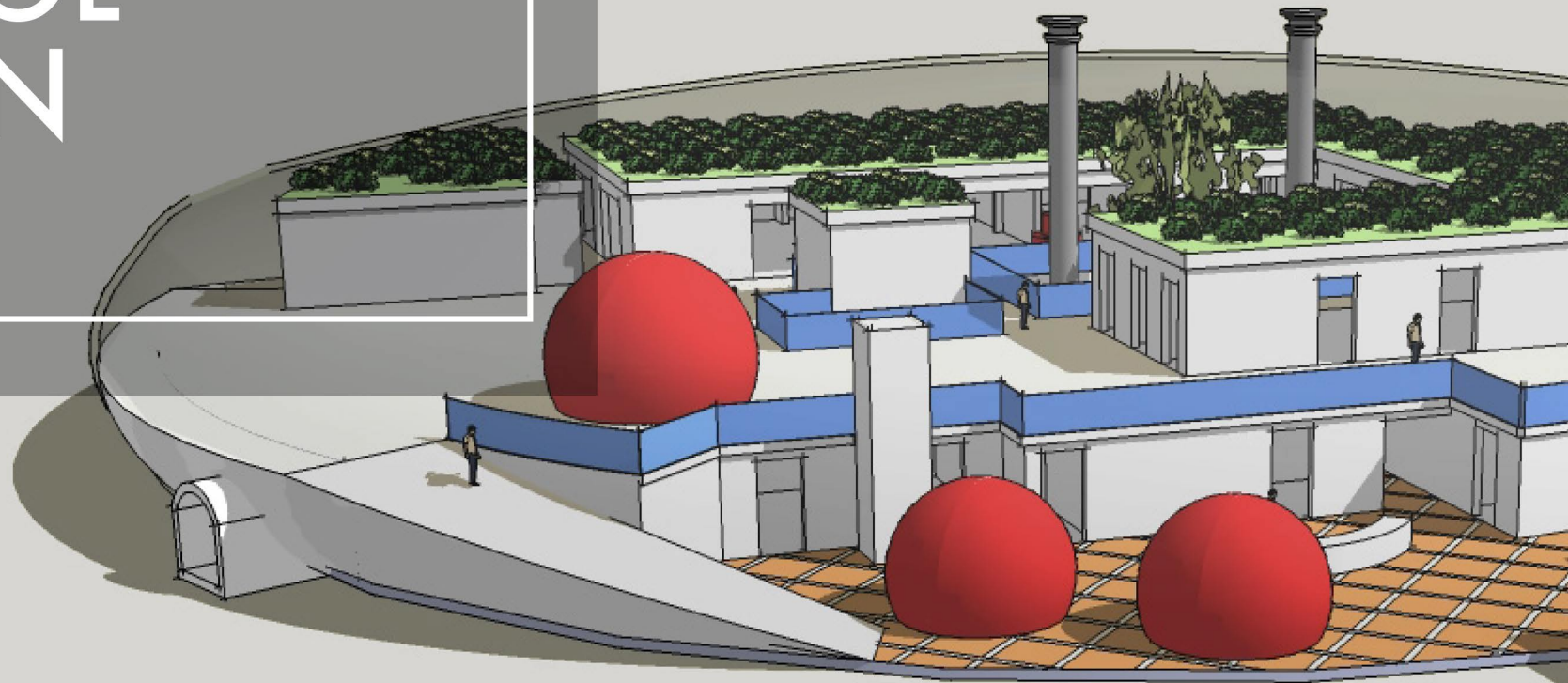


BASIC ELEMENTS of SCHOOL DESIGN

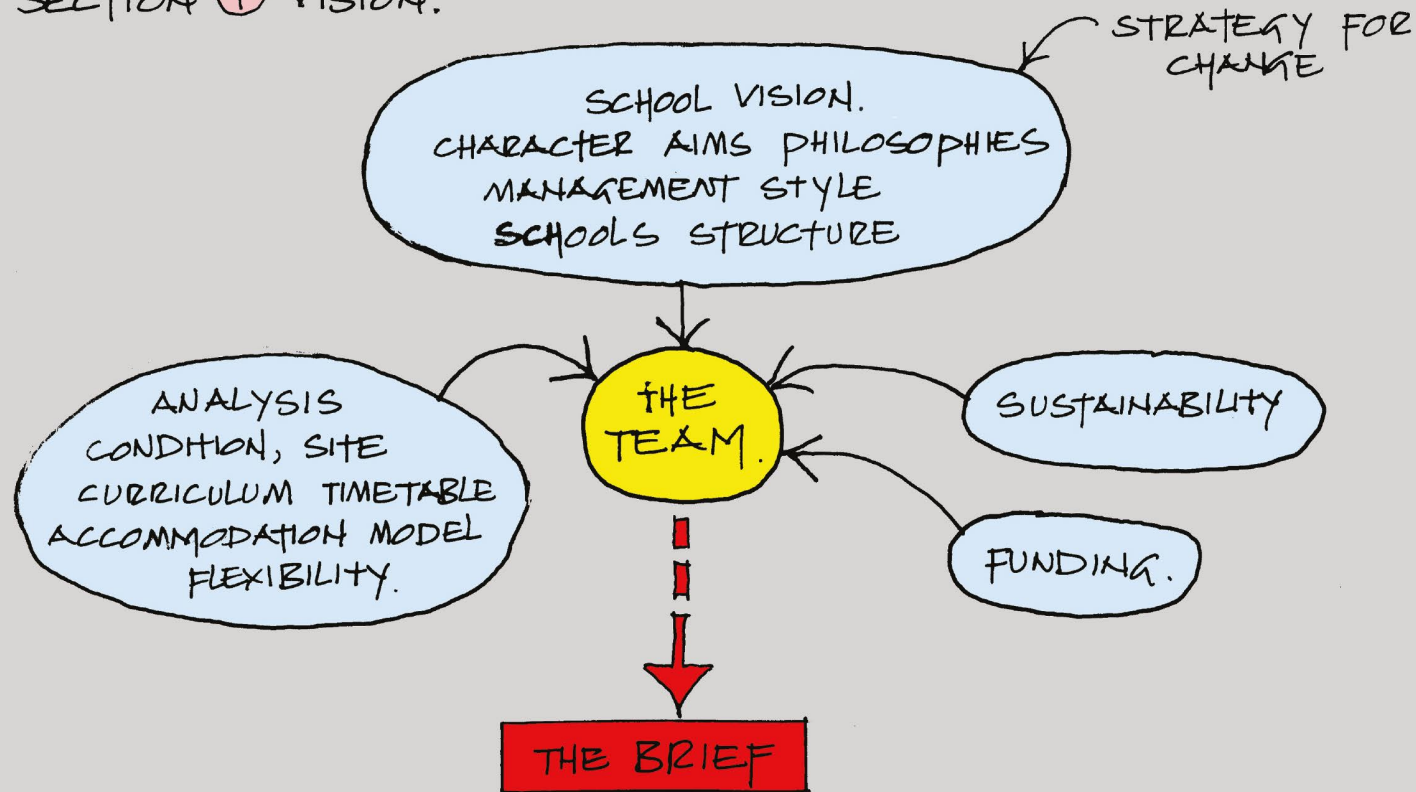


SETTING THE SCENE VIA 'THE BRIEF'

- ① MISSION / VISION.
- ② DRAFT ACCOMMODATION MODEL
- ③ CURRICULUM ANALYSIS
- ④ FINAL ACCOMMODATION SCHEDULE
- ⑤ SET ADJACENCIES
- ⑥ PROGRESSING TO FIRST DESIGN IDEAS.
- ⑦ CIRCULATION ISSUES
- ⑧ HOW THE TEACHING CLUSTERS WORK.

① MISSION / ORGANISATION / FLEXIBILITY + FUTURE PROOFING
SUSTAINABILITY.

SECTION ① VISION.



② DRAFT ACCOMMODATION SCHEDULE

③ CURRICULUM ANALYSIS

(VIA DIALOGUE WITH SCHOOLS)

SEE FOLLOWING COMPARITIVE
ACCOMMODATION SCHEDULES
INFORMED BY CURRICULUM
ANALYSIS

SECTION 1, VISION.

THE WAY THE SCHOOL IS STRUCTURED
WILL HAVE FUNDAMENTAL AFFECTS
UPON THE DESIGN.

STRATEGY FOR SCHOOL ORGANISATION.

- I DEPARTMENT BASED.
- II FACULTY BASED.
- III HOUSE STRUCTURE.
- IV YEAR BASED STRUCTURE
- V KEY STAGE STRUCTURE
- VI SCHOOLS WITHIN A SCHOOL.
- VII OTHERS

THE DECISION AS TO HOW THE SCHOOL
WILL BE ORGANISED NEEDS TO BE MADE
AT THIS POINT.

**SCHEDULE OF TEACHING ACCOMMODATION FOR PROPOSED NUMBERS
AGE RANGE 11-18; NOR 11 – 16 = 1,350 periods / 2 WEEK = 50**

SUBJECT	% of Total	Average Group Size	Teaching Periods	No. of Rooms Calculated	No. of Rooms reqd at Max utilization	Maximum Utilization	No. of Rooms Required	% of Room Utilization	Room Area (sq.m) BB98/p34	Total Areas (sq.m)
English (inc Films & Childcare)	12.89	25	391	7.82	8	90%	9	87	57	513
Maths	13.22	25	401	8.02	8	90%	9	89	57	513
History	4.75	23	144	2.88	3	90%	4	72	57	228
Geography	3.16	23	96	1.92	2	90%	2	96	57	114
R.S	3.63	23	160	3.2	2	90%	2	90	57	114
MFL	5.34	21	162	3.29	4	90%	4	82	51	204
Psychology	1.19	24	36	0.72	1	90%	1	72	51	51
Science	14.74	21- 25	447	8.94	9	85%	11	81	9 x 79 2 x 90	693 180
IT	7.22	21	219	4.38	5	85%	5	88	5 x 57	285
Business	1.98	19	60	1.20	1	85%	2	60	50	100
Design/Tech	12.18	18 – 21	369	7.38	8	85%	9	82	Food 2 x 101 Res. 1 x 110 Elec 1 x 110 Res. 1 x 116 Graph 2 x 85 Textile 2 x 85	(872)
Art	3.43	18 – 21	104	2.08	2	85%	3	70	2x77: 1 x 90	244
Music	2.64	13 – 21	80	1.60	2	85%	2	80	1x57; 1x77	134
Drama	2.64	21 – 28	80	1.60	2	85%	2	80	1x77; 1x90	167
Dance	1.66	8 – 13	50	1.00	1	90%	1	100	150	150
P.E(Hall)	9.30	21 – 30	*282 x 50%	2.84	1	90%	1		594	594
Supervised Study										
Main Hall							1			300
	100		Total	Timetable Rms	59		68			5,456

Supplementary spaces Adult Learning Skills Special resource areas (Media) Extended School or other * PE Assumed Internal 50%

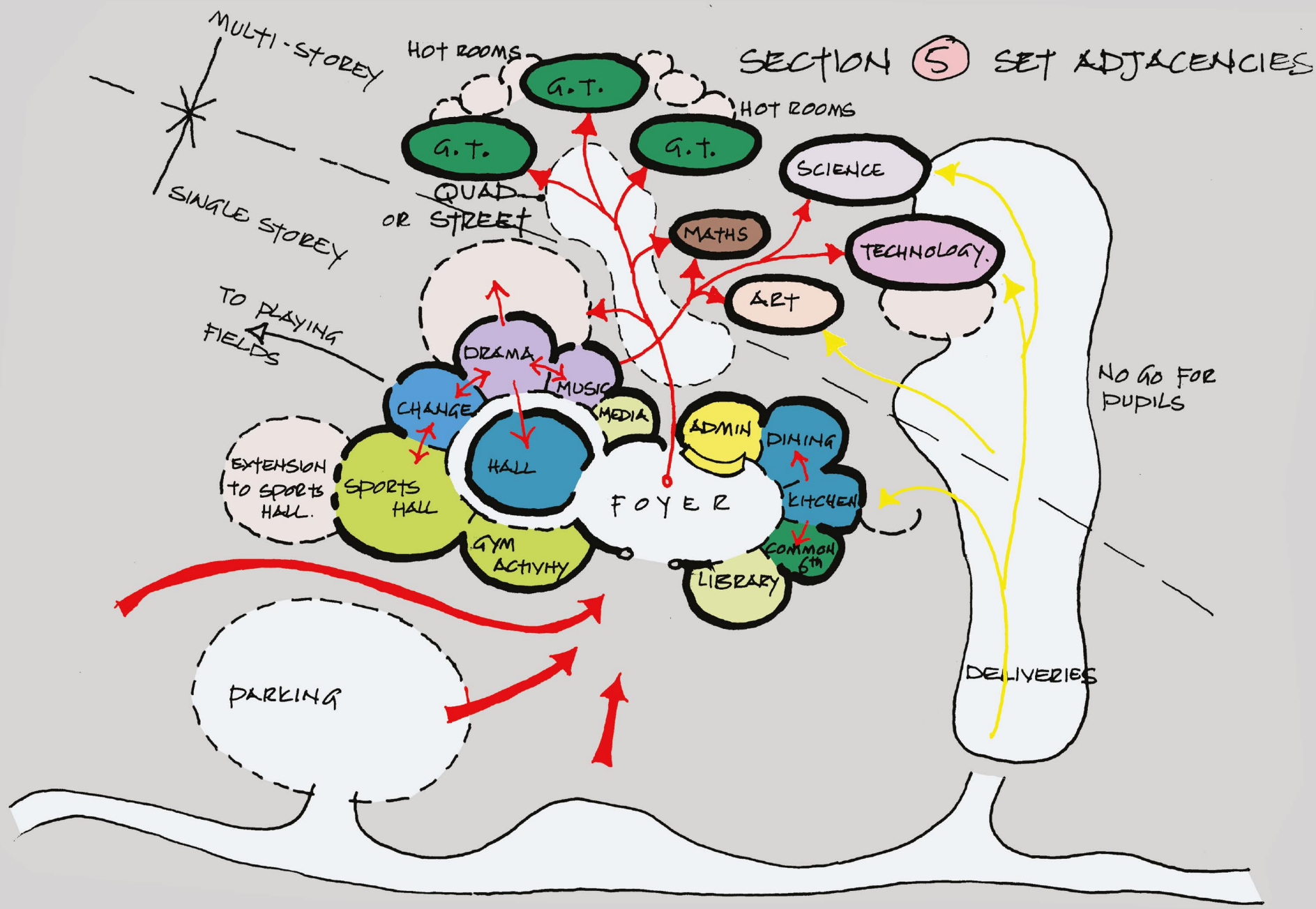
ADDITIONAL NON TEACHING AREAS:

SUBJECT	BB98 REQUIREMENT	AREA PROVIDED
LRC Leadership Development Centre	165 sq. m	240 sq. m
Music Practice Areas	7 @ 7 sq. m	49 sq. m
Recording Studio	13 sq. m	13 sq. m
Small Group Rooms	9 @ 5 sq. m	45 sq. m
SEN Base	Total area required 132 sq. m	150 sq. m
Design Resource Areas + kiln room and dark rm.	60 sq. m	60 sq. m
Dining Hall and Sandwich Area	300 sq. m	240 sq. m
		60 sq. m (sandwich area in link social area)
Kitchen	145 sq. m	145 sq. m
Pupil Changing Areas and Showers	2 @ 80 sq. m	160 sq. m
Pupil W.C.s	5 @ 49 sq. m	240 sq. m
Staff and Administration Facilities	530 sq. m	
Storage Areas	650 sq. m	
Staff Changing and W.C Areas	70 sq. m	

④ FINAL ACCOMMODATION SCHEDULE
(INFORMED BY ② & ③ ABOVE)

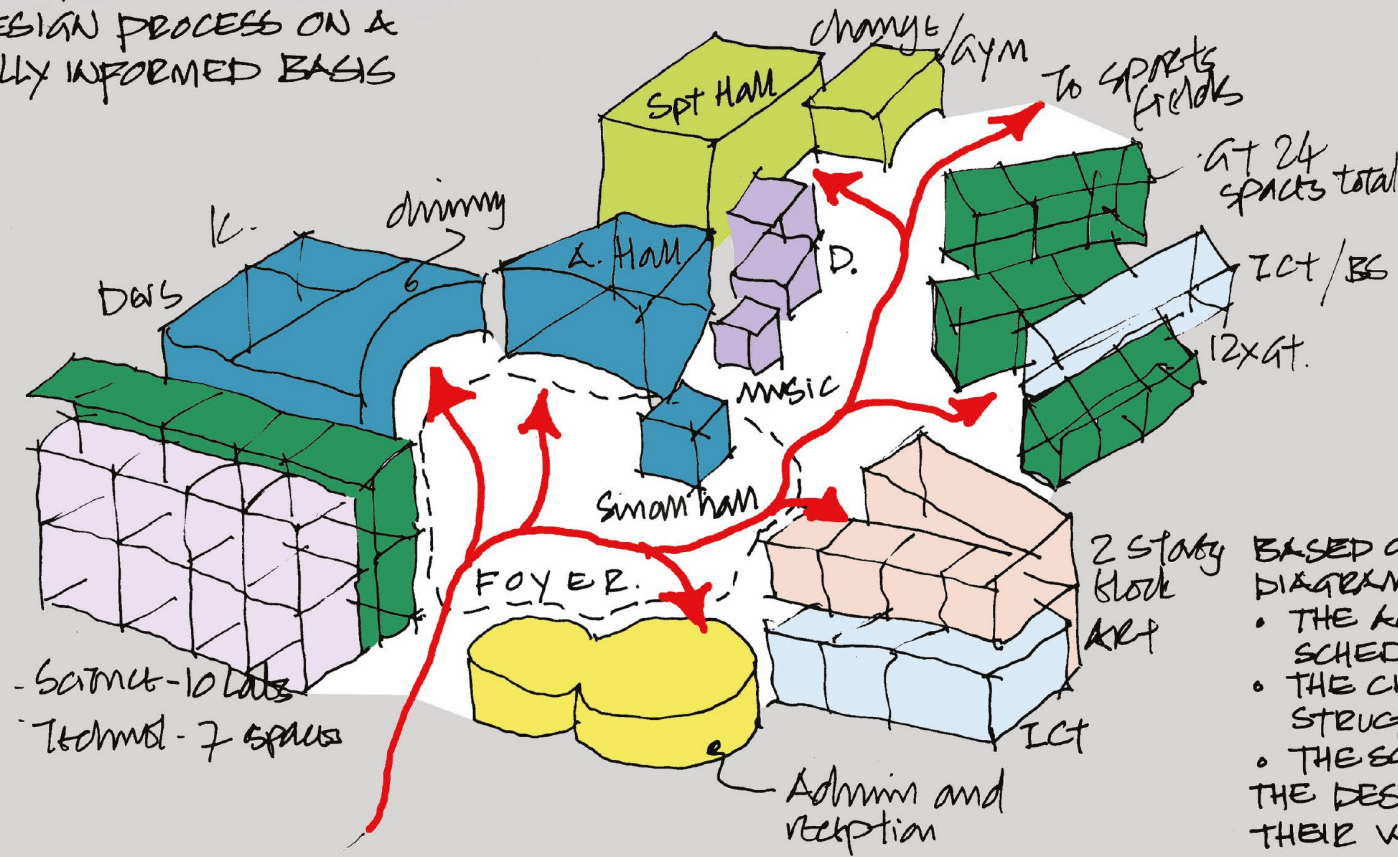
⑤ SET ADJACENCIES
BASED ON INFORMATION GATHERED ITEMS
AS PER ITEMS ① - ④ ABOVE,
(SEE DIAGRAM FOLLOWING.)

SECTION 5 SET ADJACENCIES



FIRST DESIGN STEPS

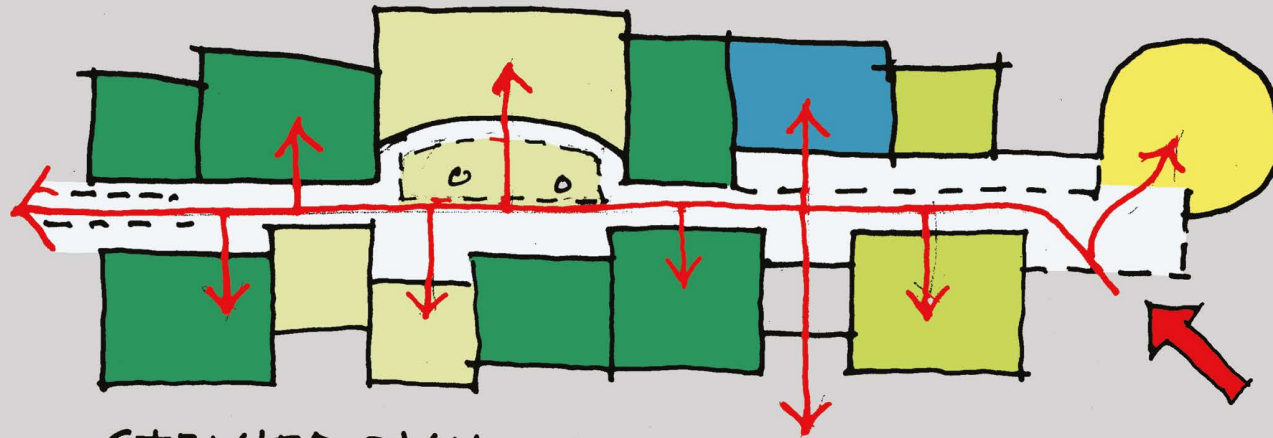
- o SECT 5 SET ADJACENCIES
- o TAKING THE BRIEF START THE DESIGN PROCESS ON A FULLY INFORMED BASIS



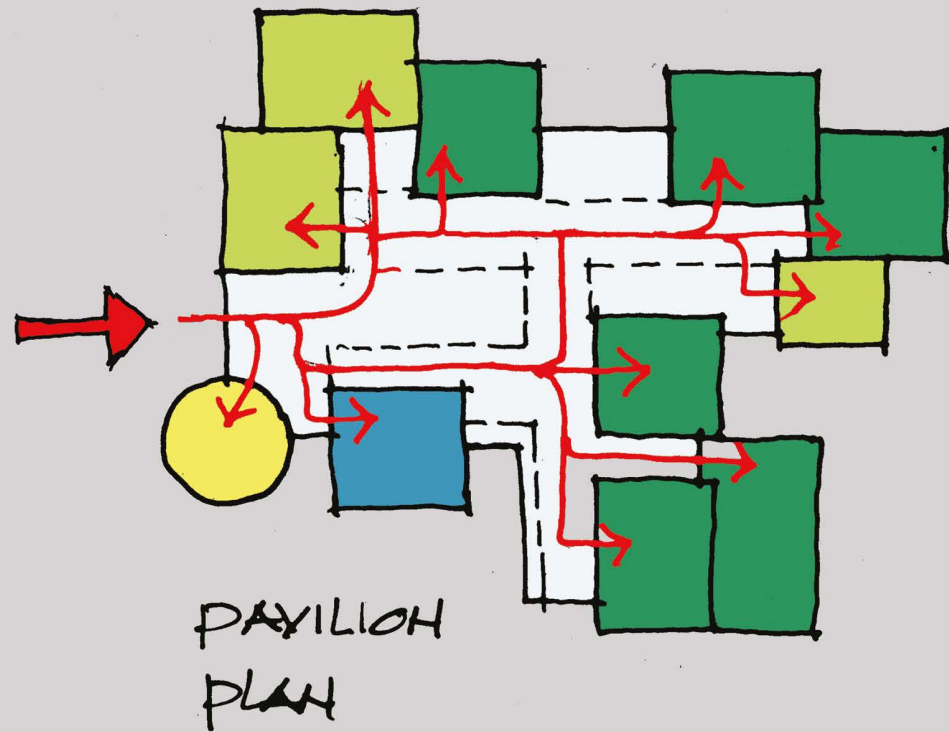
BASED ON THE ADJACENCY DIAGRAM +

- THE ACCOMMODATION SCHEDULE
- THE CHOSEN ORGANIZATIONAL STRUCTURE
- THE SCHOOL'S VISION

THE DESIGNERS CAN START THEIR WORK AT THE OUT SET THE DESIGN PROCESS SHOULD RELATE TO THE BUDGET VIA AN ELEMENT COST PLAN WHICH IS CONSTANTLY RELATED TO THE EVOLVING DESIGN.



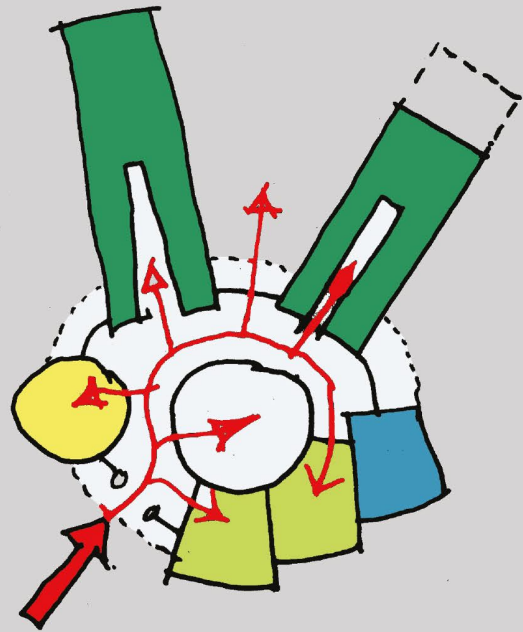
STRIATED PLAN FOR
NARROW SITES



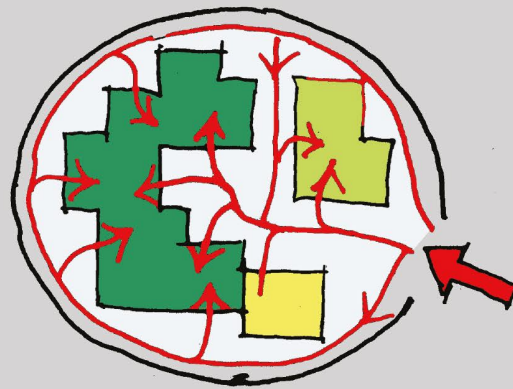
PAVILION
PLAN

DIFFERENT PLAN FORMS
SECT 6

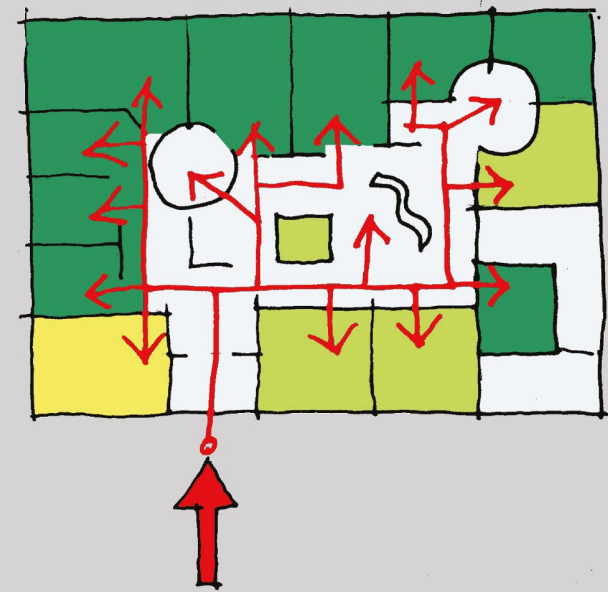
DIFFERENT PLAN FORMS SECTION 6



HUB AND SPOKE



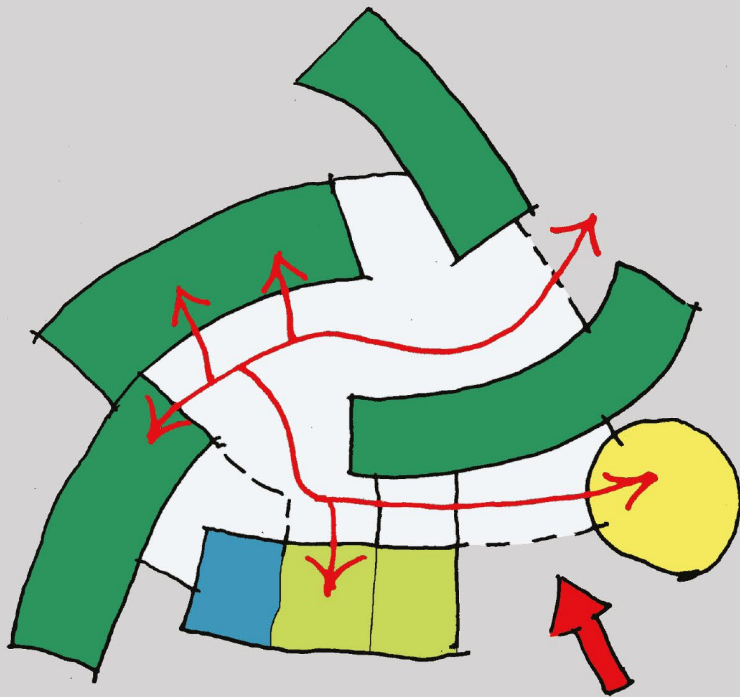
DOMESCHOOL WITHIN



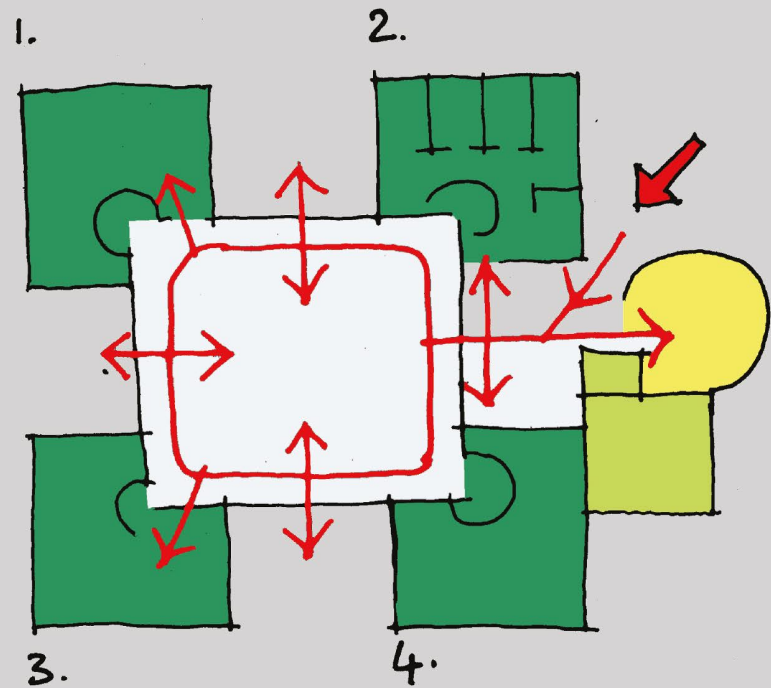
DEEP PLAN - BIG SHED

DIFFERENT PLAN FORMS

SECT. 6

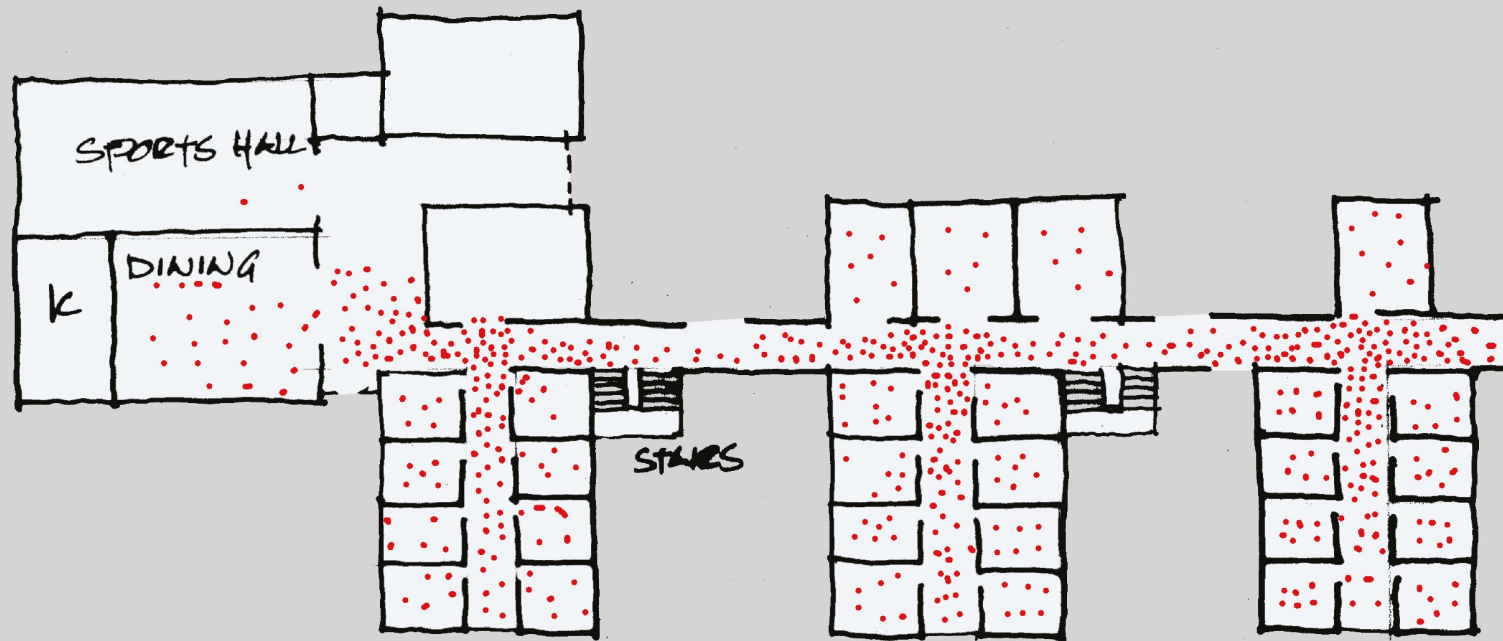


FREE FORM.



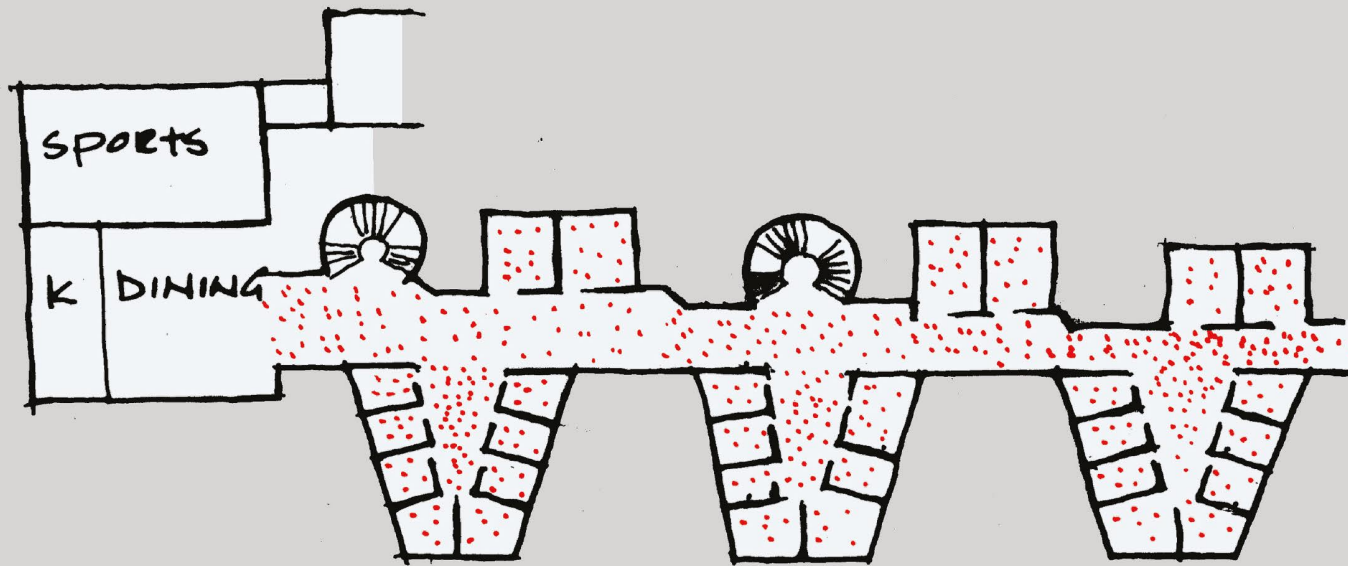
SCHOOLS WITHIN A SCHOOL.

CIRCULATION ISSUES SECTION 7



- o PLAN WITH CONSTANT CIRCULATION ROUTES
- o PUPIL MOVEMENT AT LUNCH TIME - 900 PUPILS - ONE FLOOR - INDICATED.

CIRCULATION ISSUES SECTION 7

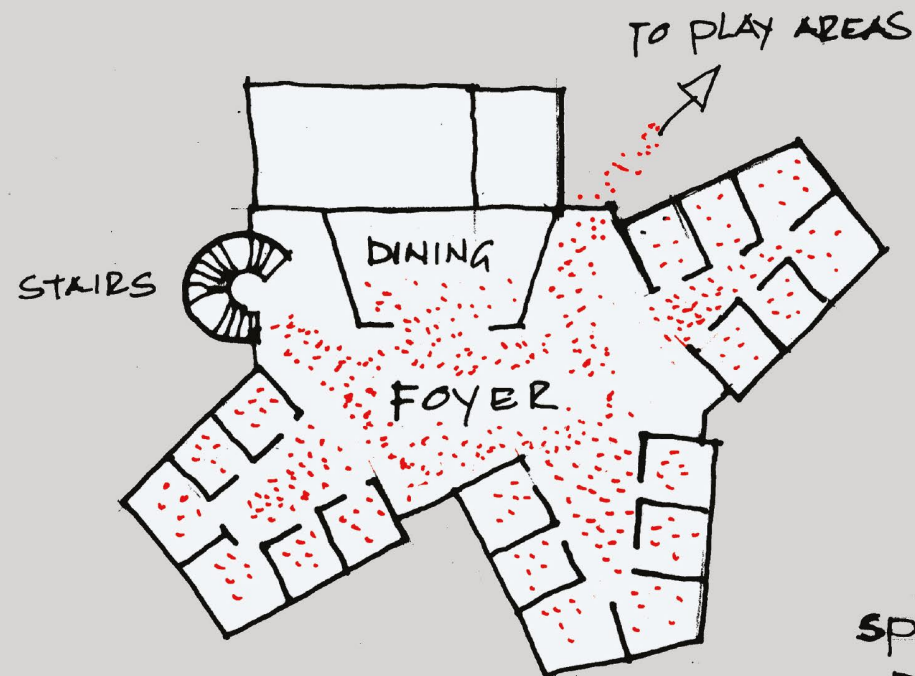


900 PUPILS - ONE FLOOR INDICATED.

- PLAN WITH ATTENUATED CIRCULATION ROUTES
- AS WITH AN AIR DUCT - ATTENUATION REDUCES RESTRICTION & IMPROVES THE FLOW

CIRCULATION ISSUES - SECTION 7

- WAYS TO EASE CONGESTION
- THINK OF PLAN FORMS THAT
DO NOT RESTRICT THE FLOW

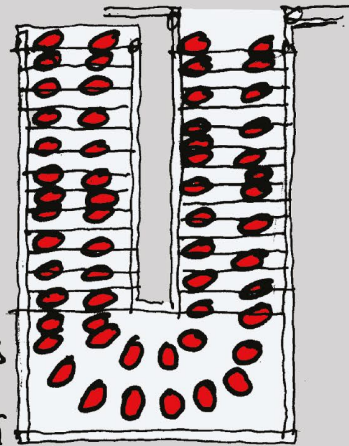


- SPREAD THE NUMBERS
- PLACE DINING CENTRALLY
 - TAPER THE CIRCULATION AREAS
 - FORM A CITY SQUARE - DOUBLING AS FOYER FOR EVENING FUNCTIONS.

STAIRCASES - CIRCULATION ISSUES SECT. ⑦

THE 'DOG LEG' STAIRCASE

THIS STAIRCASE TYPE IS STILL COMMON IN NEW SCHOOL DESIGN - BUT IS NOT SUITABLE TO DEAL WITH THE MOVEMENT OF LARGE NUMBERS OF PUPILS

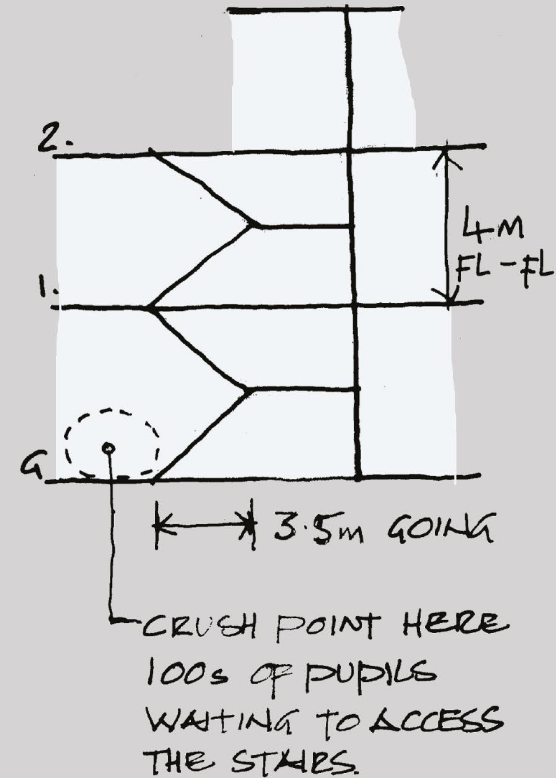


60 ON STAIRS WITH 340 WAITING

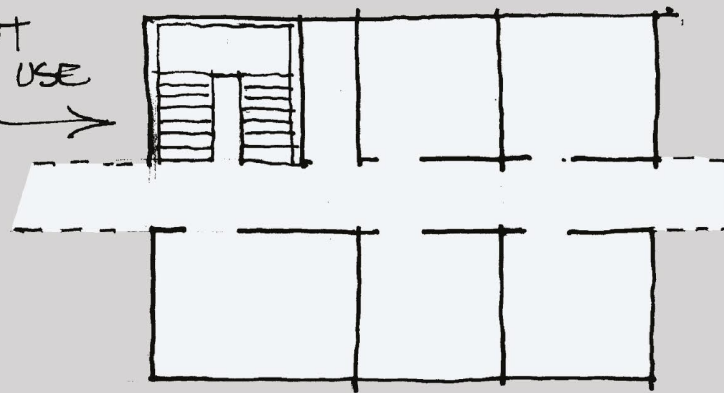
SAY 12 G.T. ROOMS + ICT = 400 PUPILS PER FLOOR IN 7 WAVES - TO EMPTY EACH FLOOR

OR SAY 6 G.T. ROOMS + ICT. 3 1/2 WAVES TO EMPTY

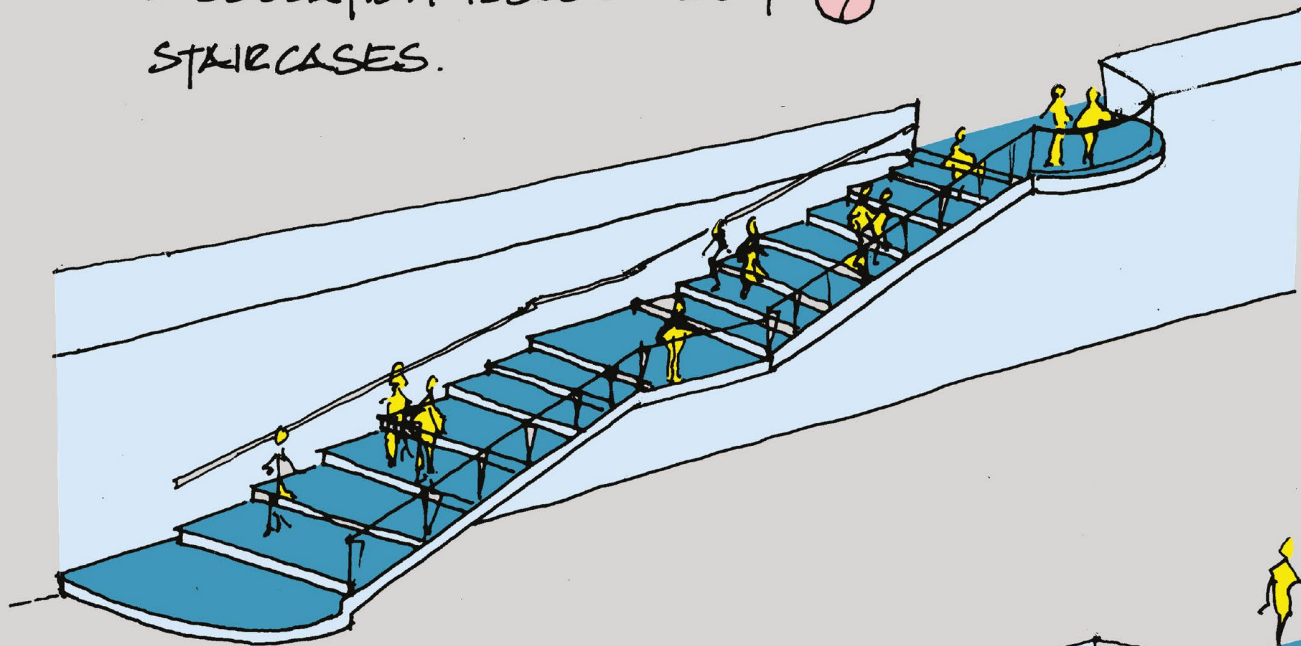
IT IS DIFFICULT TO PREVENT ALL THE PUPILS CRUSHING ON TO THE STAIRS AT THE SAME TIME. IT IS UNLIKELY THAT 340 WILL WAIT THEREFORE THE 60 SHOWN HERE ARE LIKELY TO INCREASE 5 TIMES OVER CAUSING PUSHING SHOVING + BULLYING.



THIS ARRANGEMENT IS NOT REALLY SUITED TO SCHOOL USE

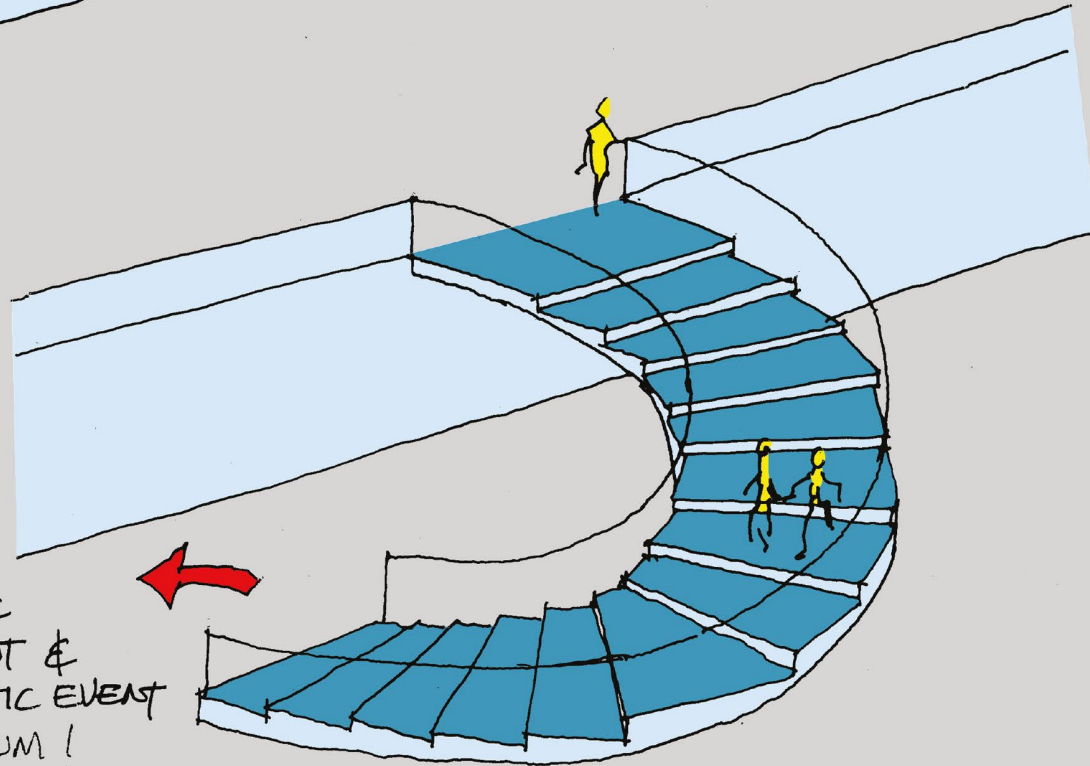


CIRCULATION ISSUES SECT. ⑦
STAIRCASES.



- WIDE FLIGHTS WITH EASY GOINGS & INTERMEDIATE LANDINGS
- PUPILS CAN STOP - TALK SIDE BY SIDE IN BOTH DIRECTIONS.

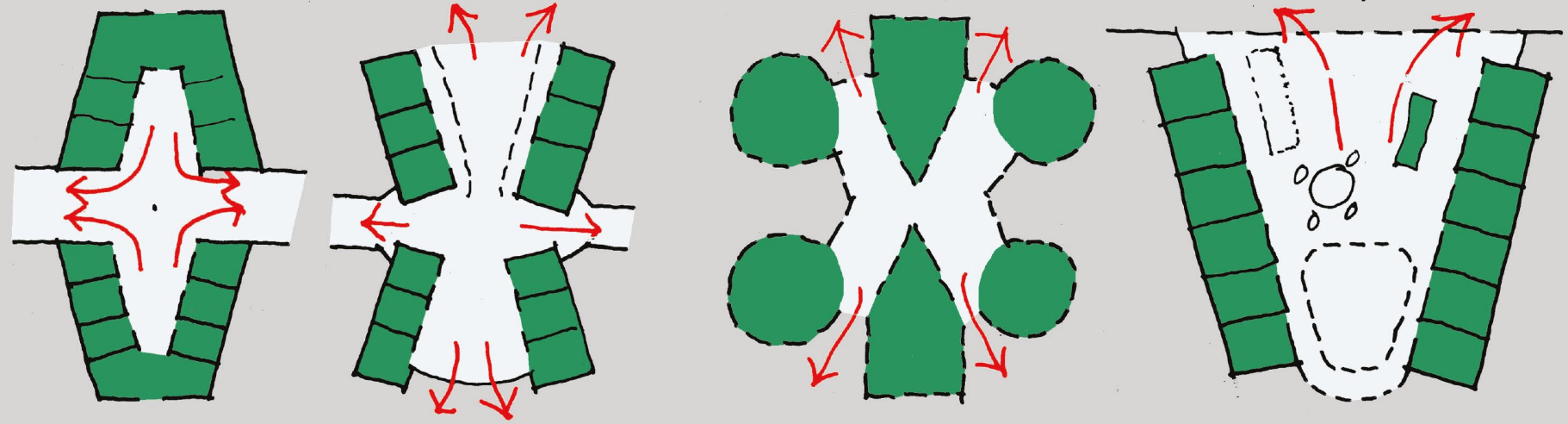
↓
DISCHARGE INTO LARGE FOYER AREA.



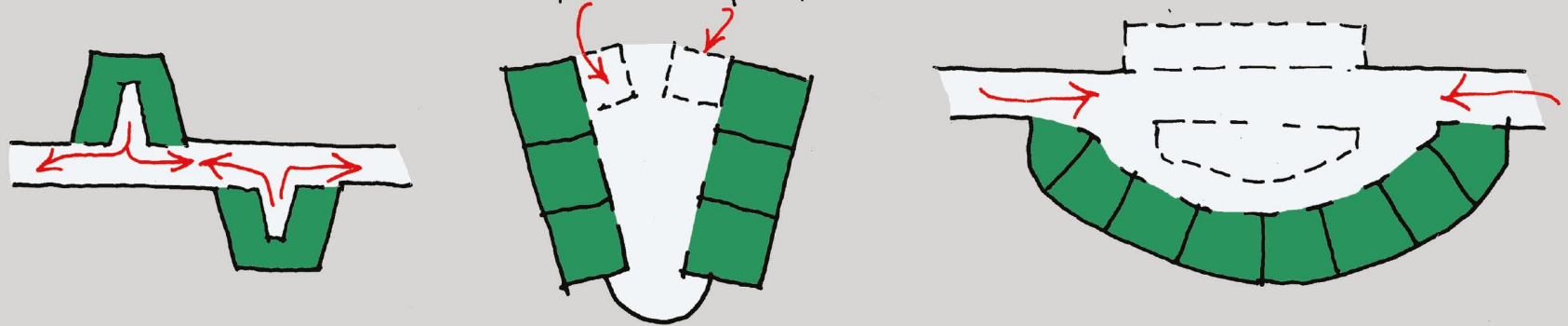
- CELEBRATE THE PUPIL MOVEMENT & MAKE A DRAMATIC EVENT NOT JUST A SCRAM!

HOW THE TEACHING CLUSTERS WORK - SECTION 8

INVESTIGATE DIFFERENT CONFIGURATIONS
VARIOUS ARRANGEMENTS FOR THE TEACHING / LEARNING CAN BE TRIED
WHAT IS BEST FOR THE FUTURE BALANCED AGAINST FUTURE FLEXIBILITY - - -

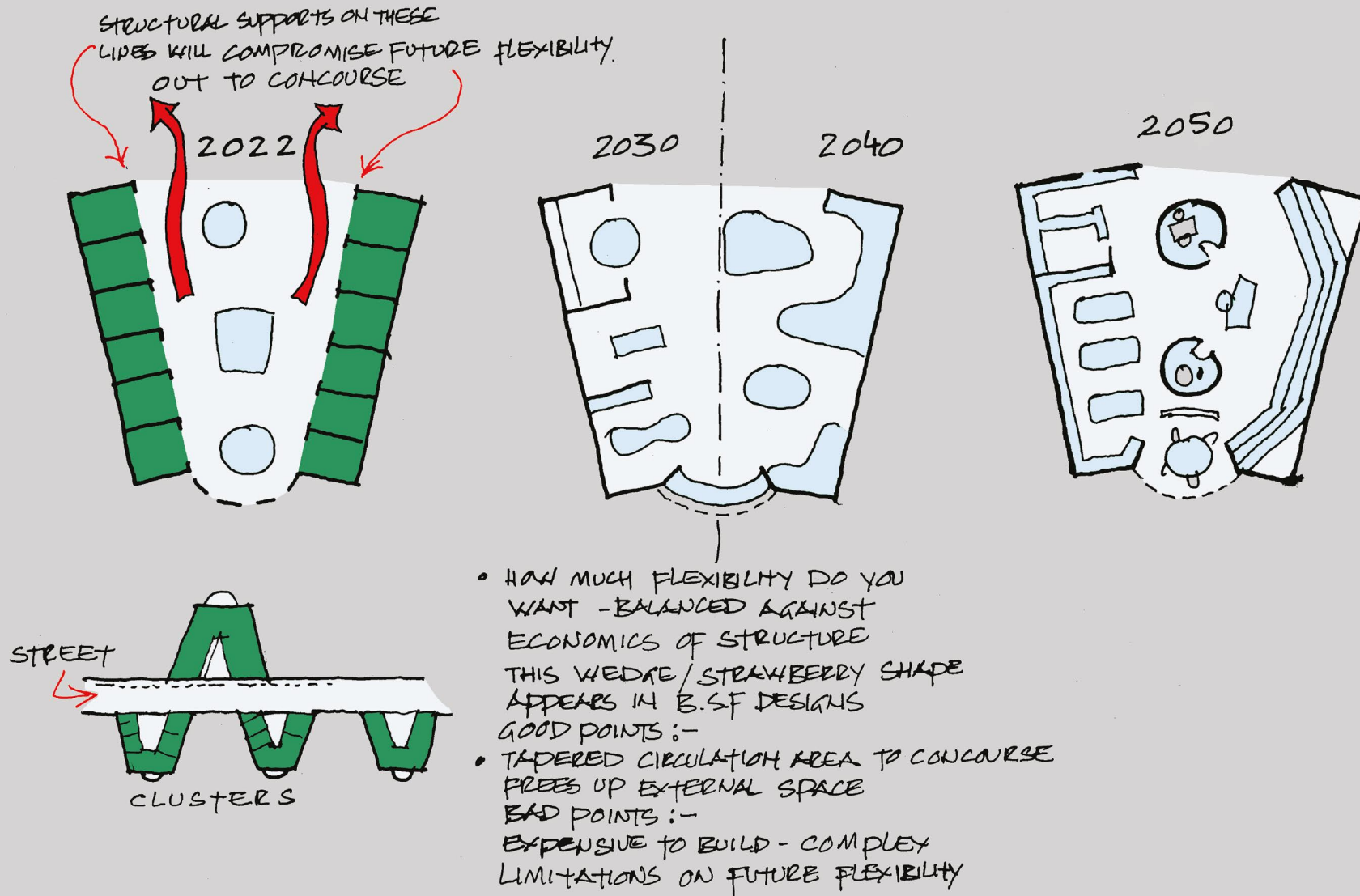


DONT BLOCK OPEN END.



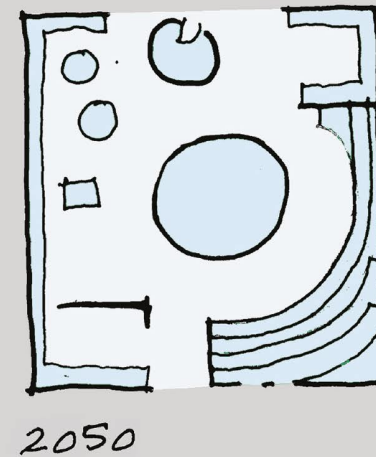
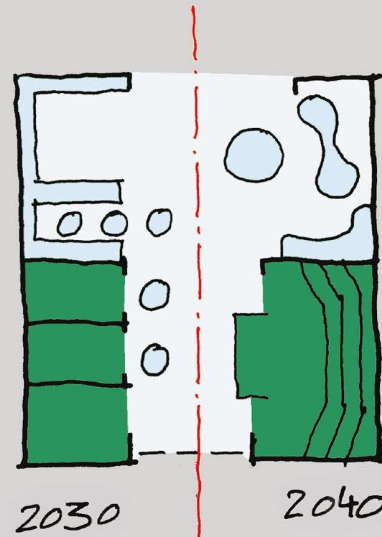
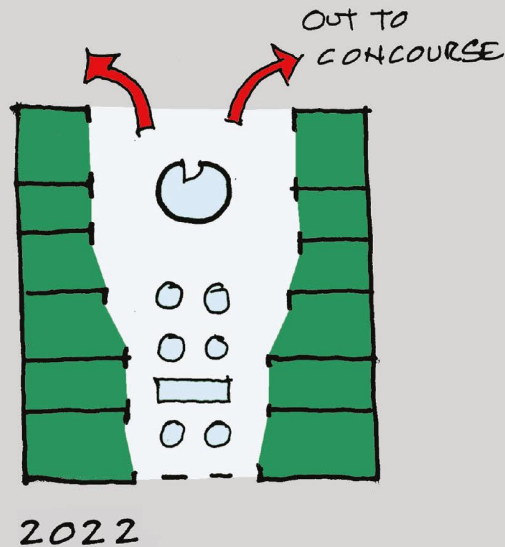
- WHAT DOES FLEXIBILITY MEAN?
- WHAT DOES FUTURE PROOFING MEAN?

HOW THE TEACHING CLUSTERS WORK SECTION ⑧



HOW THE TEACHING CLUSTERS WORK - SECTION 8

WHAT DOES 'FLEXIBILITY' MEAN?
WHAT DOES 'FUTURE PROOFING' MEAN?



- HOW MUCH FLEXIBILITY DO YOU WANT - BALANCED AGAINST ECONOMICS OF STRUCTURE?
- THIS SIMPLE RECTANGLE FORM IS IN COMMON USE
- GOOD POINTS
EASY TO BUILD & ECONOMIC
ADAPTABLE & FLEXIBLE - LITTLE
LIMITATION ON NEW LAYOUTS
- BAD POINTS
TAPERED CIRCULATION MEANS VARIOUS
SIZES OF SPACE ALONGSIDE CAN
APPEAR DULL & IMPRISON'S EXTERNAL
SPACES IF SIDE BY SIDE.

