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MONAGHAN
MORRIS

Burntwood School

Information
Pack



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Burntwood School

The transformation of Burntwood School in Wandsworth, south London reinvents a 1950s modernist education campus for 2,000 pupils and 200 staff.

The existing school was set out in a campus style within a mature landscape. A swimming pool & gymnasium building and elegant assembly hall designed by Sir Leslie Martin were retained, while all other buildings were demolished to make way for six new teaching pavilions. Comprising four curriculum buildings, a sports hall and a performing arts & dining building, the new pavilions are placed amongst the old within a new landscape plan, forming a complete and coherent campus. The most striking element of the award winning design is the faceted reinforced precast concrete panels to the four curriculum building façades.

One of the final projects procured through the Building Schools for the Future programme, the development was positively received by the CABE Design Review Panel and targeted a BREEAM rating of Excellent.

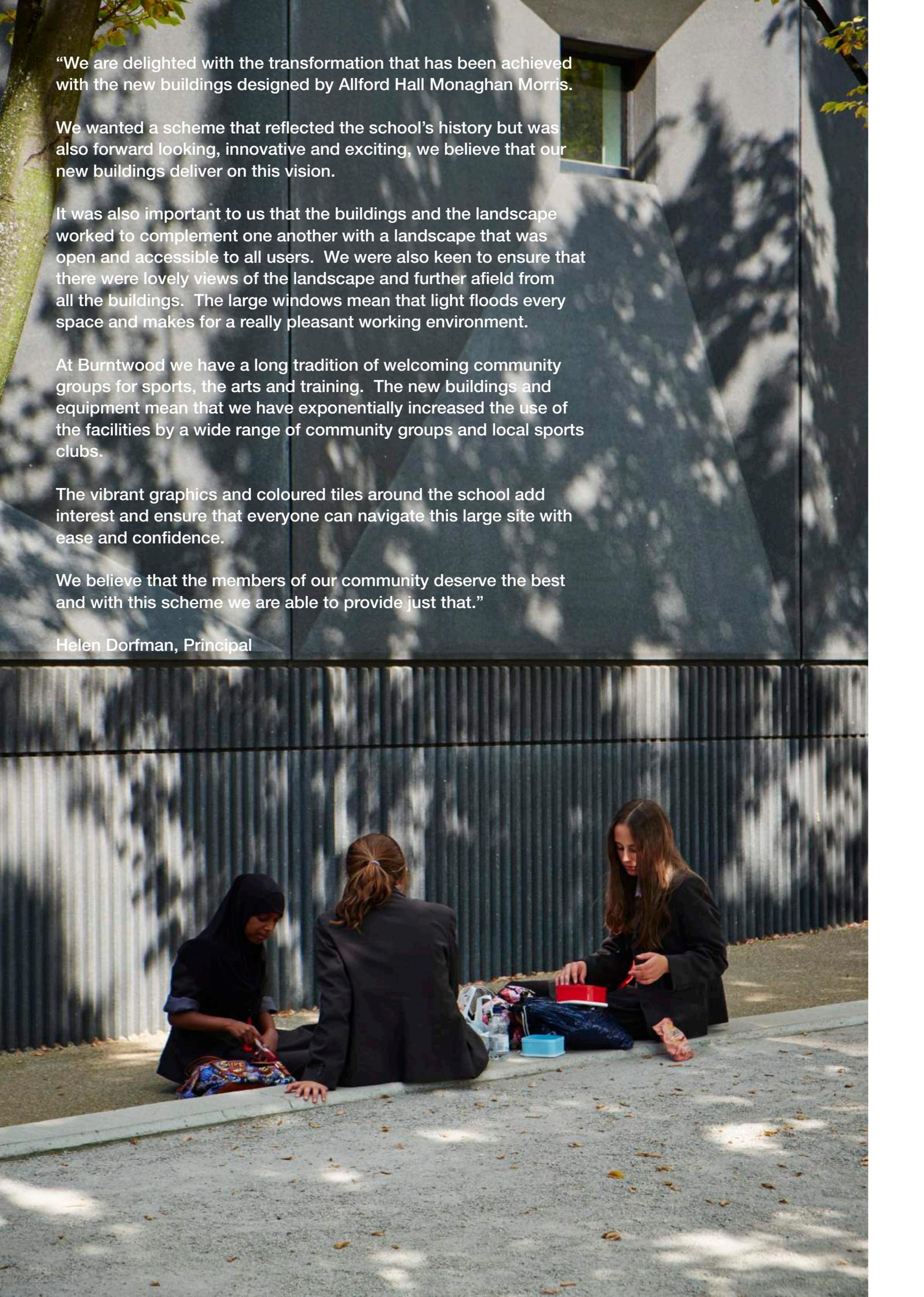
Sector:	Education
Location:	London, UK
Address:	Burntwood Lane, London SW17 0AQ
Client:	London Borough of Wandsworth / Burntwood School
Value:	£40.9 million
Start:	2009
Completion:	2014
Contract:	Design and Build
Area:	230,320 ft ² 21,405 m ²

Project team

Client:	London Borough of Wandsworth / Burntwood School
Architect:	Allford Hall Monaghan Morris
Project Manager and CDM Coordinator:	Lend Lease
Tenant:	Burntwood School
Main Contractor:	Lend Lease
Structural and Civil Engineer:	Buro Happold
Building Services Engineer:	Mott MacDonald Fulcrum
Landscape Architect:	Kinnear Landscape Architects
Quantity Surveyor:	Lend Lease
Planning Consultant:	Nathaniel Lichfield and Partners
Acoustic and Security Consultant:	Mott MacDonald Fulcrum
FF&E:	Smart FFE
Graphic Designer:	Studio Myerscough
Fire Consultant:	Tenos Fire Engineering
Party Wall Surveyors:	Anstey Horne
Approved Inspector:	Butler & Young
Access Consultant:	David Bonnett Associates
Ecology Consultant:	The Ecology Consultancy
ICT Consultant:	Civica Ltd
Catering Consultant:	Design Catering Equipment Ltd

Allford Hall Monaghan Morris team

Paul Monaghan, Ben Gibson, Daniel Lewis, Lukas Ochendal, Ben Leach, Alan Worn, Barbara McGarry, Holli Thackray, Simon Allford, Jonathan Hall and Peter Morris.



“We are delighted with the transformation that has been achieved with the new buildings designed by Allford Hall Monaghan Morris.

We wanted a scheme that reflected the school’s history but was also forward looking, innovative and exciting, we believe that our new buildings deliver on this vision.

It was also important to us that the buildings and the landscape worked to complement one another with a landscape that was open and accessible to all users. We were also keen to ensure that there were lovely views of the landscape and further afield from all the buildings. The large windows mean that light floods every space and makes for a really pleasant working environment.

At Burntwood we have a long tradition of welcoming community groups for sports, the arts and training. The new buildings and equipment mean that we have exponentially increased the use of the facilities by a wide range of community groups and local sports clubs.

The vibrant graphics and coloured tiles around the school add interest and ensure that everyone can navigate this large site with ease and confidence.

We believe that the members of our community deserve the best and with this scheme we are able to provide just that.”

Helen Dorfman, Principal

Project description

The Burntwood School development consists of six new educational buildings-as-pavilions and a new landscape plan for the campus. The original swimming pool & gymnasium building and main assembly hall, designed by Sir Leslie Martin, have been retained and refurbished, whilst other buildings no longer fit for purpose were demolished. The new development increases the school's capacity by more than 200 pupils to 2,000, plus 200 staff.

"Architects must respond to the old forms and materials and perceive their true intent in their own age, and then, remembering everything, start again. This is the essential intention of tradition."

- Sir Leslie Martin

The design of Burntwood School has remained true to this philosophy by retaining Martin's elegant assembly hall and pool building, whilst the series of new buildings respond to the latest technical developments in precast concrete construction and follow a similar logic to the original building typologies.

In line with the Modernist heritage of the original buildings, Burntwood School is experienced as a campus development, exploiting the views and spaces between the buildings and enabling the green spaces beyond to be appreciated from the heart of the campus.

The six new pavilions include four curriculum buildings for business skills, arts & technology, communications and maths & science. A new sports hall is located next to the original pool building and a new performing arts building with a ground floor dining hall extends out to an external dining terrace next to a flower meadow.

Burntwood School is a great example of an architectural practice and contractor working collaboratively and rising to programme and budget challenges to deliver a campus development that has exceeded the client's expectations.



Awards:

Civic Trust Award 2015
RIBA National Award 2015
RIBA London Region Award 2015
Concrete Society Award 2014



Existing site



Site location

Burntwood School is located in a residential area in Wandsworth, south-west London. The site is bound by Burntwood Lane to the north, Aboyne Road to the west, St. George's Grove to the south and Springfield Gardens to the east.

The area to the north of Burntwood Lane is a designated conservation area referred to as Magdalen Park Estate. The main part of the conservation area comprises two Council housing estates – The Fieldview Estate and the Openview Estate. The conservation area also includes properties fronting both Magdalen Road and Burntwood Lane and the west side of Swaby Road, the School in Tranmere Road and St. Andrew's Church in Garratt Lane.

Key:

- 01 Burntwood Lane
- 02 Main school entrance
- 03 Aboyne Road
- 04 St George's Grove
- 05 Garratt Green
- 06 Central London golf centre
- 07 Terraced housing
- 08 Drama block
- 09 Assembly hall
- 10 Administration and sixth form blocks
- 11 Staff block
- 12 Flag lawn
- 13 Teaching block
- 14 Dining block
- 15 Swimming pool and gymnasium
- 16 Sports courts
- 17 Playing fields
- 18 Car park
- 19 Ice house

Existing site

Existing buildings

The original 1950s campus style scheme comprised one and two storey individual buildings and four storey teaching blocks sitting within their own landscape. Some buildings included more recent additions and changes, including recladding and installation of UPVC windows.

The assembly hall and swimming pool & gymnasium building are arguably the most architecturally refined two buildings on the original campus. Designed by Sir Leslie Martin, the assembly hall provides decent accommodation that enable full school assemblies to take place. The pool building comfortably accommodates a swimming pool and changing rooms at ground level and three small gymnasium halls on the first floor. The pool building was recently over-clad with composite insulated panels due to over heating in the summer.

The majority of teaching classrooms were accommodated in two teaching blocks that were no longer considered suitable for the school's curriculum or pupil capacity. These were constructed in 1958 as four storey accommodation with flat roofs and central double loaded corridors. The external facing materials comprised pre-cast concrete panels and casement windows. They did not meet current DCFS standards of thermal or acoustic performance. A number of features, such as narrow corridors and acoustic transfer, made management of the school site difficult. Neither building was listed and did not have any heritage value.

An administration building was also part of the original campus scheme, whilst an additional sixth form block had been added at a later date. Both were two storey buildings with flat roofs. The administration building contained the main reception for the school, but it's location within the site formed a problematic entrance to the campus. Poorly differentiated from the other buildings with no clear pathway, it was difficult for visitors and those unfamiliar with the school to identify and navigate towards.

The upper and lower house blocks on the site were both single storey buildings with flat roofs constructed from brick with opening casement windows. Containing the drama rooms, dining and kitchen facilities, the upper house block also contained an inner courtyard. Originally staff room and facilities were accommodated in a raised block.

The school's playing fields contain a Grade II listed Ice House which appears to be the only structure remaining on site from the farm that was removed when the school was first built. The Ice House is secured behind a fence to prevent any unwanted access or deterioration of the structure.



Existing Burntwood School campus

Existing site



Assembly hall, designed by Sir Leslie Martin



Original swimming pool & gymnasium building



Recent overcladding of swimming pool & gymnasium building



Existing swimming pool



Existing gymnasium

Design development

Existing building typologies

The Modernist principles rigorously applied to each original building were much liked by the school, so it seemed appropriate to review the existing typologies to aid the development of a contemporary and appropriate interpretation for a composite set of buildings.

The structural system of the two teaching blocks was based on repeating modules and the spans they generated. Reinforced concrete slabs were supported on a series of columns at the slab perimeter and within partitions between classrooms and corridor.

The building envelopes were also determined by the functions within. The window module and composition related to the standard classroom module with its aperture determined by the correct level of daylight required. The solid elements were formed with precast concrete planks.

In contrast to the heaviness of the teaching blocks, the main assembly building is light and transparent. Whilst the inner auditorium and seating is, in part, constructed from reinforced concrete, the roof structure is steel in order to achieve the large spans require. The external skin is of patent glazing and, as such, transparent. Similarly the pool building comprises large extents of patent glazing.

The existing buildings were distinguished as two groups:

- Heavy, modular teaching buildings - reinforced concrete structure, casement windows, precast cladding panels
- Light and transparent, large-span assembly buildings - steel structure, lightweight cladding

The logic set out by these two groups was followed throughout the design development.

A family of buildings

	Reinforced concrete frame, precast concrete cladding	Hybrid	Steel frame, lightweight cladding system
Original	 <p>Faculty building</p>	 <p>Pool building</p>	 <p>Assembly hall</p>
Existing	 <p>Faculty building</p>	 <p>Pool building</p>	 <p>Assembly hall</p>
Refurbished	N/A	 <p>Pool building</p>	 <p>Assembly hall</p>
New	 <p>Curriculum buildings</p>	 <p>Sports hall</p>	 <p>Performing arts & dining building</p>
	Private		Public

Design development

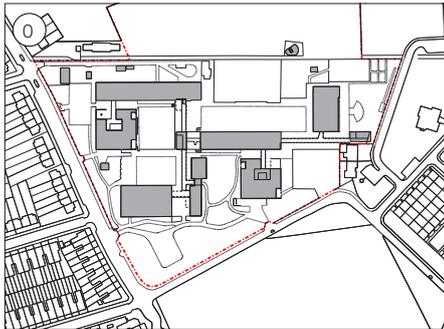
Phased construction

A phased construction was proposed to minimise temporary accommodation and maximise capital expenditure on the permanent buildings and campus landscape. This approach had a direct impact on where the new buildings were located and how they were phased during the construction stage.

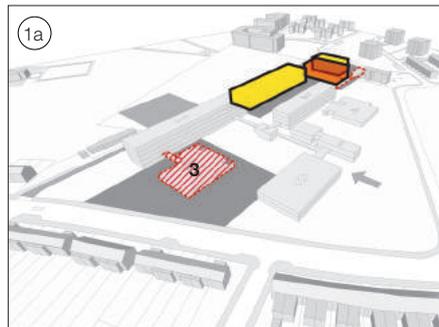
The school's existing games court offered the single biggest space for the initial phase of construction. It is also connected to the highway with a service road running along the eastern boundary affording good site access. This enabled a substantial amount of new teaching space to be provided for the subsequent decant of existing teaching spaces into their new permanent homes.

It also made sense to accommodate the maths & science building on this space, as it provided the school with it's specialism building in the first phase and provided a permanent home for the science labs which were housed in the first building to be demolished.

Careful consideration was given to the possible impact of construction works on the Grade II Ice House on site. The development did not involve any works in or around this immediate area of the building and additional protective hoarding was erected.



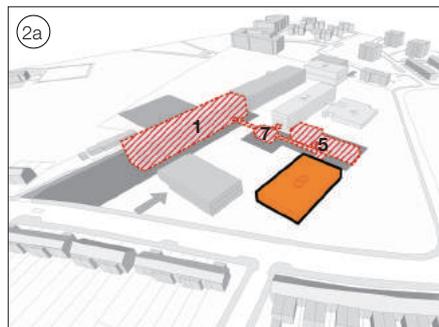
First phase plot



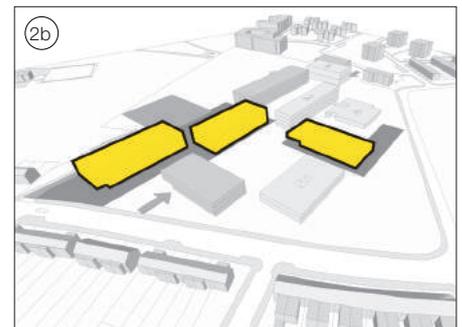
Build maths & science building and sports hall / Demolish block 3



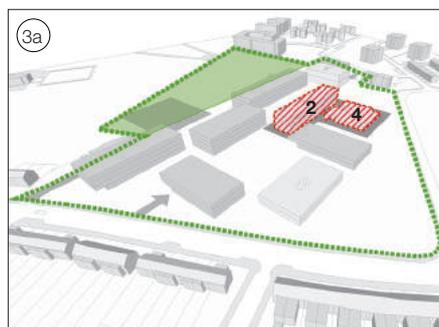
Build business skills centre / Remodel existing pool building



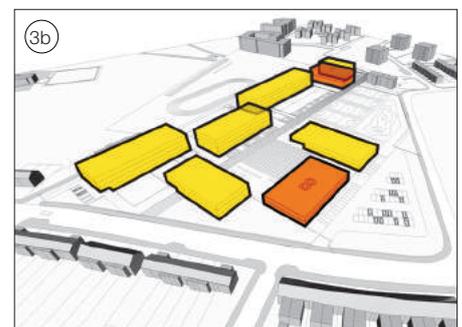
Demolish blocks 1, 5 and 7 / Remodel existing assembly hall



Build arts & technology, communications, performing arts & dining buildings



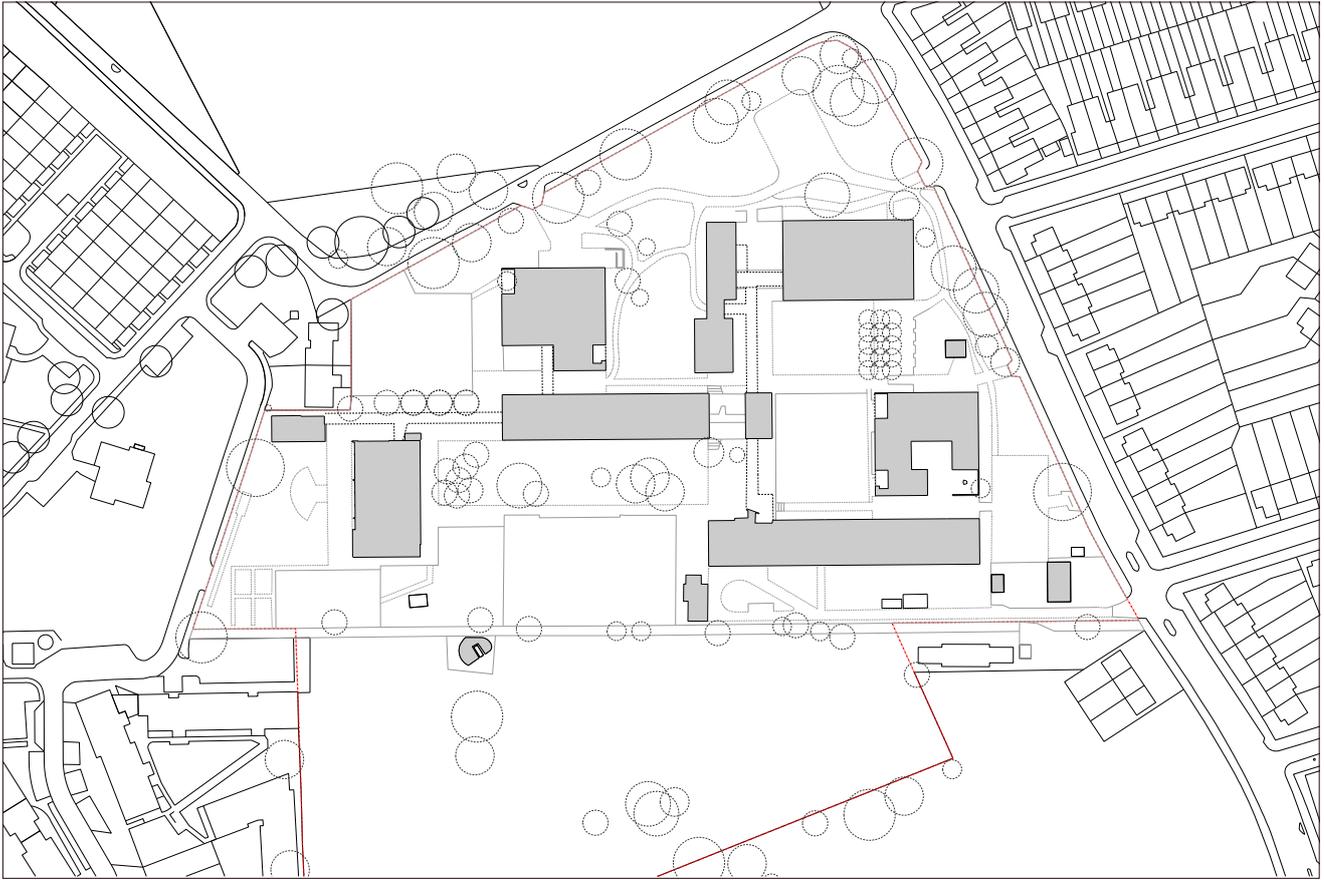
Demolish blocks 2 and 4



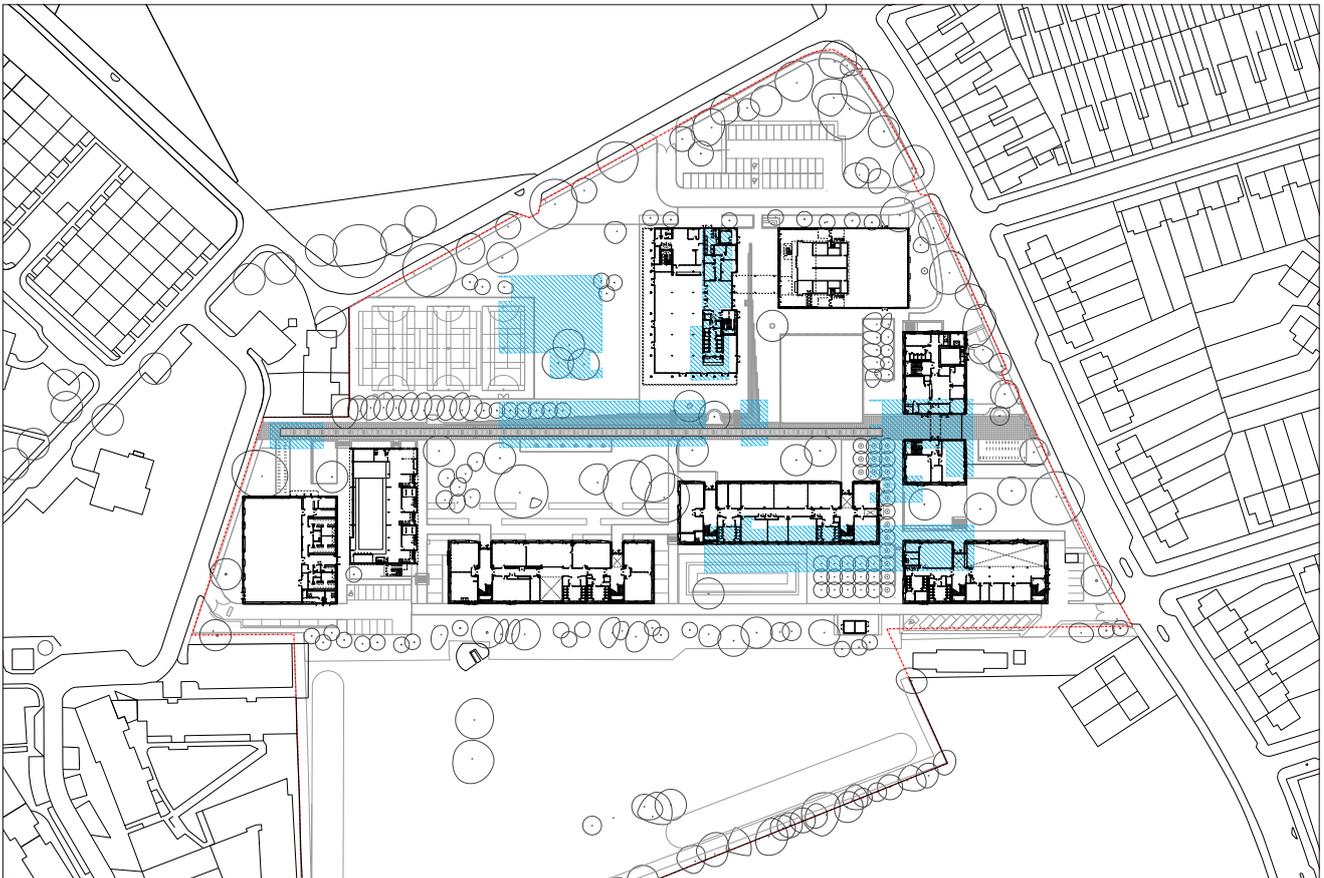
Completed scheme

Design development

Phased construction



Existing site plan

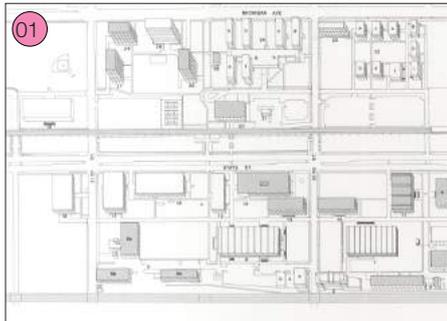


New site plan



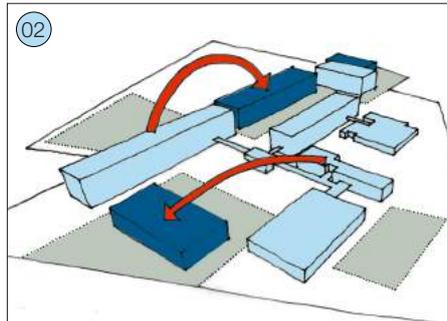
Design development

Key themes



01

Creating a modern campus



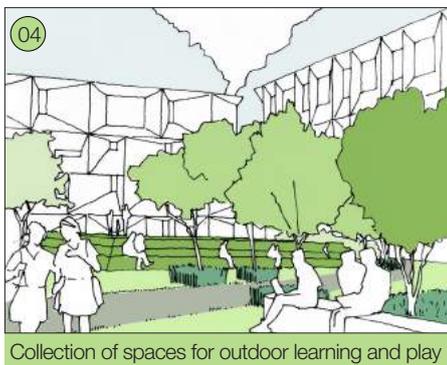
02

Site organisation: No temporary accommodation



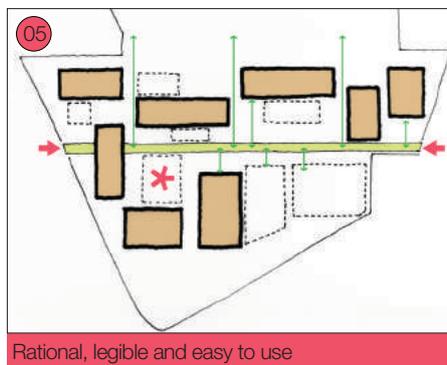
03

Integration of existing and proposed buildings



04

Collection of spaces for outdoor learning and play



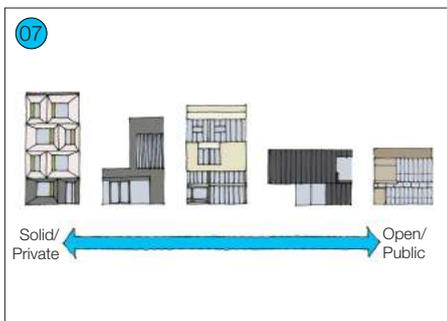
05

Rational, legible and easy to use



06

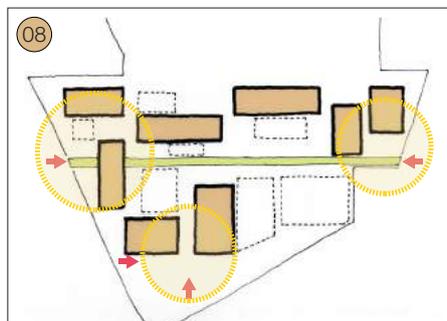
Flexible teaching and adaptable services



07

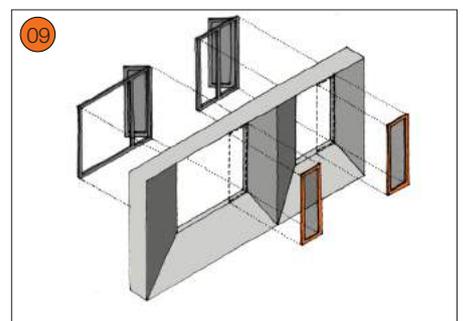
Solid/
Private ← → Open/
Public

Elegant family of architectures, responsive to needs



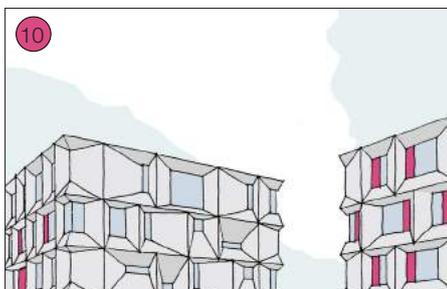
08

Community uses grouped at identifiable entrances



09

Building from a kit of parts for quality and efficiency



10

Careful orchestration of standard components lends delight

Design development

Massing

Rather than amalgamating the teaching functions into one or two new buildings, the design team chose to respect the existing campus style development, by breaking out each function into its own building within the landscape. To emphasise this further, the four storey massing of the four new curriculum buildings is in keeping with the teaching blocks originally on the site. The new performing arts & dining building has been paired with the retained assembly hall and new sports hall with the pool building, with both new buildings having a similar height and massing to their respective original partners.

Elevation strategy

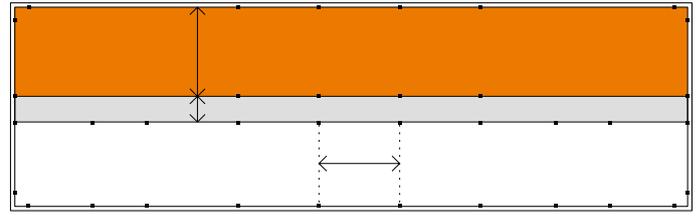
The typology of the four curriculum buildings sees classrooms and ancillary accommodation arranged along a central corridor. Voids and double height entrances at each end and leading off the corridors connect to the exterior, admitting natural light into the heart of the buildings and establishing a visual connection to the campus landscape. The buildings are consistent in width, defined by classroom depth and proportion. This regular plan module is followed through to the elevation with the precast concrete cladding panels.

The business skills centre forms the main school entrance. The building has its own public forecourt and is orientated perpendicular to the other three curriculum buildings, creating a formal entrance to the site. The positioning of the curriculum buildings in relation to each other creates a series of defined external teaching spaces that relate directly to the teaching functions within each building.

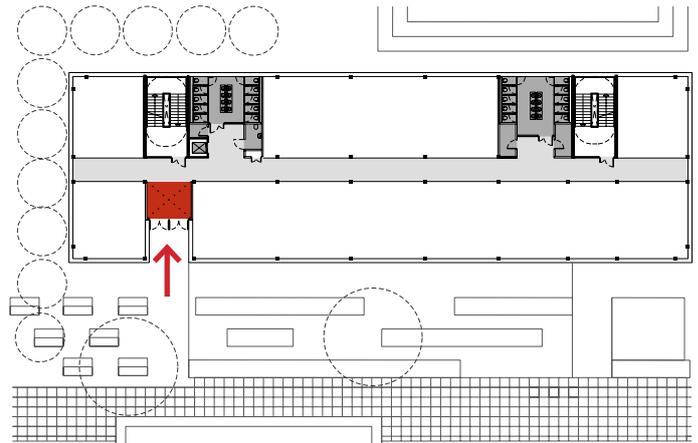
The performing arts & dining building and sports hall required a less regular plan which lent itself to steel framed structures that allow for larger spans. The sports hall is constructed from a steel frame and clad in precast concrete planks. The building is simple, but robust and easy to maintain.

All buildings within the campus are connected by a covered pedestrian spine which runs from the main entrance building through the campus to the sports buildings on the opposite edge.

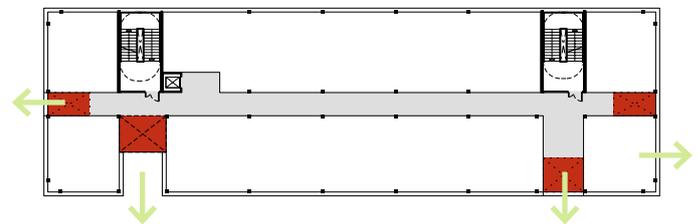
A kit of parts



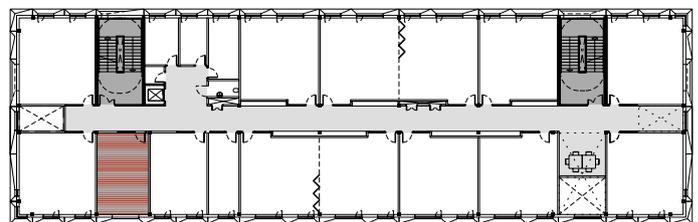
Defining classroom depth and proportions to establish an ideal and consistent building width



Double height entrance and relationship of building to landscape



Defining views to the surrounding landscape through voids and double height space



Upper floorplate with outdoor teaching terrace

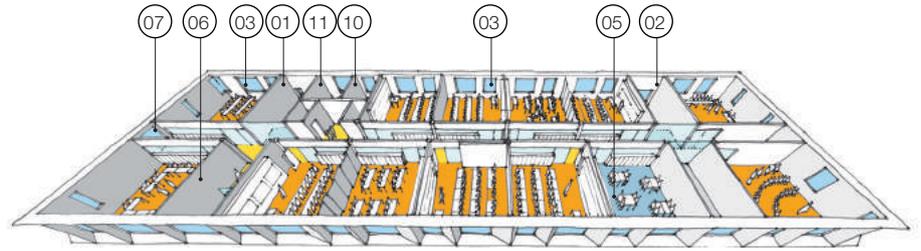
Design development

Internal layout

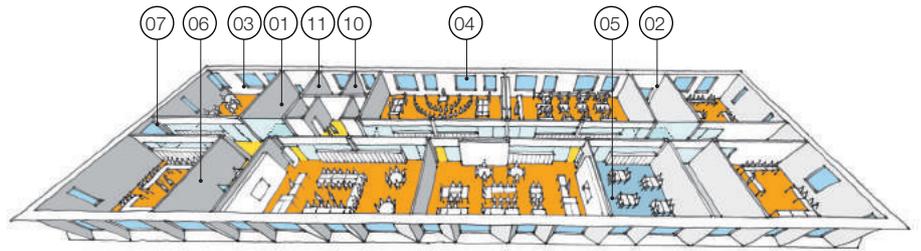
The internal teaching spaces benefit from good daylighting and are supported with a range of smaller group and breakout spaces. Classrooms are grouped into subject areas as agreed with the school over a number of engagements.

Breakout spaces, voids and external terraces are located along the corridors to add spatial interest and connect levels to one another and the exterior landscape. Where possible, the ends of corridors feature full or double height windows.

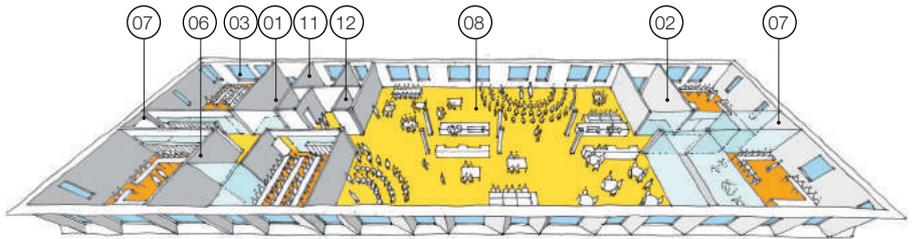
Transformational and flexible teaching spaces



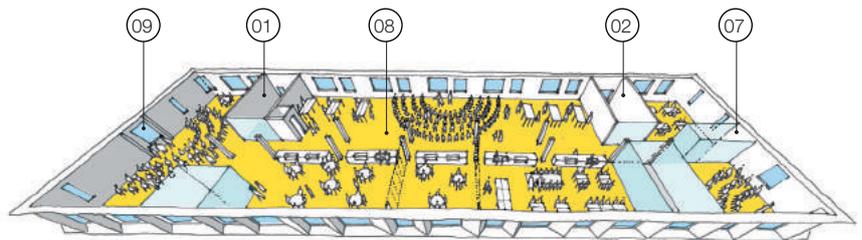
Cellular teaching spaces: This floor can be used as a pastoral home base for a complete year group



Larger teaching spaces: Typical classrooms can be combined to create larger teaching spaces



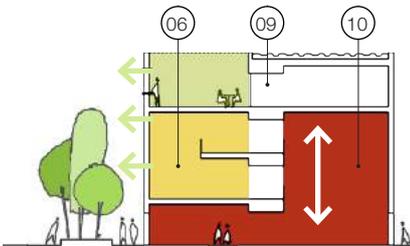
Large flexible space: Offering potential for project based learning



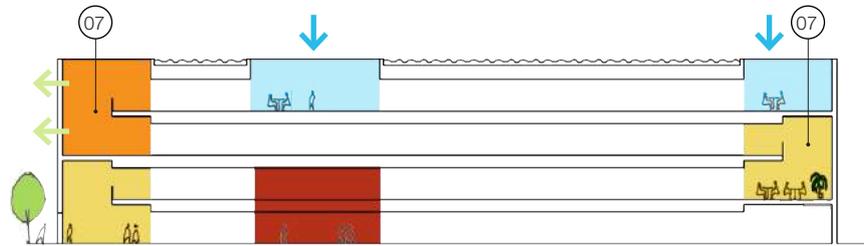
Transformational space: Allowing varying capacities, functions and teaching

Key:

- 01 Primary core: stairs and lift
- 02 Secondary core: escape stair
- 03 Typical classroom
- 04 Flexible classroom
- 05 Staff prep room
- 06 Group space
- 07 Void
- 08 Flexible teaching space
- 09 External teaching space
- 10 Interactive theatre
- 11 Office
- 12 Disabled toilet



Typical short section through a curriculum building



Typical long section through a curriculum building

Design development

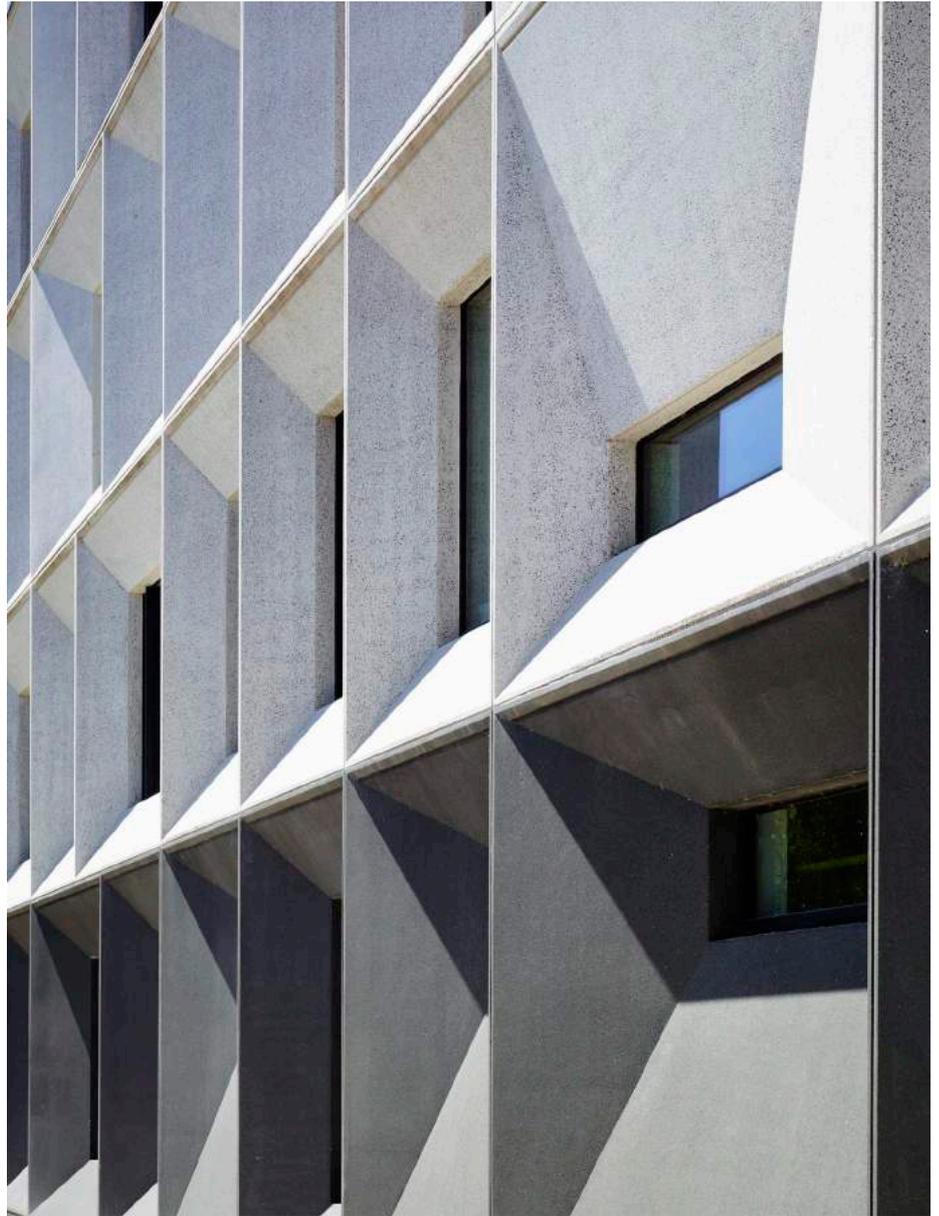
Precast concrete façade panels

The most striking element of the design is the faceted reinforced precast concrete panels to the four curriculum buildings. Manufactured at Techrete's casting facility in Lincolnshire, these are 3.0m and 4.5m long to align with a typical classroom and structural module of 7.5m, as well as allowing a smaller module to be composed for smaller internal accommodation. Fabricating the panels under controlled conditions maximised quality, minimised waste and reduced working at height. Extensive off-site manufacture also resulted in enhanced safety and speed of installation.

The cleverly optimised panel catalogue for the curriculum buildings provides visual variation through minimum mould types which are subtle on long elevations and more lively on flank elevations. The panels were developed to allow weathering and faceted to create a visually interesting and playful façade in addition to providing increased solar shading.

A bespoke concrete mix and finish was developed with Techrete to create the black with mica fleck acid-etched base panels and the off-white with dark aggregate fleck heavily acid-etched upper panels. Final detailing of drip edges and a 'corduroy' base was also developed to address staining and weathering considerations.

The curriculum buildings utilise an internally exposed in-situ concrete building frame, stair core walls and flat slab construction. Using both precast and in-situ concrete in an innovative manner has delivered robust, aesthetically pleasing buildings without compromising the budget, architectural intent, or brief.



'Striking load-bearing precast panels are cleverly optimised to give a pleasing pattern rather than rigid repartition. The quality achieved from simple concrete finishes shows what can be accomplished within a tight BSF budget.'

- Judges comments, Concrete Society Awards

Design development

Manufacture and installation of Techrete precast concrete panels



Design development

Sustainability

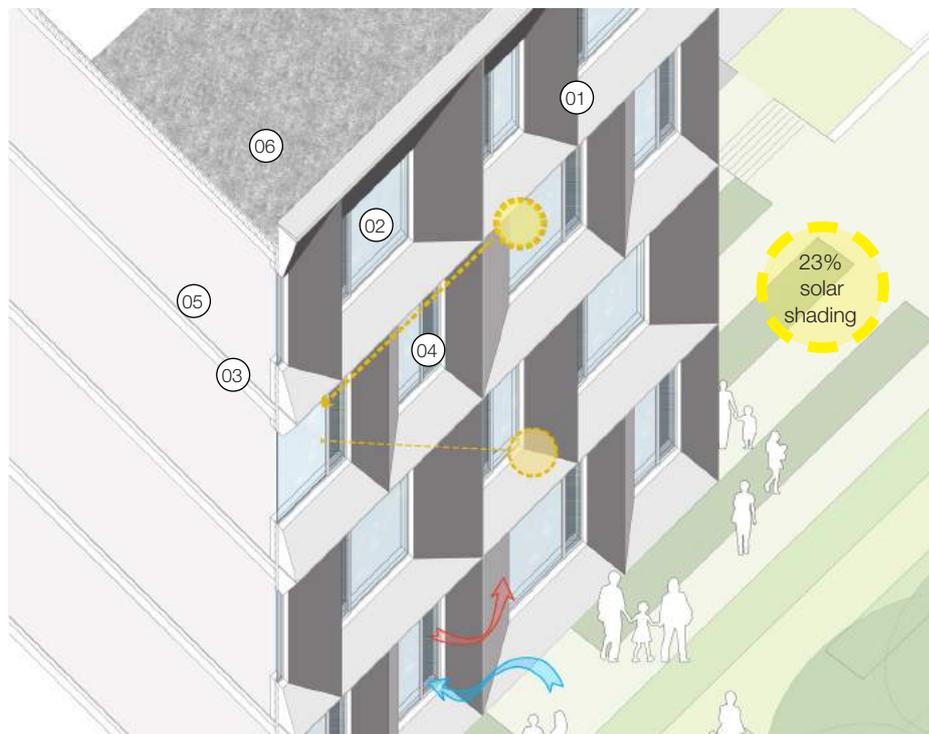
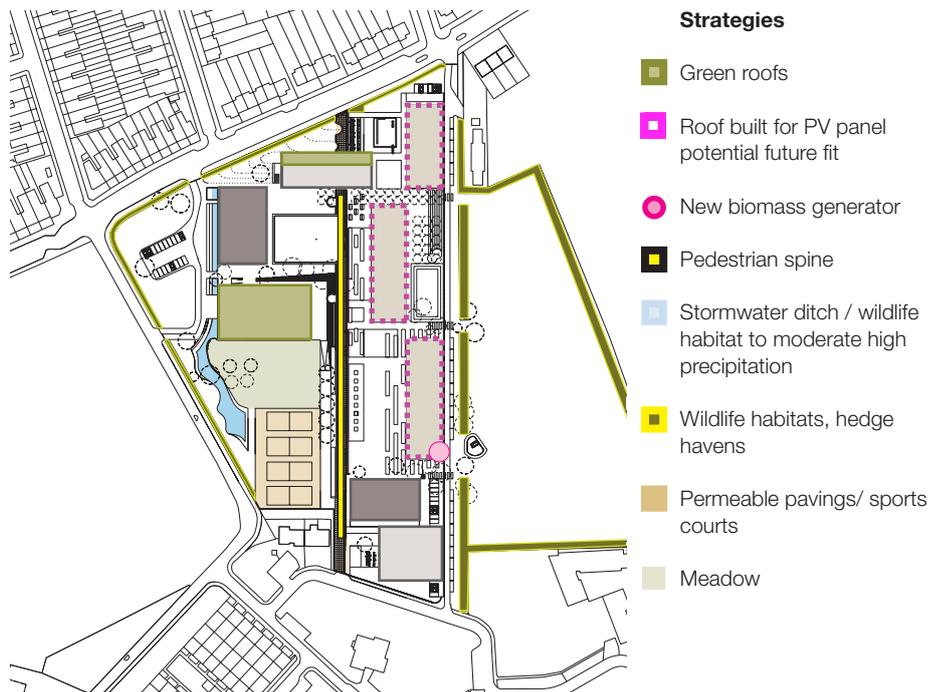
Under the London Borough of Wandsworth planning conditions, the project was required to achieve a minimum 20% carbon reduction through the implementation of on-site renewable energy technologies. To satisfy these objectives, the school includes a range of energy efficient measures and renewable energy technologies, whilst respecting affordability constraints.

The main renewable energy source for the development is biomass heating. To maximise efficiency and ensure the correct energy balance, the biomass boiler is sized to deliver around 50% of annual heat demand. Natural gas-fired boilers were installed to provide the remainder of heat load and to act as back-up during routine maintenance of the biomass boiler.

Solar hot water thermal panels generate 50% of the domestic hot water demand of the school. The solar water collectors were installed as a series of separate systems located on the roofs of buildings and sized to meet the specific demands of each block.

The windows have been sized to balance the required light levels for classroom activities, whilst ensuring that solar heating loads are reduced. By placing the glazing on the inside of the precast panels, it was possible to use of the full depth of the façade for shading. Operable windows within each block allow occupant control of windows.

Burntwood School targeted a BREEAM rating of Excellent for the new build elements and Very Good for refurbishments.



Responsive facade:

- 01 Load bearing precast concrete panel with integrated solar shading and 600mm overall reveal - provides average 23% additional shading, restricts south western and high angle summer sun
- 02 High performance glazing, secured and sealed to rear of concrete panel off-site to provide airtight seal
- 03 In-situ concrete structure provides thermal mass
- 04 Ventilation panels with mesh screens allow safe and secure passive ventilation, permitting nocturnal pre-cooling of structure
- 05 Raised floor allows flexibility of use and access to building services
- 06 Green roof planted to sustain biodiversity

Design development

Graphics and wayfinding

A vibrant graphic and wayfinding scheme developed by Studio Myerscough creates a new identity for the school as a whole and a distinct identity for each building.

Taking the school's key theme as a starting point, 'the best education today for the women of tomorrow', Studio Myerscough looked to the ground breaking artistic work of the Bauhaus women of the 1950s and the Suffragettes' movement before them, specifically referencing typology used by the latter.

Inspired by the new faceted building façades and the 'Bauhaus code' of colours and patterns, each primary entrance to the four new curriculum buildings is double height with a striking geometric tiled pattern.

The distinct colouring and patterns are continued throughout the environmental design and wayfinding system for each building. Secondary and tertiary entrances are differentiated through architectural scale and landscaping, facilitating intuitive wayfinding across the campus.

Logo design

The new school logo, also designed by Studio Myerscough, took inspiration from the original school emblem which was designed by students to mark the foundation of the school in the 1950s. The new school logo retains the symbolic tree and ties together the colours and patterns established in the graphic design and wayfinding system.

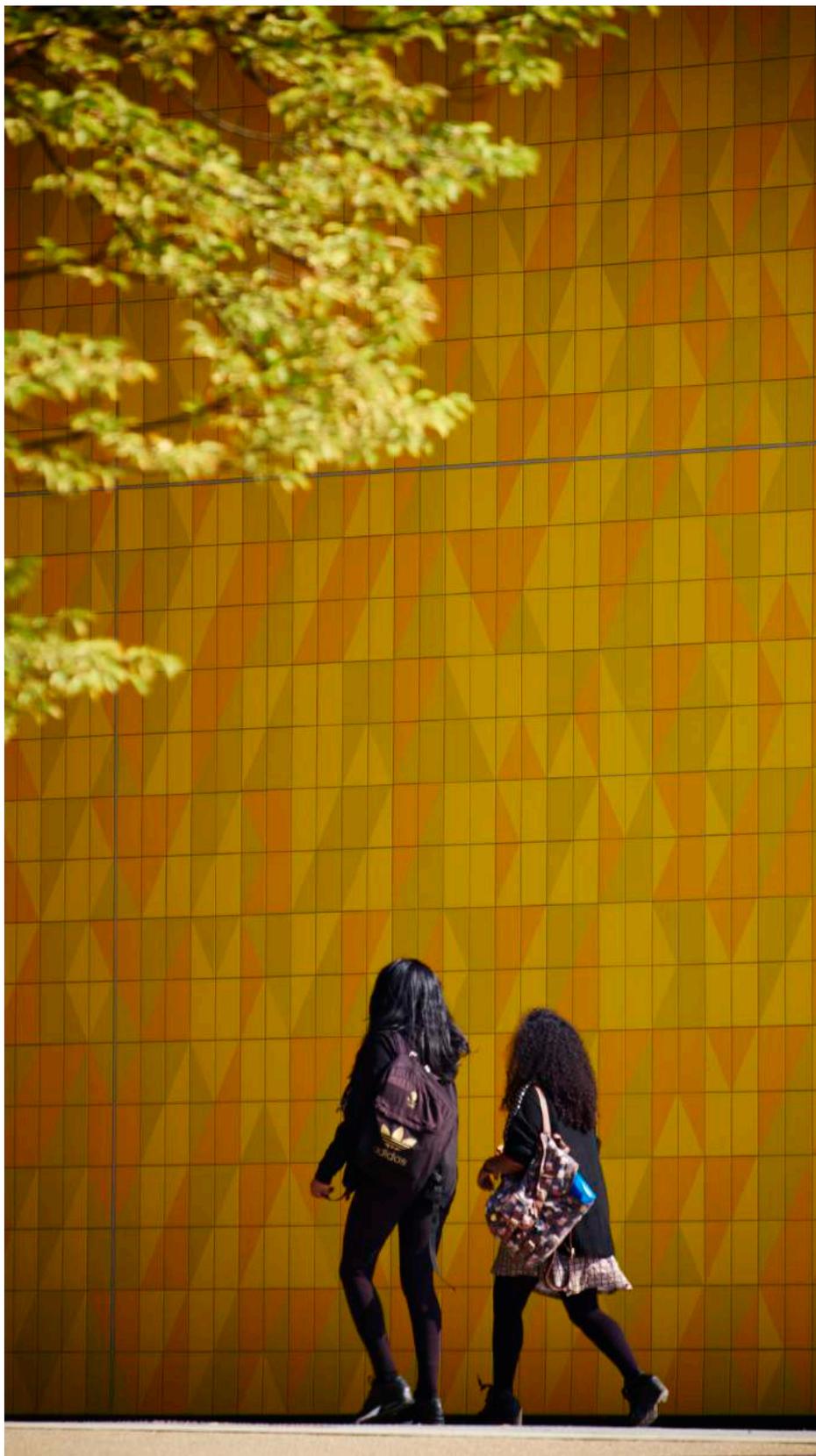


New Burtwood School logo



Studio Myerscough workshop at concept stage

Design development



Burntwood School graphics and wayfinding system referencing 'Bauhaus code' and new faceted building façades

Site plan



Key:

- 01 Arts & technology building
- 02 Communications building
- 03 Maths & science building
- 04 Existing swimming pool & gymnasium building
- 05 Sports hall
- 06 Existing assembly hall
- 07 Business skills centre
- 08 Performing arts & dining building
- 09 Main pedestrian entrance
- 10 Service road
- 11 Secondary pupil entrance / Community sports entrance
- 12 Staff & deliveries entrance
- 13 Staff parking
- 14 Multi use games area
- 15 Sports fields

Site plan



Key:

- 01 Arts & technology building
- 02 Communications building
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Site sections



Arts & technology

Business skills / Main entrance

Assembly hall / staff & deliveries entrance



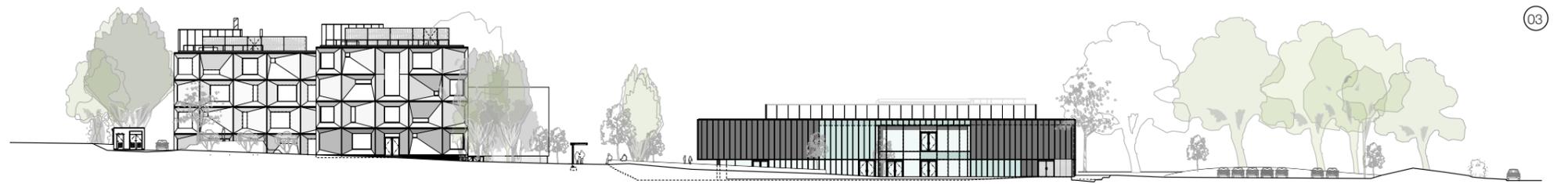
Business skills

Communications

Maths & science

Assembly hall

Performing arts & dining



Communications

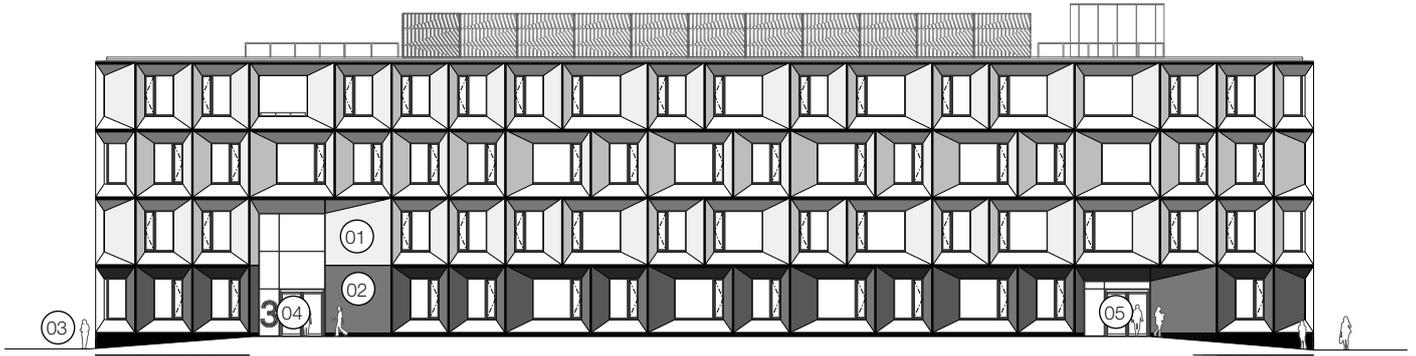
Pedestrian spine

Performing arts & dining

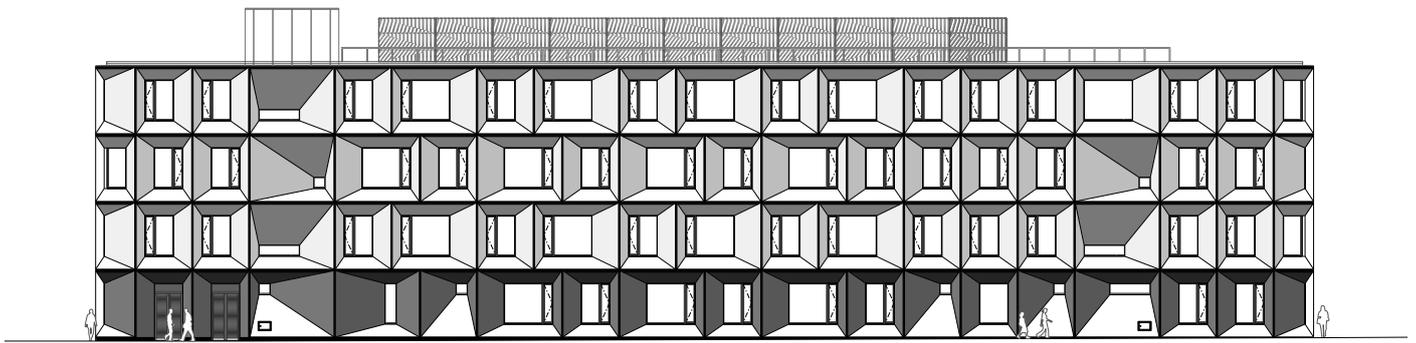
Parking



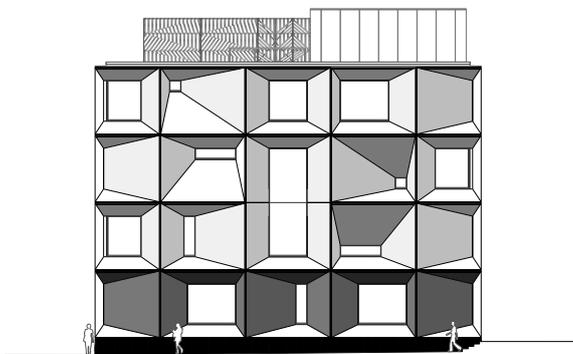
Curriculum buildings



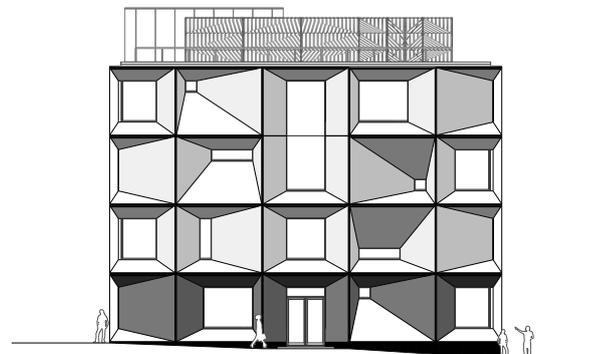
Communications building - West elevation



Communications building - East elevation



Communications building - South elevation

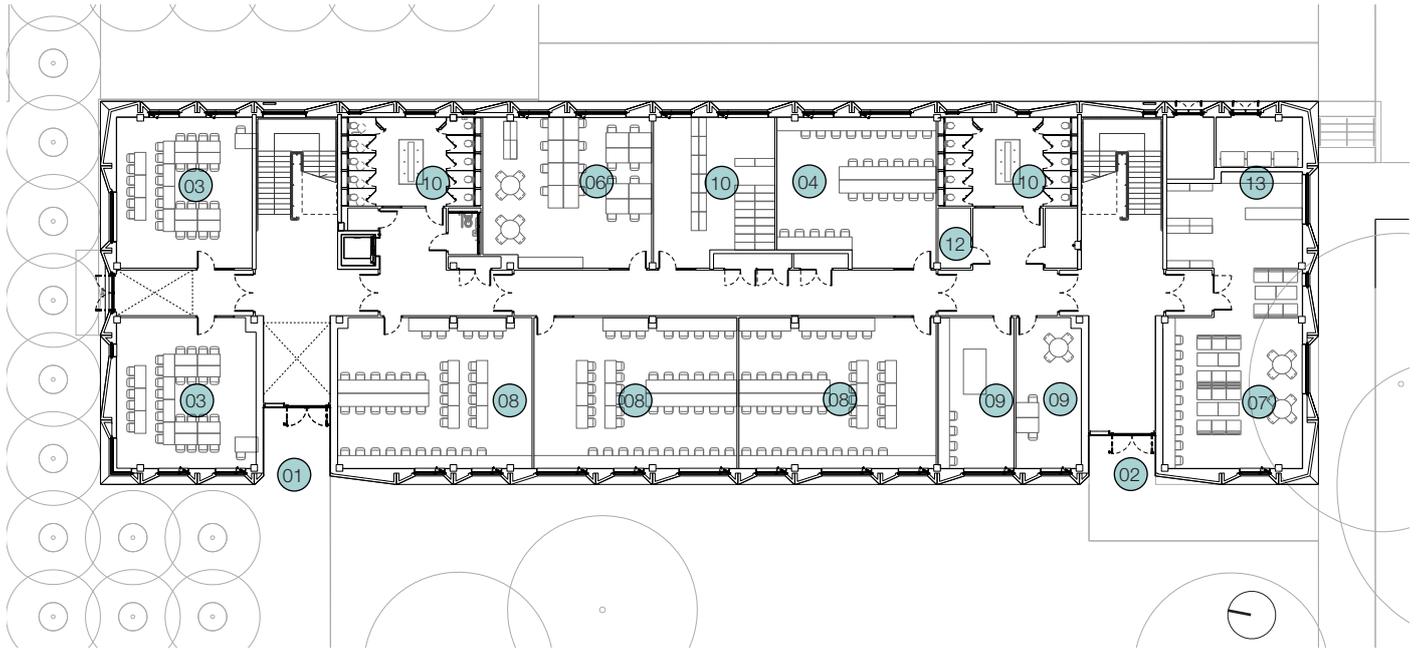


Communications building - North elevation

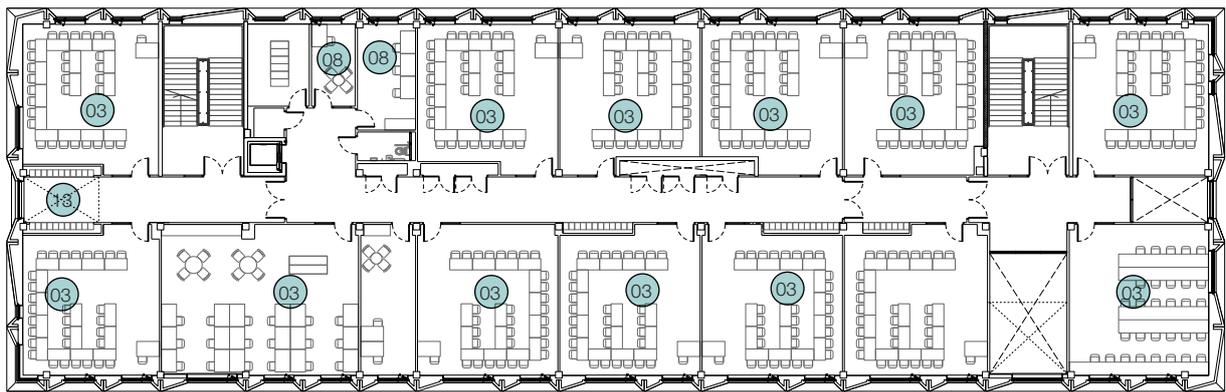
Key:

- 01 Precast concrete panels - white
- 02 Precast concrete panels - black
- 03 Cordrouy base
- 04 Main entrance
- 05 Secondary entrance

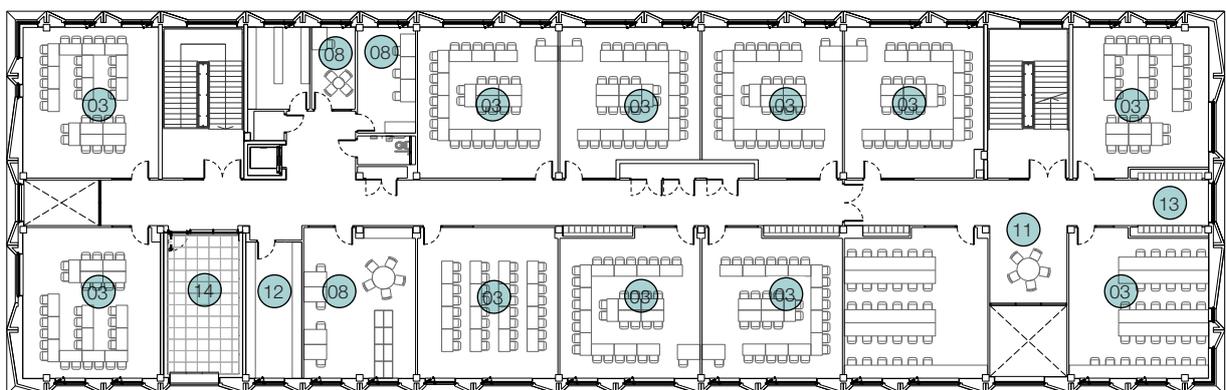
Curriculum buildings



Communications building - Ground floor plan



Communications building - First floor plan

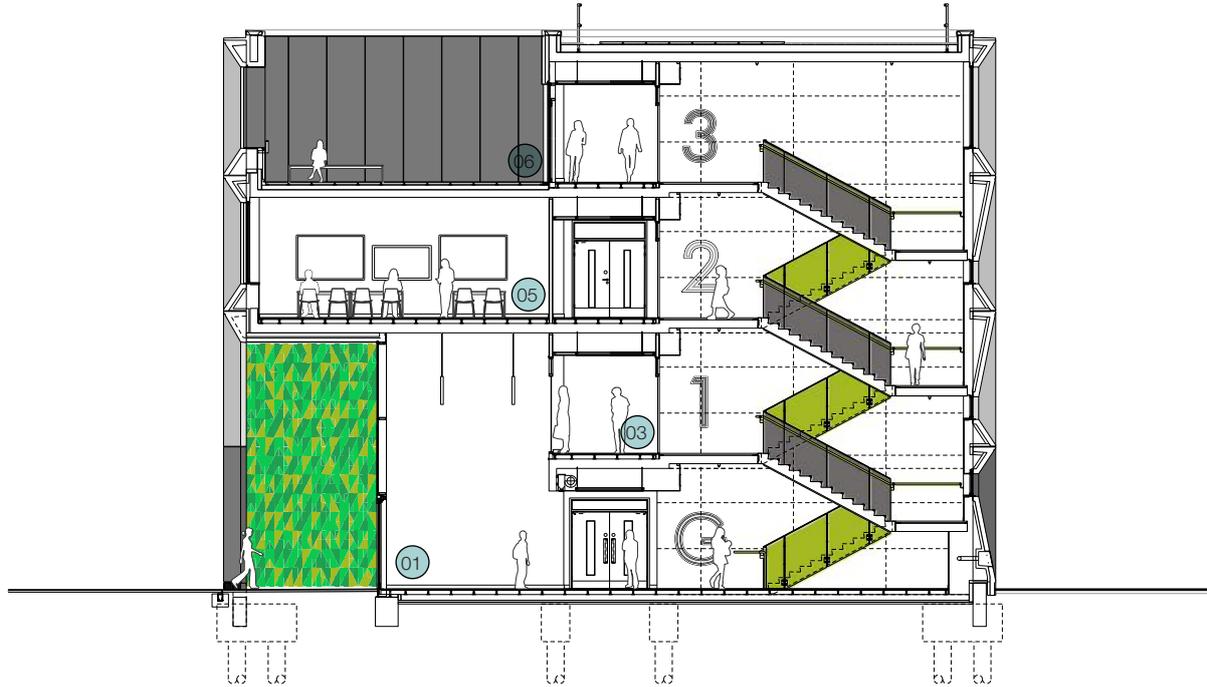


Communications building - Second floor plan

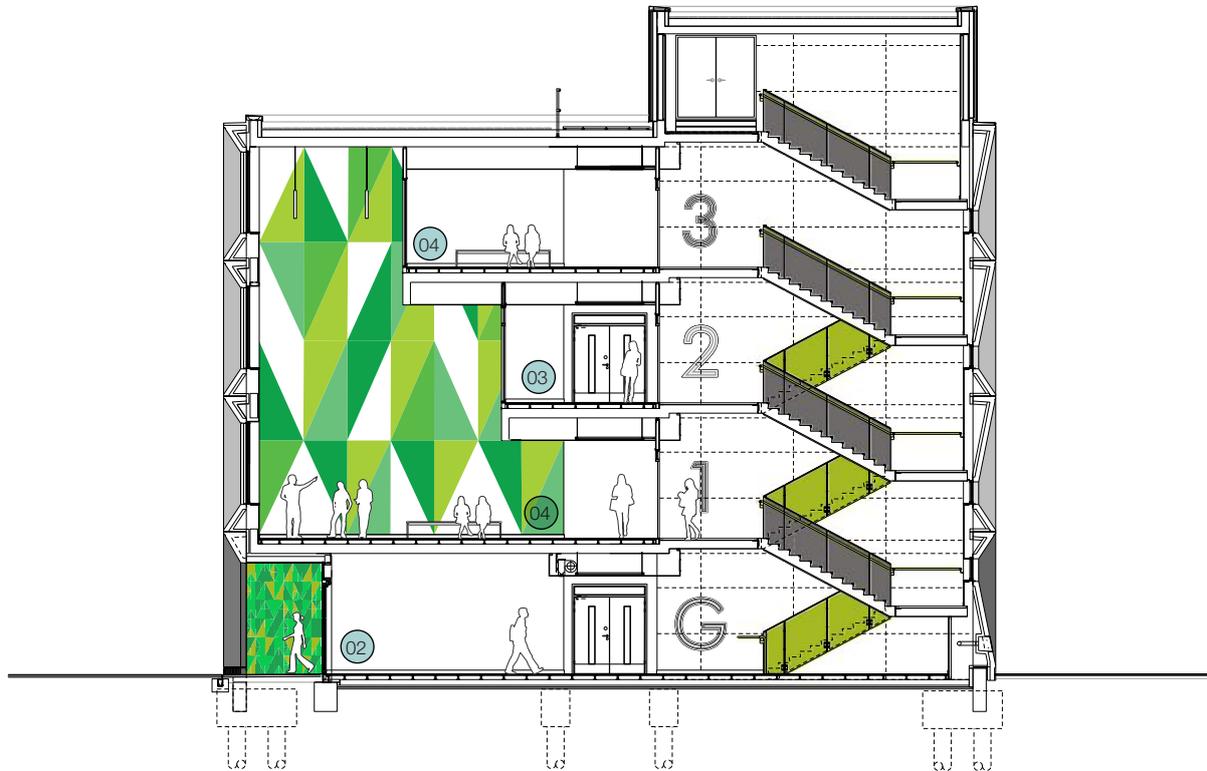
Key:

- | | |
|-----------------------|-------------|
| 01 Main entrance | 08 Office |
| 02 Secondary entrance | 09 Repro |
| 03 Classroom | 10 Toilets |
| 04 Large classroom | 11 Breakout |
| 05 Media studies | 12 Store |
| 06 Staff work | 13 Plant |
| 07 General staff work | 14 Terrace |

Curriculum buildings



Communications building - Section through primary entrance

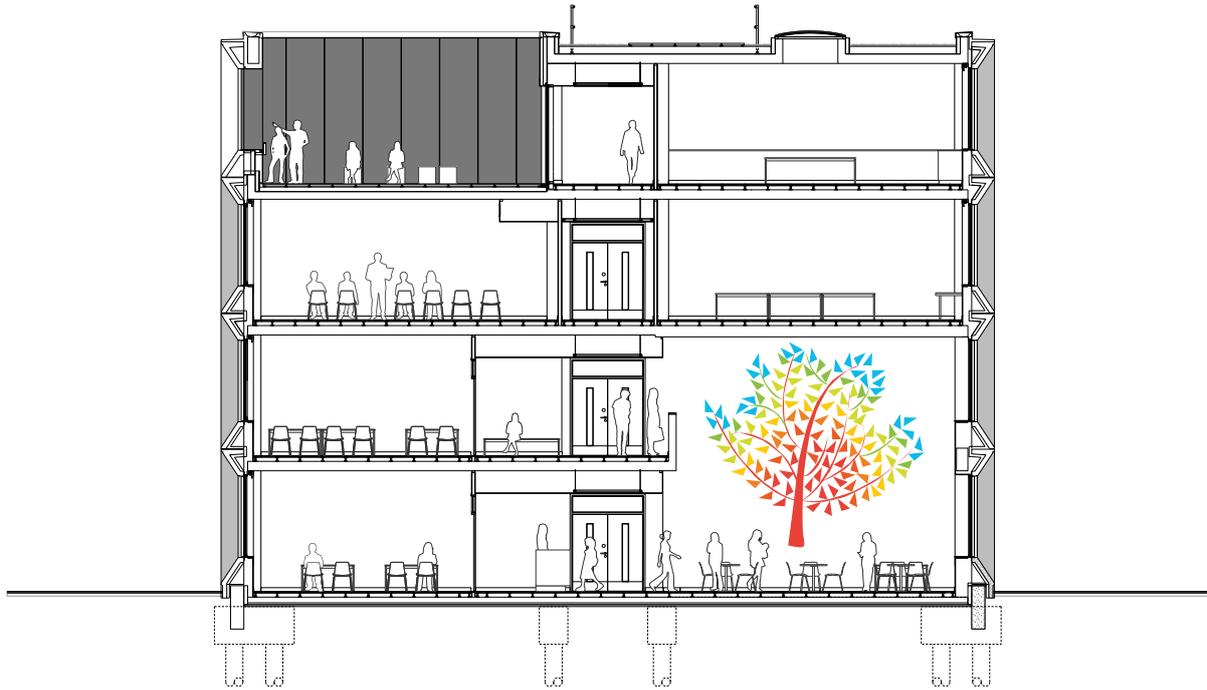


Communications building - Section through secondary entrance

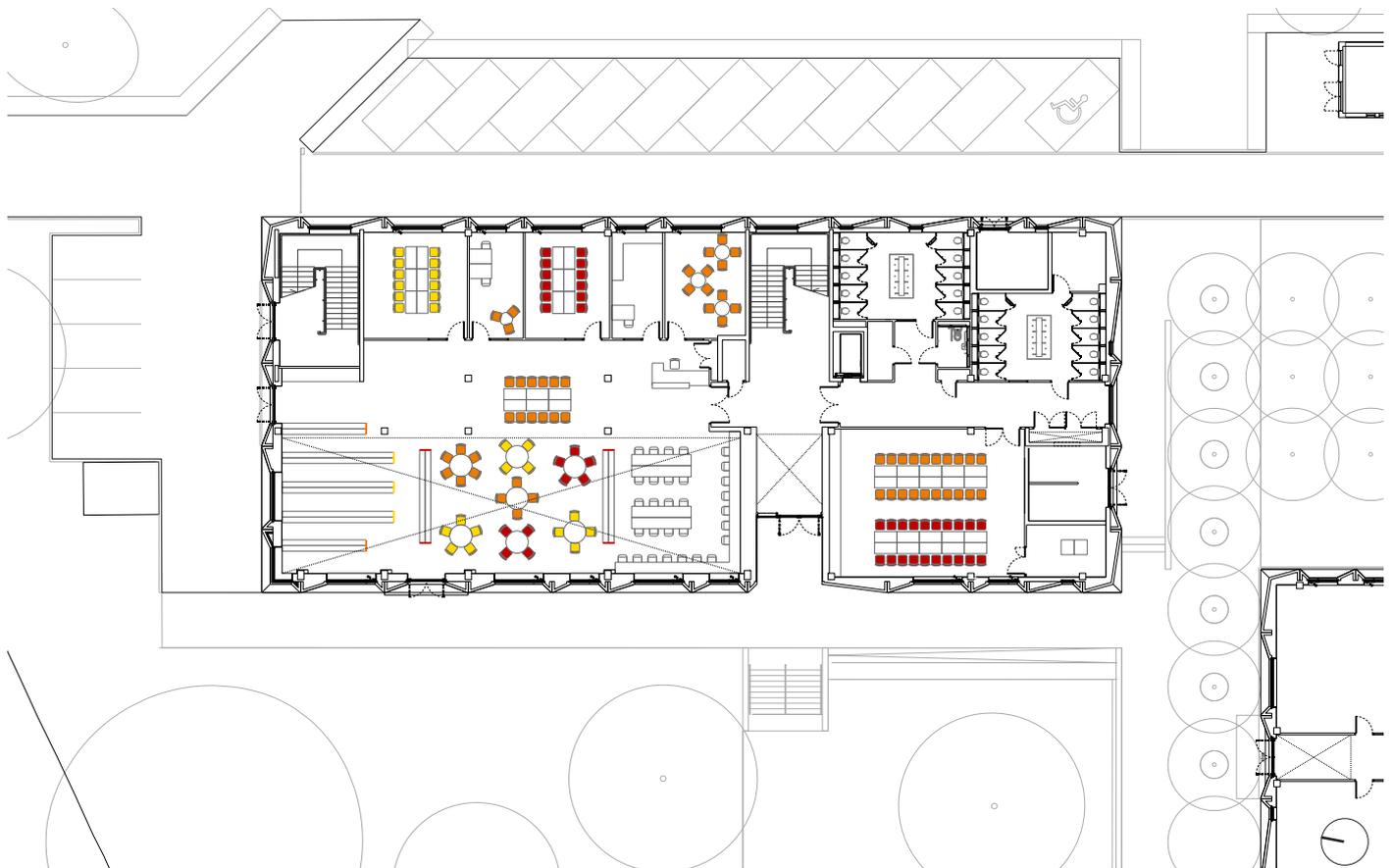
Key:

- 01 Main entrance
- 02 Secondary entrance
- 03 Corridor
- 04 Breakout
- 05 Classroom
- 06 Terrace

Curriculum buildings

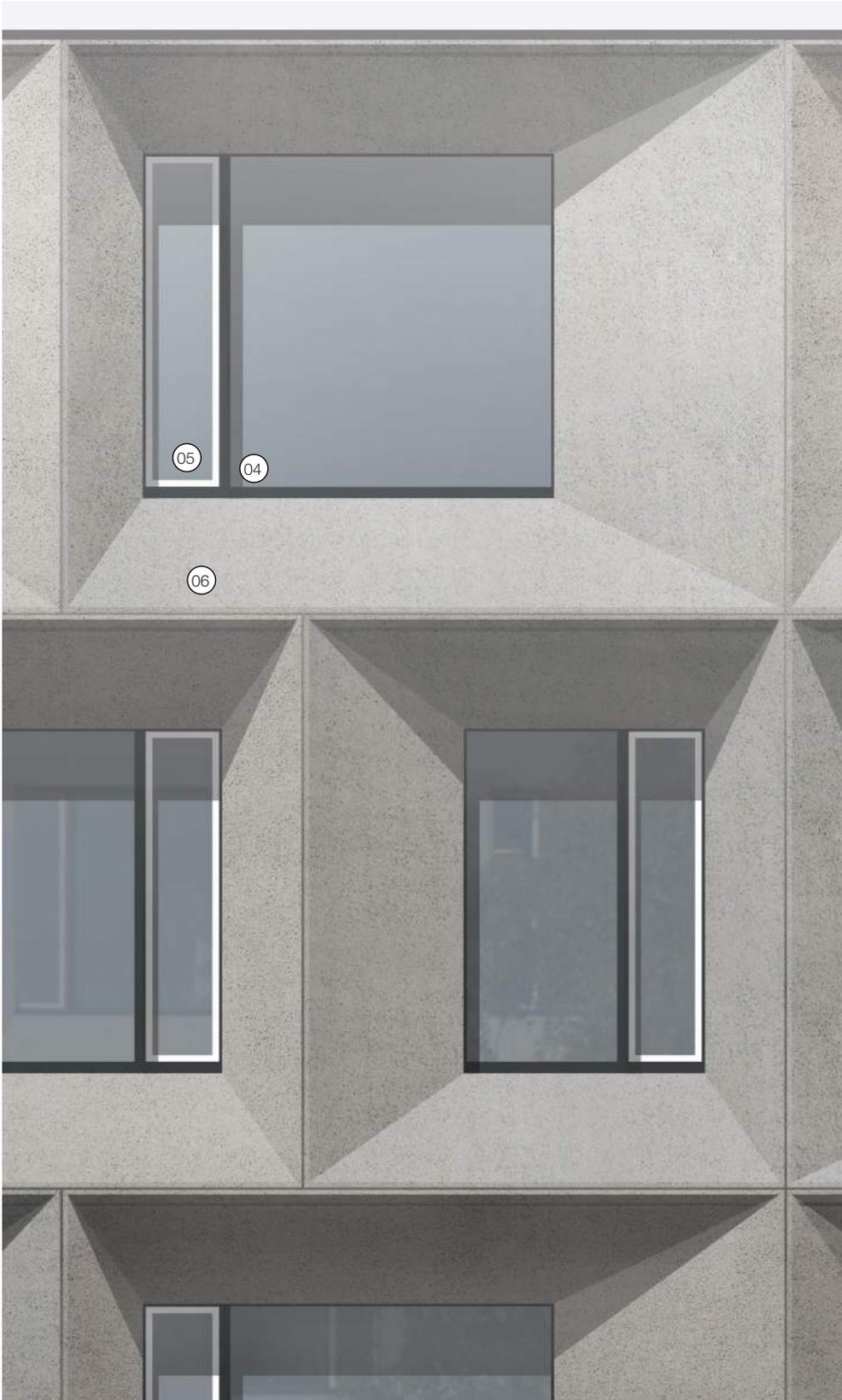


Arts & technology building - Section through library

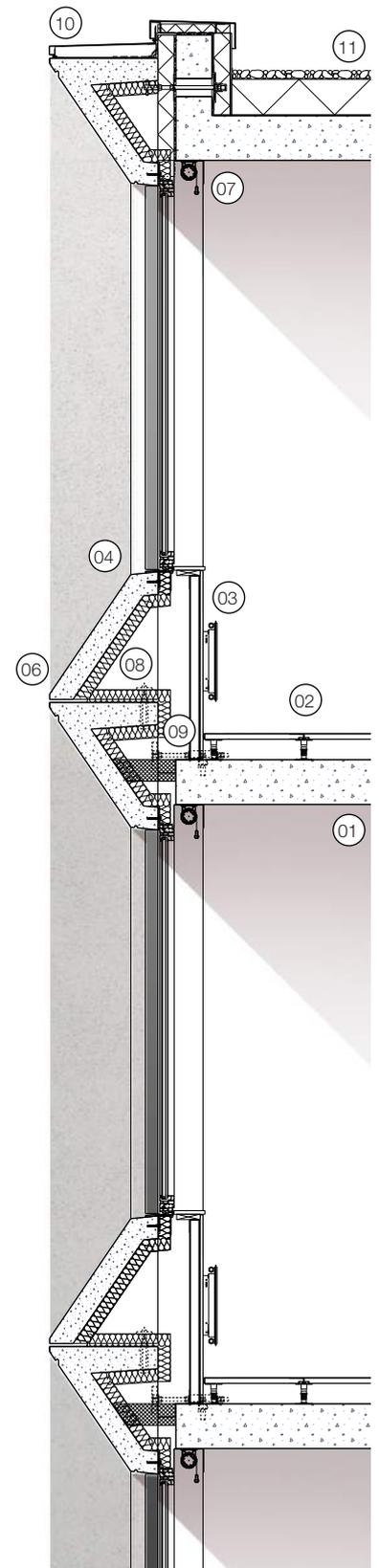


Arts & technology building - Ground floor plan

Curriculum buildings



Detail bay study - elevation

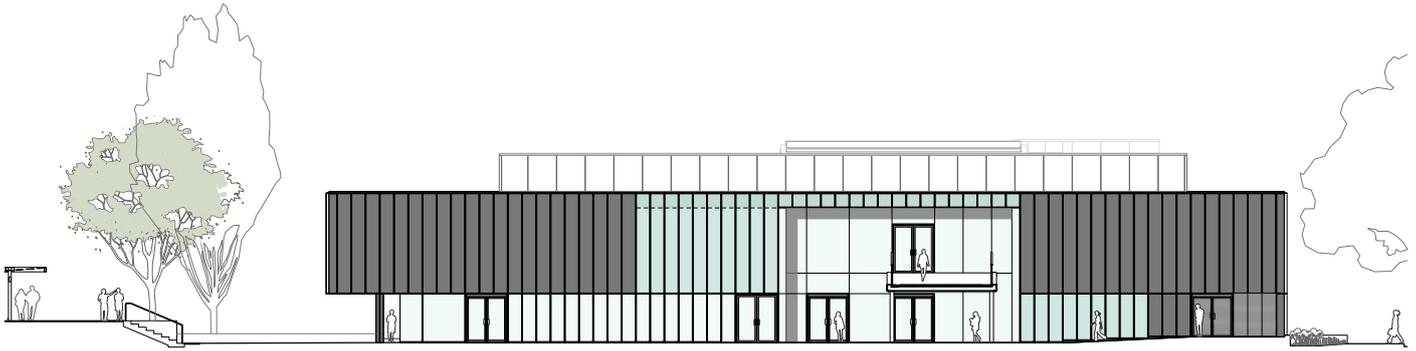


Detail section

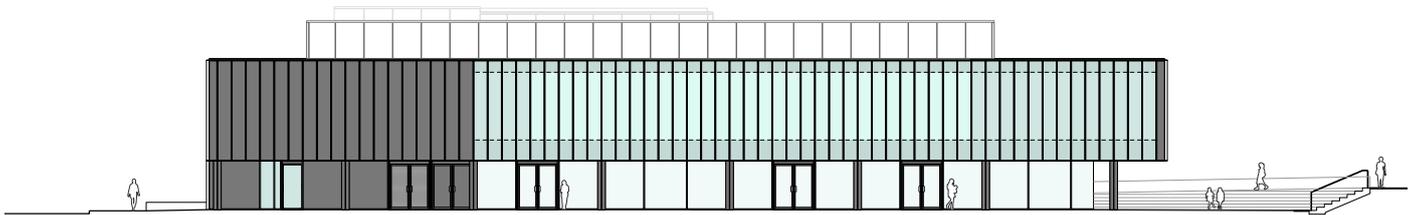
Key:

- | | |
|---|--|
| 01 Exposed in-situ reinforced concrete flat slab construction | 06 Concrete precast panel |
| 02 Raised access floor | 07 Manual roller blind |
| 03 Plasterboard drylining | 08 Thermal insulation |
| 04 Aluminium window with vertical fin | 09 Acoustic/fire separation to slab edge |
| 05 Vent opening panel | 10 Aluminium coping |
| | 11 Inverted roof with balast |

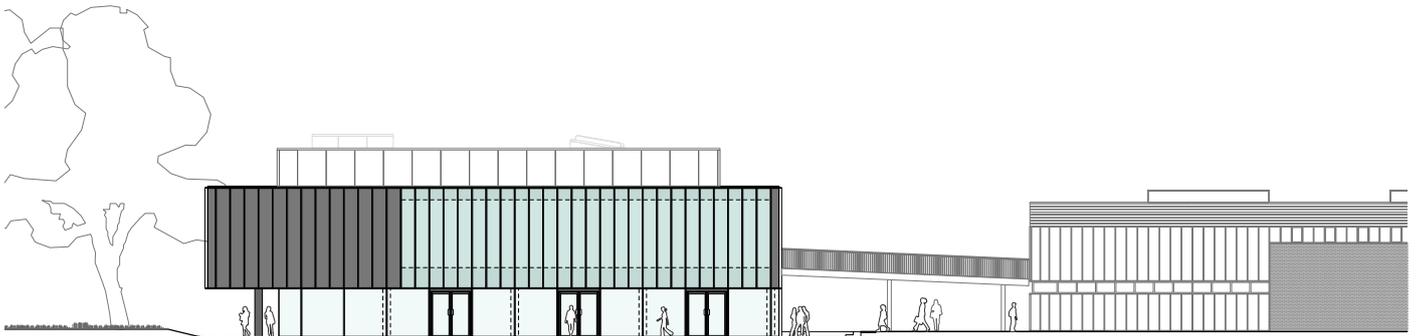
Performing arts & dining building



West elevation



East elevation



North elevation

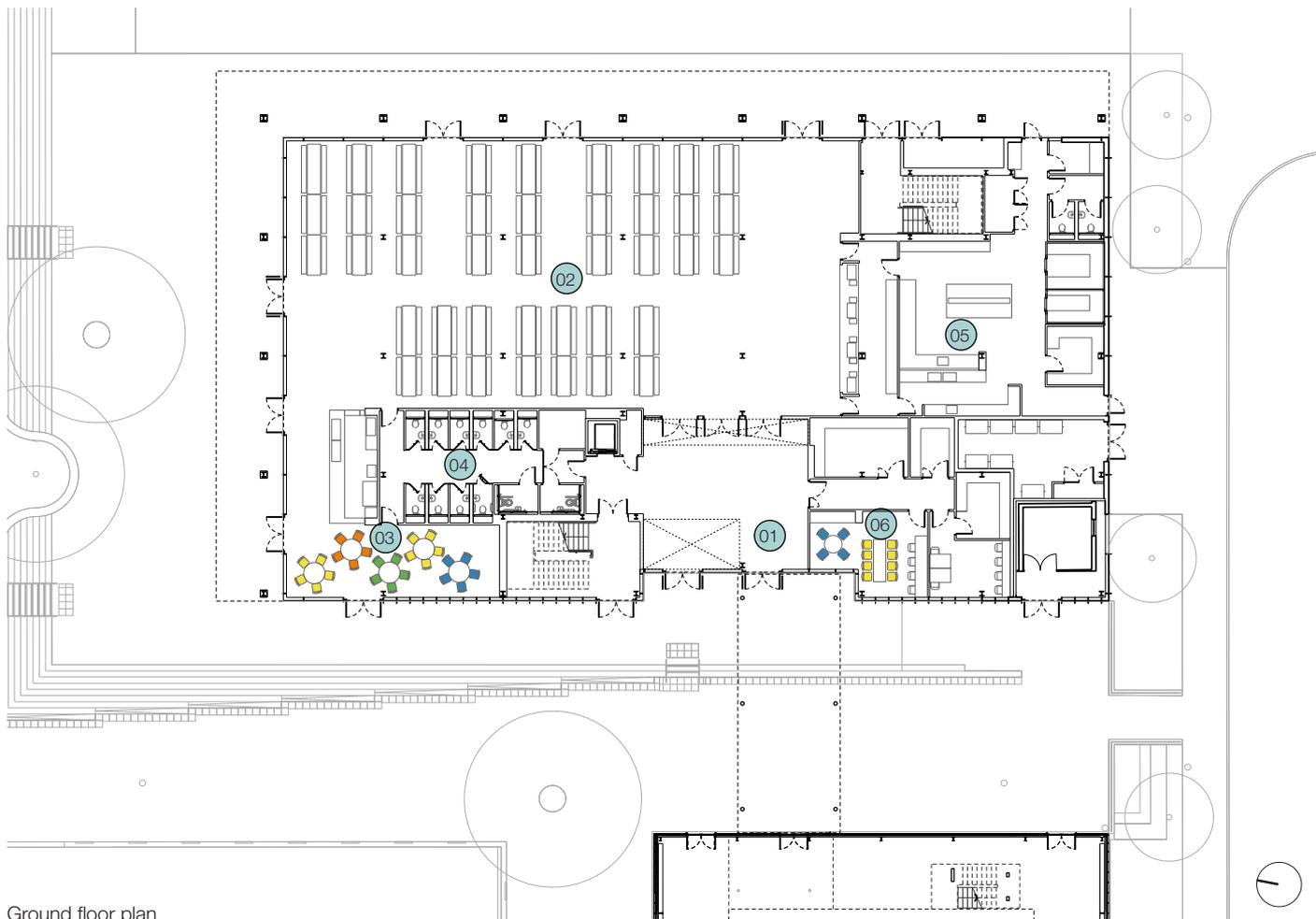


Short section

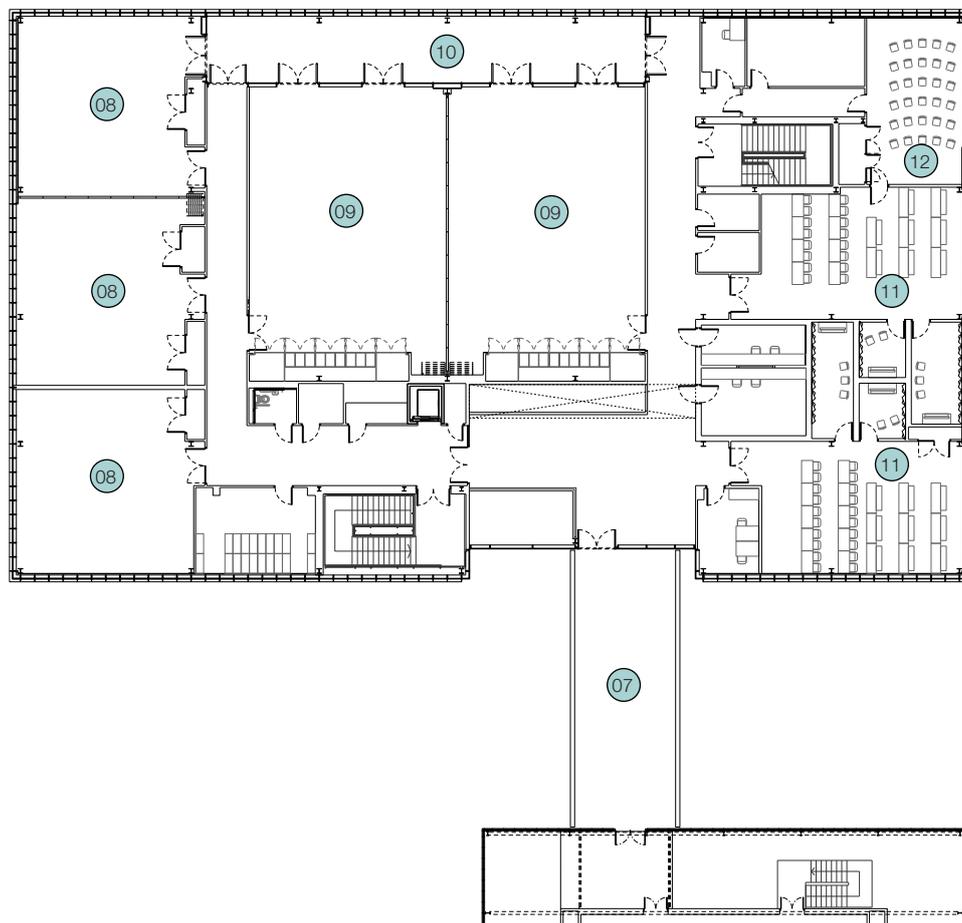
Key:

- | | |
|----------------|-----------------|
| 01 Entrance | 06 Office |
| 02 Dining hall | 07 Link bridge |
| 03 Cafe | 08 Drama studio |
| 04 Toilets | 09 Dance studio |
| 05 Kitchen | 10 Terrace |

Performing arts & dining building

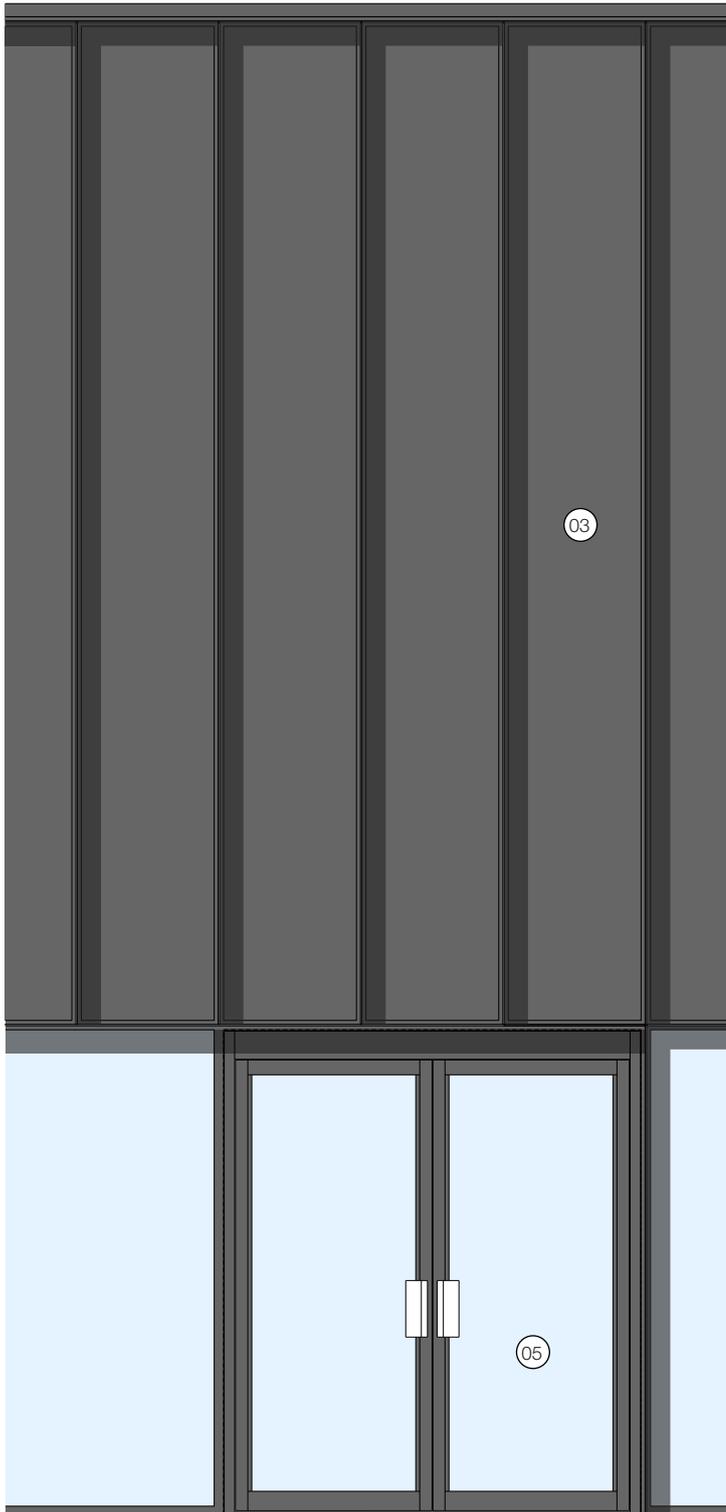


Ground floor plan

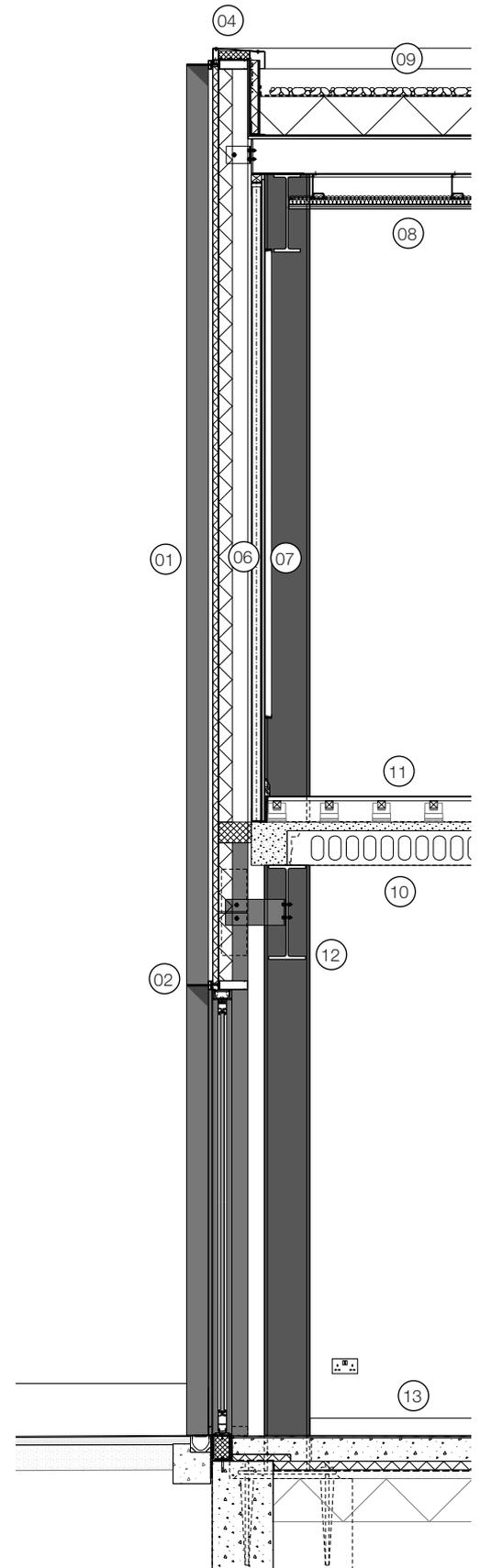


First floor plan

Performing arts & dining building



Detail elevation

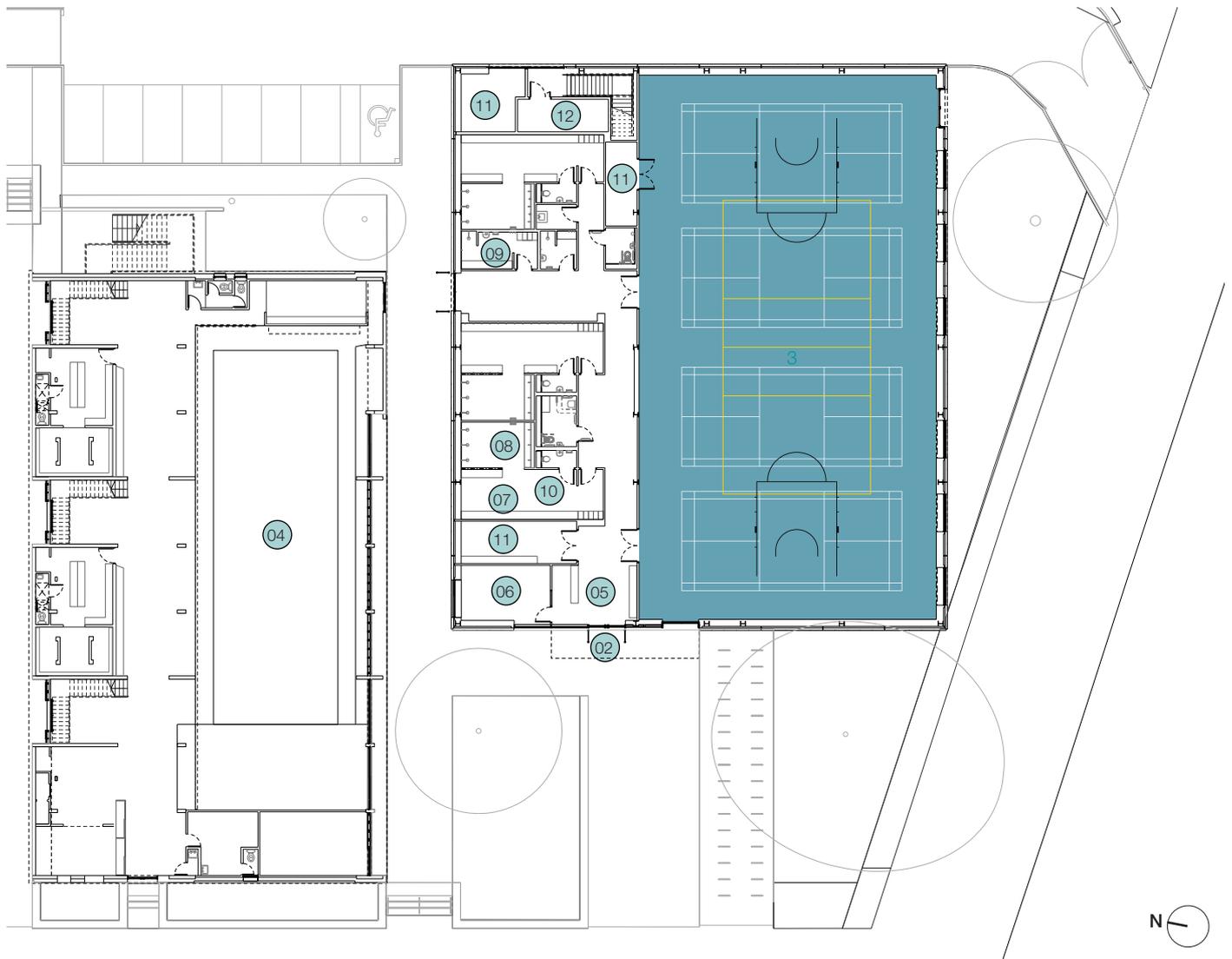


Detail section

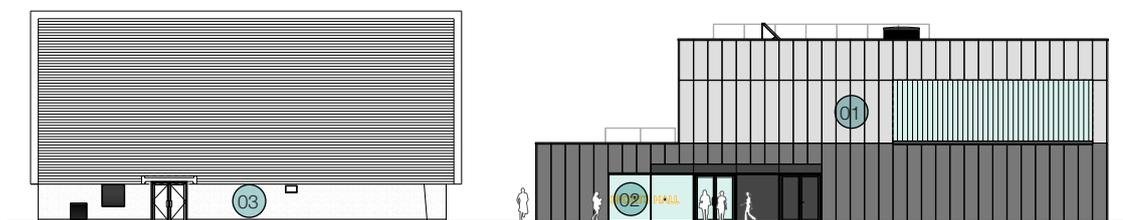
Key:

- | | |
|---------------------------|-------------------------------------|
| 01 Curtain walling system | 08 Suspended plasterboard ceiling |
| 02 Extruded cap profile | 09 Inverted roof with balast |
| 03 Fixed metal panel | 10 Exposed hollowcore concrete slab |
| 04 Aluminium coping | 11 Vinyl sports floor |
| 05 Aluminium door | 12 Exposed painted steel |
| 06 Thermal insulation | 13 RC polished ground slab |
| 07 Plasterboard drylining | |

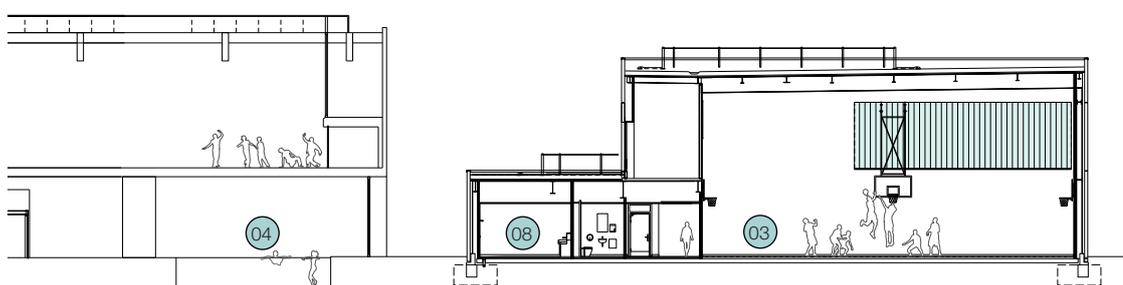
Sports buildings



Ground floor plan



West elevation



Short section

Key:

- 01 Precast concrete cladding
- 02 Entrance
- 03 Sports hall
- 04 Existing swimming pool & gymnasium building
- 05 Reception
- 06 Office
- 07 Changing
- 08 Showers
- 09 Staff changing
- 10 WC
- 11 Store
- 12 Plant

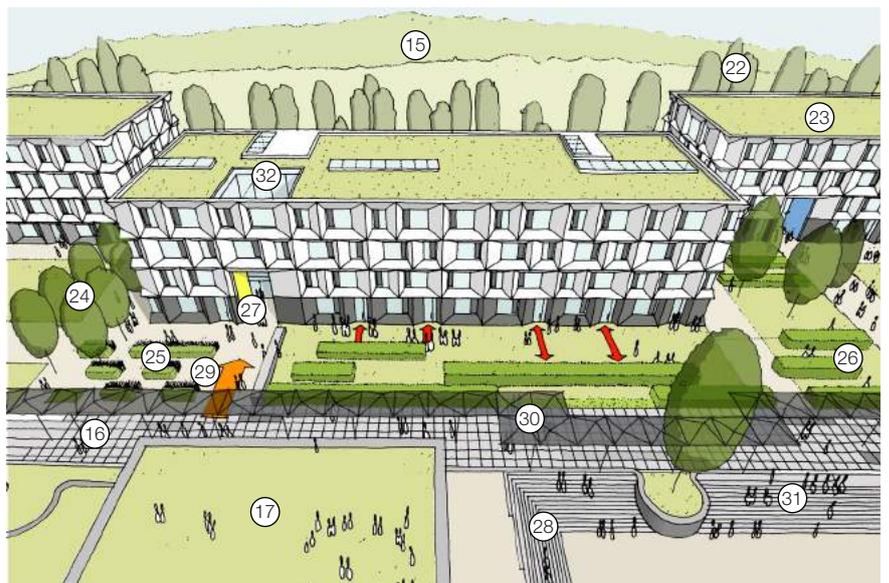
Landscape



Campus overview

Key:

- 01 Arts & technology building
- 02 Communications building
- 03 Maths & science building
- 04 Existing swimming pool & gymnasium building
- 05 Sports hall
- 06 Existing assembly hall
- 07 Business skills centre
- 08 Performing arts & dining building
- 09 Main pedestrian entrance
- 10 Service road
- 11 Secondary pupil entrance / community sports entrance
- 12 Staff & deliveries entrance
- 13 Staff parking
- 14 Multi use games area
- 15 Playing fields
- 16 Pedestrian spine
- 17 Flag lawn
- 18 Sculpture garden
- 19 Reading garden
- 20 Contemplation garden
- 21 Science garden
- 22 Framework trees
- 23 Sedum roof
- 24 Silver birch bosque
- 25 Willow hedge
- 26 Grass hedge
- 27 Double height faculty entrance
- 28 External teaching
- 29 Hoggin paving
- 30 Canopy
- 31 Steps leading to external dining
- 32 External teaching terrace



Buildings in a landscape



Buildings in a community

Landscape

The school campus is laid out on a simple grid with entrances to each building leading off the central pedestrian spine which runs through the site. Centred along the spine, the landscape design separates into a framework of three zones, with spaces becoming less formal and more wild the further out they are from the central zone. Where possible, existing planting was protected and retained within the new framework.

Whilst creating an overall sense of place, within each zone the external spaces are designed to respond to and complement the functions within their adjacent buildings and ease navigation through the campus. Each space can be easily adapted to meet the school's changing needs in the future.

Squares, gardens and lawns

The central landscape zone runs either side of the pedestrian spine with formal, structured spaces that relate to the subjects taught in the neighbouring buildings.

Forming the central route through the campus, the pedestrian spine is partially covered by a canopy and laid with distinct paving and planting, all of which aid wayfinding and offer unrestricted navigation around the campus.

Within this zone, the raised flag lawn has been created as the central external space for the campus, continuing the tradition of a flag lawn as a popular space for pupils to socialise and study. An excellent example of using the landscape as an educational tool, the flag is changed regularly to mark ceremonial dates around the world, as well as local events and initiatives studied and celebrated by the school.

Other formal gardens and spaces in the central zone include the quiet and contemplative sculpture and reading gardens outside the arts & technology building, the sports garden and multi use games area.

Fields, hedges and views

The school was keen to emphasise and retain views from the campus out towards the school playing fields, so this zone of the landscape framework emphasises the existing natural qualities of the fields and brings them into the school campus.

A contemplation garden has been created between the communications building and the rear boundary. This simple quiet green space offers views out over the playing field. By contrast the science garden is an active area with rows of planting beds for pupils to grow their own food, learning about biology and sustainability. Next to these, a series of outdoor exercise equipment pieces combine play, exercise and education.

Grassy hillocks with forest trees and grass

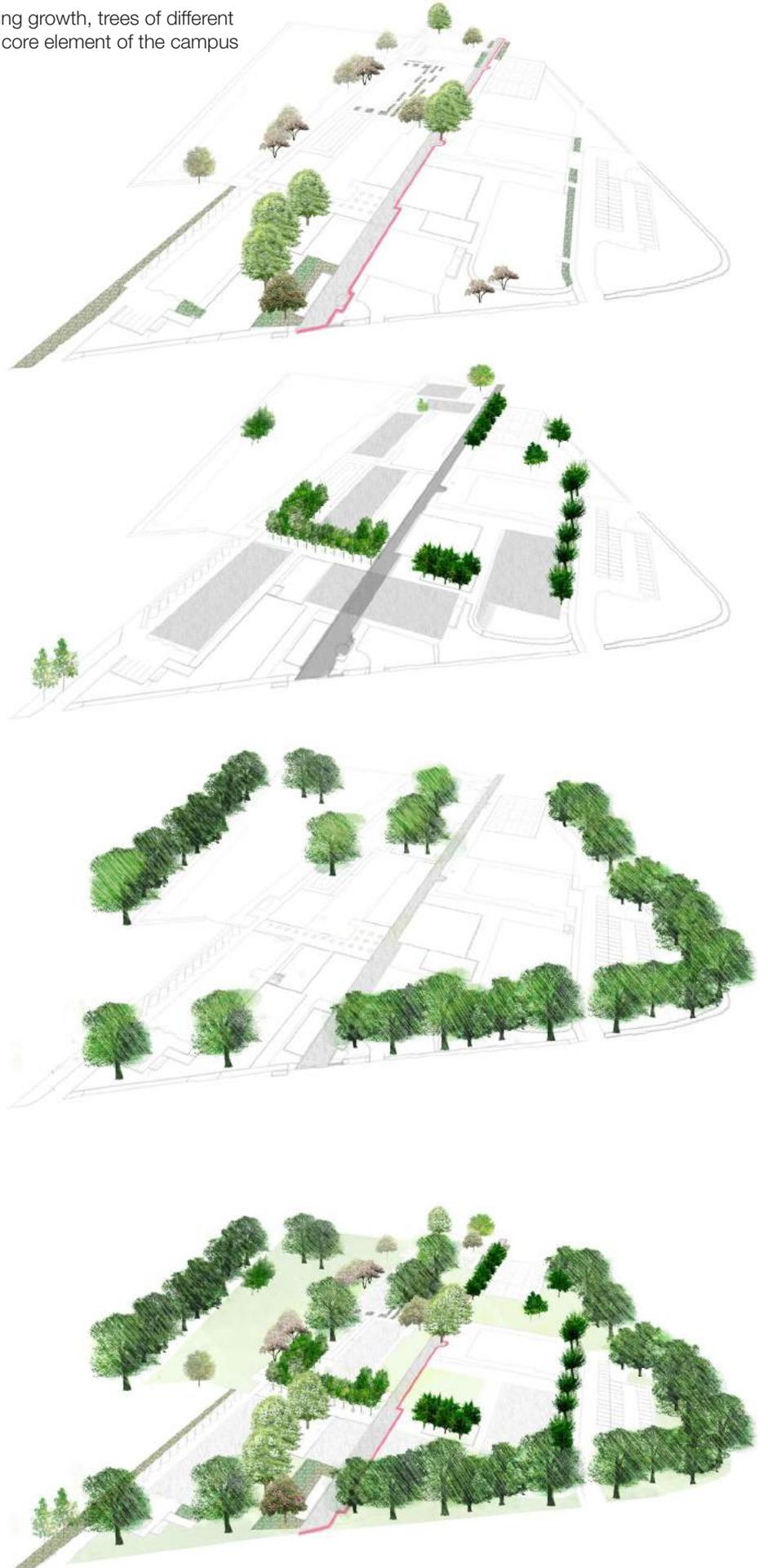
The third landscape zone is centred around the retention of mature trees, grasses and hillocks along the existing edge of the site. New species have been interspersed with the existing mature trees and hedges to maintain and reinforce the site boundary. This has the effect of reducing the impact of the school buildings on the surrounding neighbourhood and creating a pleasant sense of enclosure within the school campus.

Car parking facilities are also located within this area of the campus. By keeping it within the forested area at the school perimeter, the busiest part of the school remains free from traffic.



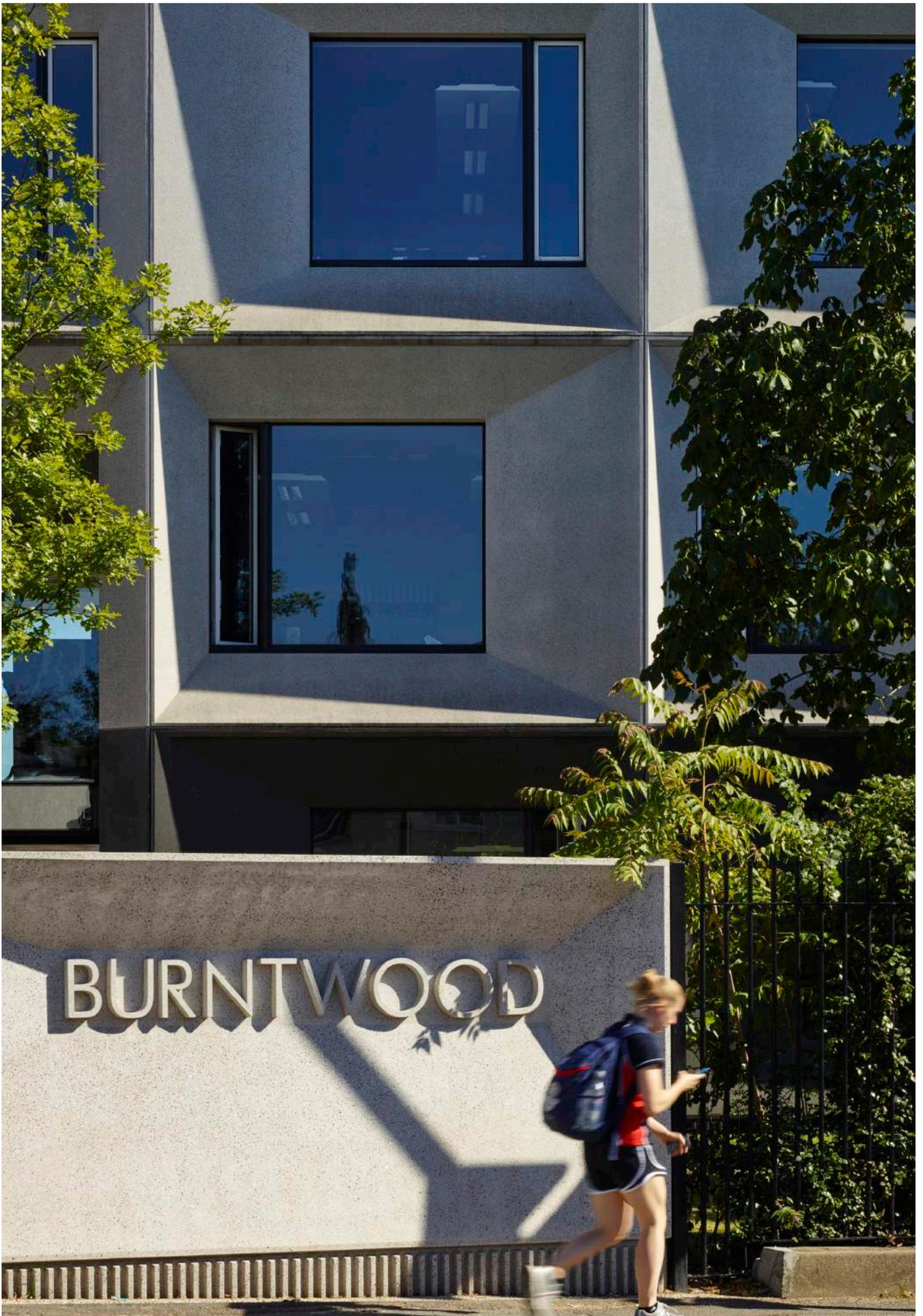
Landscape

As the school emblem and a symbol of nurturing growth, trees of different size and character were carefully chosen as a core element of the campus wayfinding system.





Photography



School entrance with detail of precast faceted concrete façade panels



Pedestrian spine looking back towards public entrance



View through public entrance towards pedestrian spine and communications building

© Tim Soar



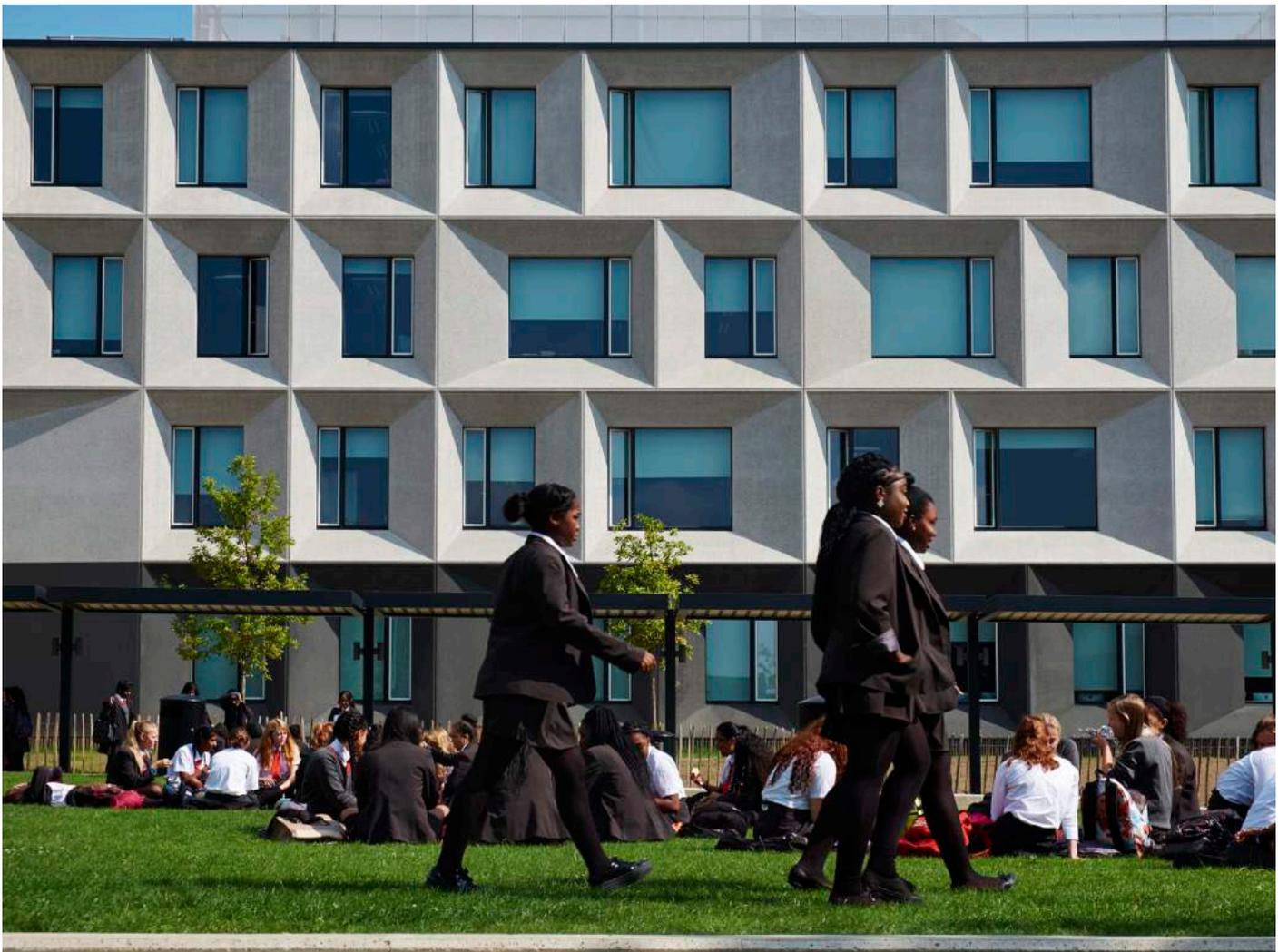
Central pedestrian spine looking back towards public entrance

© Tim Soar



Curriculum buildings

© Tim Soar



Pupils enjoying the central flag lawn

© Tim Soar



Flag lawn looking back to public entrance



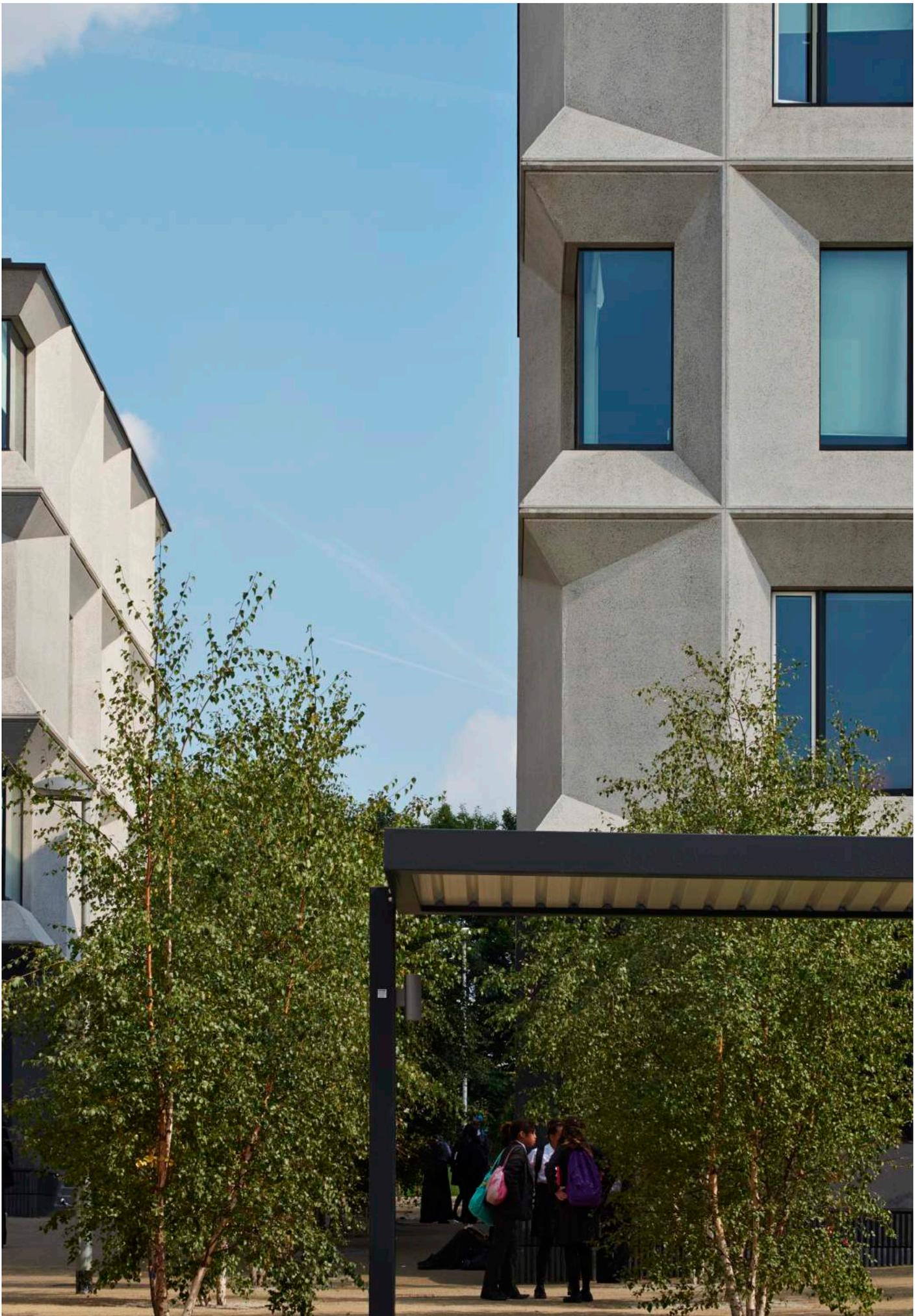
Pupils enjoying the central flag lawn with pedestrian spine in the background



Flag lawn looking back to public entrance



Detail of public entrance



Detail of precast faceted concrete façade panels and pedestrian spine



Detail of precast faceted concrete façade panels



View across multi games area to curriculum buildings

© Tim Soar



Curriculum buildings

© Tim Soar



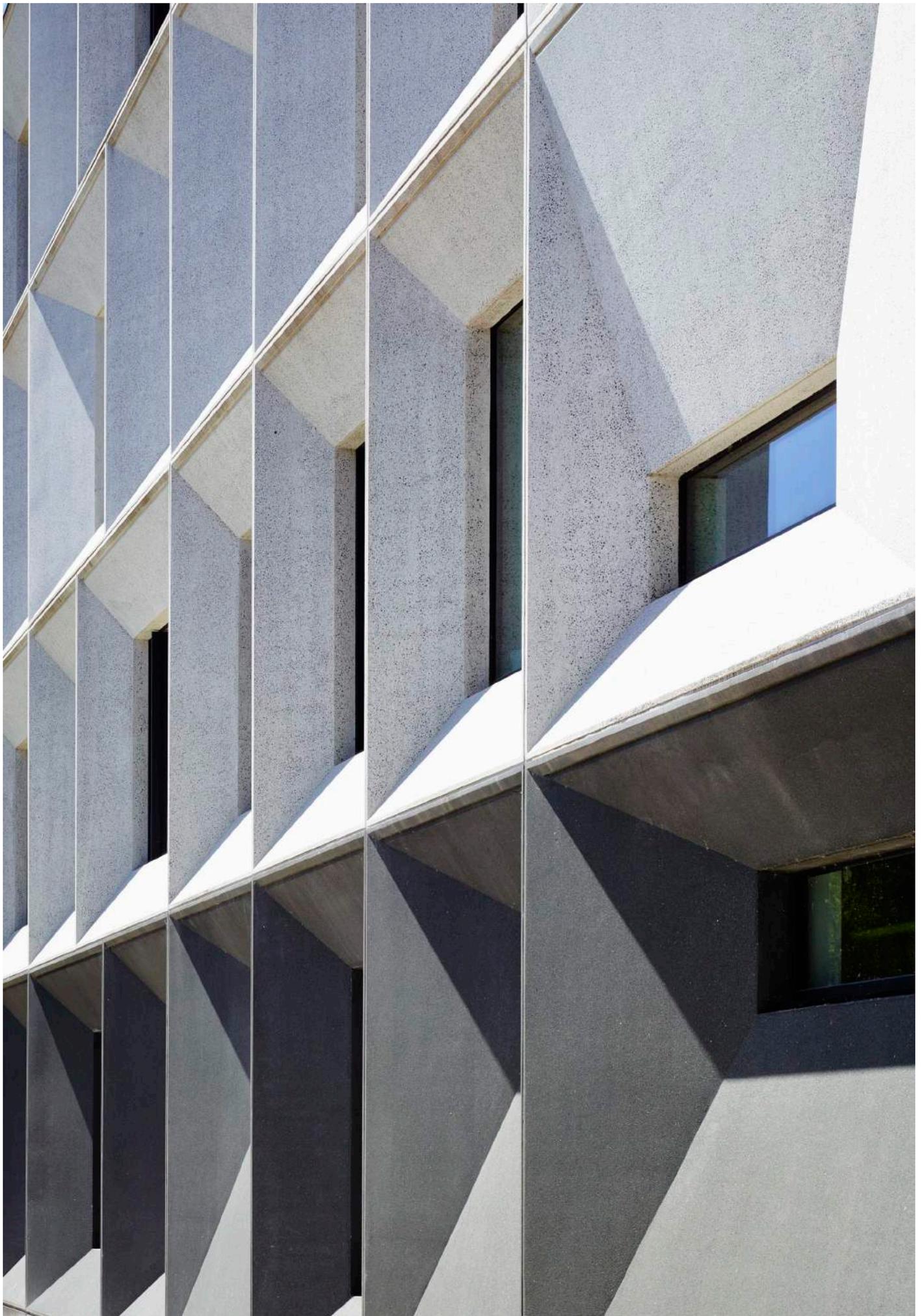
Detail of precast faceted concrete façade panels



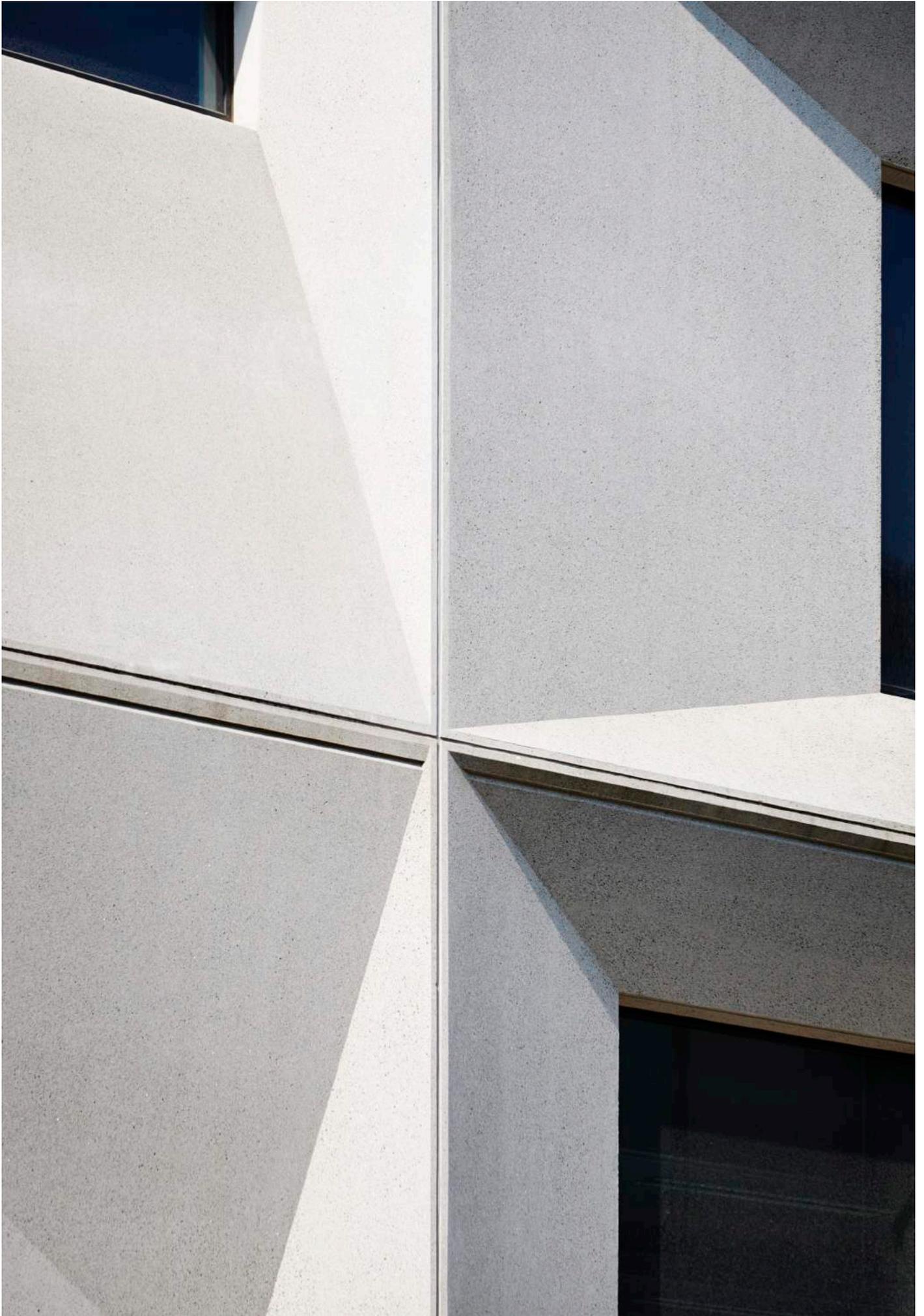
Detail of precast faceted concrete façade panels



Detail of precast faceted concrete façade panels



Detail of precast faceted concrete façade panels



Detail of precast faceted concrete façade panels



Detail of precast faceted concrete façade panels



Main entrance to sports hall

© Tim Soar



Performing arts & dining building

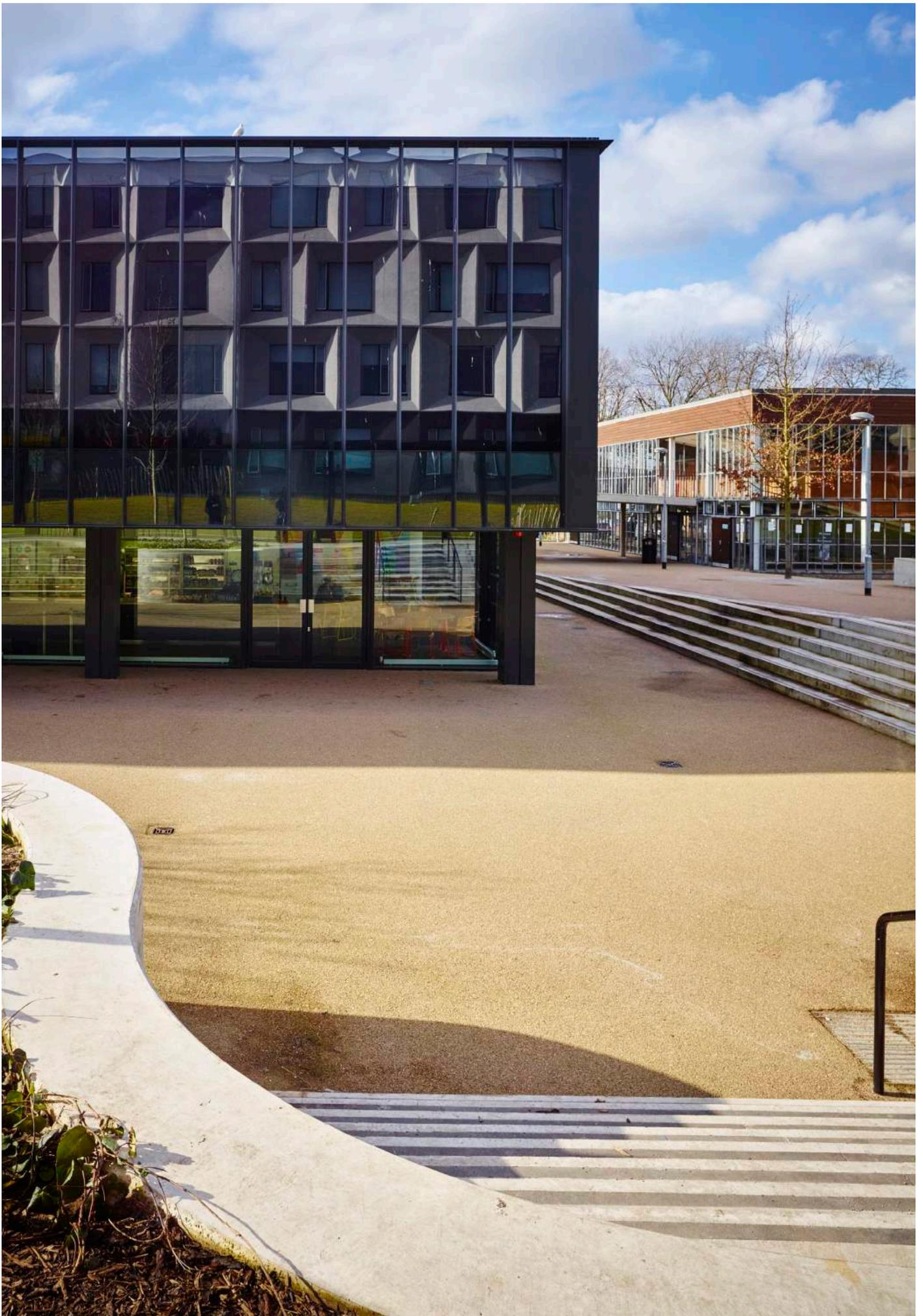
© Tim Soar



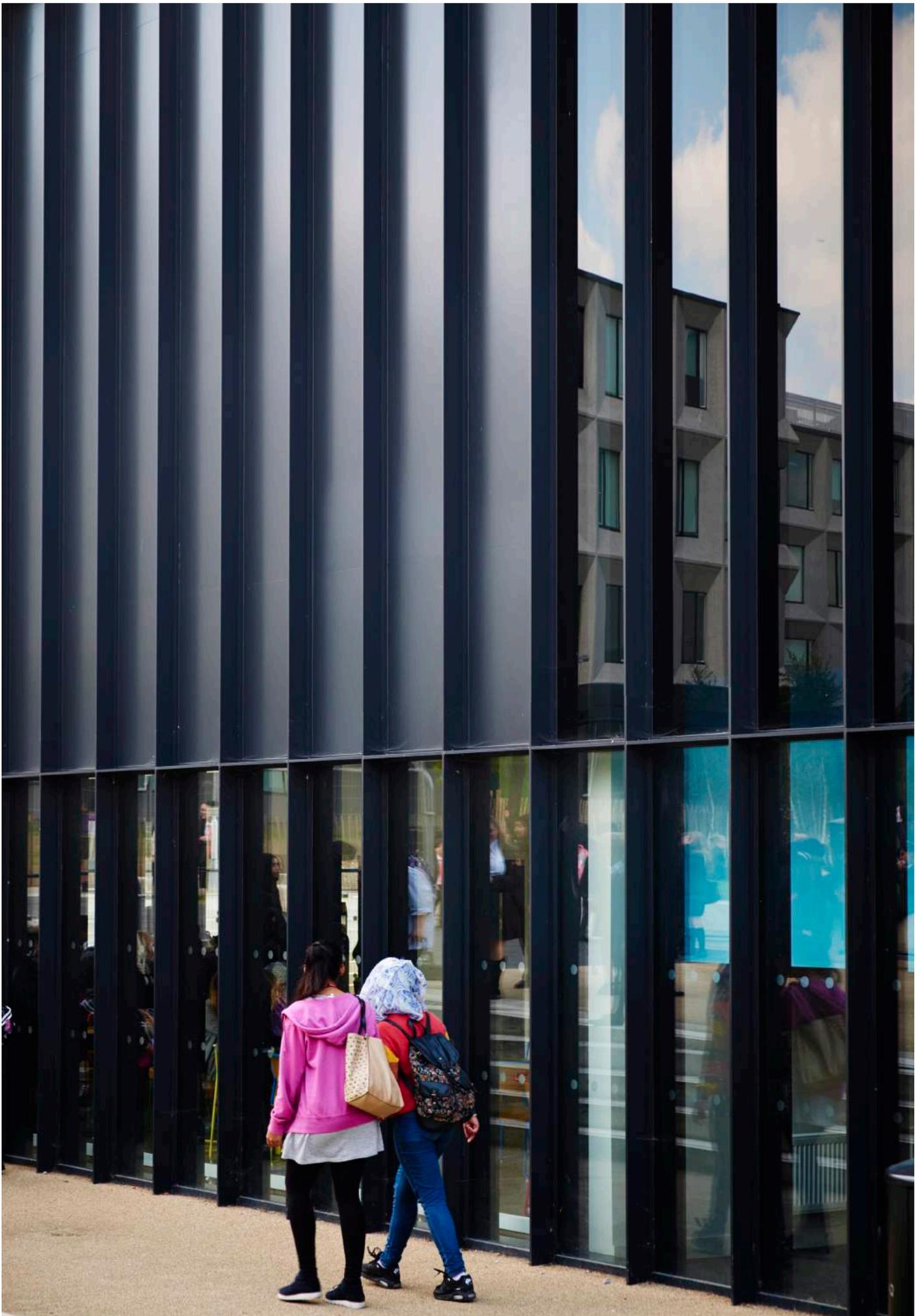
Performing arts & dining building



Detail of curriculum buildings



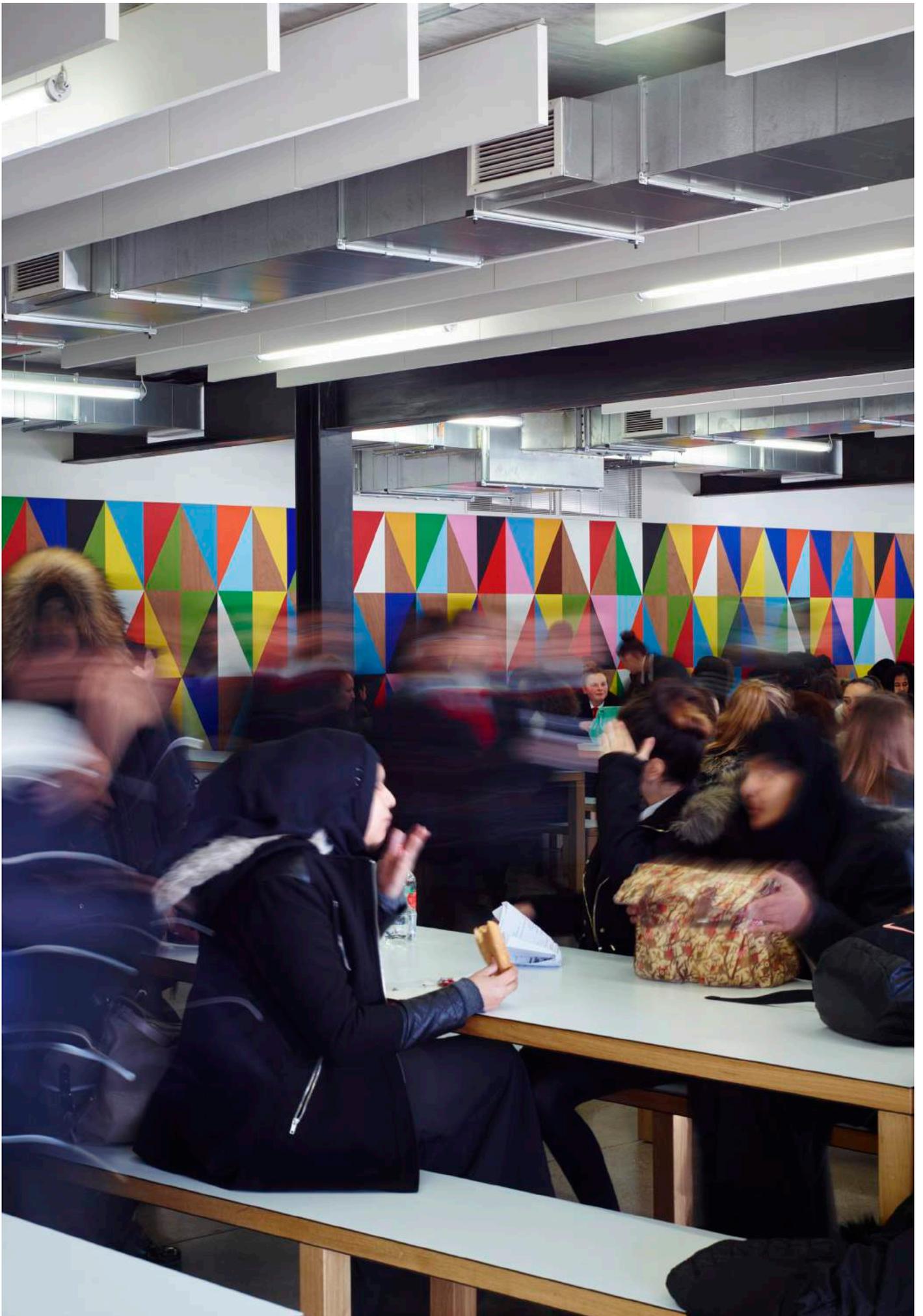
Performing arts & dining building with assembly hall in the background



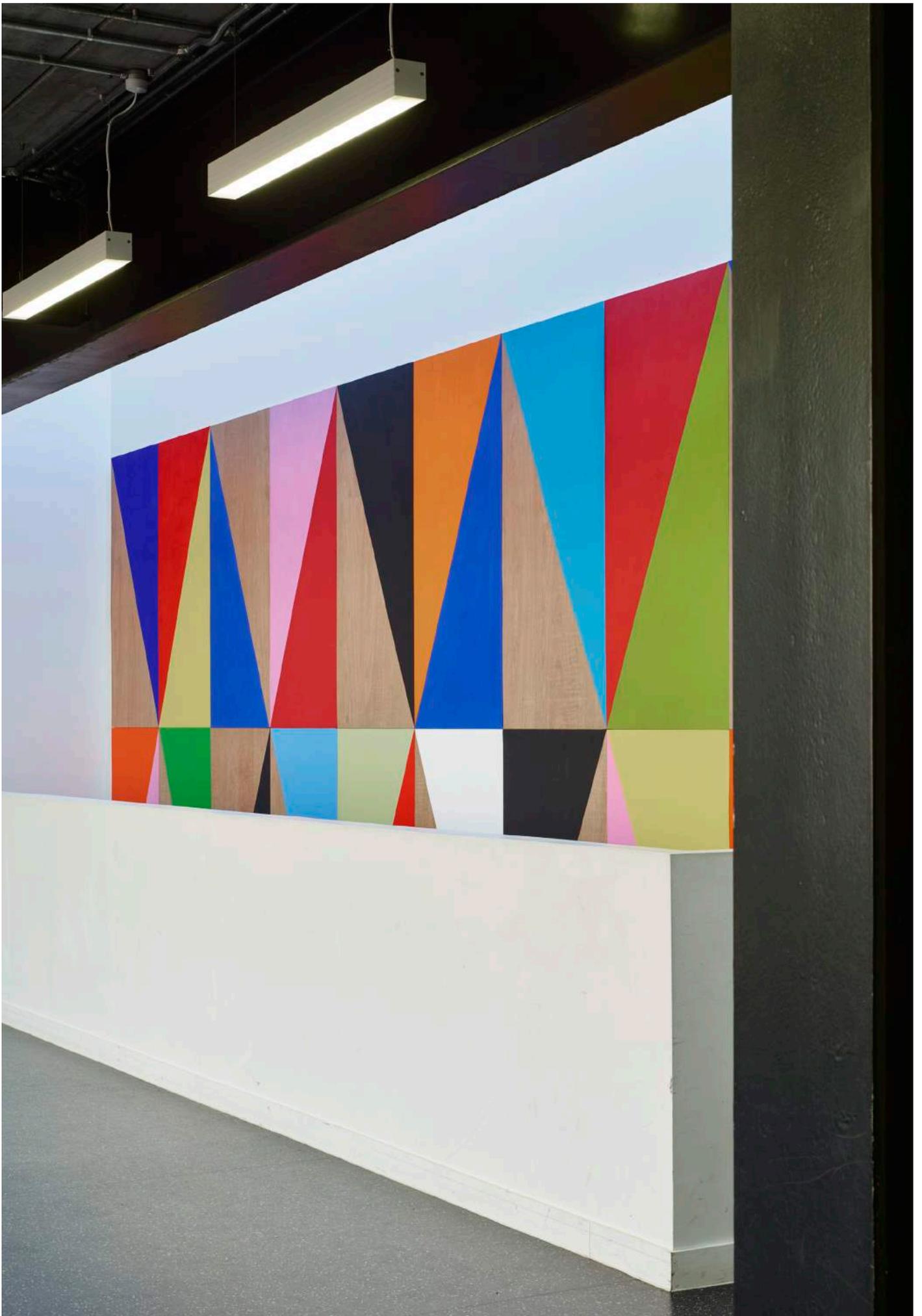
Detail of performing arts & dining building façade



Dining hall



Dining hall



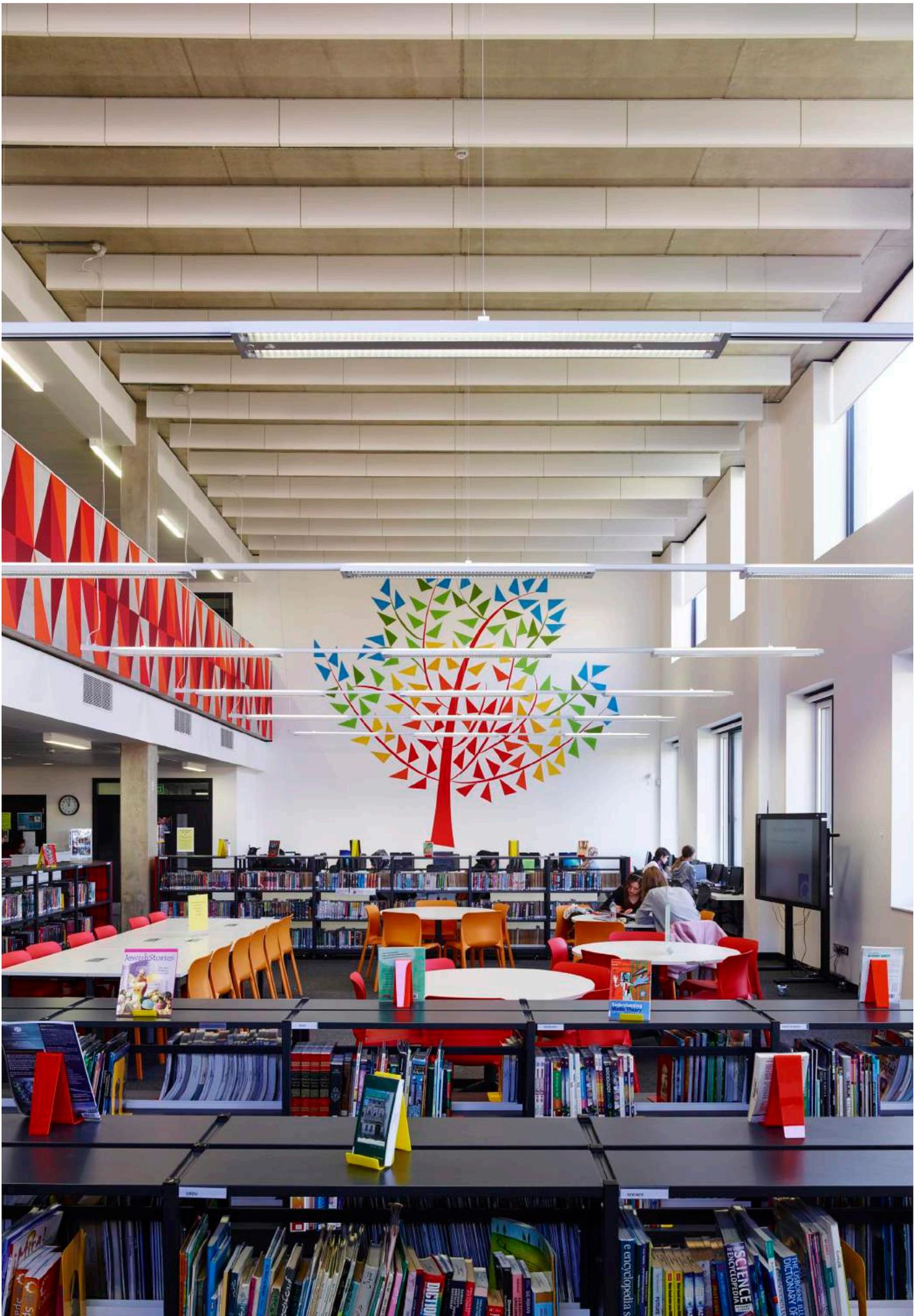
Performing arts & dining building corridor graphics



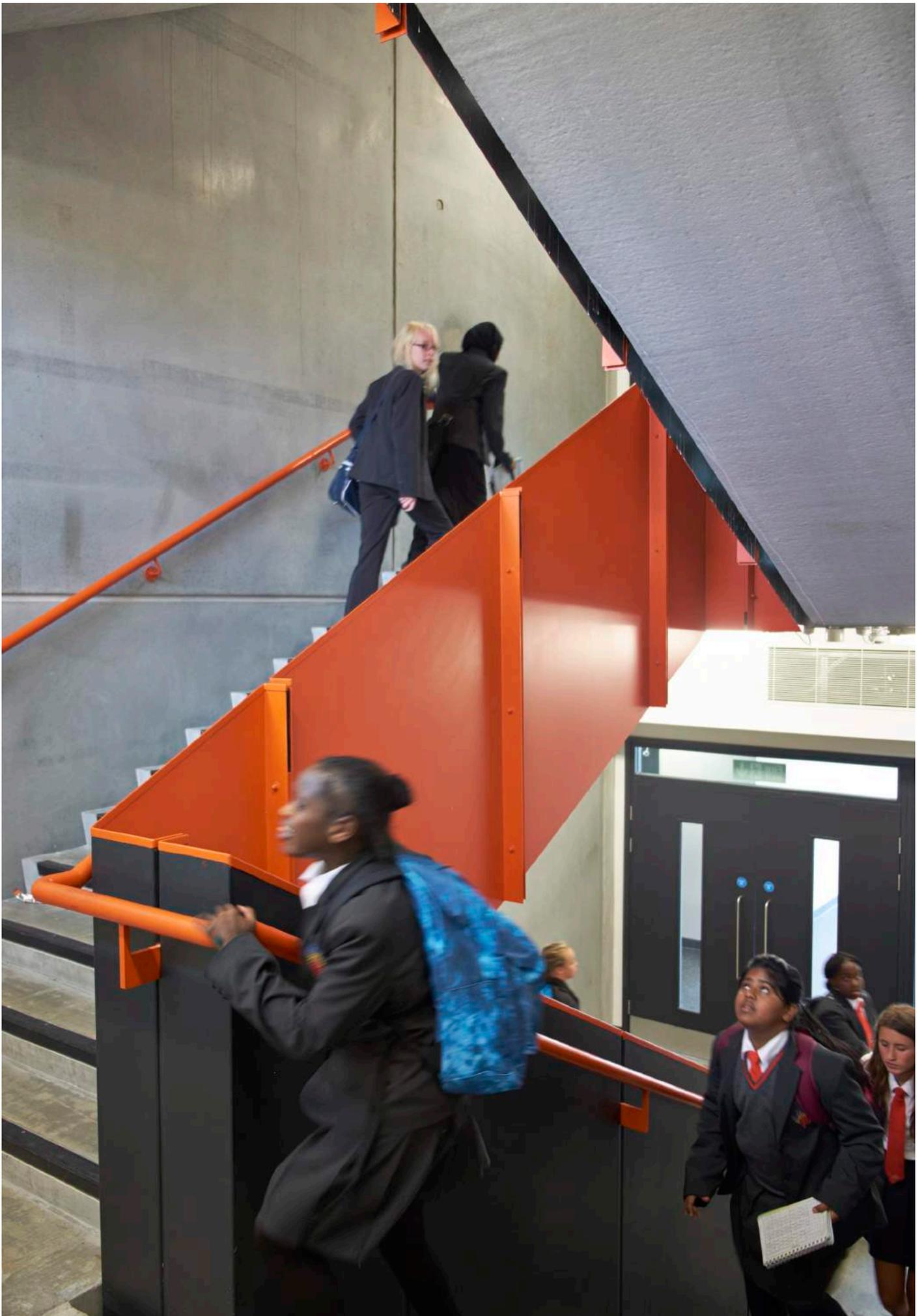
Curriculum building break out space



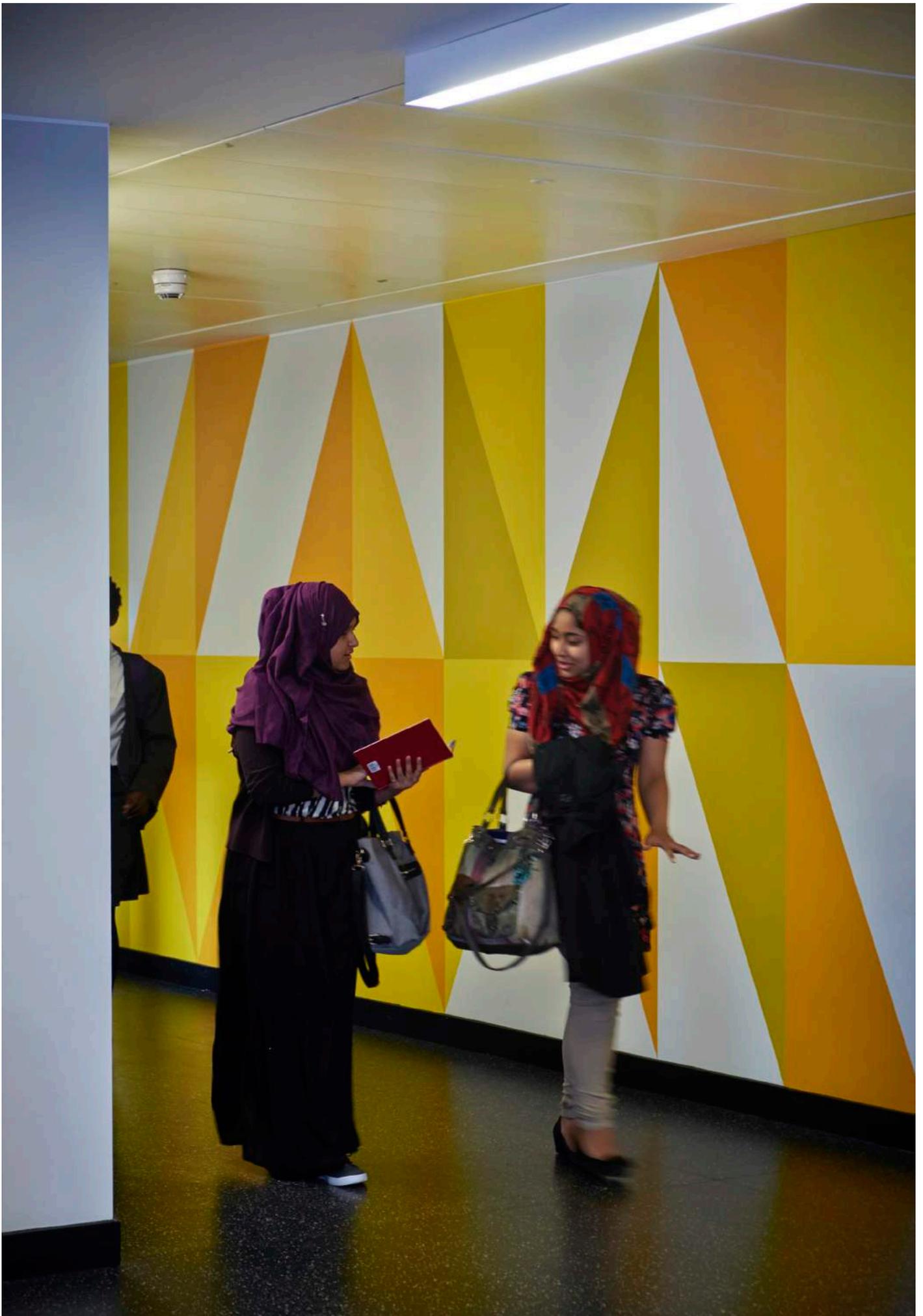
Arts & technology building library



Arts & technology building library



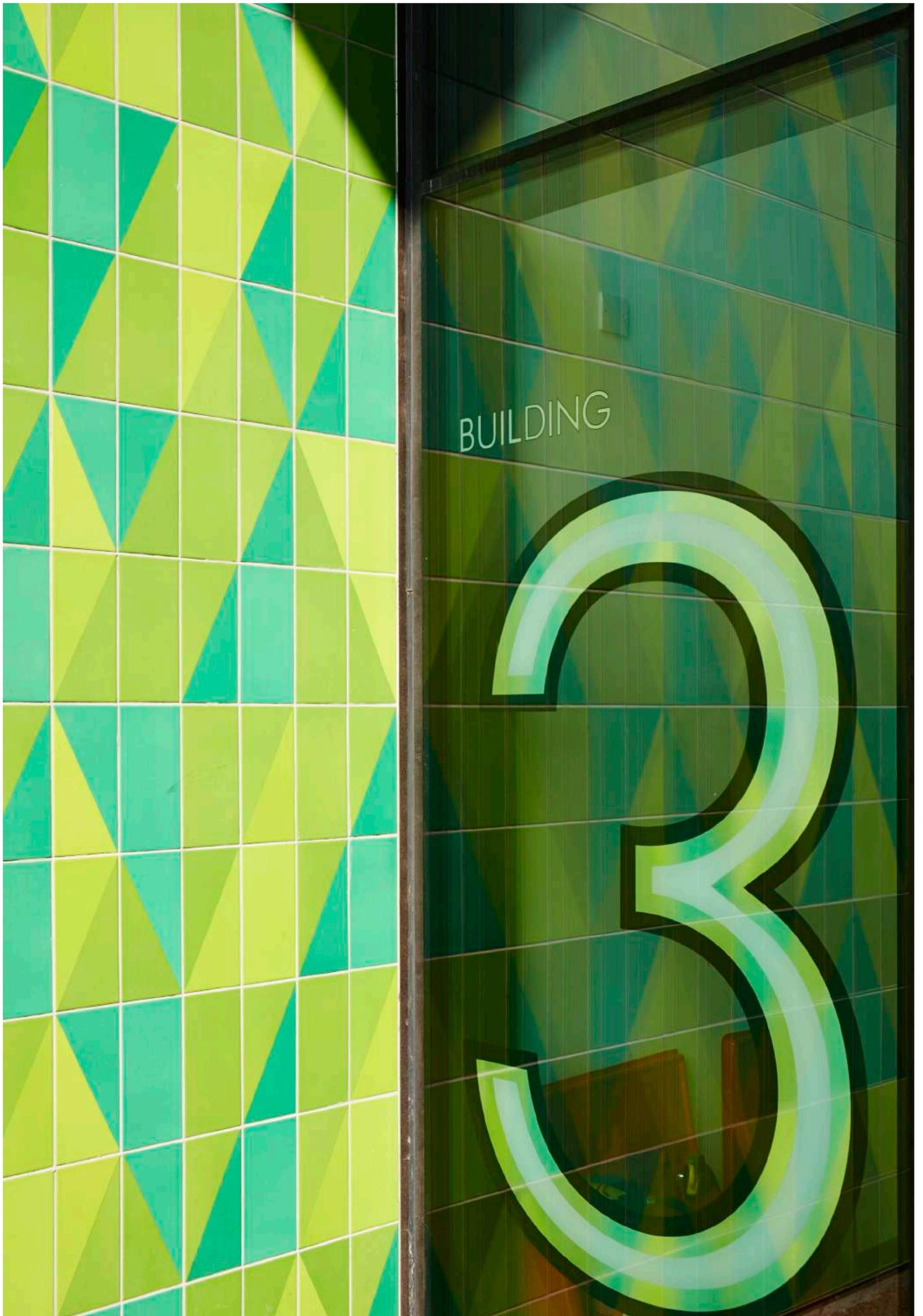
Arts & technology building stairwell



Business skills building corridor



Maths & science building graphic design



Communications building wayfinding