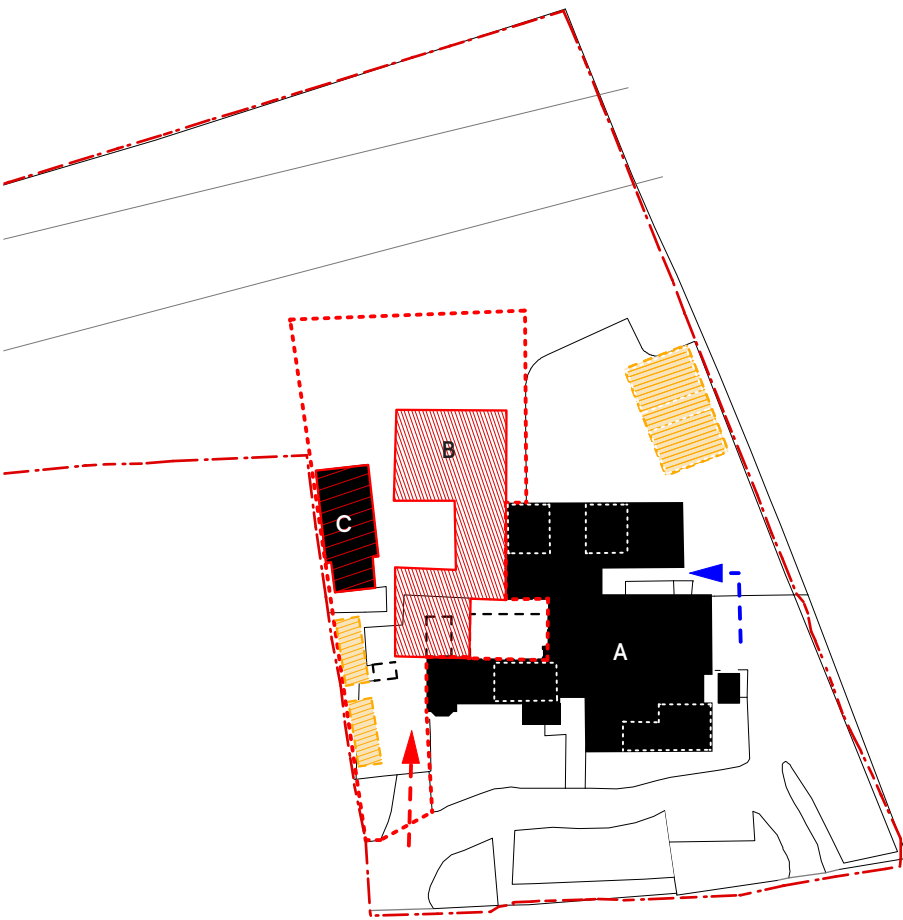
# 6.4 Strategy 1: Phasing

## Phasing Strategy



Construction Phase 1: Enabling Works

- A. Minor modifications to front 'spare' classrooms to make single additional classroom space.
- B. Nursery to move into additional classroom at front of building.
- C. 2x temporary classrooms with WCs to be constructed in rear playground to house Y3/4 and Y1/2.
- D. Nursery, temporary classroom building and polytunnel to be demolished.
- E. Contractor access to classrooms facing demolition and new construction for required enabling works.
- F. Overhead cables assumed to remain in situ.



Construction Phase 2: Demolition and Extension

- A. School building to remain occupied during construction works.
- B. Demolition of rear extensions to schoolhouse and construction of extension.
- C. Refurbishment and re-roofing of swimming pool- access to be re-instated from playground once completed.
- D. Access and deliveries to site to be limited to certain times of the school day.

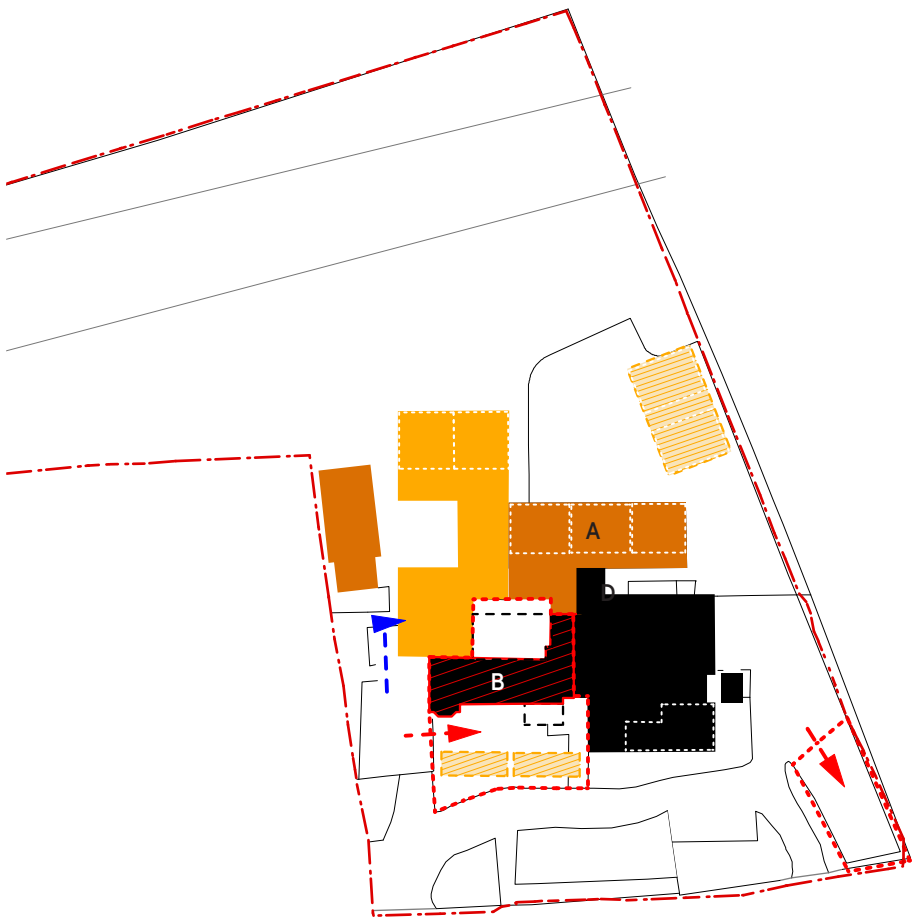


Construction Phase 3: Refurbishment Stage 1

- A. School to move into extension teaching and staff spaces. Y4/5 and Y6 to move into new classrooms.
- B. School entrance to move to west of new building temporarily during renovation works.
- C. Refurbishment of offices and classrooms to provide 3 classrooms with external canopy.

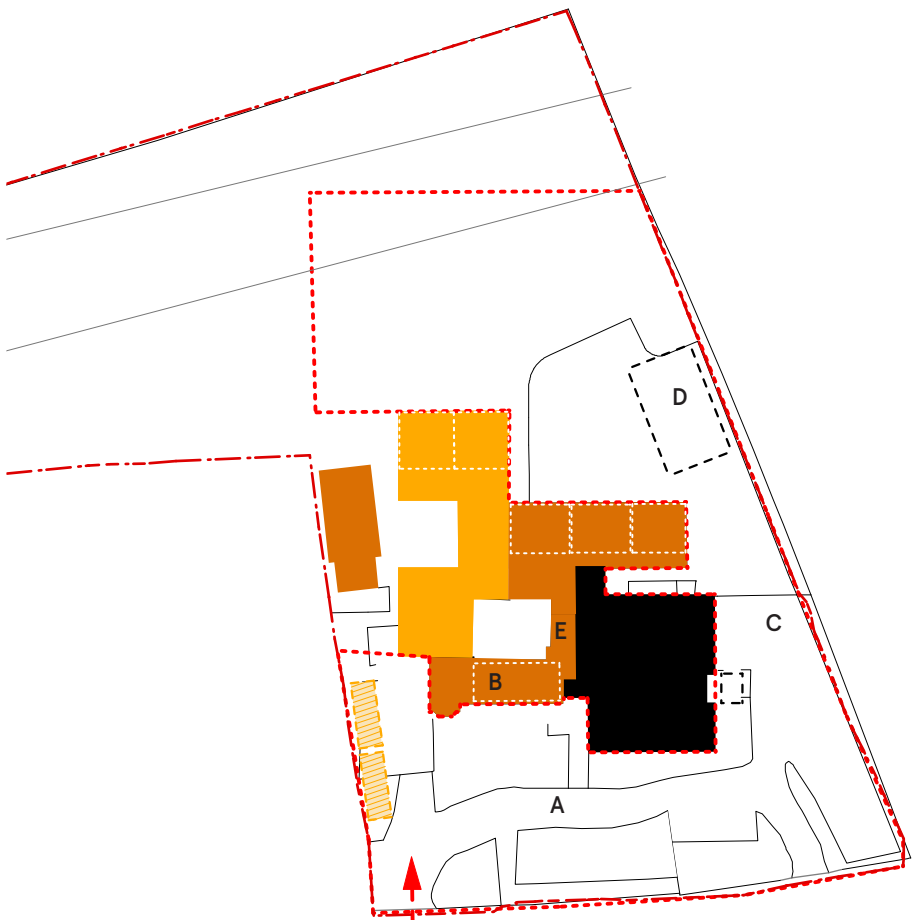






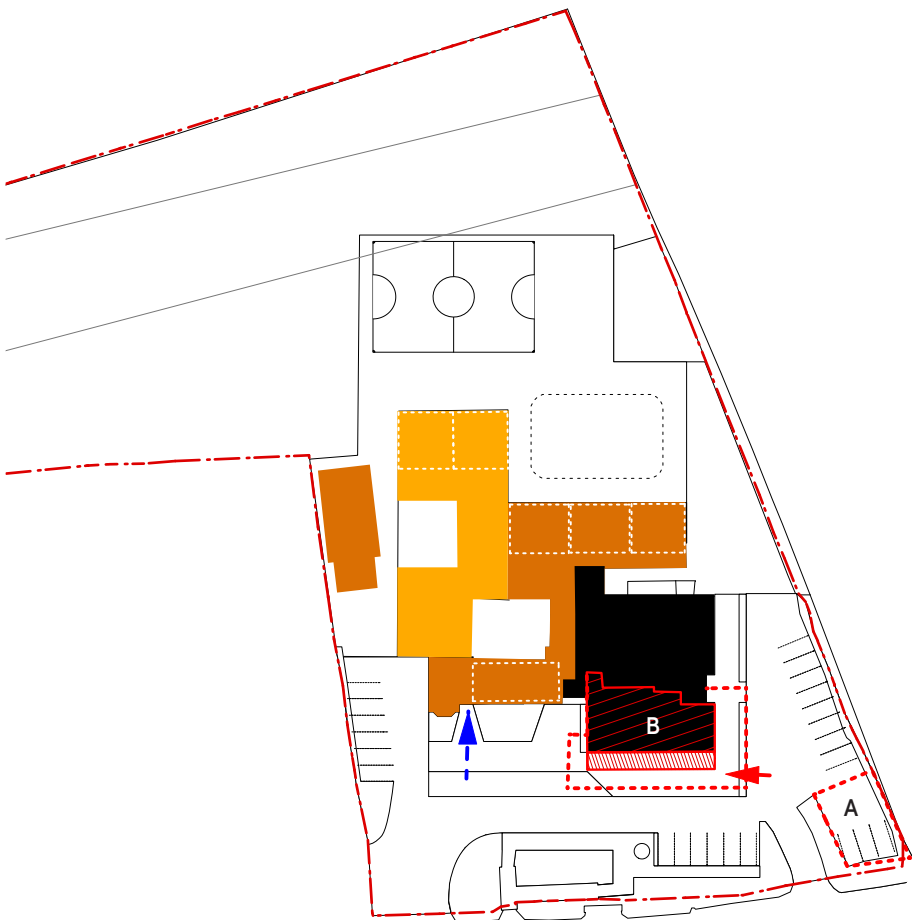
**Construction Phase 4: Refurbishment Stage 2**

- A.** R/Y1, Y1/2 and Y2/3 to move into renovated classrooms.
- B.** School house building to be refurbished.



**Construction Phase 5: Landscaping**

- A.** Landscaping works to front of school building and playground to be carried out over school holiday period to minimise disruption.
- B.** Nursery to move into refurbished space over holiday period.
- C.** Fire engine and maintenance access to be retained through contractor's site compound.
- D.** Temporary classrooms to be removed.
- E.** Any required making-good/finishes work to junctions between areas of different construction phases to be carried out over the summer holidays



**Expansion to 1FE: Refurbishment and Extension**

- A.** Site area to be hoarded off for the duration of the construction. Contractor's compound to include area of parking for safe vehicle access.
- B.** Front additional classroom to be reconfigured, renovated and extended to provide 2 new classrooms.

**Phasing Key**

- Blue arrow: School/Nursery access route
- Red dashed arrow: Construction access route
- Red dashed line with diagonal hatching: Construction in progress
- Red dashed line with cross-hatching: Refurbishment in progress
- Red dashed line with dotted pattern: Demolition
- Red dashed line with solid pattern: Construction Site Compound
- Yellow dashed line with diagonal hatching: Temporary Structure
- Red dashed line with solid pattern: Construction Access
- Orange solid: Construction Complete
- Dark orange solid: Refurbishment Complete
- Black solid: Existing Building

6.5 Strategy 1: Programme

Outline Project Programme

All time periods are indicative and subject to further review of the scope of work and consultation with Herefordshire Council and the school.

KEY

School Holidays

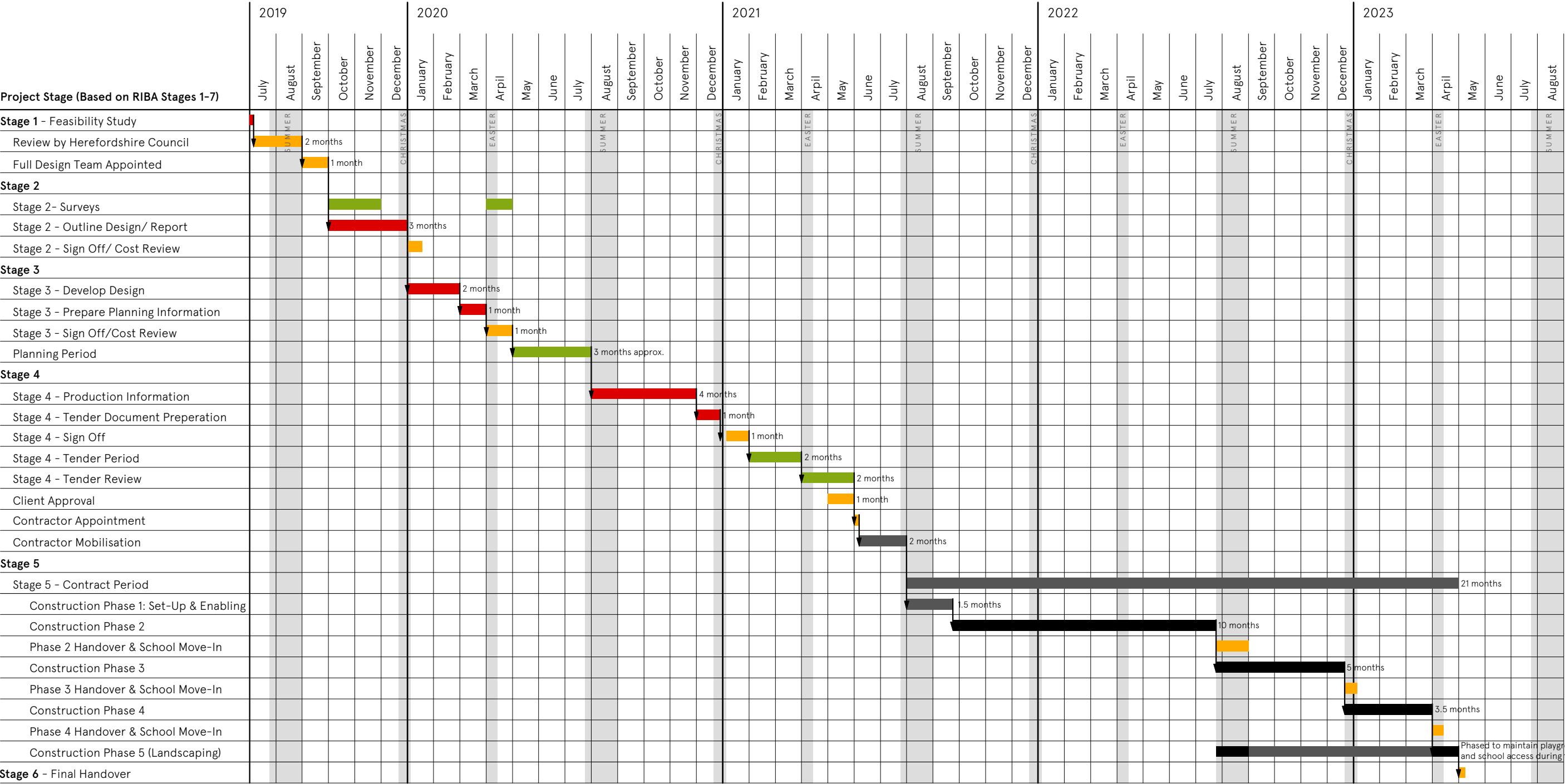
Design Development

Other- Planning/Tender Period

Client- Approval/Sign-Off

Construction

Contractor- Other



## Site Plan



## Project Risks

## Planning

The existing schoolhouse building is described as a 'non-designated heritage asset' by Herefordshire Council Historic Buildings Officer. Modifications to it will need to be carefully justified. This could potentially impact on the planning consent timescale and/or result in design changes. **(Low Likelihood/Mid Impact)**

## Ecology

The works will require removal of some small trees, Tree and Ecological surveys may be required to assess the potential impact on amenity, habitat, biodiversity and any protected species found on site and mitigation measures taken to protect/replace habitats if required.

**(Low Likelihood/Low Impact)**

## Archaeology

Archaeological surveys may be required prior to commencing works. If any archaeological remains are found during the build, this could cause substantial delays and/or design changes.  
**(Low Likelihood/High Impact)**

## Flooding

The site is in a valley and close to a flood risk zone 2 so this presents a potential risk for excavation and ground works, which could result in additional cost and delay.  
**(Low Likelihood/Mid Impact)**

### Phasing/Site Logistics

The phased works will allow the school to remain occupied throughout construction but will require decanting between spaces between phases. This will be disruptive to the school and presents programme risks if delays result in handovers not coinciding conveniently with the school's calendar, causing potential further delays, cost and disruption. Access to the site compounds will need to be carefully managed to avoid risks to health & safety, safeguarding and to minimise disruption to the school.

**(High Likelihood/Mid Impact)**

## Utilities/Cost

Temporary M&E services works will be required to complete the works in phases, whilst allowing the building to remain occupied. The existing services are in poor condition, so modification presents programme, cost and disruption risks.

**(High Likelihood/Mid Impact)**

## Asbestos/ Cost

Full intrusive R+D asbestos surveys will need to be carried out in the existing building spaces after the school has moved out. At present there is a management survey only. Full R+D surveys will reveal the full extent of asbestos. This will need to be carried out in phases, as the school moves between spaces throughout the phased works. Removal of the asbestos roof will need to be carefully planned and managed on an occupied site.

**(Mid Likelihood/High Impact)**

## Additional Works

Nature of strategy to do a light refurb is likely to uncover other issues that will need to be addressed.  
**(High Likelihood/Mid Impact)**

### Strategy 1 Rating

Education Brief

Capital Cost  4/5

Phasing  2/5

Highways  1/5

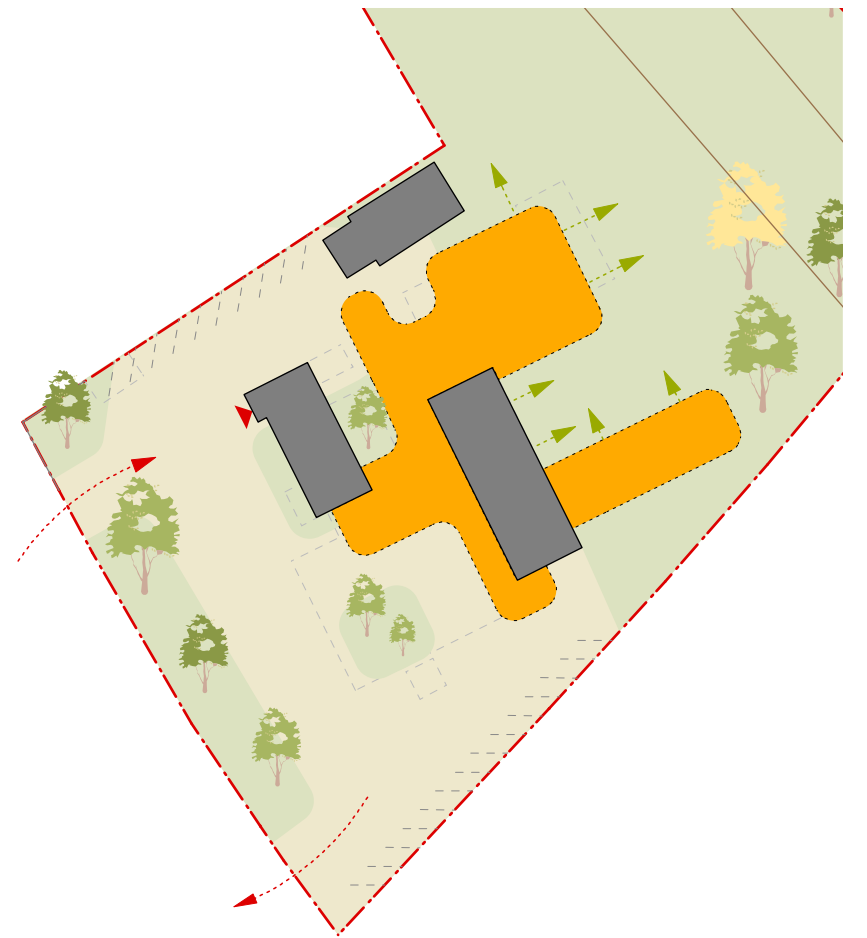
Maintenance  1/5

Project Risks 2/5



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## Strategy 2: Remodel and Extend





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# 7.1 Strategy 2: Constraints & Opportunities

## Key Site Constraints & Strategy

The strategy to remodel, refurbish and extend proposes to retain only the better quality parts of the existing buildings.

All other existing buildings are demolished and the retained buildings refurbished and extended to the rear, allowing space to alleviate traffic issues to the front of the site facing the road.

Key

Construction not possible

Potential site area for new building

Renew

Extend

Demolition



**1. Demolish**  
Demolition of all poor condition and quality buildings and spaces.



**2. Renew**  
Refurbishment of teaching spaces where condition and quality of spaces is fair.



**3. Traffic Limitations**  
Area to front of building to be dedicated to improvement of parking and traffic flow.



**4. Extend**  
Extension to rear of school building to provide 5 comfortable classrooms and nursery.



**5. Expansion to 1FE**  
Additional classrooms constructed to the east of the site, with easy access from the front parking area.



# 7.2 Strategy 2: Remodel & Extend

## Refurbish and Extend

Strategy 2 retains and remodels only the parts of the existing school buildings that can be reasonably adapted for reuse – the original school house and the 1980’s block – and builds new spaces to reconnect them and to meet Herefordshire’s brief.

This option is the most complex with regards to phasing and would be the most disruptive for the school.

Moving the hall to the rear of the site allows for a larger space to the front of the site to address, in part, the parking and access issues.



- 1. Extension to the rear of the school building provides a new hall, better suited to its purpose.
- 2. Direct access to outdoor spaces for all classrooms.
- 3. Increase in the size of parking and drop-off area allows some improvement to current highways and pedestrian safety issues.
- 4. Play spaces are made more efficient with a wider variety of play environments provided.



- 1. Significant disruption to school during construction, requiring classes to move spaces between phases and 2no. Temporary classrooms.
- 2. Nursery must be relocated twice.
- 3. Limitations of the existing building mean renovated spaces are not as well-suited to their use as new classrooms in terms of floor area and design quality.
- 4. Playing field area reduced.

Primary Teaching Space

Within existing, refurbished space

Ancillary Spaces

Within existing, refurbished space

Circulation

Within existing, refurbished space

Existing walls

Primary Teaching Space

New-build

Ancillary Spaces

New-build

Circulation

New-build

140 Pupil Places + Nursery



## 210 Pupil Places + Nursery



### Key Statistics

(m2)	(m2)
External Pupil Area - Soft	4,828
External Pupil Area - Hard	1,289
External Pupil Area - Habitat	132
Float	
<b>Total Net Site Area</b>	<b>6,249</b>
External Non-net area	2,760
Nursery Building Footprint	85
External Area - Nursery	60
School Building Footprint exc. pool	1,336
<b>Total gross site area</b>	<b>10,628</b>

### Key Design Features

## New Classrooms

An extension in place of the temporary classrooms provides a new classroom, hall, practical room and staff spaces connected to the rest of the existing building around an open plan library.

### Remodelling of Existing

The existing school reception, Y4/5 and Y6 classrooms are remodelled to provide 3 larger classrooms.

## Courtyards

A new courtyard in place of the demolished Y1/2 classroom provides an external play space for KS1, provides views out and brings daylight into the centre of the building. A courtyard off the Practical Room provides a space for cultivation and quiet play and group teaching, while also giving views out from the library.

### Future Provision and Phasing

Two new classrooms would be built to south side of the habitat garden, if the 1FE expansion took place, completing the covered 'cloister' and the connection between the KS2 teaching spaces.

## Highways and Access

The front parking and access area is extended further back into the site to provide both a bus and parent drop-off parking zone which allows for significantly improved traffic flow. Pedestrians are prioritised with a clear, wide pedestrian route and crossing from the road to the entrance. All parking allows for pedestrians to walk on pavements, and not across the traffic flow.

## A Visible Front Entrance

The visitor entrance is at the front of the building at the end of the clearly de-marked pedestrian route. The KS2 pupil entrance is in its existing location- with access to all classrooms from the playground. KS1 have their own entrance, however, both are off a pedestrian zone for parents/carers to gather to allow picking up of children who are in different year groups.

Nursery

The nursery has a separate entrance to the front of the building, without needing to go through the playground.

## Feedback

Strategy 2 was presented to the Head, Deputy Head, Chair and Vice Chair of Governors and their feedback was as follows:

1. Direct access to the external areas is huge benefit
2. Vehicle access is significantly improved and would work well.
3. Current ethos of school is to greet all pupils at a single entrance, a separate visitor and pupil entrance would not allow this. KS1 and KS2 should enter at the same point to bring all year groups together.
4. This strategy was not considered to meet the school requirements to the same extent as strategy 1.



7.3 Strategy 2: Suitability

Assessment of Areas

This area analysis of Strategy 2 is compared with Herefordshire Council’s accommodation brief for a 1FE primary school.

The strategy retains only the best quality parts of the existing buildings to provide good sized teaching spaces.

All spaces meet Herefordshire’s brief. Despite utilising the existing building, the circulation is efficient, and below brief guideline.

The basing teaching spaces are over the guidelines due to the inclusion of a Practical Area as this is a key part of the school’s current educational brief. The hall is therefore below the brief area, but still at the guideline area for BB103.

Storage and staff spaces are fractionally higher than the brief due to utilising existing spaces. Learning resource areas are as per the the brief area.

The area for corridors is below the brief, as the additional classrooms to expand the school to full 1FE are partially external.

In summary, this strategy provides an efficient plan that is inline with Herefordshire’s brief for a 1FE school.

	Hereford Brief – 1FE Primary			Strategy 2			Difference	Comments	
Space	No. of spaces	HC Brief m <sup>2</sup>	Total m <sup>2</sup>	No. of spaces	Area m2	Total m <sup>2</sup>	+/-		
Basic Teaching Spaces									
Reception/Y1 Classroom	1	62	62	1	62	62	0	Hall reduced to BB103 size to allow for Practical Room – noted as key space by school	
Y1/Y2 Classroom	1	62	62	1	62	62	0		
Y3/Y4 Classroom	1	62	62	1	60	60	-2		
Y4/Y5 Classroom	1	62	62	1	60	60	-2		
Y6 Classroom	1	62	62	1	62	62	0		
Additional Classroom 1	1	62	62	1	62	62	0		
Additional Classroom 2	1	62	62	1	62	62	0		
Practical area / food bay	0	0	0	1	30	30	30		
ICT base	0	0	0	0	0	0	-		
Total			434			460	26		
Main hall	1	180	180		150	150	-30	Hall reduced to BB103 size to allow for Practical Room	
Storage									
Coat and bag storage- YR/Y1	1	3	3	1	3	3	0	PE, Table and Stage store combined	
Coat and bag storage- Y1/Y2	1	3	3	1	3	3	0		
Coat and bag storage- Y3/Y4	1	3	3	1	3	3	0		
Coat and bag storage- Y4/Y5	1	3	3	1	3	3	0		
Coat and bag storage- Y6	1	3	3	1	3	3	0		
Additional Classroom 1	1	3	3	1	3	3	0		
Additional Classroom 2	1	3	3	1	3	3	0		
Teaching Storage- YR/Y1	1	2	2	1	2	2	0		
Teaching Storage- Y1/Y2	1	2	2	1	2	2	0		
Teaching Storage- Y3/Y4	1	2	2	1	2	2	0		
Teaching Storage- Y4/Y5	1	2	2	1	2	2	0	Combined Caretake and cleaning store	
Teaching Storage- Y6	1	2	2	1	2	2	0		
Additional Classroom 1	1	2	2	1	2	2	0		
Additional Classroom 2	1	2	2	1	2	2	0		
Specialist walk in stores	3	5	15		15.00	15	0		
Indoor PE equipment storage	1	18	18	1	18	18	0		
Outdoor PE equipment storage	0	0	0	0	0	0	-		
Bulk stock store	1	4	4	1	4	4	0		
Caretakers and maintenance store	1	5	5	1	5	5	0		
Cleaning store	1	3	3	1	3	3	0		
Table and chair store	1	12	12	1	12	12	0	PE, Table and Stage store combined	
Staging/ appliance store	1	4	4	1	5	5	1		
Mobility equipment store	1	2	2	1	2	2	0		Inc. in Stores
Store for community	0	0	0	0	0	0	-		
Total			98			99.8	1.8		
Staff and admin									
Heads office	1	12	12	1	12	12	0	Inc. in Stores	
Staff room work and social	1	33	33	1	33	33	0		
Staff PPA	1	10	10	1	11	11	1		
Senior management office	1	10	10	1	10	10	0		
General office (reception)	1	12	12	1	16	16	4		
Secure reception	1	4	4	1	4	4	0		
Reprographics room	1	8	8	1	8	8	0		
Meeting room	0	0	0	0	0	0	-		
Sick bay	1	3	3	1	3	3	0		
Interview room	1	9	9	1	9	9	0		
Total			101			106	5		

	Hereford Brief – 1FE Primary			Strategy 2			Difference	Comments	
Space	No. of spaces	HC Brief m <sup>2</sup>	Total m <sup>2</sup>	No. of spaces	Area m2	Total m <sup>2</sup>	+/-		
<b>Learning resource area</b>									
Library (learning resource centre)	1	30	30	1	30	30	0	No. of WC Pans OK	
Small group room	3	11	33	3	11	33	0		
SENco office (SEN resource)	1	12	12	1	12	12	0		
Medical inspection room/ Therapy room	1	12	12	1	12	12	0		
<b>Total</b>			<b>87</b>			<b>87</b>	<b>0</b>		
<b>Non net areas</b>									
Reception toilets	3	2	6	1	6	6	0		
Pupils toilets	10	2	20	1	17	17	-3		
Staff toilets	2	2	4	1	4	4	0		
Accessible toilet	1	3	3	1	3	3	0		
Hygiene room	1	12	12	1	13	13	1		
Kitchen facilities (servery)	1	28	28	1	28	28	0		
<b>Total</b>			<b>73</b>			<b>71</b>	<b>-2</b>		
<b>Subtotal</b>			<b>973</b>			<b>973.8</b>	<b>0.8</b>		
Corridors	-	22.5%	202.5	-	18.28%	178	-24.5	External circulation to additional classrooms	
Boiler room	1	1.5%	13.5	1	14	14	0.5		
Server	in boiler			in boiler					
Walls	-	4.0%	36		7%	73			
<b>Total Gross Internal Area</b>			<b>1225</b>			<b>1239</b>	<b>13.8</b>		
<b>Additional area</b>									
Nursery class	1	62	62	1		inc.		Flexible 78m2 nursery footprint allowed for	
Quiet room	1	8	8	1		inc.			
Nursery store room	1	2	2	1		inc.			
Nursery office	1	8	8	1		inc.			
Nursery cloakroom	1	3	3	1		inc.			
Nursery pupils toilets	3	2	6	1		inc.			
Nursery staff toilets	1	2	2	1		inc.			
Nursery entrance	1	2.25%	2	0		inc.			
<b>Total</b>			<b>93</b>			<b>78</b>	<b>-15</b>		
<b>Total Net Area</b>			<b>900</b>			<b>902.8</b>	<b>3</b>		
<b>Total Non-Net Area</b>			<b>325</b>			<b>263</b>	<b>-62</b>		
<b>Gross Internal (Total Building) Area excl. nursery</b>			<b>1225</b>	<b>1166</b>					
<b>Gross Internal (Total Building) Area incl. nursery</b>			<b>1318</b>	<b>1244</b>					
<b>External Areas</b>									
<b>BB103 140 – Pupils</b>				<b>Strategy 2 – 140 Pupils</b>					
External Pupil Area			5,300			6,424	1124		
External Non-net area			812			2,760	1948		
<b>BB103 210 – Pupils</b>				<b>Strategy 2 – 210 Pupils</b>					
External Pupil Area			6,450			6,249	-201		
External Non-net area			1,043			2,760	1717		

Quantitative Assessment of Areas



Area Assessment Key

- Undersize**  
10% under Hereford Schedule of Accommodation area for 1FE Primary School (e.g Classroom less than >56m²)
- OK**  
+/- 10% over/under Hereford Schedule of Accommodation area for 1FE Primary School (e.g Classroom within 56-68m²)
- Generous**  
10% Over Hereford Schedule of Accommodation area for 1FE Primary School (Classroom more than <68m)
- Additional Areas**  
Areas that are not in Hereford Schedule of Accommodation area for 1FE Primary School

Qualitative Assessment of Design and Fabric Suitability



Quality Assessment Key

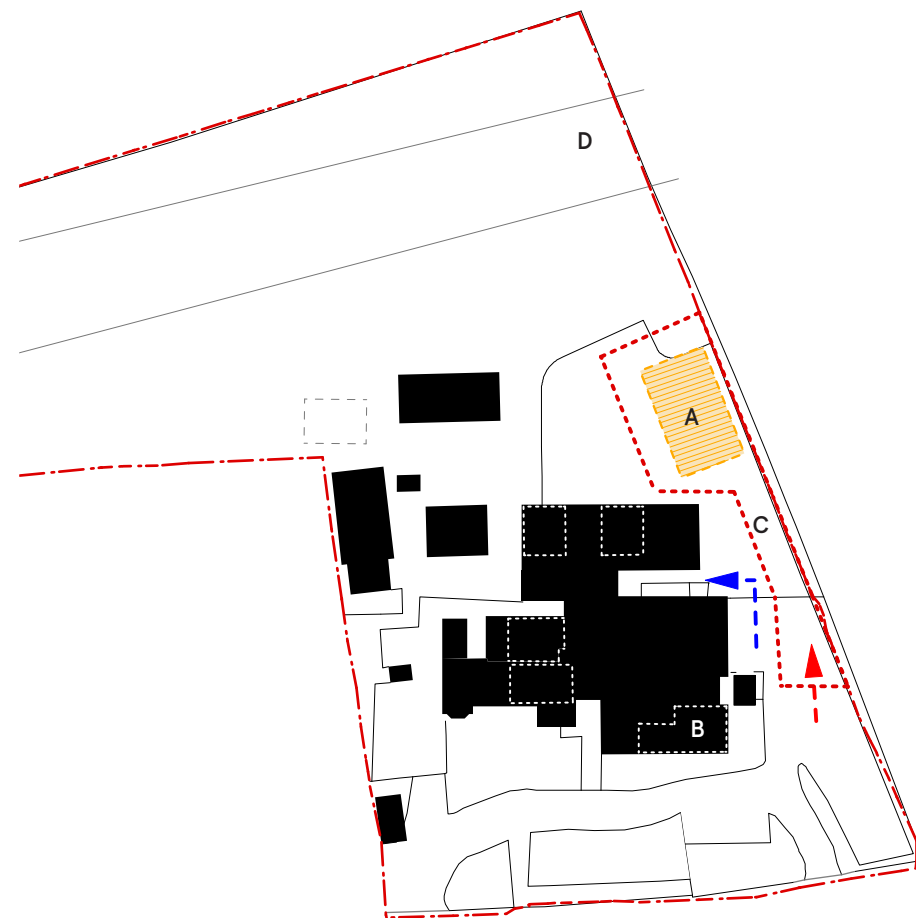
- Poor Quality**  
Space unsuitable for purpose
- Adequate**  
Space suitable for purpose but not ideal
- Good Quality**  
Positive space suitable for purpose with good educational and environmental conditions

- A.** New-build hall and classroom with good outlook, daylighting and connection to rear playground.
- B.** Existing classrooms enlarged, refurbished and daylighting improved.
- C.** New secure external play area to the rear of the old school house brings daylight into the centre of the plan and provides an external learning and play space for Reception-Y2.
- D.** R/Y1 and Y1/Y2 classrooms are enlarged, opening onto secure play space, but outlook and daylighting not as good as classrooms facing onto rear playground.
- E.** Nursery has direct access from the front of the building but is under-sized, unless extended along side of existing school house building.
- F.** Existing pool re-roofed but remains uninsulated and existing changing rooms untouched.
- G.** Practical room at the heart of the school with outlook onto Courtyard.
- H.** Covered play space adjoining onto Y2-Y6 classrooms.



## 7.4 Strategy 2: Phasing

### Phasing Strategy



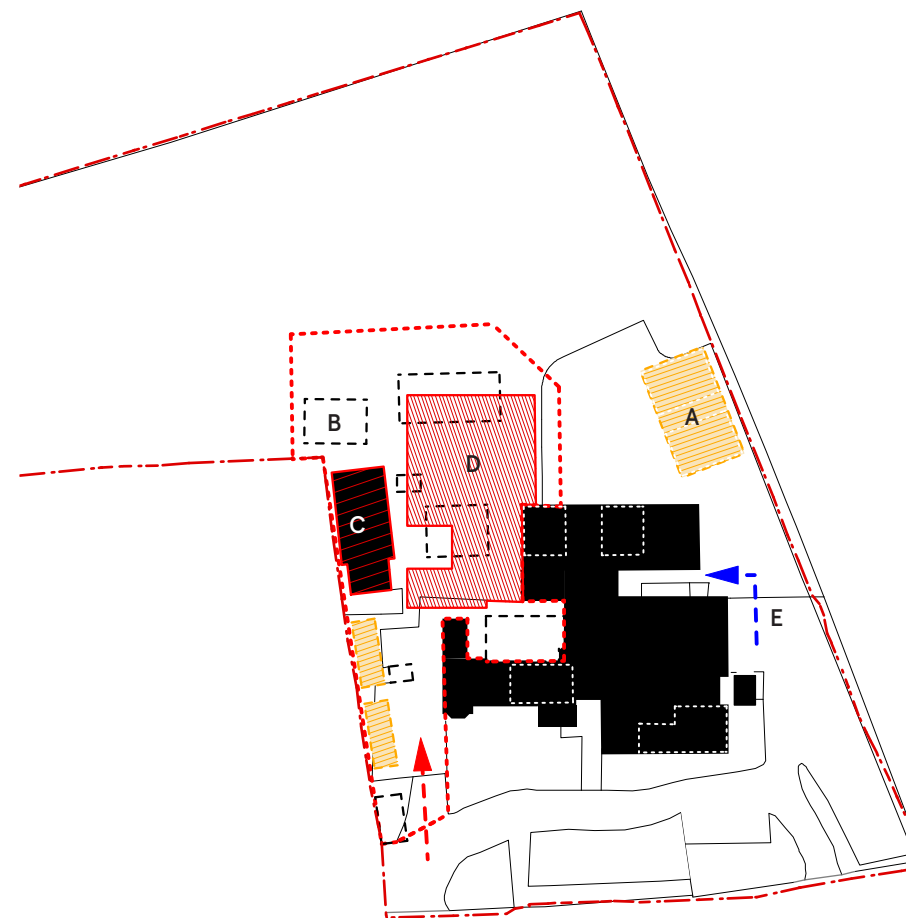
#### Construction Phase 1: Enabling Works

**A.** 2x temporary classrooms with WCs to be constructed in rear playground to house Y1/2 and Y2/3.

**B.** Nursery to move into front 'spare' classrooms temporarily.

**C.** Maintenance access to be retained through contractor's site compound.

**D.** Overhead cables assumed to be re-routed underground in this option.



#### Construction Phase 2: Demolition and Extension

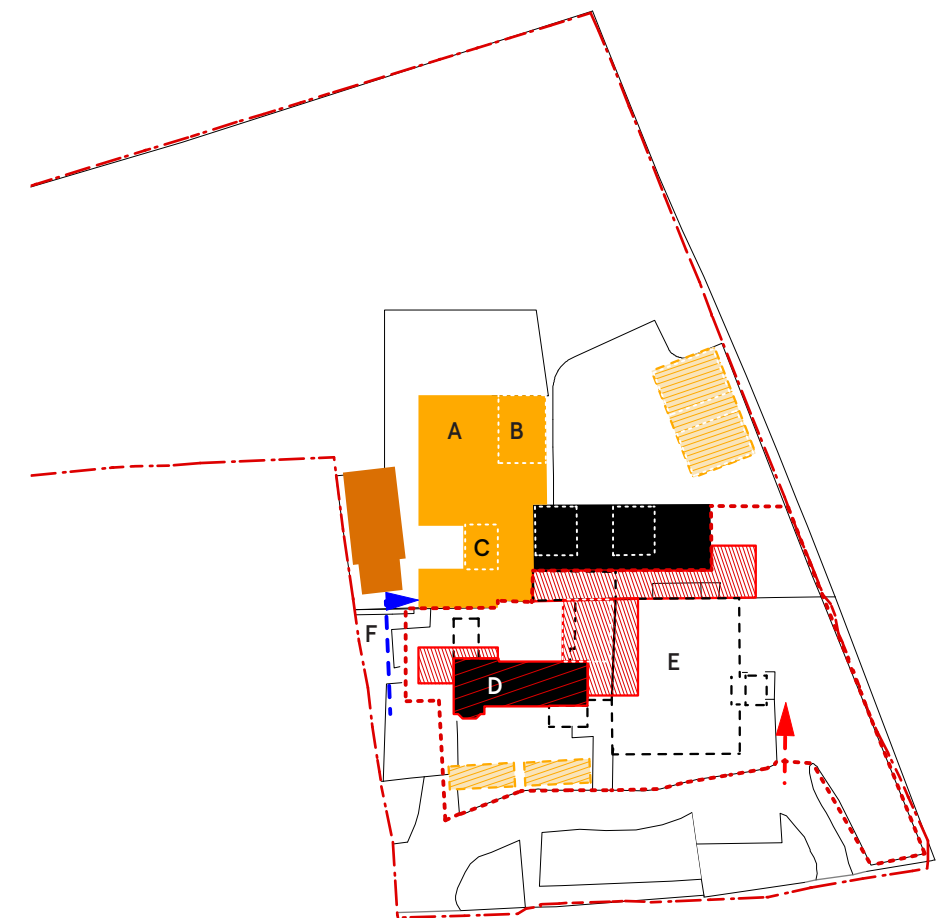
**A.** Y1/2 and Y2/3 move into temporary classrooms.

**B.** Old temporary classroom, nursery, polytunnel, sheds and rear extensions to old schoolhouse demolished.

**C.** Swimming pool to be refurbished and re-roofed. Access to be re-instated once completed.

**D.** Extension constructed.

**E.** School entrance remains in existing location.



#### Construction Phase 3: Demolition, Renovation and Extension

**A.** School move into newly completed building and hall.

**B.** R-Y1 to move into newly completed classroom.

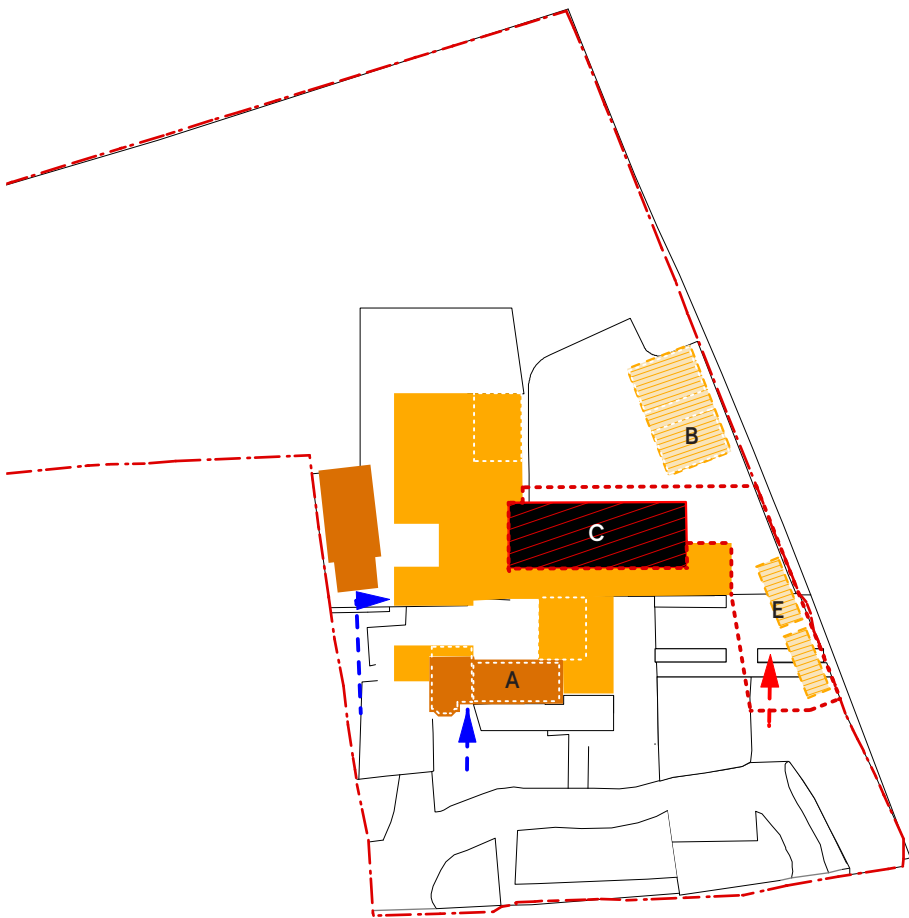
**C.** Nursery to move into new activity room temporarily.

**D.** Existing schoolhouse renovated and extended to create nursery and R/Y1 classroom.

**E.** Existing hall and front classrooms demolished.

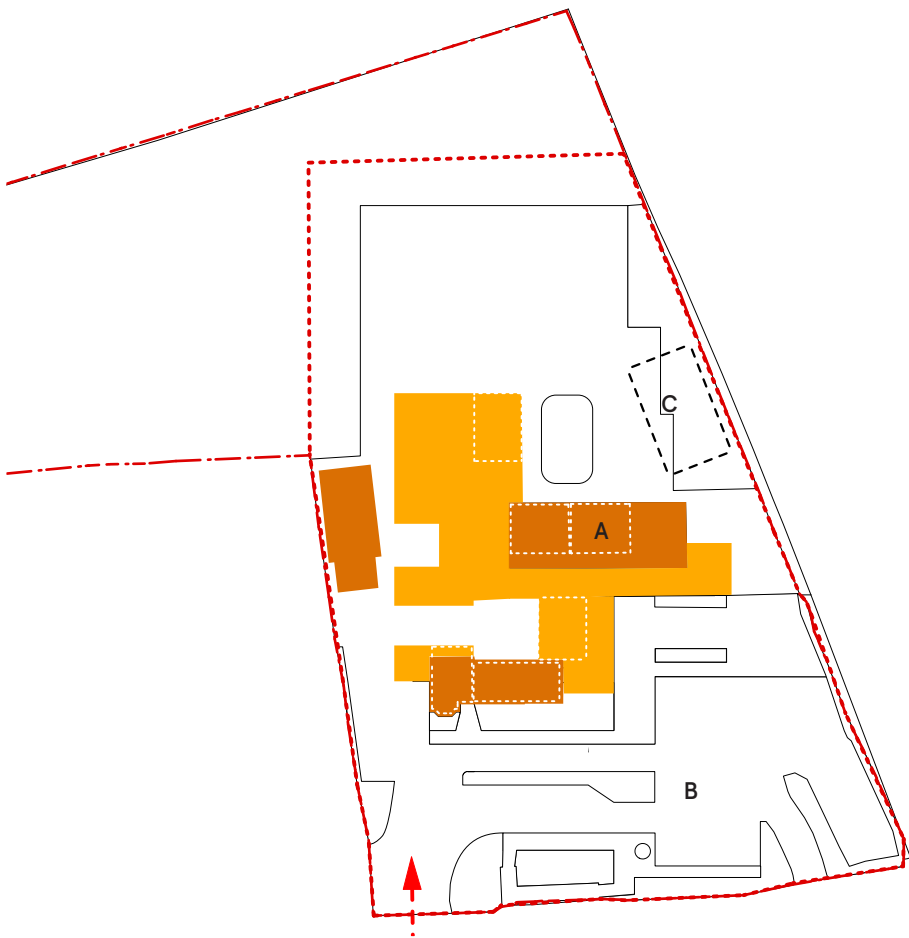
**F.** School entrance to move to temporary location within staff spaces in completed extension.





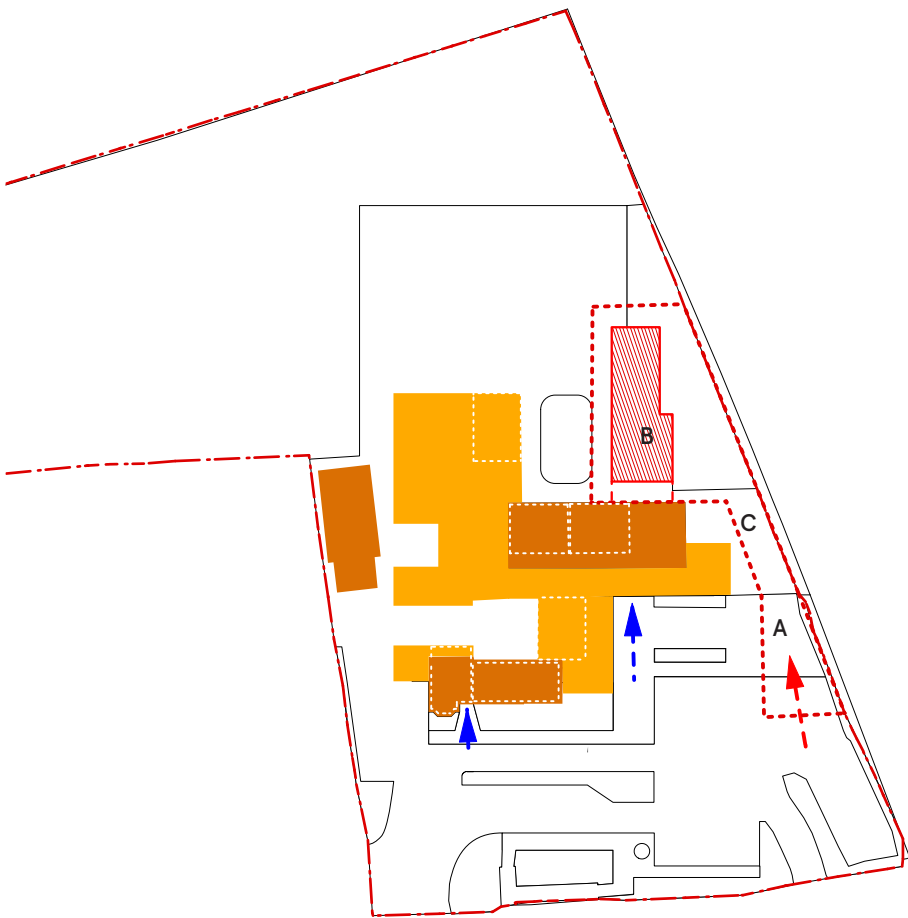
**Construction Phase 4:** Demolition, Renovation and Extension

- A.** Nursery, R/Y1 and Y1/2 to move into newly refurbished classrooms.
- B.** Y3/4 and Y4/5 to move into temporary classrooms.
- C.** Existing classrooms and reception to be renovated to provide 3 classrooms.



**Construction Phase 5:** External Landscaping

- A.** Y3/4 and Y4/5 to move into refurbished spaces.
- B.** Majority of landscaping works to be carried out over school summer holiday period. Site area and hoarding to be moved and phased as required to complete landscaping works whilst allowing access and parking around.
- C.** Temporary classrooms demolished.



**Expansion to 1FE**

- A.** Site area to be hoarded off for the duration of the construction. Contractor's compound to include area of parking for safe vehicle access.
- B.** Additional 2 classrooms to be constructed to the south-east of the new school.
- C.** Maintenance access to be retained through contractor's site compound.

**Phasing Key**

- Blue dashed line with arrow: School/Nursery access route
- Red dashed line with arrow: Construction access route
- Orange hatched box: Construction in progress
- Yellow hatched box: Refurbishment in progress
- Black dashed box: Demolition
- Red dashed box: Construction Site Compound
- Orange hatched box: Temporary Structure
- Yellow dashed box: Construction Access
- Orange solid box: Construction Complete
- Yellow solid box: Refurbishment Complete
- Black solid box: Existing Building



7.5 Strategy 2: Programme

Indicative Project Programme

All time periods are indicative and subject to further review of the scope of work and consultation with Herefordshire Council and the school.

- KEY
- School Holidays

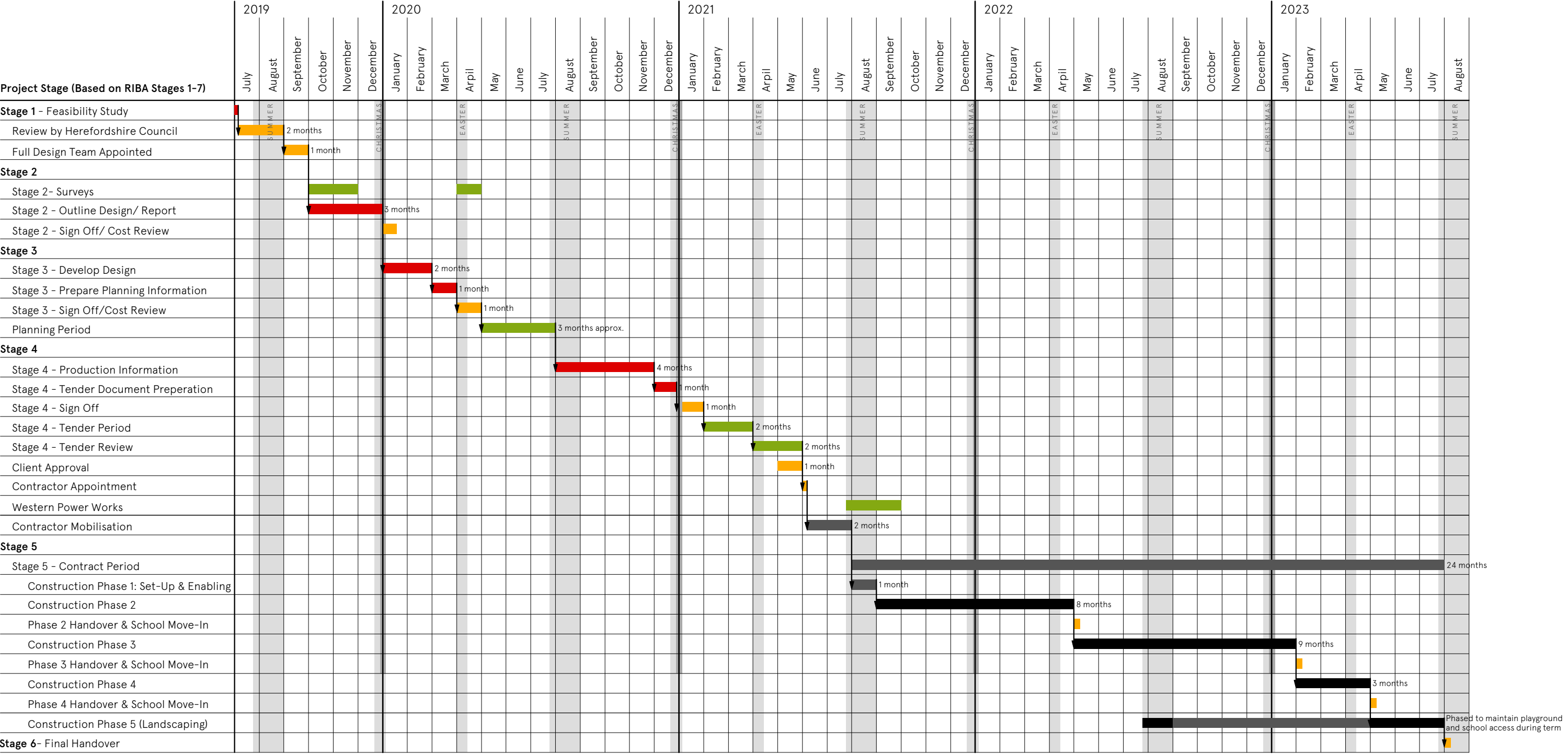
Design Development

Other- Planning/Tender Period

Client- Approval/Sign-Off

Construction

Contractor- Other



Site Plan



Project Risks

**Planning**  
The existing school house building is described as a 'non-designated heritage asset' by Herefordshire Council Historic Buildings Officer. Modifications to it will need to be carefully justified. This could potentially impact on the planning consent timescale and/or result in design changes. **(Low Likelihood/Mid Impact)**

**Ecology**  
The works will require removal of some small trees, Tree and Ecological surveys may be required to assess the potential impact on amenity, habitat, biodiversity and any protected species found on site and mitigation measures taken to protect/replace habitats if required. **(Low Likelihood/Low Impact)**

**Archaeology**  
Archaeological surveys may be required prior to commencing works. If any archaeological remains are found during the build, this could cause substantial delays and/or design changes. **(Mid Likelihood/High Impact)**

**Flooding**  
The site is in a valley and close to a flood risk zone 2 so this presents a potential risk for excavation and ground works, which could result in additional cost and delay. **(Low Likelihood/Mid Impact)**

**Phasing/Site Logistics**  
The phased works will allow the school to remain occupied throughout construction but will require decanting between spaces between phases several times. This will be disruptive to the school and presents programme risks if delays result in handovers not coinciding conveniently with the school's calendar, causing potential further delays, cost and disruption. This risk is increased from strategy 1 due to the increased number of phases and times the school are required to move spaces.

Access to the site compounds will need to be carefully managed to avoid risks to health & safety, safeguarding and to minimise disruption to the school. **(High Likelihood/Mid Impact)**

**Utilities**  
Temporary M&E services works will be required to complete the works in phases, whilst allowing the building to remain occupied. The existing services are in poor condition, so modification presents programme, cost and disruption risks. This risk is increased from strategy 1 due to the increased number of phases. **(High Likelihood/Mid Impact)**

**Asbestos**  
Full intrusive R+D asbestos surveys will need to be carried out in the existing building spaces after the school has moved out. At present there is a management survey only. Full R+D surveys will reveal the full extent of asbestos. This will need to be carried out in phases, as the school moves between spaces throughout the phased works. Removal of the asbestos roof will need to be carefully planned and managed on an occupied site. **(Mid Likelihood/High Impact)**

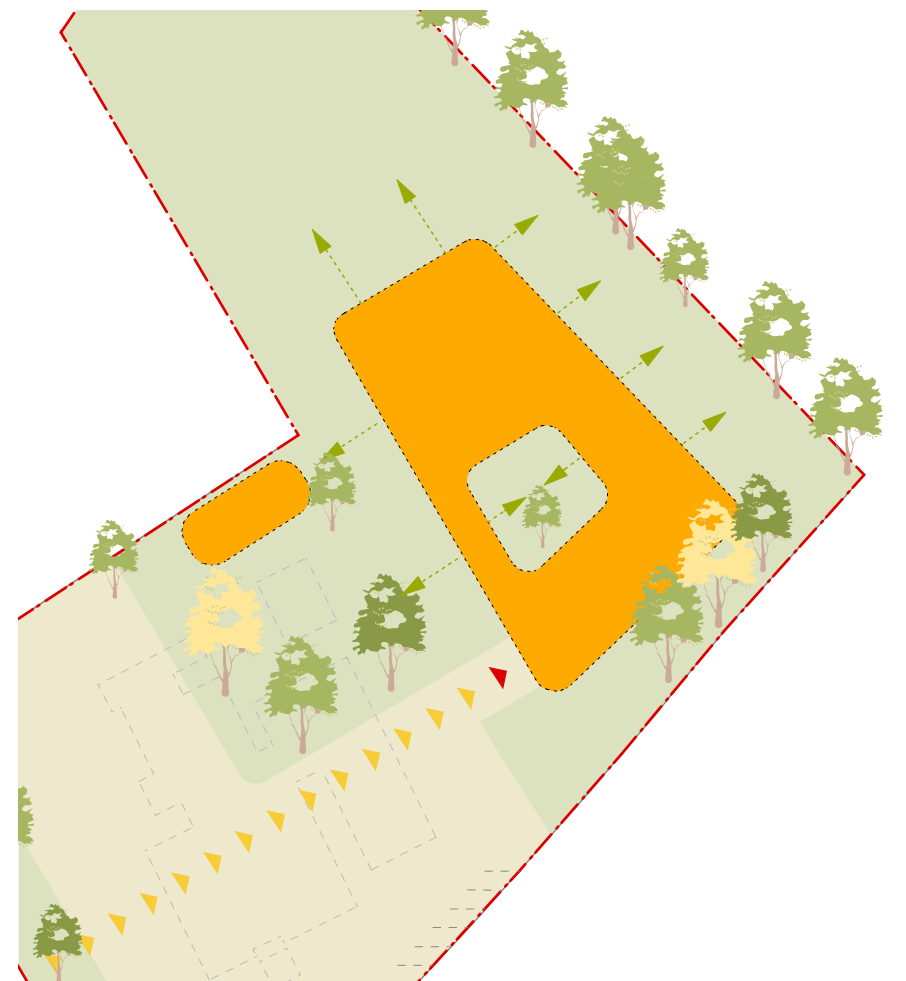
Strategy 2 Rating

Education Brief	■■■■■ 3/5
Capital Cost	■■■■■ 2/5
Phasing	■■■■■ 1/5
Highways	■■■■■ 3/5
Maintenance	■■■■■ 3/5
Project Risks	■■■■■ 1/5



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### Strategy 3: Rebuild





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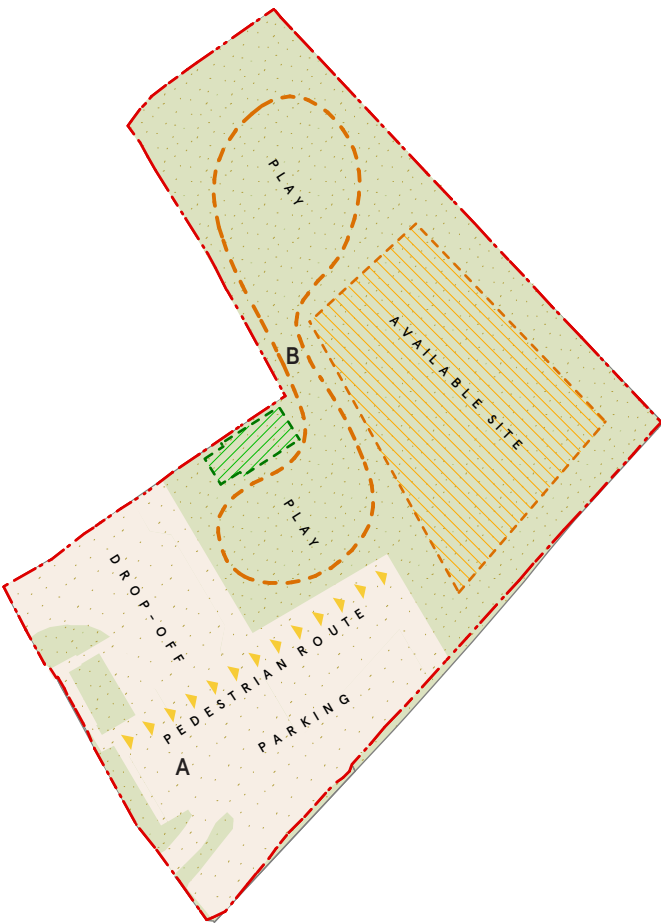
# 8.1 Strategy 3: Constraints & Opportunities

## Key Site Constraints & Strategy



### 1. Existing School Site

- A.** In order to avoid the school needing to decant during construction, the new school would need to be built on the existing playground.
- B.** If the overhead power cables are re-routed below ground, an estimated zone of approx 8 metres will need to be left around the perimeter of the site (TBC by Western Power).
- C.** The existing swimming pool needs to be retained.
- D.** As much of the playing field as possible should also be maintained to enable field sports in summer.



### 2. Site Zoning

- A.** Sufficient space needs to be left to the front of the site for additional parking, drop-off and safe pedestrian access.
- B.** Play spaces to the front and rear of the school need to be connected



### 3. New School Building

- A.** 7 new classrooms with good outlook and connection to their own designated outdoor spaces.
- B.** Flexible shared indoor and outdoor learning spaces at the centre of the school.

Key

Area/Structure to be retained

Construction not possible

Potential site area for new building

Renew

Extend

Demolition





## 8.2 Strategy 3: Rebuild

## Rebuild Proposal

Strategy 3 proposes to demolish the existing school in its entirety and re-build a new school to the rear of the site.

This allows for additional parking, drop-off areas and a wide pedestrian entrance route to the front of the site to alleviate traffic and pedestrian safety issues. This also allows for the existing school to remain occupied during construction.



**1. School and nursery can stay in the existing building until the new school is finished, with minimal disruption.**

2. All spaces within the new-build school achieve the required floor area in high quality learning spaces.

3. Direct access to dedicated outdoor learning spaces for all classrooms.

4. Substantial increase in the size of parking and drop-off area allows significant improvement of current highways and pedestrian safety issues.

5. Outdoor spaces made more efficient and a wider variety of play environments provided.



1. Playing field area reduced due to increased parking and access.

**140 Pupil Places + Nursery**



210 Pupil Places + Nursery



Key Statistics	
(m2)	(m2)
External Pupil Area - Soft	3,479
External Pupil Area - Hard	1,415
External Pupil Area - Habitat	161
Float	
<b>Total Net Site Area</b>	<b>5,055</b>
External Non-net Area	3,835
Nursery Building Footprint	101
External Area - Nursery	125
School Building Footprint exc. pool	1,373
<b>Total gross site area</b>	<b>10,628</b>

Key Design Features

- New School**

A new school building to the north-east of the school site provides 5 well-sized classrooms set around a central courtyard. Each classroom has a direct connection to its own dedicated outdoor learning space externally and multi-purpose teaching and circulation spaces internally.

There are two connected playground areas. The playground to the front of the building provides hard-surfaced play, a covered play space and a wooded learning landscape. Part of the existing playing field is retained to the north of the site.
- Demolition of Existing**

The existing school would remain occupied until the new school is completed. It would then be demolished to allow for the landscaping works to create the front playground and new parking and drop-off areas.
- Courtyards**

The new school building is constructed around a habitat garden at the heart of the school, providing a space for outdoor learning and cultivation adjacent to the practical room as well as quieter 1-to-1 or group teaching. This also provides views out and good daylighting to circulation spaces.
- Future Provision and Phasing**

If the 1FE expansion took place, an extension would be built to the south-west of the new school building to house the nursery. An extension would also be built to the south-west of the site for staff and ancillary spaces. This then allows conversion of their former spaces into additional classrooms.
- Highways and Access**

The positioning of the new school at the rear of the site allows for additional parking, separate car and bus drop-off areas onto pedestrian pathways and a dedicated wide pedestrian route up to the main entrance.
- A Visible Front Entrance**

The new entrance is located to the front of the building, at the top of the pedestrian access route. Visitor and pupil entrances are directly adjacent to one another. This means that visitors do not need to pass through the playground to enter the school and allows the main school office to have a direct view over both.

The swimming pool would have its own dedicated access for community use.
- Nursery**

The nursery is housed in the main school building, facing onto the central courtyard, directly connected onto an external play space. It can be accessed from the side of the building without needing to pass through the playground.
- Feedback**

Strategy 3 was presented to the Head, Deputy Head, Chair and Vice Chair of Governors and their feedback was as follows:

  1. The pedestrian priority sends out a clear positive message for pupils and parents/carers accessing the site by car and on-foot.
  2. The variety of external play provides lots of opportunities for the school and is what is lacking at the current school.
  3. This option was preferred by all, and would be seen as a significant improvement to the school's learning environment.
  4. Later expansion to full 1FE should be planned to allow for the school to feel complete with 140 pupils.



8.3 Strategy 3: Suitability

Assessment of Areas

This area analysis of Strategy 3 is compared with Herefordshire Council’s accommodation brief for a 1FE primary school.

This strategy proposes a brand-new school building, therefore, all spaces would therefore meet the requirements of the brief and provide good quality spaces while also allowing the school to maximise the use of the site.

Due to poor access and traffic flow through the site, and issues with safe-guarding, the area allocated to vehicle entry, parking and pedestrians has been increased significantly. This provides safe access to the site and significantly reduces the risk of traffic backing up and blocking the public highway.

This has resulted in the total net site area being below the recommended area for BB103, however, the use of the site has been maximised. The neighbouring farmland that would be added to the school site as part of a section 106 agreement would increase this area to be within BB103 guidelines.

Overall, the new landscaping and new school building will be more efficient and of higher quality allowing the school to make better use of the site.

	Hereford Brief - 1FE Primary			Strategy 3			Difference	Comments
Space	No. of spaces	HC Brief m <sup>2</sup>	Total m <sup>2</sup>	No. of spaces	Area m2	Total m <sup>2</sup>	+/-	
Basic Teaching Spaces								
Reception/Y1 Classroom	1	62	62	1	62	62	0	Hall reduced to BB103 size to allow for Practical Room noted as key space by school
Y1/Y2 Classroom	1	62	62	1	62	62	0	
Y3/Y4 Classroom	1	62	62	1	62	62	0	
Y4/Y5 Classroom	1	62	62	1	62	62	0	
Y6 Classroom	1	62	62	1	62	62	0	
Additional Classroom 1	1	62	62	1	62	62	0	
Additional Classroom 2	1	62	62	1	62	62	0	
Practical area / food bay	0	0	0	1	30	30	30	
ICT base	0	0	0	1	0	0	0	
Total			434			464	30	
Main hall	1	180	180		150	150	-30	Hall reduced to BB103 size to allow for Practical Room
Storage								
Coat and bag storage- YR/Y1	1	3	3	1	3	3	0	PE, table and stage store combined
Coat and bag storage- Y1/Y2	1	3	3	1	3	3	0	
Coat and bag storage- Y3/Y4	1	3	3	1	3	3	0	
Coat and bag storage- Y4/Y5	1	3	3	1	3	3	0	
Coat and bag storage- Y6	1	3	3	1	3	3	0	
Additional Classroom 1	1	3	3	1	3	3	0	
Additional Classroom 2	1	3	3	1	3	3	0	
Teaching Storage- YR/Y1	1	2	2	1	2	2	0	
Teaching Storage- Y1/Y2	1	2	2	1	2	2	0	
Teaching Storage- Y3/Y4	1	2	2	1	2	2	0	
Teaching Storage- Y4/Y5	1	2	2	1	2	2	0	
Teaching Storage- Y6	1	2	2	1	2	2	0	
Additional Classroom 1	1	2	2	1	2	2	0	Combined caretakers and cleaning store
Additional Classroom 2	1	2	2	1	2	2	0	
Specialist walk in stores	3	5	15	1	15	15	0	
Indoor PE equipment storage	1	18	18	1	18	18	0	
Outdoor PE equipment storage	0	0	0	0	0	0	-	
Bulk stock store	1	4	4	1	4	4	0	
Caretakers and maintenance store	1	5	5	1	5	5	0	
Cleaning store	1	3	3	1	3	3	0	
Table and chair store	1	12	12	1	12	12	0	
Staging/ appliance store	1	4	4	1	4	4	0	
Mobility equipment store	1	2	2	1	2	2	0	Inc. in Specialist Store
Store for community	0	0	0	0	0	0		
Total			98			98	0	
Staff and admin								
Heads office	1	12	12	1	12	12	0	
Staff room work and social	1	33	33	1	33	33	0	
Staff PPA	1	10	10	1	10	10	0	
Senior management office	1	10	10	1	10	10	0	
General office (reception)	1	12	12	1	12	12	0	
Secure reception	1	4	4	1	4	4	0	
Reprographics room	1	8	8	1	8	8	0	
Meeting room	0	0	0	0	0	0	0	
Sick bay	1	3	3	1	3	3	0	
Interview room	1	9	9	1	9	9	0	
Total			101			101	0	

	Hereford Brief - 1FE Primary			Strategy 3			Difference	Comments
Space	No. of spaces	HC Brief m <sup>2</sup>	Total m <sup>2</sup>	No. of spaces	Area m2	Total m <sup>2</sup>	+/-	
<b>Learning resource area</b>								
Library (learning resource centre)	1	30	30	1	30	30	0	Inc. in main T provision
Small group room	3	11	33	3	11	33	0	
SENco office (SEN resource)	1	12	12	1	12	12	0	
Medical inspection room/ Therapy room	1	12	12	1	12	12	0	
<b>Total</b>			<b>87</b>			<b>87</b>	<b>0</b>	
<b>Non net areas</b>								
Reception toilets	3	2	6	1	6	6	0	
Pupils toilets	10	2	20	2	10	20	0	
Staff toilets	2	2	4	2	2	4	0	
Accessible toilet	1	3	3	1	3	3	0	
Hygiene room	1	12	12	1	12	12	0	
Kitchen facilities (servery)	1	28	28	1	28	28	0	
<b>Total</b>			<b>73</b>			<b>73</b>	<b>0</b>	
<b>Subtotal</b>			<b>973</b>			<b>973</b>	<b>0</b>	
Corridors	-	22.5%	203	-	21.3%	207	4.5	
Boiler room	1	1.5%	13.5	1	1.5%	14.6		
Server	in boiler			in boiler				
Walls	-	4.0%	36		6%	59	23	
<b>Total Gross Internal Area</b>			<b>1225</b>			<b>1254</b>	<b>29</b>	
<b>Additional area</b>								
Nursery class	1	62	62	1		inc.		93m2 nursery footprint allowed for
Quiet room	1	8	8	1		inc.		
Nursery store room	1	2	2	1		inc.		
Nursery office	1	8	8	1		inc.		
Nursery cloakroom	1	3	3	1		inc.		
Nursery pupils toilets	3	2	6	3		inc.		
Nursery staff toilets	1	2	2	1		inc.		
Nursery entrance	1	2.25%	2	1		inc.		
<b>Total</b>			<b>93</b>			<b>93</b>	<b>0</b>	
<b>Total Net Area</b>			<b>900</b>			<b>900</b>	<b>0</b>	
<b>Total Non-Net Area</b>			<b>325</b>			<b>354</b>	<b>29</b>	
<b>Gross Internal (Total Building) Area excl. nursery</b>			<b>1225</b>			<b>1254</b>	<b>29</b>	Within brief area range
<b>Gross Internal (Total Building) Area incl. nursery</b>			<b>1318</b>			<b>1347</b>	<b>29</b>	
<b>External Areas</b>								
<b>BB103 140 – Pupils</b>			<b>Strategy 3 – 140 Pupils</b>					
External Pupil Area			5,300			5,143	-157	
External Non-net area			812			4,065	3253	
<b>BB103 210 – Pupils</b>			<b>Strategy 3 – 210 Pupils</b>					
External Pupil Area			6,450			5,055	-1395	
External Non-net area			1,043			3,835	2792	

Quantitative Assessment of Areas



Area Assessment Key

- Undersize**  
10% under Hereford Schedule of Accommodation area for IFE Primary School (e.g Classroom less than >56m²)
- OK**  
+/- 10% over/under Hereford Schedule of Accommodation area for IFE Primary School (e.g Classroom within 56-68m²)
- Generous**  
10% Over Hereford Schedule of Accommodation area for IFE Primary School (Classroom more than <68m)
- Additional Areas**  
Areas that are not in Hereford Schedule of Accommodation area for IFE Primary School

Qualitative Assessment of Design Suitability



Quality Assessment Key

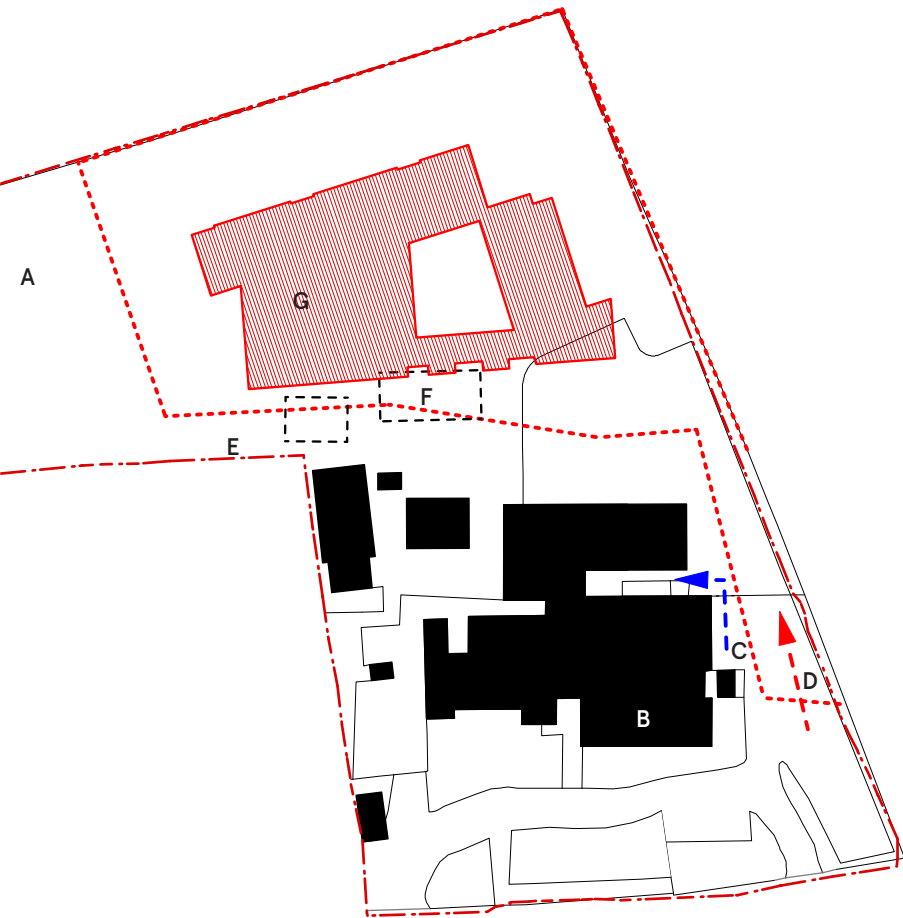
- Poor Quality**  
Space unsuitable for purpose
- Adequate**  
Space suitable for purpose but not ideal
- Good Quality**  
Positive space suitable for purpose with good educational and environmental conditions



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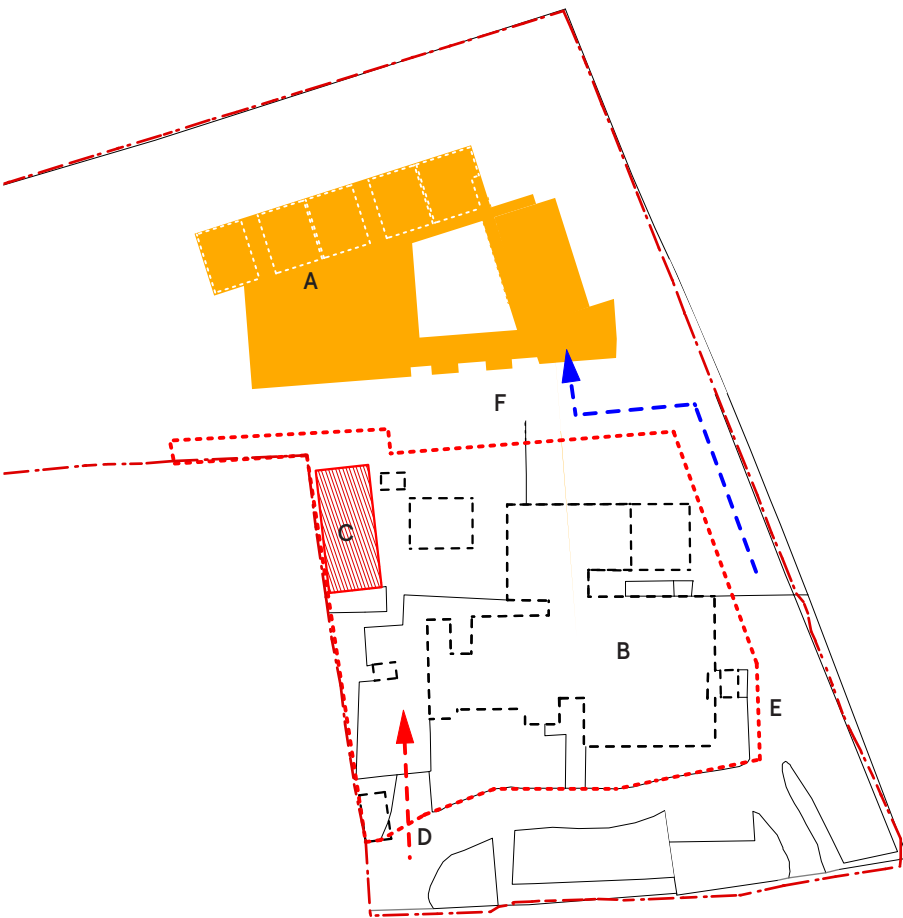
# 8.4 Strategy 3: Phasing

Phasing Strategy



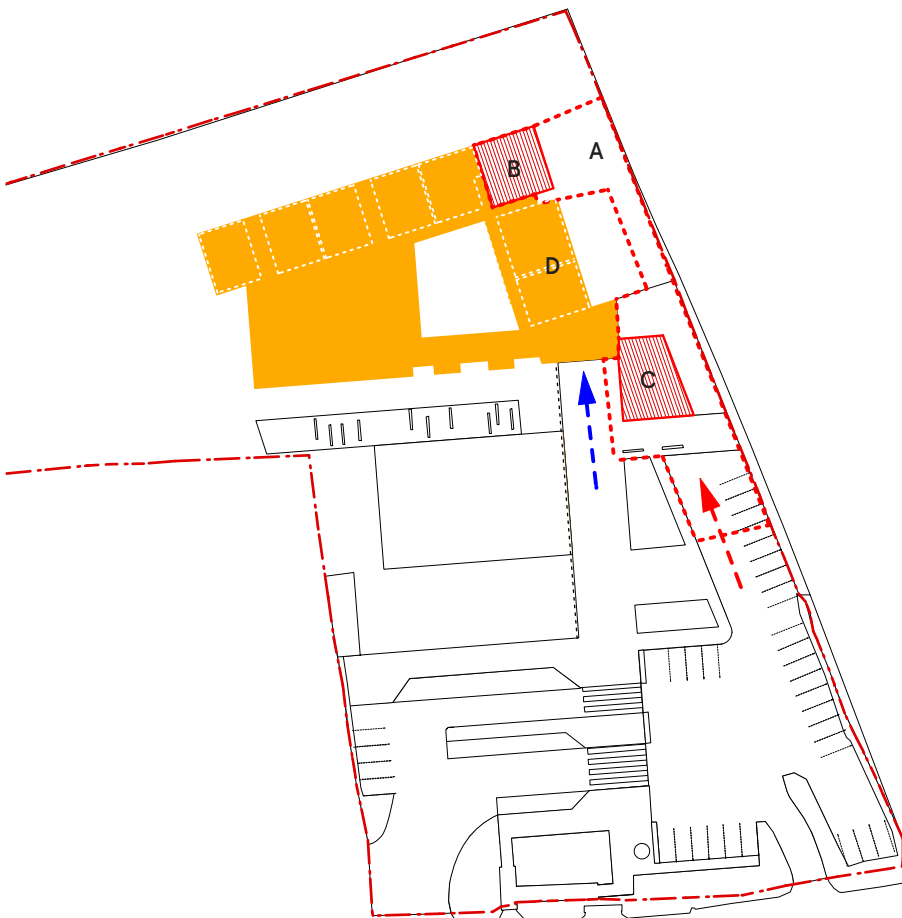
Construction Phase 1

- A.** Works to bury overhead electric cables to be carried out prior to commencing construction. Area to be hoarded off as required for the works.
- B.** Nursery to decant into 'spare' classrooms at the front of the existing building for the duration of the build. Modifications to rooms and WCs may be required prior to occupation.
- C.** Pedestrian access for school to be fenced off from site access.
- D.** Contractor's compound and area for vehicle access to be safely established separate from school access.
- E.** Access to be maintained to playing field during the works.
- F.** Nursery classroom and polytunnel to be demolished.
- G.** Construction of building outside of the footprint of the existing school complex allows the existing school to remain occupied during construction.



Construction Phase 2

- A.** School and nursery to move into completed new building.
- B.** Existing school buildings to be hoarded off and demolished.
- C.** Swimming pool to be re-roofed and refurbished.
- D.** Construction site access to be from west side of the site.
- E.** Site area and hoarding to forecourt to be moved and phased as required to complete landscaping works whilst allowing access and parking.
- F.** School playground to be made secure with temporary fencing during construction phase 2.



Expansion to 1FE

- A.** Site area to be hoarded off for the duration of the construction. Contractor's compound to include area of parking for safe vehicle access.
- B.** New staff admin areas to be constructed to the east corner of the new school, allowing conversion of previous admin areas to create a new classroom.
- C.** New nursery building to be built to the front of the school building.
- D.** Nursery and staff to move into new spaces and old spaces to be converted to provide 2 additional classrooms.

**Phasing Key**

- School/Nursery access route
- Construction access route
- Construction in progress
- Refurbishment in progress
- Demolition
- Construction Site Compound
- Temporary Structure
- Construction Access
- Construction Complete
- Refurbishment Complete
- Existing Building



8.5 Strategy 3: Programme & Risks

Outline Project Programme

All time periods are indicative and subject to further review of the scope of work and consultation with Herefordshire Council and the school.

- KEY
- School Holidays

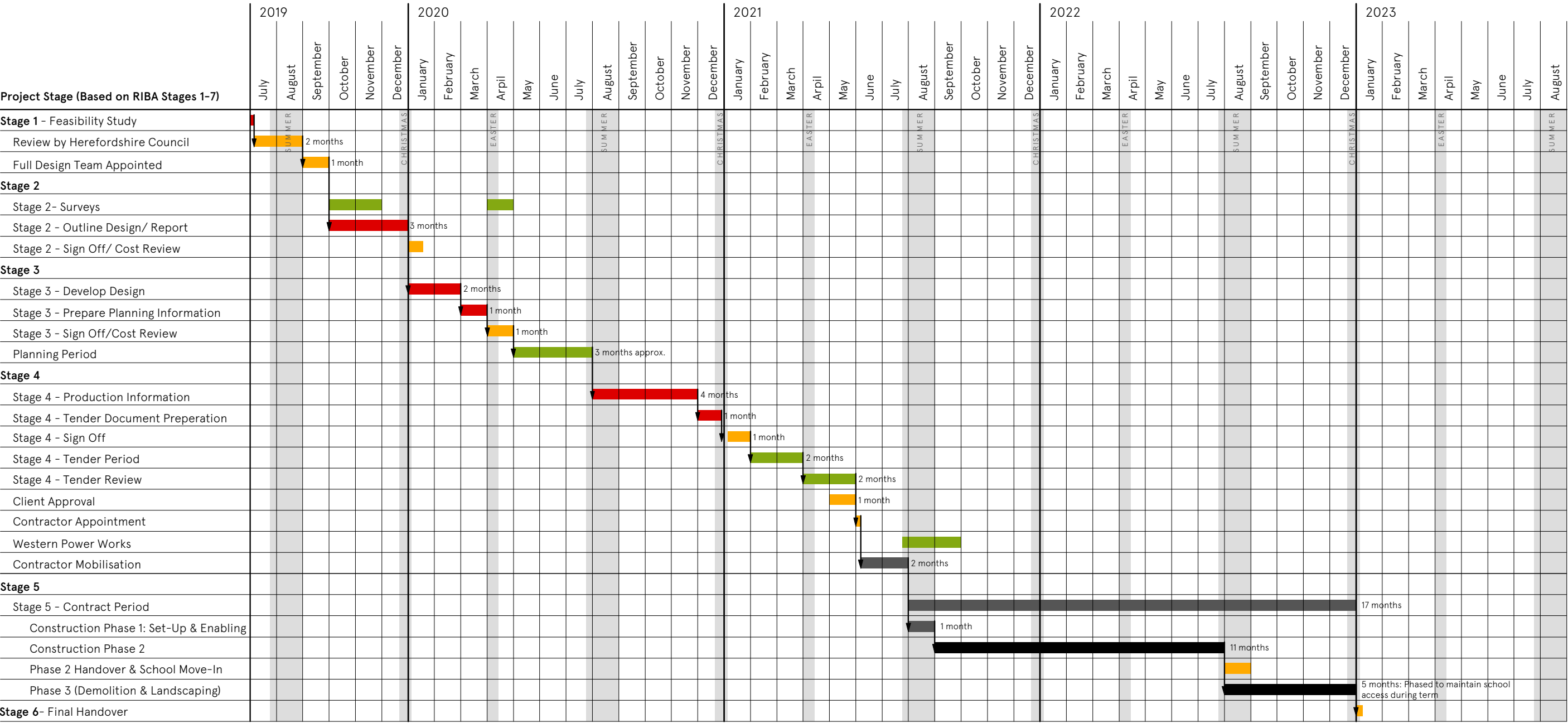
Design Development

Other- Planning/Tender Period

Client- Approval/Sign-Off

Construction

Contractor- Other



Site Plan



Project Risks

**Planning**  
The existing schoolhouse building is described as a 'non-designated heritage asset' by Herefordshire Council Historic Buildings Officer. Demolition of it will need to be carefully and thoroughly justified. This could potentially impact on the planning consent timescale and/or result in design changes.  
**(Mid Likelihood/Mid Impact)**

**Ecology**  
The works will require removal of several trees, building on greenfield land and loss of the pond. Tree and Ecological surveys will be required to assess the potential impact on amenity, habitat, biodiversity and any protected species found on site and mitigation measures taken to protect/replace habitats if required.  
**(Mid Likelihood/Low Impact)**

**Archaeology**  
Archaeological surveys may be required prior to commencing works. If any archaeological remains are found during the build, this could cause substantial delays and/or design changes.  
**(Low Likelihood/High Impact)**

**Flooding**  
The site is in a valley and close to a flood risk zone 2 so this presents a potential risk for excavation and ground works, which could result in additional cost and delay.  
**(Mid Likelihood/Mid Impact)**

**Phasing/Site Logistics**  
The phased works will allow the school to remain occupied throughout the works without moving until the new school is complete. Access to the site compounds will need to be carefully managed to avoid risks to health & safety, safeguarding and to minimise disruption to the school.  
**(Low Likelihood/Mid Impact)**

**Utilities**  
Costs and time-scale for re-routing of the power cables underground have not yet been confirmed. Any issues encountered on site during the works could impact on the programme and cause delay to start in site.  
**(Mid Likelihood/Mid Impact)**

**Asbestos**  
Full intrusive R+D asbestos surveys will need to be carried out in the existing building spaces after the school has moved out. At present there is a management survey only. A full R+D survey will reveal the full extent of asbestos. Removal of the asbestos roof will need to be carefully planned and managed on an occupied site.  
**(Mid Likelihood/Mid Impact)**

**Sport England**  
Due to the increased provision of parking and drop-off area, the external areas will be reduced from the existing provision. The may need to be justified in terms of improvement of pedestrian safety and existing site constraints. Potential risk of delay or design change.  
**(Low Likelihood/Mid Impact)**

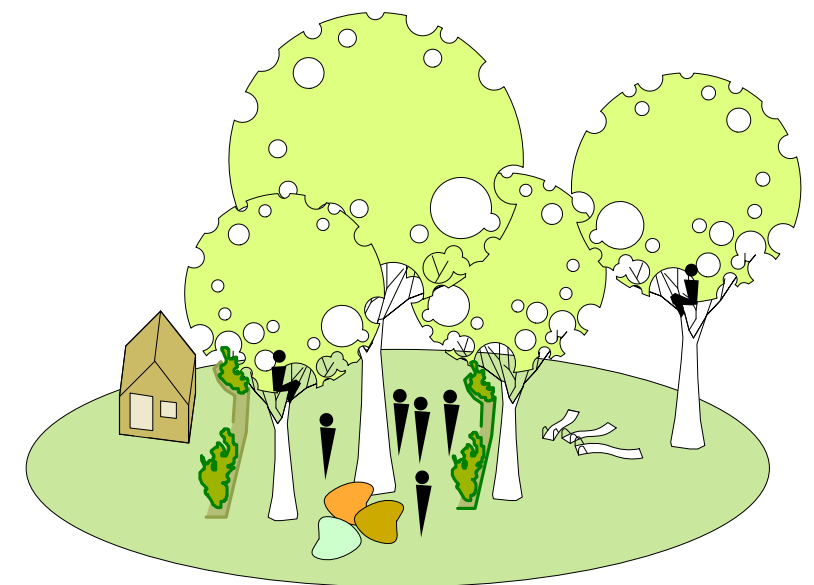
Strategy 3 Rating

Education Brief	4/5
Capital Cost	3/5
Phasing	4/5
Highways	5/5
Maintenance	5/5
Project Risks	3/5

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Conclusion





9.0 Costs

Costs

The costs on the adjacent table here show the relative costs for the three development strategies. These are based on notional square meter rates applied for different levels of refurbishment, the new-build construction and different types of external works. With each of the strategies, a relatively high level of preliminaries, overheads and profit have been applied to reflect the complexities of building on an occupied site and the fact that the school's location may not be appealing for contractors and trade sub-contractors which could add a premium to standard market rates. The costs also include a notional allowance for professional fees, a pupil rate for ICT and FFE.

Value Management

There are a number value-management strategies that can be deployed through following design and construction stages. These include;

1. Review the opportunity for modern Methods of Construction (MMC) and/ or off-site construction techniques to reduce the construction period and therefore reduce costs.
2. Review how local, sustainable materials that are not subject to exchange rates and transportation/ delivery costs could be used in the construction.
3. Review the sustainability and life-cycle costing of the capital project. Eg. are there subsidies available for the use of sustainable technologies such as GSHP/ ASHP.

Procurement

There are a number of different options for how the project could be procured. These are understood to be;

1. Through Herefordshire Council's development partnership with Engie/ Keepmoat.
2. Through a national or regional framework structure (e.g.. Constructing West Midlands or SCAPE)
3. Through a one-off open tender process through a regional tender portal (e.g. Supplying the South West Portal)

There are advantages and disadvantages associated with each procurement route which can be evaluated with the client team as the project progresses. Due to the location and nature of the strategies presented here and the likely volatility of the construction market between now and Q1 2021, it may be possible that the best value for money is achieved through a procurement method that provides opportunities for local/ regional medium-sized contractors that do not have the same level of national exposure to the market.

	Strategy 1A	Strategy 1B	Strategy 2	Strategy 3
	Renew and Repair	Renew and Repair (plus asbestos roofs replacement)	Refurbish & Extend	Rebuild
Building Works				
Facilitating Works	£ 183,000	£ 183,000	£ 285,000	£ 294,000
Renew & Repair	£ 1,080,000	£ 1,293,000	£ -	£ -
Refurbish/Remodel	£ -	£ -	£ 700,000	£ -
New build	£ -	£ -	£ -	£ 2,366,000
Extension	£ 1,133,000	£ 1,133,000	£ 1,968,000	£ -
Externals	£ 985,000	£ 1,039,000	£ 919,000	£ 1,152,000
Sub-total	£ 3,381,000	£ 3,648,000	£ 3,872,000	£ 3,812,000
Main Contractor's Prelims	£ 541,000	£ 584,000	£ 620,000	£ 610,000
Overheads & Profit	£ 393,000	£ 424,000	£ 450,000	£ 443,000
Sub-total	£ 4,315,000	£ 4,656,000	£ 4,942,000	£ 4,865,000
Other Costs				
Professional Fees & Surveys	£ 669,000	£ 721,000	£ 766,000	£ 754,000
Other Project/Dev. Costs	£ 443,000	£ 508,000	£ 1,053,000	£ 770,000
Total	£ 5,427,000	£ 5,885,000	£ 6,761,000	£ 6,389,000
Risk	£ 760,000	£ 823,000	£ 801,000	£ 639,000
Inflation	£ 694,000	£ 750,000	£ 894,000	£ 787,000
VAT	Excluded	Excluded	Excluded	Excluded
Nursery	£ 342,000	£ 344,000	£ 454,000	£ 441,000
Swimming pool				
a) New roof only	£ 132,000	£ 132,000	£ 134,000	£ 132,000
b) Extra for full full refurb	£ 150,000	£ 150,000	£ 153,000	£ 150,000



10.0 Conclusion

Purpose of the Study

This feasibility study has evaluated the development options for Peterchurch Primary School that address issues relating to the poor suitability of the existing teaching spaces, the poor condition of the existing school building and the poor layout of the school site.

The study includes observations of all the teaching spaces at the school, the conclusions of the workshops with all the staff and the development of a ‘manifesto’ that sets out the key educational ambitions of a future capital project. The study also integrates consultation from planning, highways, tree and conservation officers as well as Herefordshire Council’s client team.

Three Strategies

This study puts forward three strategies – re-new, re-model and re-build. Each of which has been evaluated against the key objectives and each of which has been assessed in terms of cost, programme, phasing, risks and how well each addresses the educational outcomes.

Each strategy considers how the school could be planned as a 140-pupil school (with 5 classrooms) and, with further expansion, a 210-pupil school (with 7 classrooms). All options look to maintain a nursery that will accommodate 26FTE places.

Each option considers the wider priorities associated with the project to a greater or lesser extent. These include;

- 1. highways and safeguarding issues at the front of the school site,
- 2. how the school site can be rationalised to create a logical, efficient and sustainable teaching environment.
- 3. long-term maintenance issues associated with existing buildings,
- 4. the suitability of spaces other than classrooms,
- 5. how development can be carried out in a way that minimises disruption to the operation of the existing school.
- 6. initial feedback from planning, tree and conservation officers.

Strategy 1: Renew and Repair

This strategy puts forward the lightest-touch approach possible. It retains as much of the existing school as possible whilst providing 5 adequate classrooms. Only the poorest quality spaces are demolished and the remaining existing building repaired, refurbish and extended to provide 2 new classrooms facing the playing field, with ancillary teaching and admin spaces. Existing traffic issues are addressed as far as possible without demolition of the schoolhouse and hall buildings.

This strategy might be the preferred route for development if the priority is to deliver the project to the lowest cost. The outcome of development will improve the quality of the school accommodate and will provide adequate teaching space to the majority of the school building. This strategy will not resolve all the existing building issues identified in this report. The suitability of the school hall and the safeguarding issues associated with traffic will not be addressed.

This strategy reuses the existing building and therefore has the lowest capital cost. However, out of the three approaches it will require the highest level of on-going maintenance and the highest operations cost. In this regard it could be seen to be the least sustainable option.

Strategy 2: Remodel and Extend

This strategy addresses all the existing building issues to some extent but is unable to fully resolve them all. It provides 5 good quality classrooms and a new hall. It retains the parts of the school that are suitable for re-use and/or have been highlighted by planning to be worthy to be retained, due to non-designated heritage value. All other buildings are demolished and a new extension is constructed that houses the hall, an additional classroom and ancillary teaching and admin spaces. Additional parking and improved drop-off and pedestrian access is provided to the front of the site.

This strategy might be the preferred route for development if the desire is to attempt to address all the issues with the existing building. Identified in this report, through an approach to expand and remodel the existing building. The outcome of development will improve the quality of the school accommodation and will provide good teaching space to the majority of the school building.

This strategy will not resolve all the existing site issues identified in this report. The safeguarding issues associated with traffic to the front of the site will not be fully resolved. This strategy reuses some of the existing building although proposes extensive work to it, which will likely incur the longest construction programme and is therefore also the most costly and disruptive option. This strategy is also the least preferred development option by the school.

Strategy 3: Rebuild

This strategy puts forward a new school building. It demolishes the existing school in its entirety and builds a new school to the rear of the site and creates two connected playground areas to the front and side of the school building. It fully addresses the issues associated with on-site parking, and drop-off areas and is able to be constructed with the least disruption to the operation of the school.

This strategy might be the preferred route to provide the best possible teaching environment, with a new sustainably-designed building that fully addresses the safeguarding issues associated with the on-site parking and drop-off. This strategy will provide the lowest ongoing maintenance for the future, however comes with risks associated with planning, utilities and Sports England.

Strategy 1: Renew and Repair	Strategy 2: Remodel and Extend	Strategy 3: Rebuild
<div>Education Brief</div> <div><div><div></div><div></div><div></div><div></div><div></div></div><div>3/5</div></div> <div>This strategy retains as much of the existing school as possible whilst providing 5 adequate classrooms. New landscaping provides different types of outdoor space that the existing school lacks.</div>	<div>Education Brief</div> <div><div><div></div><div></div><div></div><div></div><div></div></div><div>3/5</div></div> <div>This strategy provides 5 good quality classrooms and a new hall</div>	<div>Education Brief</div> <div><div><div></div><div></div><div></div><div></div><div></div></div><div>5/5</div></div> <div>This strategy, for a brand new school, provides the best possible teaching environment with a new sustainably designed building.</div>
<div>Highways</div> <div><div><div></div><div></div><div></div><div></div><div></div></div><div>1/5</div></div> <div>The existing reception play space is re-landscaped to provide a bus drop-off and parking zone however there is still limited parking provision and traffic flow.</div>	<div>Highways</div> <div><div><div></div><div></div><div></div><div></div><div></div></div><div>3/5</div></div> <div>Parking and access is significantly improved with designated bus and parent drop-off allowing improved traffic floor. Pedestrians are prioritised and are able to walk on pavements and not across traffic flow.</div>	<div>Highways</div> <div><div><div></div><div></div><div></div><div></div><div></div></div><div>5/5</div></div> <div>It fully addresses the safeguarding issues associated with the on-site parking and drop-off with traffic flow both on the site and on the adjoining highway greatly improved. Pedestrians are prioritised and are able to walk on pavements and not across traffic flow.</div>
<div>Capital Cost</div> <div><div><div></div><div></div><div></div><div></div><div></div></div><div>4/5</div></div> <div>This strategy has the lowest capital cost but will require the highest level of on-going maintenance in the future.</div>	<div>Capital Cost</div> <div><div><div></div><div></div><div></div><div></div><div></div></div><div>2/5</div></div> <div>This strategy retains only the best quality parts of the existing buildings and fits new extensions around them this results in the highest capital cost out of all three strategies, however their will be less maintenance costs in the future.</div>	<div>Capital Cost</div> <div><div><div></div><div></div><div></div><div></div><div></div></div><div>3/5</div></div> <div>The strategy is between strategy 1 and 2, but addresses all of the issues and requirements of the brief.</div>
<div>Maintenance</div> <div><div><div></div><div></div><div></div><div></div><div></div></div><div>1/5</div></div> <div>Much of the existing building is retained, therefore this strategy has the highest level of on-going maintenance in the future.</div>	<div>Maintenance</div> <div><div><div></div><div></div><div></div><div></div><div></div></div><div>3/5</div></div> <div>As most of the existing building is demolished, the majority of the maintenance risk and cost is removed.</div>	<div>Maintenance</div> <div><div><div></div><div></div><div></div><div></div><div></div></div><div>5/5</div></div> <div>This strategy will provide the lowest on-going maintenance for the future.</div>
<div>Phasing</div> <div><div><div></div><div></div><div></div><div></div><div></div></div><div>2/5</div></div> <div>Phased works will allow the school to remain occupied throughout construction but will require decanting between spaces between phases. This will be disruptive to the school and presents programme risks.</div>	<div>Phasing</div> <div><div><div></div><div></div><div></div><div></div><div></div></div><div>1/5</div></div> <div>This strategy results in the most disruption to the school due to the multiple phases and number of times the school are required to move spaces to allow the site to remaining occupied during the works.</div>	<div>Phasing</div> <div><div><div></div><div></div><div></div><div></div><div></div></div><div>4/5</div></div> <div>The new school can be constructed while the existing school remains fully operational therefore resulting in the least disruption to the school.</div>
<div>Project Risks</div> <div><div><div></div><div></div><div></div><div></div><div></div></div><div>2/5</div></div> <div>Key risks; planning in relation to the existing schoolhouse, habitat and biodiversity loss, flooding, phasing of works and site access with regards to health and safety, programme and costs, temporary and new utilities and asbestos following a full intrusive R&amp;D survey.</div>	<div>Project Risks</div> <div><div><div></div><div></div><div></div><div></div><div></div></div><div>1/5</div></div> <div>Key risks; planning in relation to the existing schoolhouse, habitat and biodiversity loss, flooding, phasing of works and site access with regards to health and safety, programme and costs, temporary and new utilities and asbestos following a full intrusive R&amp;D survey.</div>	<div>Project Risks</div> <div><div><div></div><div></div><div></div><div></div><div></div></div><div>3/5</div></div> <div>Key risks; planning due to demolition of existing schoolhouse, habitat and biodiversity loss, flooding, new utilities and underground cable costs still to be confirmed, asbestos following a full intrusive R&amp;D survey, Sports England due to reduction in playing field.</div>

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Appendices

