

4.60 **Schedule of Accommodation**
The areas of the final proposed design at this stage have been derived from the Department for Education (DfE) Schedule of Accommodation (SoA) tool. By adding the 8FE and 10FE net and non-net areas with partition and cross vent allowance, the total GIFA of the new school is aimed to be 10,601m². By using the schedule of accommodation along with extensive knowledge of optimal internal school adjacencies, this scheme provides a solid foundation upon which the end user’s evolving needs can be built.

4.61 **Design Drivers**
The current design of the school has been thoughtfully curated to respond to the subtle nuances of its site - embracing its challenges, celebrating its strengths, and weaving them into a cohesive, forward-looking vision. Guided by the principles of Building Bulletin 103, the prospective scheme strikes a balance between practicality and inspiration, ensuring every space serves its purpose while allowing moments of architectural interest. The emerging design will not only fulfil the needs of the present, but hold within it the confidence to expand into a 10FE school - an adaptable foundation for generations of learning to come.

4.62 **Massing**
The initial massing of the developed option features a two-storey entrance block that connects a double-height sports hall with the main body of the school, which is arranged in a three-storey splayed ‘L’ shape. An additional two-storey ‘finger’ block will provide extra teaching spaces and allow for future expansion to a 10FE school with the addition of another floor. The building exhibits variation in building heights, with the lower, two-storey height volumes positioned towards the surrounding residential areas, reducing the impact on neighbouring properties. The main entrance mass is set back from the rest of the school and sports block, highlighting its importance and aiding to create a welcoming approach to the site.

Total 8FE Area	3669.00
Total 10FE Area	869.00
Total 8FE + 10FE Area	4538.00
Total 8FE + 10FE Area	1397.00
Total 8FE Area	342.00
Total 10FE Area	25.00
Total 8FE + 10FE Area	367.00
Total 8FE Area	435.00
Total 10FE Area	31.00
Total 8FE + 10FE Area	466.00
TOTAL 8FE NET AREA	6346.00
TOTAL 10FE NET AREA	941.00
TOTAL 8FE + 10FE NET AREA	7287.00
Total 8FE Non-Net Area	1032.50
Total 10FE Non-Net Area	246.00
Total 8FE + 10FE Non-Net Area	1278.50
Total 8FE Net + Non-Net (Phase 1)	7378.50
8FE Non-Net (Horizontal Circulation)	1401.92
8FE Partitions	270.14
Cross Vent Allowance	71.72
TOTAL GIFA	9122.28
Total 10FE Net + Non-Net (Phase 2)	1187.00
10FE Non-Net (Horizontal Circulation)	225.53
10FE Partitions	47.48
Cross Vent Allowance	19.04
TOTAL GIFA	1479.05
Total 8FE + 10FE Net + Non-Net (Complete)	8565.50
8FE + 10FE Non-Net (Horizontal Circulation)	1627.45
8FE + 10FE Partitions	317.62
Cross Vent Allowance	90.76
TOTAL GIFA	10601.33

Table 02. Schedule of Accommodation Extracts (Area Requirements)

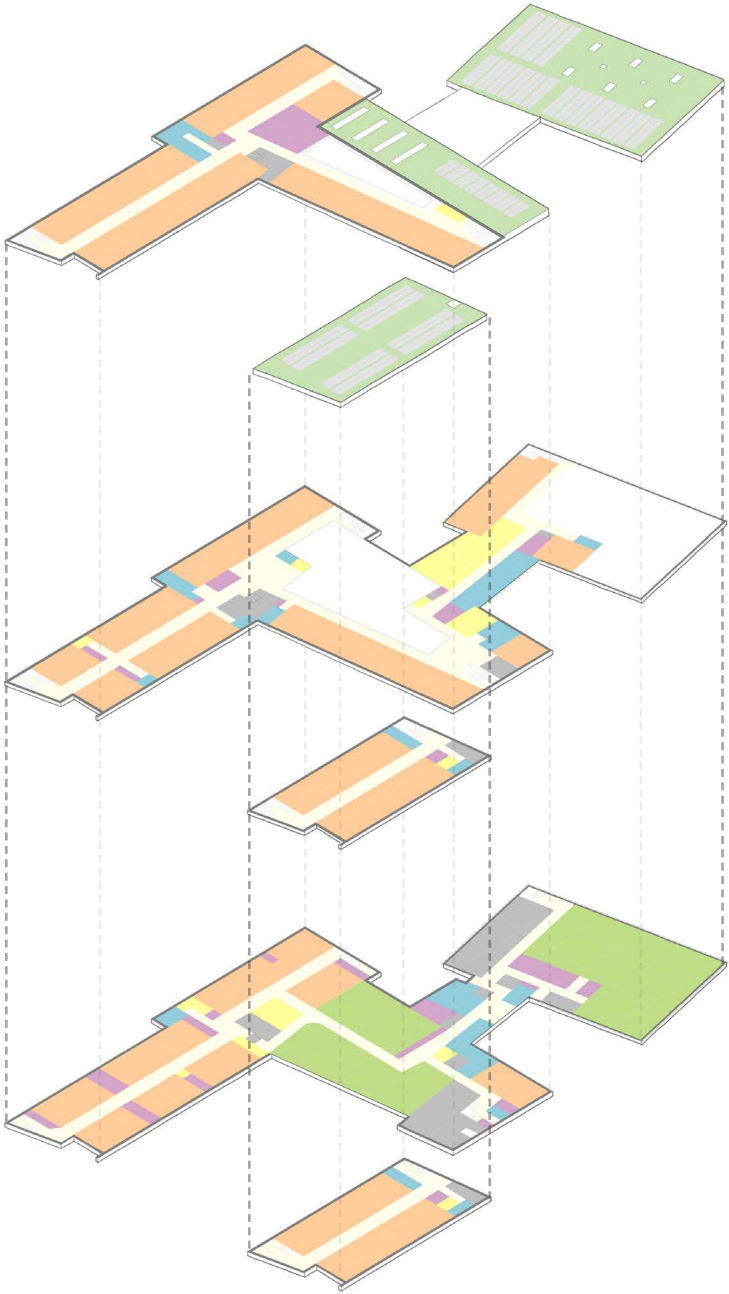


Figure 37. Adjacency Diagram

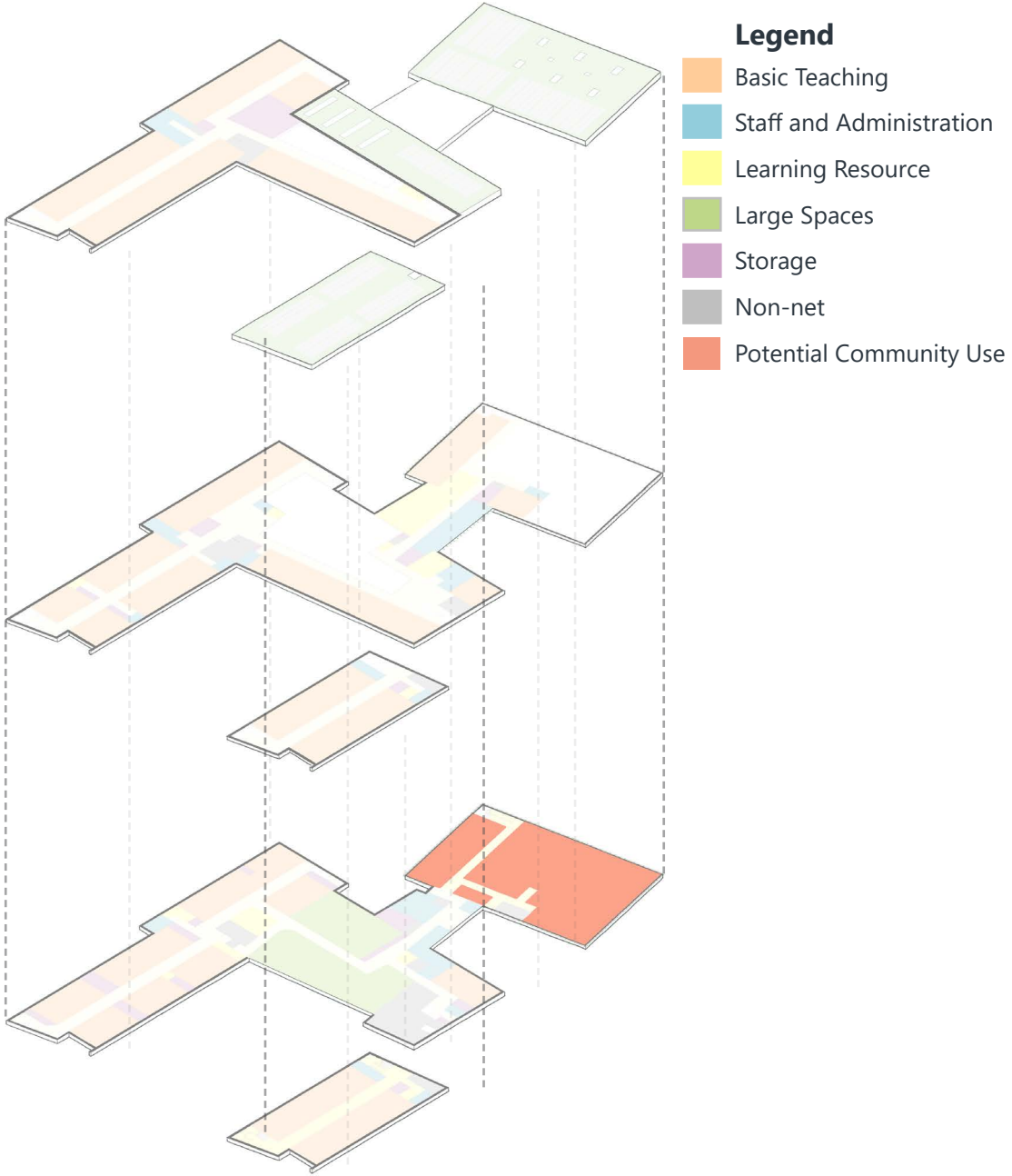


Figure 38. Potential Community Use Diagram

- Main Entrance**
- 4.63 The main entrance of the outline design is centrally located between the sports block and main school building. At present, this area is protected by a building overhang at the first-floor level, creating a natural and easily identifiable entrance for visitors. The overhang will also provide shelter from all weather as people arrive and leave the school.
- 4.64 As well as the main entrance, there is an additional entrance with a potential to work as a pupils only entrance, or entrance for different key stages. The aim of this is to reduce conflict between cohorts, avoid congestion, and encourage independence.
- Large Spaces**
- 4.65 The main hall has been placed in close proximity to dining to create a 'cluster' of shared spaces at the heart of the school. The dining is also linked to the kitchen and servery, with direct access to the potential external play and dining area. One of the key drivers within this proposal was to create a centrally-located atrium. Its openness fosters a sense of community, where sight-lines stretch across floors and people remain visually connected. It also provides a 'core' of natural light and ventilation.
- 4.66 A dedicated sports wing has been proposed as part of the outline application design with the intention of offering excellent sports facilities for both the school and the wider community through community use provision. This will be confirmed and developed with the end user at a later stage.

- Learning Resource Spaces**
- 4.67 At this point nine music practice rooms are located adjacent to the music classrooms which is linked to drama and the main hall on the ground floor. Small group rooms are distributed evenly around the school, with one provided for each general teaching department to support focused learning and intervention across all subjects.
- General Teaching Spaces**
- 4.68 The classrooms are well distributed with good passive supervision to each floor through the distribution of staff spaces and vision panels to doors. The teaching spaces have been designed with great acoustic qualities for optimal learning and a generous amount of daylight through generously sized windows. The windows will meet all OS requirements for overheating and ventilation. With a cill height of 1050mm at this stage, pupils will enjoy clear and expansive views across the site from all classrooms, enhancing their connection to the surrounding environment.



Figure 39. Indicative Interior Atrium Sketch

Staff and Admin Spaces

- 4.69 The experience of staff has been carefully considered during the initial phase of design with a good distribution of offices and work rooms across the building, which have views across circulation spaces for continued passive supervision between lessons. This is intended to be enhanced through the use of vision panels to all classroom doors for additional passive supervision during lesson time.
- 4.70 The PA and head teacher's offices at this time are placed in the entrance area to allow supervision upon who is entering and leaving the building, and the conference room is also close to the main entrance for easy access. The reception office, adjacent to the main entrance provides passive supervision to the western side of the site, with a good view of the multi-use games area (MUGA). An office is also placed strategically upon the community entrance to monitor community access.
- 4.71 Centrally on the first floor, there are currently two large staff workrooms, offices, and the staff social space which will overlook the building approach and is intended to provide an efficient working space for staff. The staff workroom and offices associated with the science department have been placed at second floor which accommodates the entirety of the science department. Further engagement with the client team and end user will inform the final adjacencies of the developing design.

Circulation

- 4.72 The circulation within the building is clear and logical with four internal staircases in the main body of the school and two at each end of the finger block. A centrally positioned lift ensures that people with mobility challenges can easily access every area. Generous circulation spaces have been provided throughout, allowing for comfortable wheelchair movement and creating an open, unrestricted environment.



Figure 40. Indicative Perspective View Sketch of Main Entrance

- Amount**
- 4.73 The amount required for the school is appropriate and in accordance with Building Bulletin 103 (BB103).
- 4.74 Proposed total gross internal area at this stage: 10743 m².
- 4.75 DfE (SoA tool) recommended gross internal area: 10601 m2
- Occupancy**
- 4.76 The new facilities are aimed to offer modern, well-equipped teaching spaces for secondary-aged pupils, designed to accommodate an 8-10FE intake. This responds directly to the growing demand for secondary school places in the area. The car park has been appropriately sized to support the predicted capacity, ensuring practical provision for staff and visitors alike.



Figure 41. Initial Department Total Areas



Figure 42. Indicative Perspective View Sketch from South

Figure 43. 10FE Ground Floor Plan



Figure 44. 10FE First Floor Plan

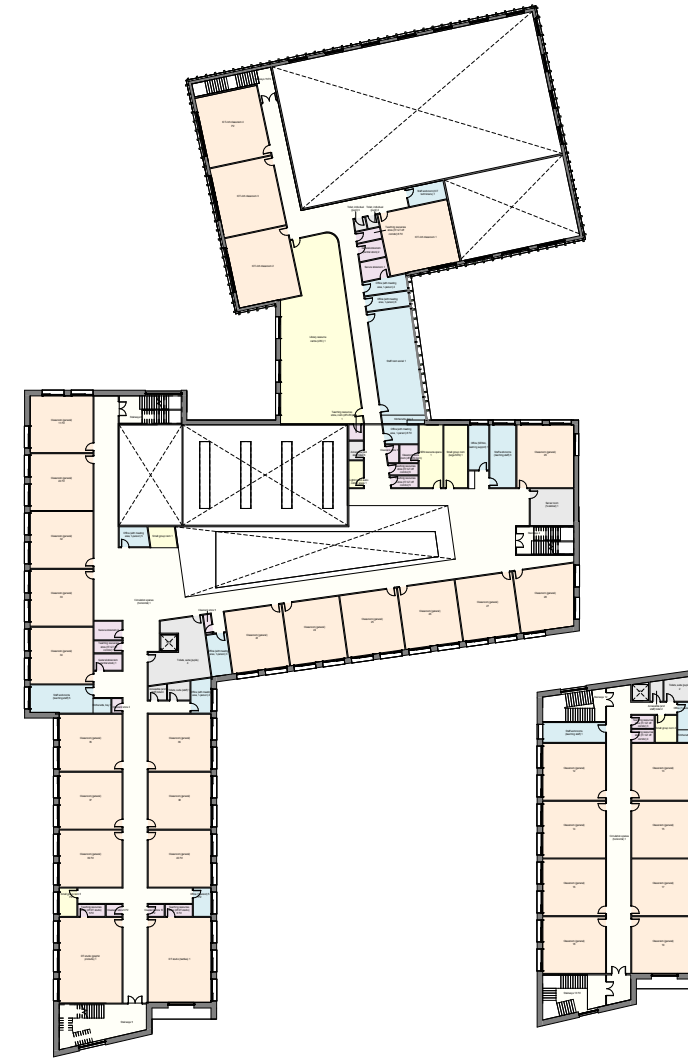


Figure 45. 10FE Second Floor Plan

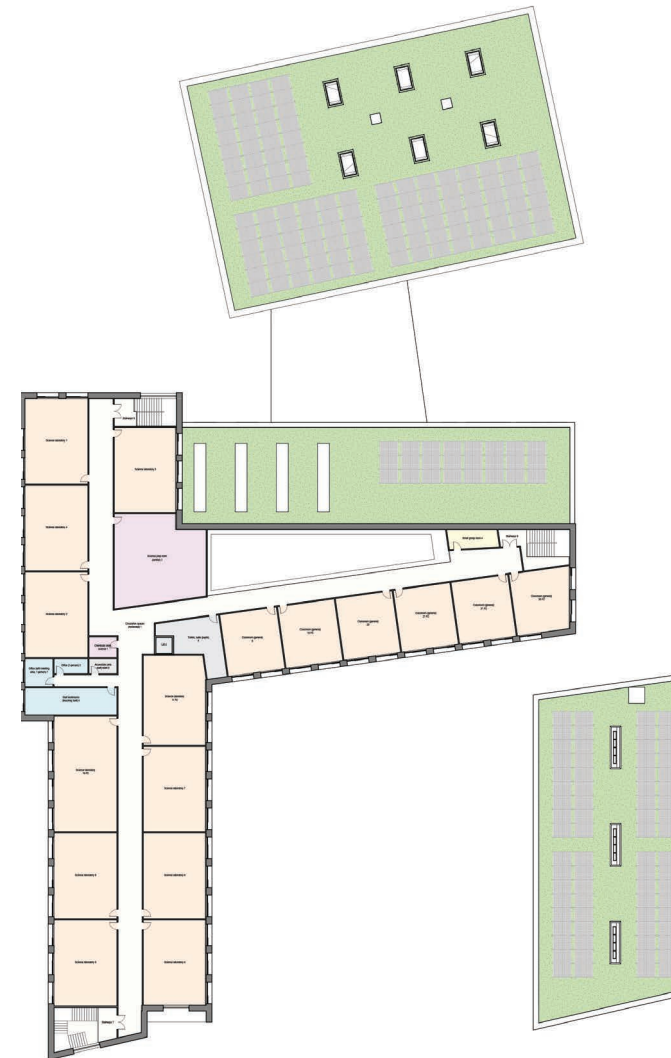
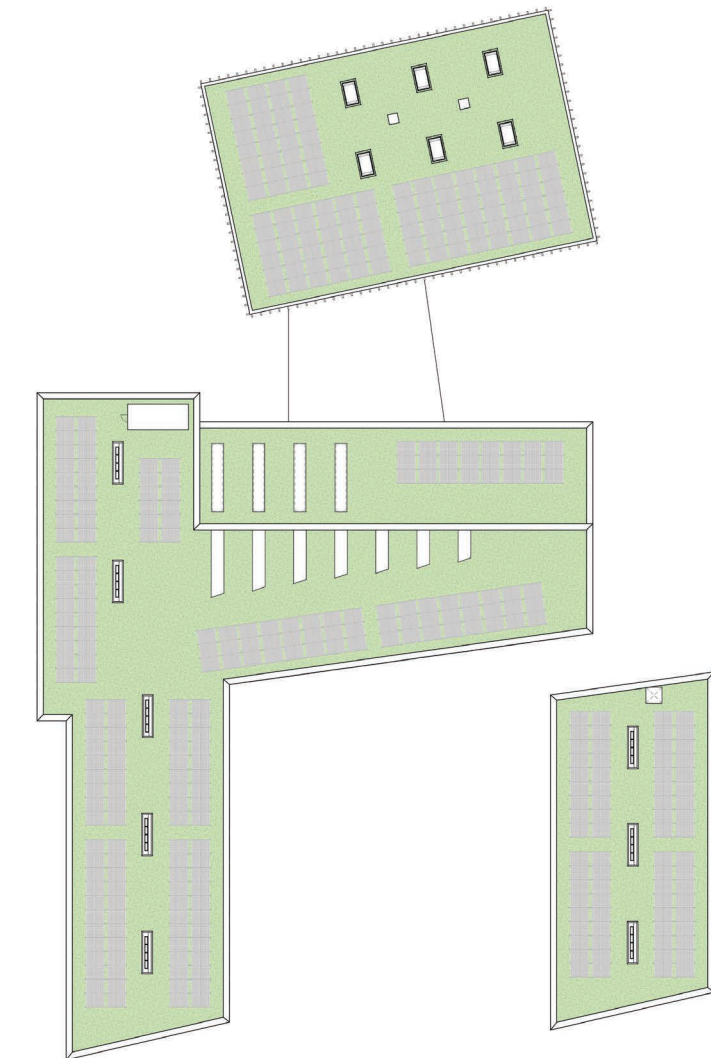


Figure 46. 10FE Roof Plan



Legend

- Basic Teaching
- Staff and Administration
- Learning Resource
- Large Spaces
- Storage
- Non-net

- Safety**
- 4.77 The proposed building is set back from any boundaries, creating several layers of the secure line. The first layer is intended to be a perimeter fencing to the surrounding school zone. Within the site boundary, a secondary secure line could additionally create a safe second play area. The main entrance gates are recommended to be controlled from the reception, which is passively supervised from strategically located staff bases. A more detailed secure line strategy will be developed with the end user at a later stage.

- Inclusion**
- 4.78 Careful consideration has been given to site access and associated inclusion. The proposed building and associated landscaping will be fully accessible and Part M of the Building Regulations has been considered during the initial design process. The new proposed building, including the external and internal areas have been designed to allow safe access for pupils and staff, and where applicable, the wider community. The school is designed as an inclusive learning environment, with the distribution of spaces facilitating an equal access for all, through the design and location of disabled access spaces and circulation standards. For building users with mobility issues, the lift has been located centrally.

- Community Access**
- 4.79 It is recognised that the local community could benefit greatly with a community use agreement with the new school. Some of the main spaces to be considered for this are the sports hall, sports fields and MUGA. The provision of a large sports hall on the ground floor to the north with an activity studio adjacent provides a compact sports hub that has a separate entrance from the main school, close to the car park which does not compromise the security of the rest of the site. There is a possibility for this to be complimented by a simple and easy to navigate site layout which also allows the school to easily lock off and control access within the school grounds if needed. A more detailed community use strategy will be developed with the end user at a later stage.

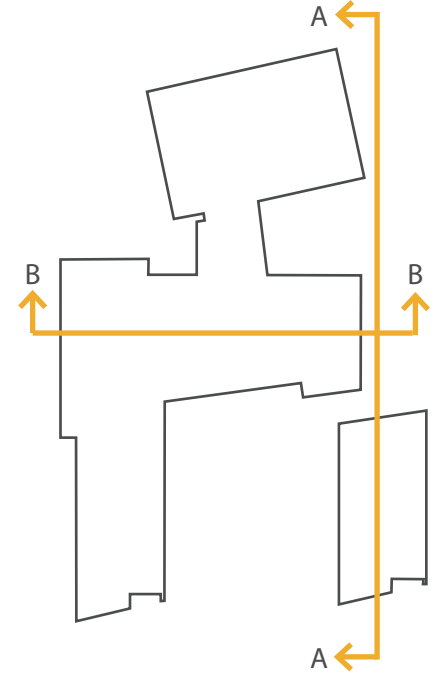
- Emergency Services**
- 4.80 The emergency services including emergency vehicles such as fire tenders, are planned to have access to the site via a T-junction from Ford Lane. A right turn off this road will lead into the car park within the boundary of the immediate school site, ensuring any emergency services will have full access into the site.



Figure 47. A - Long Section Through Finger Block



Figure 48. B - Short Section Through Dining



- Materials**
- 4.81 The architectural style of the neighbourhood surrounding the proposal of Arun Secondary School will be set out by the emerging Meadow Gardens development and the permitted outline plans to the east at 'The Landings', the former Ford Airfield. Although a new build development, the Meadow Gardens residential properties respond to the rural village context and feature nodes of tradition.
- 4.82 The property types within the Meadow Gardens development include terraced homes, as well as detached and semi-detached homes, constructed with materials such as multi-toned red brick, red brick, buff brick, and white render. Roof-lines are typically pitched, with some homes featuring bay windows, gable fronts, or modest decorative detailing. This diverse mix contributes to a cohesive yet varied character, seeking to establish a visual connection that balances individual identity with a sense of belonging. The area's predominant colour scheme focuses on two main materials - buff and red multi-brick and white render.
- 4.83 Arun Secondary School is planned to act as an extension onto the visual language already established at the site south of Ford Lane and incorporating red brick or a similar material to maintain continuity. To add visual interest and help define the school's identity, a secondary cladding material such as timber, including charred timber is also proposed.



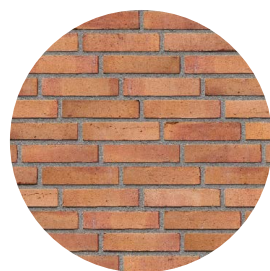
Image 35. Meadow Gardens Development



Timber Cladding or Similar



Charred Timber Cladding or Similar



Red Brick or Similar

Figure 49. Example School Exterior Materials

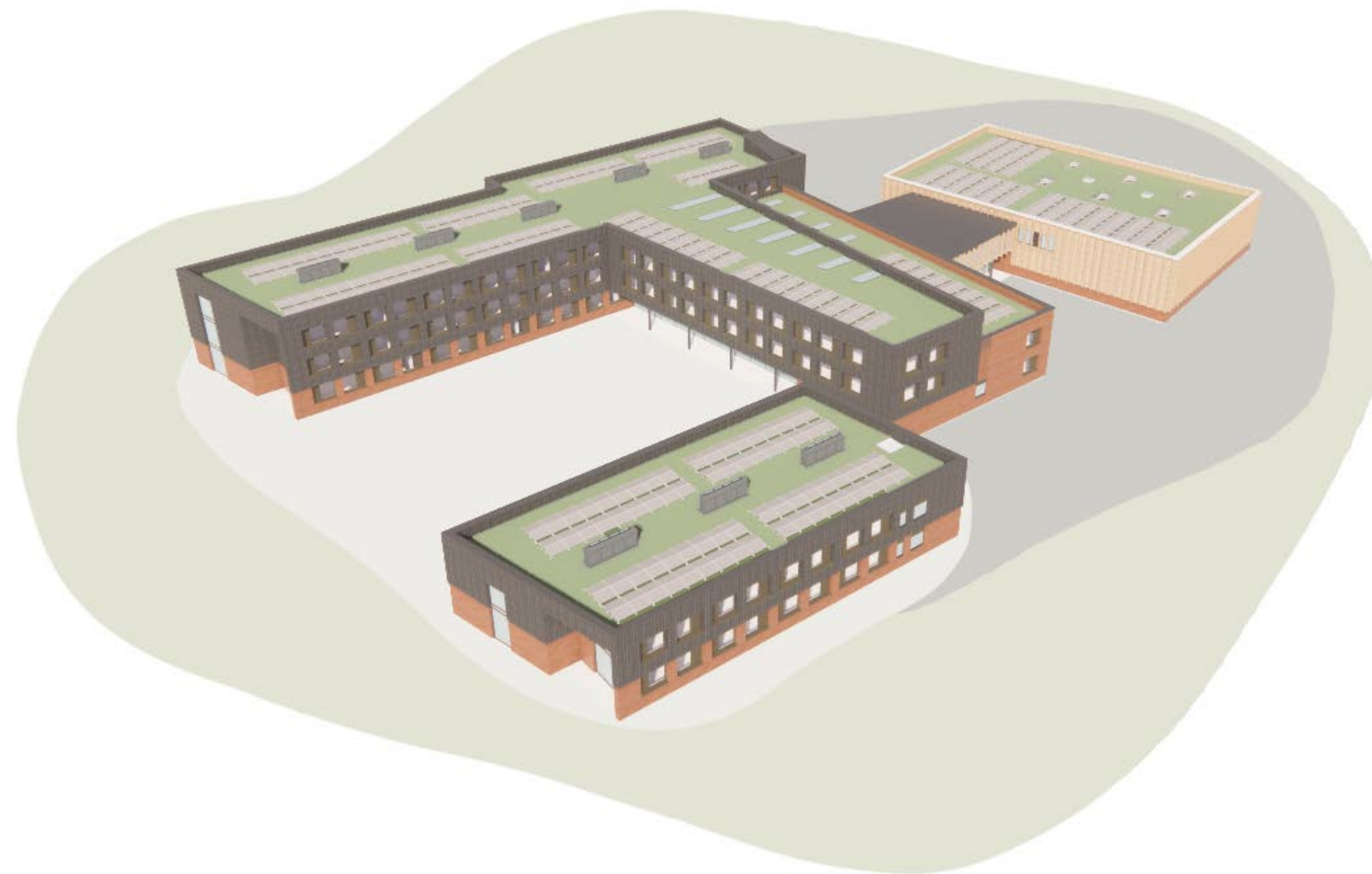


Figure 50. Indicative Aerial View Sketch

Elevation Approach

- 4.84 The intention of the design for outline application purposes is to set the principles of materiality and managing the mass and form of the building. Within the application we have suggested that the first and second floors of the main school building are clad in charred timber (or similar affect material) with red brick to ground floor. This contrast in colour and texture visually breaks up the elevations, helping to soften the perceived scale of the building.
- 4.85 The sports block seeks to adopt a similar material language however a non-charred timber cladding is proposed to set it apart from the rest of the school building while ensuring a cohesive elevation design. The initial external material choices of the building have also been specifically selected in respect of robustness and appropriateness in a school environment.
- 4.86 Glazing for this outline application is used in a rhythmic manner, featuring large windows paired with vertical bands of curtain walling. The front façade of the admin block incorporates a fully glazed exterior, marking the main entrance and creating a light, transparent connection between the two more solid volumes of the main school and sports block.
- 4.87 The overall elevation design presented in this outline application establishes a strong and contextually appropriate starting point for a school of this nature. These guiding design principles will inform future stages of detailed development, helping to ensure the final built form remains consistent with the vision of a well-integrated, functional, and inspiring educational setting.



Figure 51. Indicative Aerial View Sketch



Figure 52. Indicative Perspective View Sketch of Sports Hall

05Conclusion

- 5.88 This DAS has outlined a vision for a high-quality, sustainable development that responds positively to local housing and requirements for essential social infrastructure, including a new secondary school and extensive public open space.
- 5.89 The proposals have been carefully shaped by a thorough site analysis, a robust understanding of the local context, and meaningful engagement with the LPA and the public. In addition, the masterplan has been guided by positive placemaking principles and a landscape-led approach, ensuring the layout is both contextually appropriate and environmentally responsive.
- 5.90 The development will deliver up to 400 new homes across 12.ha, an 8.4ha10-form-entry secondary school, associated infrastructure and 13.1ha of public open space including a 7.8ha country park, green corridors, play areas, habitat creation and green infrastructure . Provision is also made for a 0.3ha Commercial / Community Hub , supporting the long-term social infrastructure needs of the local community.
- 5.91 In conclusion, this DAS demonstrates how the site can be developed, providing significant benefits for both existing and future communities. The proposals establish a strong design framework for delivering a distinctive, inclusive, and sustainable place that responds to the landscape and technical constraints, creates a strong sense of place, and prioritises long-term environmental and social value within the district.





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-	FINAL ISSUE	JJP	TBR	20 Jun 25
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