

Castle Hill Primary School

Royal Borough of Kingston upon Thames

Services: Multi-disciplinary - architecture, project management, building surveying, quantity surveying, CDM co-ordination, structural engineering, building services engineering

Contract Dates: January 2010 - February 2011

Contract Value: £2,800,000

Project Overview

Keegans and our design team worked with Castle Hill Primary School and the Royal Borough of Kingston to deliver the expansion of the school to create a 2FE all-through primary school.

2 schools amalgamated to become Castle Hill Primary School. The schools had previously been 3 forms of entry but were amalgamated to create a 2 form entry all through Primary School.

This was the first project in the Primary Capital programme for Kingston. The new extension is required at the northern end of the site to provide accommodation for Key Stage 2 pupils. Works included:

- 8 new classrooms to replace the temporary accommodation currently in use
- A new library and ICT suite,
- A SENCO office and space for a Speech and Language Specialist
- Improved staff and pupil toilets
- Roof replacement on existing building to match up with new build
- Window replacements on existing building to match up with new build
- Additional playground and community space
- Bulge classroom (a post contract variation)
- New kitchen and dining hall
- Deputy head's office

- Family liaison room

The site is located in a suburban setting, but is close to a railway line that runs alongside the south-west boundary.

There were a number of unique aspects of the scheme, which had been borne out via Keegans' comprehensive approach to all pre-contract duties, which involved regular and focused consultation with the school, the end users, residents and client representatives.

These issues were:

- Working within a confined site, immediately adjacent to an occupied school;
- Proximity to a railway, and neighbouring residential/retail property;
- Existing temporary school village located (by others) within the ideal location for permanent school development;
- Requirement for a land-swap for planning purposes to enable school development;
- High water table;
- High levels of SEN requirements for completed school;
- Schools aspirations for integrated internal/external teaching space;

WE consulted widely with the school, client and wider community and established the following meeting structures:

- Brief development workshop



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during which the design team met with the Head Teachers, their colleagues, RBK and other key stakeholders, to review the main requirements of the brief, question and challenge some aspects and, importantly, agree a project budget, which is realistic in relation to aspirations for the project.

- Design workshops – attended by the design team, RBK, client representative, Head Teacher and members of the board of governors. These meetings enabled stakeholders to gain an appreciation of the issues involved.
- Community Consultation Events – An evening ‘drop in’ surgery was held before planning was submitted to allow the 300 plus local residents, parents and other interested parties to view the proposed changes and provide feedback which was then used to support the planning application where positive and make adjustments to the design plans where necessary.
- Bi-monthly core group meetings to discuss items such as masterplanning, design options, costs. This was attended by all design team, client representative, Head Teacher, Head of Child Learning Services, representative from Children’s Centres and other key stakeholders.

We identified the best location for the classroom block from an educational aspect as being located at the end of the existing school

building, but close to the railway line, thus potentially creating acoustic problems. We satisfactorily resolved this issue with several measures.

The building is orientated so that noise-sensitive classrooms face north and north-east away from the railway line (and away from midday and afternoon sun & glare). Between the classrooms and the railway we placed acoustic buffer zones of a corridor and then toilets, stores and group study spaces.

The classrooms are naturally-ventilated using roof-mounted passive stack ventilators that are controlled by CO₂ sensors in each room. These ventilators had additional acoustic linings fitted to further reduce any external noise from the trains. The building is constructed from heavyweight materials with thick insulation, i.e. brick and blockwork cavity walls with a heavily insulated zinc roof.

We introduced many innovative strategies and products to meet the requirements set. This project has taught us the importance of providing clients and users with continued support over the first month to reduce confusion over controls etc, as suggested in the Soft Landings Framework and to all have the same understand.

We have established that our O&M manual and Building User Guide needs to be changed and made easier to read. It is crucial to have all contractors attend all meetings to create a better understanding of the work that needs to be done and



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made easier to read. It is crucial to have all contractors attend all meetings to create a better understanding of the work that needs to be done and how each contractor's work will effect each other and how to work together to get the best results.

Castle Hill was delivered on time and in budget. It appropriately

provides the space required for the schools expansion with two small extensions which minimise the growing school's impact upon the community.

The project was designed to achieve a BREEAM rating of Very Good.

