

HLM
Architects

Ysgol Iolo Morganwg
Design & Access Statement






Revision: P01

Suitability: S3 - For Review & Comment

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The Team

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01

Introduction & Overview

Introduction

This Ysgol Iolo Morganwg Design & Access Statement, has been produced by HLM Architects, in collaboration with the team listed above for the Vale of Glamorgan Council.

The report set out to assess the feasibility of providing a new 2-form entry Welsh medium primary school (approximately 420 FTE main school pupils plus 48 FTE nursery pupils) on a site situated along the western edge of Cowbridge. The site was safeguarded for a Primary school and secured through Section 106 via the adjacent housing development presently being constructed by Taylor Wimpey, Clare Garden Village.

The proposed 2FE School shall accommodate growing needs of Cowbridge residents and the surrounding areas.

The existing site levels present a series of design challenges. Internal and external design moves have been made to alleviate pressure on site levels and maximise the external play area provided, with priority afforded to external areas which can be used all year round. The resultant building form has been pushed and pulled to improve the new building's visual impact on site.

The proposal for Ysgol Iolo Morganwg will aim to meet the building's net zero carbon aspirations.

02

Context & Site Analysis

The Vale of Glamorgan

The most southerly point of Wales, the Vale of Glamorgan (VoG) encompasses four towns (Penarth, Cowbridge, Llantwit Major and Barry) along with the Glamorgan Heritage Coast. The region is well connected via road, rail, and bus travel to Swansea in the west, Cardiff in the east, and further onwards to England.

The VoG county borough was established in 1996, the Vale has always been a rich agricultural region, also renowned for its gorgeous beaches. The Glamorgan Heritage Coast extends from Gileston in the east, to Newton Point in the west. Its aim is to conserve and protect the coast, whilst making the area more accessible to its many visitors who walk its coastal paths each year.

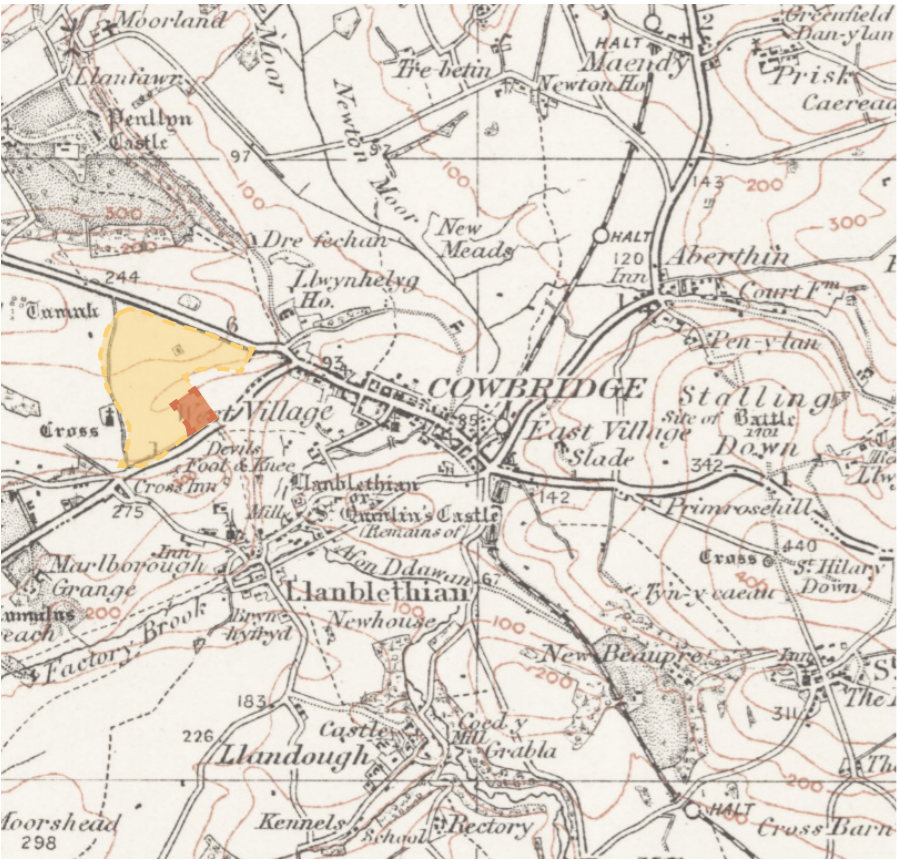
The region is well connected, bordered to the North by the M4, to the East by Cardiff, to the South and West by the Bristol Channel.

Cowbridge

A market town located inland with a population of around 4,000. It is located on OS reference SS995745, and is situated along the A48, around 8 miles east of Bridgend and 16 miles west of Cardiff. The M4 motorway runs east and west around 4 miles north of Cowbridge.

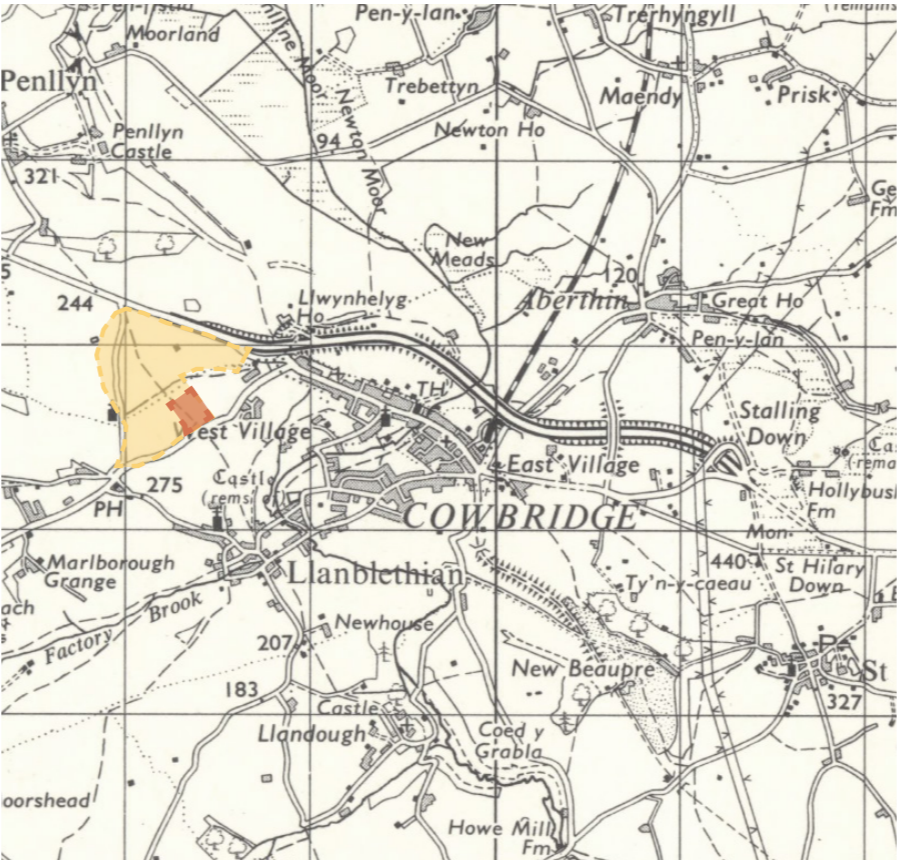
Cowbridge is located fairly centrally within the VoG. Ysgol Iolo Morganwg is currently located on Broadway. The existing school comprises of a main Victorian school building, a dining block, and 3 storage units (constructed between 1900-1920. Three demountables were installed between 2002-2010, to meet school needs at the time. Due to the confined nature of the site there are no prospects of substantially increasing the site to meet modern standards. Hence, a new build school on an alternative site is being proposed for Ysgol Iolo Morganwg.





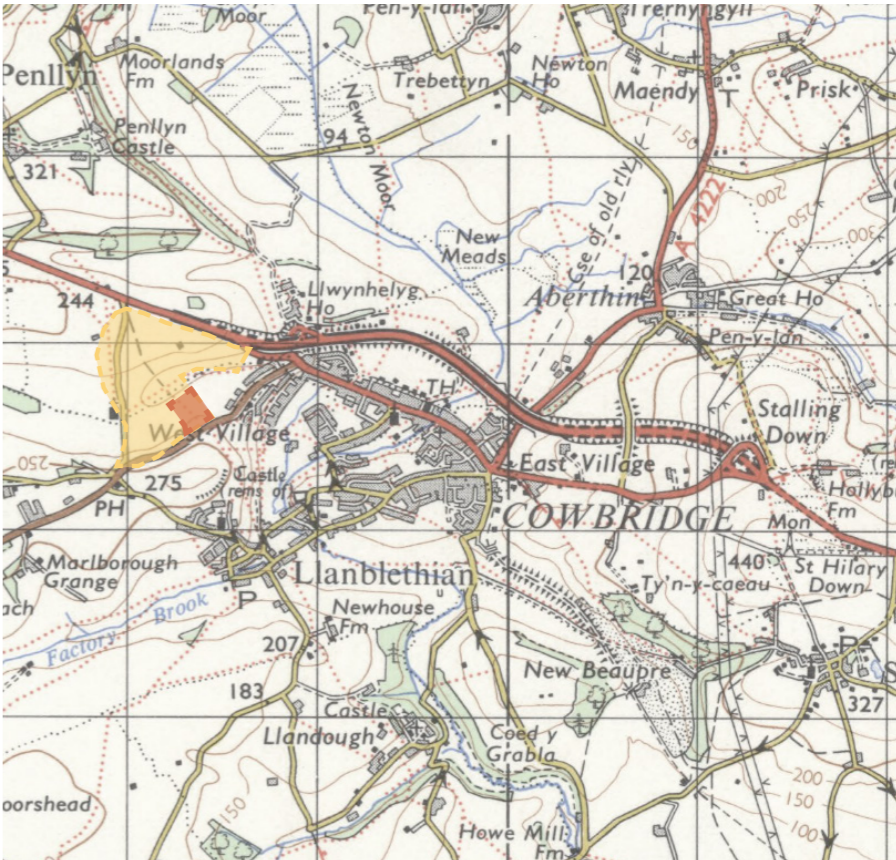
Cowbridge, 1920

Since Medieval times, the extents of Cowbridge ran east to west along the High Street, bounded by the Eastgate and Westgate, and indeed by the early 20th century the town had hardly expanded. With the exception of two minor spur lines of the Taff Vale Railway, Cowbridge avoided - in large part due to the surrounding topography - the large railway construction which took place in South Wales in the latter half of the 19th century. The first spur line ran along the north-western edge of the current school site. It was built in 1865 and ran north to Llantrisant, and was joined in 1889 by a line running south to Aberthaw, where lime works were located.



Cowbridge, 1965


The overall appearance of Cowbridge did not change significantly between 1919 and 1964; the town was still predominantly laid out along the High Street with the characteristic long, narrow 'burgage' plots belonging to each house, characteristic of medieval towns. However, Cowbridge was beginning to feel the burden of increased traffic congestion, as the A48, the main artery between Cardiff and Bridgend, ran through the town centre. The railway running south of Cowbridge had become disused, as passenger service south of Cowbridge ceased in 1930, and the tracks themselves were removed in 1947. The goods station is still present on this map, as are the tracks running north.



Cowbridge, 1972

By the early 1970s Cowbridge had begun to dramatically change, and take on its present appearance. The town expanded beyond the High Street with suburban developments merging Cowbridge and neighbouring Llanblethian to the south. More significantly, a large bypass had been constructed for the A48, leading traffic around Cowbridge. The railway station, meanwhile, was removed to make room for housing adjoining the school site, as were the tracks, though their location is still clearly visible.

 Taylor Wimpey, Clare Garden Village

 Proposed Ysgol Iolo Morganwg School Site

Historical Maps available from: <https://maps.nls.uk/geo/find/#zoom=14.3&lat=51.46577&lon=-3.44614&layers=101&b=1&z=0&point=51.48816,-3.24626>

02 Context & Site Analysis

Local Context Analysis

External Materials

The design proposals offer opportunity to reflect the local vernacular with contrasting materials, and large areas of classroom windows allowing natural daylight and ventilation, supplemented by punched windows to smaller areas.

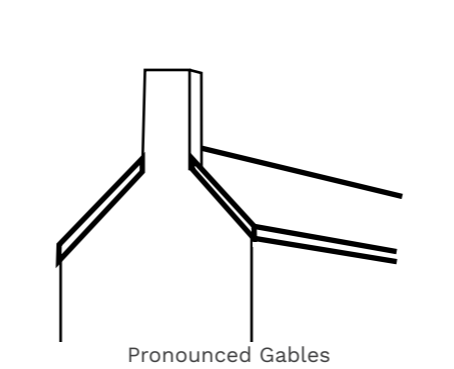
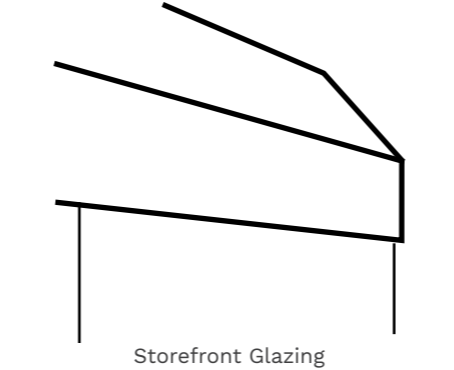
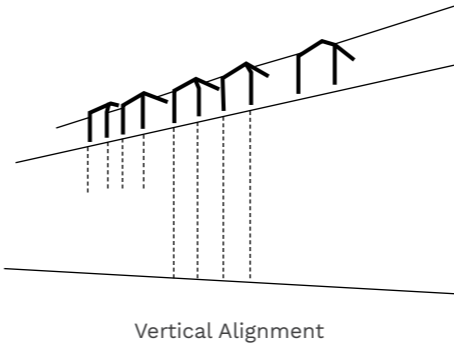
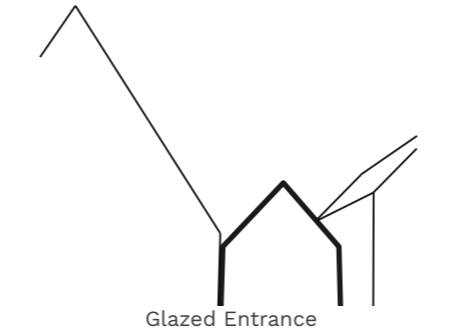
The predominant facade materials in the locality are various colours and cuts of stone, used predominantly in the historic town centre, supplemented by coloured render.

The following pages are to be used as reference to help visualise the build up of materials as they could appear across the various façades.

The palette of materials has been selected for a number of key objectives:

- Complement and have a relationship with the surrounding area.
- High quality and robust scheme that is affordable.
- Consider product maintenance requirements.
- Consider sustainability credentials of products.

Robustness is essential to the building typology, which receives weathering daily from its surrounding environments, including the local climate, and building users.



02 Context & Site Analysis

Local Character Analysis

Character

The local character is defined by Cowbridge's historic building stock. The listed buildings within the area were constructed using stone and / or render, as previously noted.

A rich palette of natural colours and textures will inform those used to finish the proposal internally and externally, allowing it to echo its surroundings, whilst being welcoming to all, and standing up to its day to day uses.

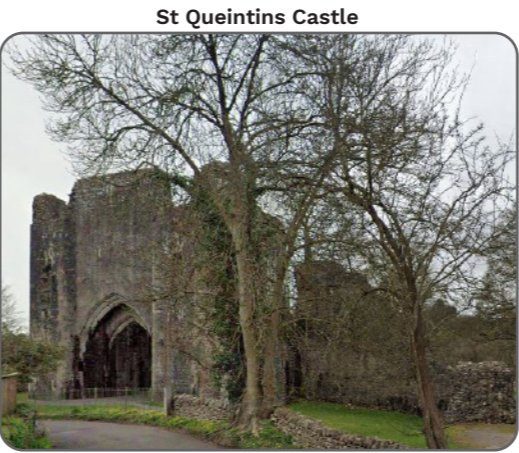
Heritage and modern buildings from across the wider Vale of Glamorgan area will help inspire the overall form of the proposal. The chosen form echoes the spectrum of community, domestic and agricultural buildings. Prominent gables and pitched forms can be found across the Cowbridge area.

Scale

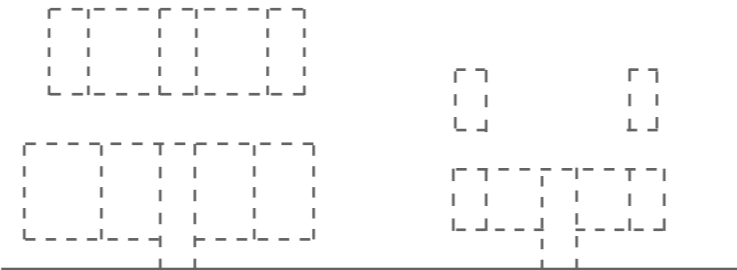
The area surrounding the proposed school site is domestic in nature. None of the surrounding residential properties exceed 2-storeys. Building heights differ slightly more along Cowbridge's High Street, however, very few buildings exceed 2-storeys.

Proportion

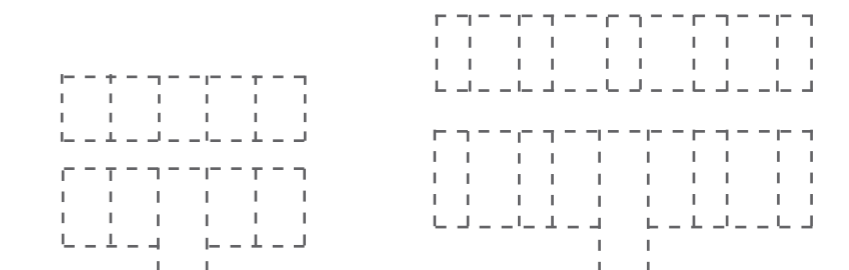
Historically fenestration has been used within the Cowbridge area to create strong horizontal and vertical lines along building elevations. A consistent rhythm is presented along each building facade, a rhythm often accentuated by window reveals, protruding sills, and other framing elements.



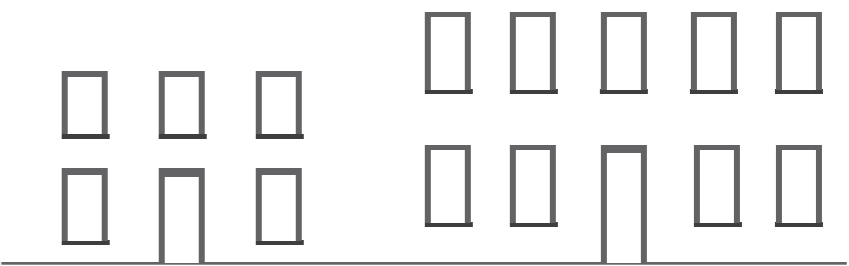
Local Character



Rhythmic Elevations



Accentuated Openings



02 Context & Site Analysis

Surrounding Building Typologies



The building typologies within the Cowbridge area are fairly consistent with one another in terms of scale, built form, and material palette. The majority of buildings are 2-storeys, have pitched roofs, and are finished externally with stone or render.

Only a handful of buildings exceed 2-storeys within the area. A few 3-storey buildings are located along Cowbridge’s High Street and there are a series of 2/3-storey residential properties, which have been built into the natural topography.

All of the buildings which directly border the site are 2-storey.

The use of stone as an external material in the cowbridge area dissipates the further you travel away from the main High Street. The adjacent housing estate which borders the school site to the East consists of a mixture of stone, render, or brick.

Clare Garden Village

The new residential development constructed by Taylor Wimpey, which borders the school site to the North and West, proposed a mixture of stone and render accentuated by decorative eaves, ridges and detailing.

To reinforce local distinctiveness contextual analysis was conducted and inspiration was taken from Cowbridge’s existing material palette. A similar approach is recommended for the school development.

External Material Finish, Colour Palette:



- Proposed Ysgol Iolo Morganwg School Site
- Dormer Bungalows
- 2-Storey Residential Buildings
- 2/3-Storey Residential Buildings

Cowbridge

Cowbridge's origins date back to when the Romans built a fort here in the 1st century A.D., which, by the 4th century, had developed into a township. It is believed to be the Roman fort of Bovium. The town received its first borough charter in 1254 from Richard de Clare, Lord of Glamorgan. The town received a Royal Charter from Queen Victoria in 1886, giving the town powers to appoint its own Councillors and Mayor.

It is one of the few remaining medieval walled towns in Wales, with some portions of the old walls still existing. The centre of the town is still arranged on its medieval plan of a central street divided into 'burgage plots'.

The town has never had any particular manufacturing base, but chiefly thrived as a market town for the surrounding agricultural area, and has long been known for its markets and fairs.

VoG Replacement Local Development Plan
2021-2036 Preferred Strategy

The map on the right has been annotated with information extracted from the VoG Replacement Local Development Plan which highlights Cowbridge as a Strategic Growth Area, a focal point for growth where sustainable development will be promoted. Primary focus on housing and employment. Aim for the level of development to meet local needs of the immediate and surrounding areas, whilst protecting the character of the settlements and enhancing them where possible.

Displaying the desired connectivity between Cowbridge and the surrounding areas via strategic transport routes, such as maintained or enhanced bus and cycle networks.



02 Context & Site Analysis

Site Context



The A48 (Cowbridge By-pass) borders Cowbridge to the North, connecting to Bridgend in the West and Cardiff in the East. Both the A4222, which leads to the High Street in Cowbridge, and the B4270, which leads to Llantwit Major, come off of the A48. Local buses use these Primary and Secondary roads to connect Cowbridge to the surrounding areas.

The character of Cowbridge has been deemed of special architectural and historic interest, the designated conservation areas help preserve and enhance this character as does the grade listings on a series of buildings located on the High Street and within the surrounding area.

The only historical asset visible from the proposed school site is the Caer Dynnaf Hillfort. Views to this from the surrounding areas need to be maintained where possible.



- Proposed Ysgol Iolo Morganwg School Site
- Primary Roads
- Secondary Roads
- Tertiary Roads
- Bus Stop
- Conservation Area
- Scheduled Ancient Monument
- Grade I Listed Buildings
- Grade II* Listed Buildings
- Grade II Listed Buildings











02 Context & Site Analysis

Site Analysis

The site was safeguarded for a Primary school and secured through Section 106 via the adjacent housing development.

The highest ground is located to the South-West of the site.

The site entrance and active travel route has already been constructed as part of the adjacent housing development. A public right of way follows the active travel route. There is no flood risk.

-  Proposed Ysgol Iolo Morganwg School Site
-  Higher Ground
-  Heritage Views
-  Site Entrance
-  Active Travel Route
-  Public Right of Way
-  Existing Bus Route
-  Low Flood Risk from Surface / Small Watercourses
-  High Flood Risk from Surface / Small Watercourses
-  Underground Utilities Connection



02 Context & Site Analysis

Site Boundary

There is a small children’s park located just north of the school’s entrance. The entrance has been defined and constructed by Taylor Wimpey from Dunraven Close.

The site entrance work included removing a section of the hedgerow along the western site boundary. The gap in the hedgerow continues just South of the school entrance, providing an opportunity for a pedestrian entrance to be inserted without requiring further hedgerow removal.

An active travel route has been constructed parallel to the western site boundary, connecting to the remainder of the Clare Gardens Village estate to the north and to Llantwit Major Road (which connects to the centre of Cowbridge) to the south.

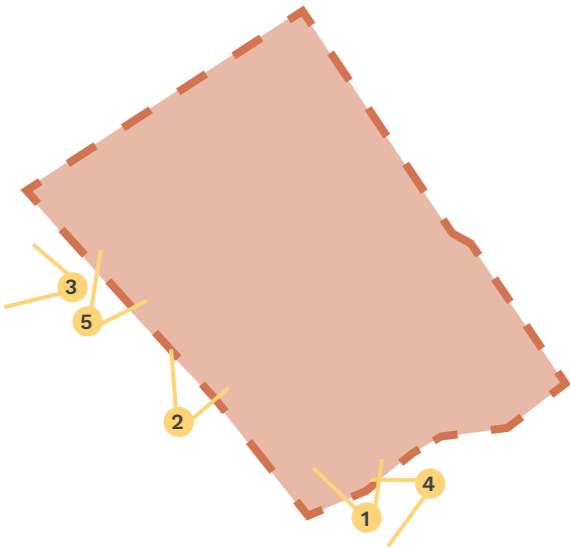
1. View of the Site from Llantwit Major Road



2. View of the Western Site Boundary from adjacent Pedestrian Route



3. Play area at Site Entrance



4. View South-West from Llantwit Major Road Bus Stop



5. Site Entrance from Dunraven Close

02 Context & Site Analysis
Site Condition

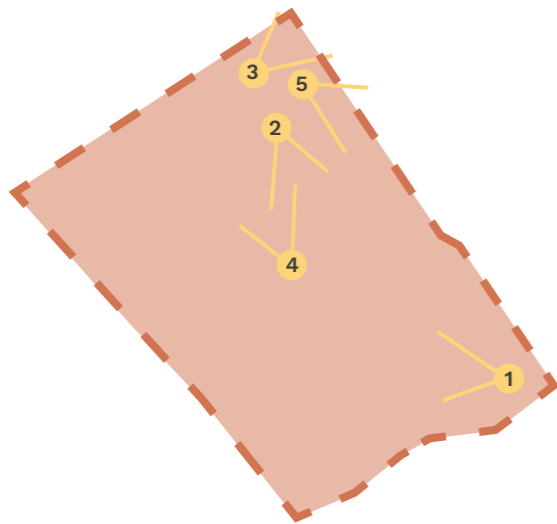
The site has been cleared for the school development.

Prior to the site clearance Taylor Wimpey were utilising the site as a developer's compound. At the time they secured temporary construction access from Llantwit Major Road.

A gravel track has been constructed which runs parallel to the Northern site boundary, to protect the adjacent housing along Clisson Close against flooding.

Temporary fencelines have been put in place along the Eastern and Southern boundaries, the exact boundary locations will need to be confirmed prior to the development commencing.

From the school site Caer Dynnaf hillfort is visible to the South, and Penllyn Castle is visible to the North. These views need to be maintained across the site where possible.



1. View of the Site from the lowest point (South-East Corner)



2. View of Caer Dynnaf Hillfort



3. Northern Site Boundary Gravel Trap



4. View of Penllyn Castle from Site



5. Eastern Site Boundary

03

Developing the Brief

03 Developing the Brief

Existing Site

The site is 2 hectares as recommended by Building Bulletin (BB), however, this area typically doesn't consider the area required for supporting facilities such as SuDs, parking, and delivery bays.

The existing site levels present a series of design challenges. Internal and external design moves will need to alleviate pressure on site levels and help maximise the external play area provided. Ideally priority can be afforded to external areas which can be used all year round.



The proposed site areas are marginally below those recommended by Building Bulletin (BB) to accommodate the required SuDs, parking and delivery bays on site within the redline boundary.

Site Areas

The site areas are based on Building Bulletin 103 (BB103) “Area guidelines for mainstream schools”

This diagram summarises the areas for a 2 form entry (2FE) primary school, plus nursery.

Site area definitions can be found below:

Soft Outdoor PE

Pitches, athletics, wheel tracks, trim trails, orienteering, etc.

Hard Outdoor PE

Game courts, MUGAs, etc.

Habitat

‘Forest school’, bug hotels, water features, horticulture, etc.

Soft Informal and Social

Grassed areas or similar for sitting, eating, relaxing, exploring, calming. These may be large open spaces, or divided into calmer, more intimate areas using planting or other features.

Hard Informal and Social

Hard-surfaced area for activities including dining, social, recreation, relaxing, etc.

BB99 - Site

		FE (Form entry)	2	
		Pupil Places - excl nursery	420	
		R & KS1	180	
		KS2	240	
		Nursery Places (FTE)	48	
		Cylch Childcare	0	
		Staff		
Category	Minimum	Maximum		
Pitches	20 N 8,400	750 + 22.5 N 10,200		
Soft Play (Informal & Social)	800 + 2.5 N 1,850	1,000 + 3.0 N 2,260		
Games Courts (Hard Surfaced)	600 + 2 N 1,440	800 + 2.5 N 1,850		
Hard Play (Informal and Social)	400 + 1.5 N 1,030	600 + 2.0 N 1,440		
Habitat	200 + 1 N 620	400 + 1.5 N 1,030		
Float'	5 N 2,100	0 + 0.0 N 0		
Total School Net	2000 + 47 KS2 + 12 R&KS1 15,440	16,780		
Nursery Soft Play (Informal & Social)	2.5 N 120			
Nursery Hard Play (Informal and Social)	1.5 N 72			
Nursery Habitat	1 N 48			
Nursery Float'	5 N 240			
Total Nursery Net	10N 480	480		
Net total	15,920	17,260		
Non-net total	from 1,592 to 5,572	1,726 6,041		
GROSS SITE AREA: (without SuDs)	from 110% of net. 17,512 to 135 % of net. 21,492	18,986 23,301		
SuDs - if similar to main school float provision, based on previous projects	2,100	2,100		
SuDS - if caculated at 20% of all hardstanding	20% 1,295	2,349		
GROSS SITE AREA: (Including SuDS estimate)	from 18,807 to 23,592	21,335 25,650		

The parking and cycle storage will accommodate the proposed pupil & staff numbers, hence, the schedule will need to be reviewed once staff numbers have been confirmed.

Planning Requirements

According to VoG Parking Standards SPG the site is located in Cowbridge's urban zone (B).

For Educational Establishments in zones A-C the SPG states that Nursery / Infants / Primary should have 1 commercial vehicle space per each member of teaching staff in addition to 3 visitor spaces. As well as the following cycle parking provision; 1 stand per 5 staff and 1 stand per 20 children (long-stay), and 1 stand per 100 children (short-stay).

In addition to the above, Planning Policy Wales (PPW10) requires a minimum of all 10% of car parking spaces to have charging points for Ultra Low Emission Vehicles (ULEV).

BREEAM Requirements

The school will need to achieve a minimum of BREEAM 'Excellent' rating. The relevant credit when looking at parking and related provision is Tra 02 Sustainable Transport Measures, and includes the following relating to physical parking provisions, for which space & infrastructure must be allocated at an early stage:

Cars

Provide electric recharging stations of a minimum of 3kW for at least 10% of the total car parking capacity.

Provide priority spaces for car sharers for at least 5% of the total car parking capacity for the development.

Locate priority parking spaces nearest the development entrance used by the sharing scheme participants.

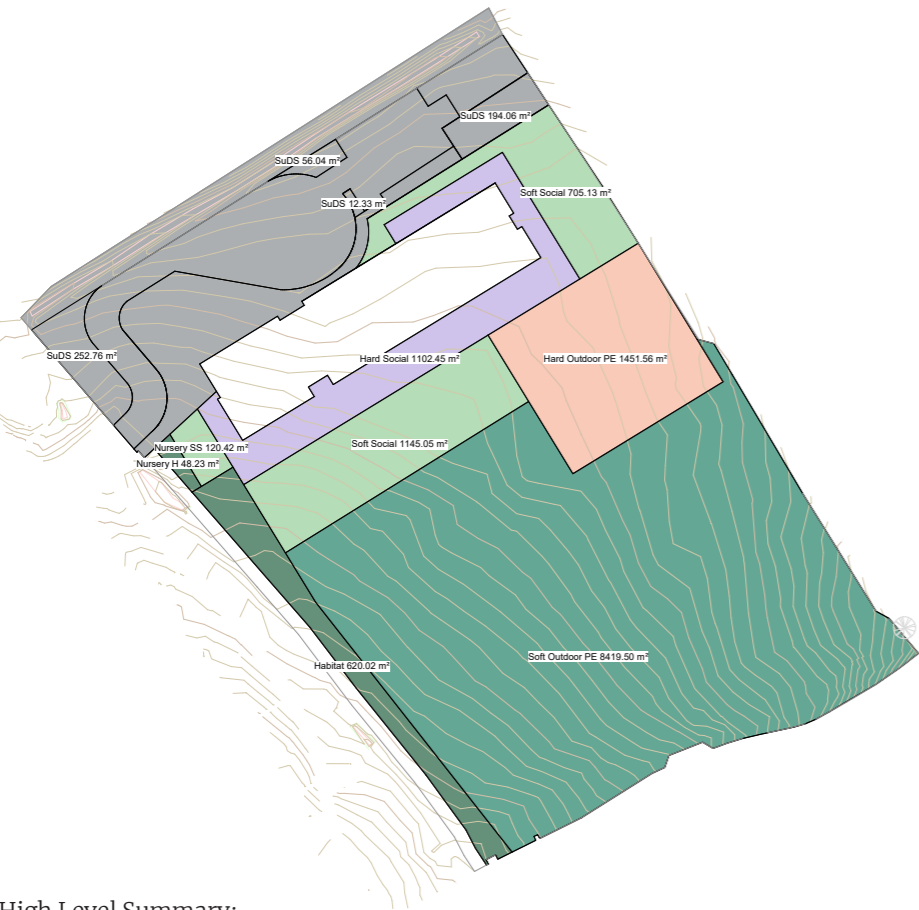
Bicycles

Install compliant cycle storage spaces to meet the minimum: 1 per 10 staff / pupils / students in total.

The total required for BREEAM is lower than those required by the local planning authority, therefore the higher of the 2 values will be used.

Secure racks, with appropriate access, in a fixed structure with overhead covering, adequate lighting, and appropriate surveillance, visible from occupied buildings.

2FE					
School pupils		420			
Nursery pupils (FTE)		48			
School teaching staff		18 (estimated)	(assumed 1 per class + 1 head + senior management roles)		
School non-teaching staff		12 (estimated)	(assumed 1 TA per class, + 3 catering + 2 admin)		
Nursery staff		9 (estimated)			
Immersion teaching staff		3 (estimated)			
Immersion ancillary staff		0 (assumed)			
Immersion students		30 (assumed)			
	VoG Parking Standards SPG Jan 2019 (Zone B - Urban)		BREEAM		PROPOSED
	Req	Total	Req	Total	
Car Parking					
School teaching staff	1 per teaching staff	18			
School non-teaching staff	no allowance in Zone B	0			
Nursery staff	1 per 2 fulltime staff	5			
School / Nursery Visitor	3 total	3			
Immersion teaching staff	1 per teaching staff	3			
Immersion ancillary staff	1 per 2	0			
Immersion students	1 per 8	4			
Total		33			33
Disabled / Accessible (Blue Badge)	5% of total. within 50m	2			of the above: 2
Electric Charging	10%	4	10%	4	4
Car Share	n/a		5% (nearest entrance)	2	2
Standard spaces					25
Commercial Vehicle	1 total.	1			tbc
Motorcycle	5% of car parking	2			tbc
Cycle Parking					
Pupil - Short Stay	1 per 100	5			
Pupil - Long Stay	1 per 20	21	5 per form in year group.	10	
School & nursery Staff	1 per 5	8	n/a		
Visitor					
Immersion staff	1 per 5	1			
Immersion students - long stay		5	1 per 10 users	4	
Immersion students - short stay		1			
Total		41		14	22*
* Remaining cycle parking required to meet the VoG SPG have been replaced with scooter parking, numbers listed below. To be agreed by planning.					
Scooter Parking		n/a		n/a	
Total					20
Note: Bus drop-off for pupils tbc					tbc



High Level Summary:

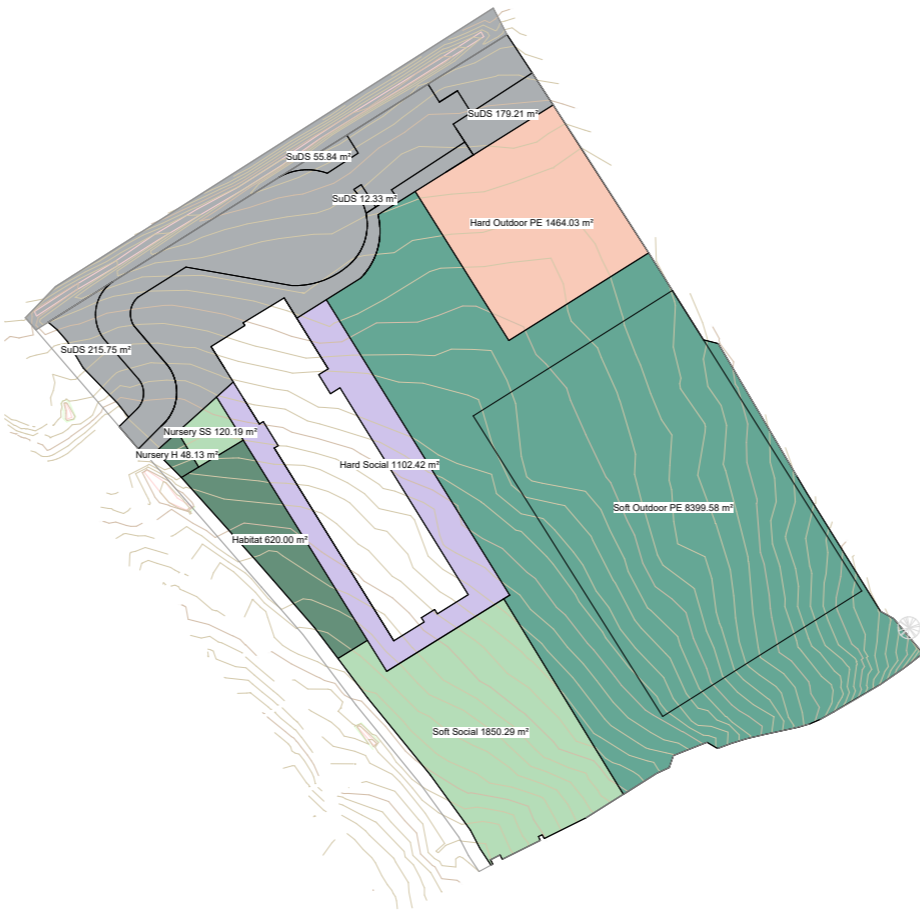
Option 1

Pros

- Building footprint located within initial build zone
- MUGA located within close proximity to the school building
- Nothing proposed for south-west corner of the site, the highest point

Cons

- MUGA borders residential boundaries to the east
- Significant level change across the pitch
- External Plant located lower than the building
- External Plant accessed through the car park



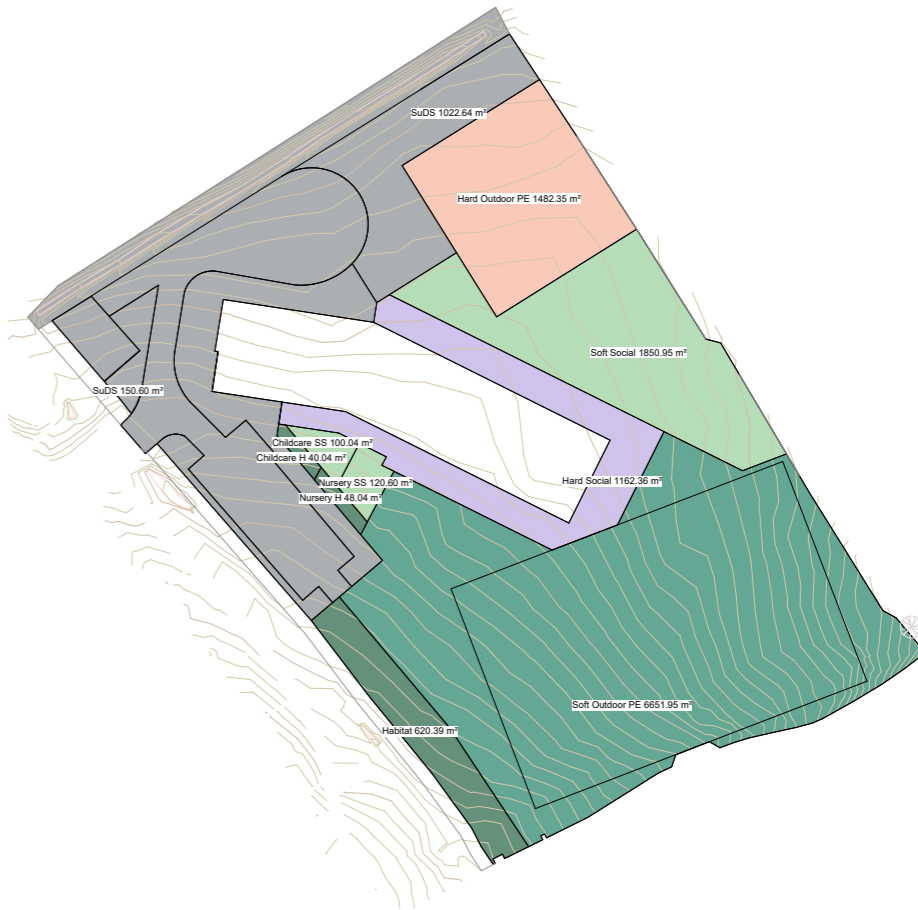
Option 2

Pros

- Building footprint located within initial build zone
- Achievable level change across the pitch (comparatively)
- Nothing proposed for south-west corner of the site, the highest point

Cons

- MUGA located away from the proposed footprint and hardstanding
- MUGA borders residential boundaries to the east
- External Plant located lower than the building
- External Plant accessed through the car park



Option 3

Pros

- MUGA located within close proximity to the school building
- External Plant located at the same level as the building
- Nothing proposed for south-west corner of the site, the highest point

Cons

- Building footprint extends beyond initial build zone
- MUGA borders residential boundaries to the east
- Significant level change across the pitch
- External Plant located along the west boundary presenting vandalism concerns



High Level Summary:

Option 4

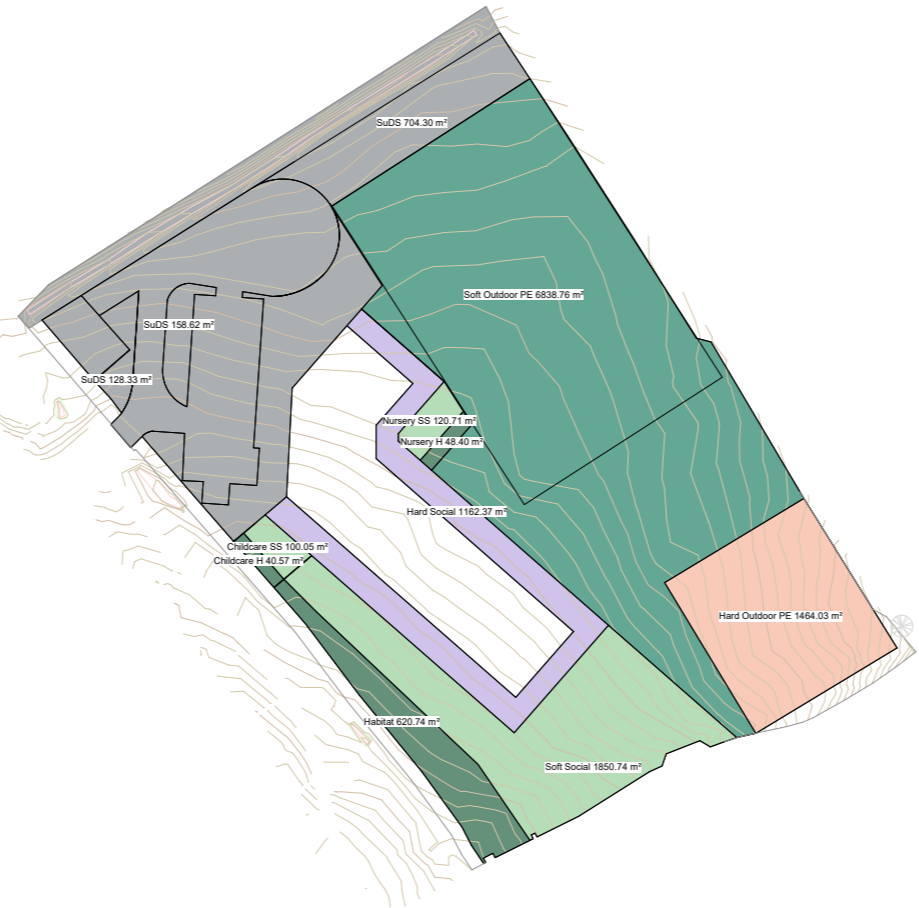
Pros

- MUGA located along the south boundary, as recommended by the acoustician
- Minimal level change across the pitch (comparatively)
- External Plant located at the same level as the building
- Nothing proposed for south-west corner of the site, the highest point

Cons

- Building footprint extends beyond initial build zone
- MUGA located away from the proposed footprint and hardstanding
- External Plant located along the west boundary presenting vandalism concerns

Preferred Option



Option 5

Pros

- MUGA located along the south boundary, as recommended by the acoustician
- Minimal level change across the pitch (comparatively)
- External Plant located at the same level as the building
- Nothing proposed for south-west corner of the site, the highest point

Cons

- Building footprint extends beyond initial build zone
- MUGA located away from the proposed footprint and hardstanding
- External Plant located along the west boundary presenting vandalism concerns



Option 6

Pros

- Building footprint located within initial build zone
- MUGA located along the south boundary, as recommended by the acoustician
- Achievable level change across the pitch (comparatively)
- External Plant located at the same level as the building

Cons

- MUGA located away from the proposed footprint and hardstanding
- External Plant located along the west boundary presenting vandalism concerns
- MUGA located in the south-west corner of the site, the highest point

04

Design Proposal

Following rounds of coordination with the design team, Option 5 was chosen as the preferred option.

The key site constraints and proposed site moves which favoured this approach have been noted below.

Locating External Areas

The designated school site is fairly tight when compared to Building Bulletin (BB) recommendations. For this reason, the vehicle zone needs to relate to the existing site entrance from Dunraven Close and the building footprint needs to follow the site topography (where possible) to preserve and maximise usable area for external play spaces.

As a result the ideal Pitch / MUGA zone is along the eastern site boundary. Significant site levelling will be required.

Locating the MUGA adjacent to the proposed vehicle zone ensures level access can be provided, and presents an opportunity for the facility to be used out of hours if required.

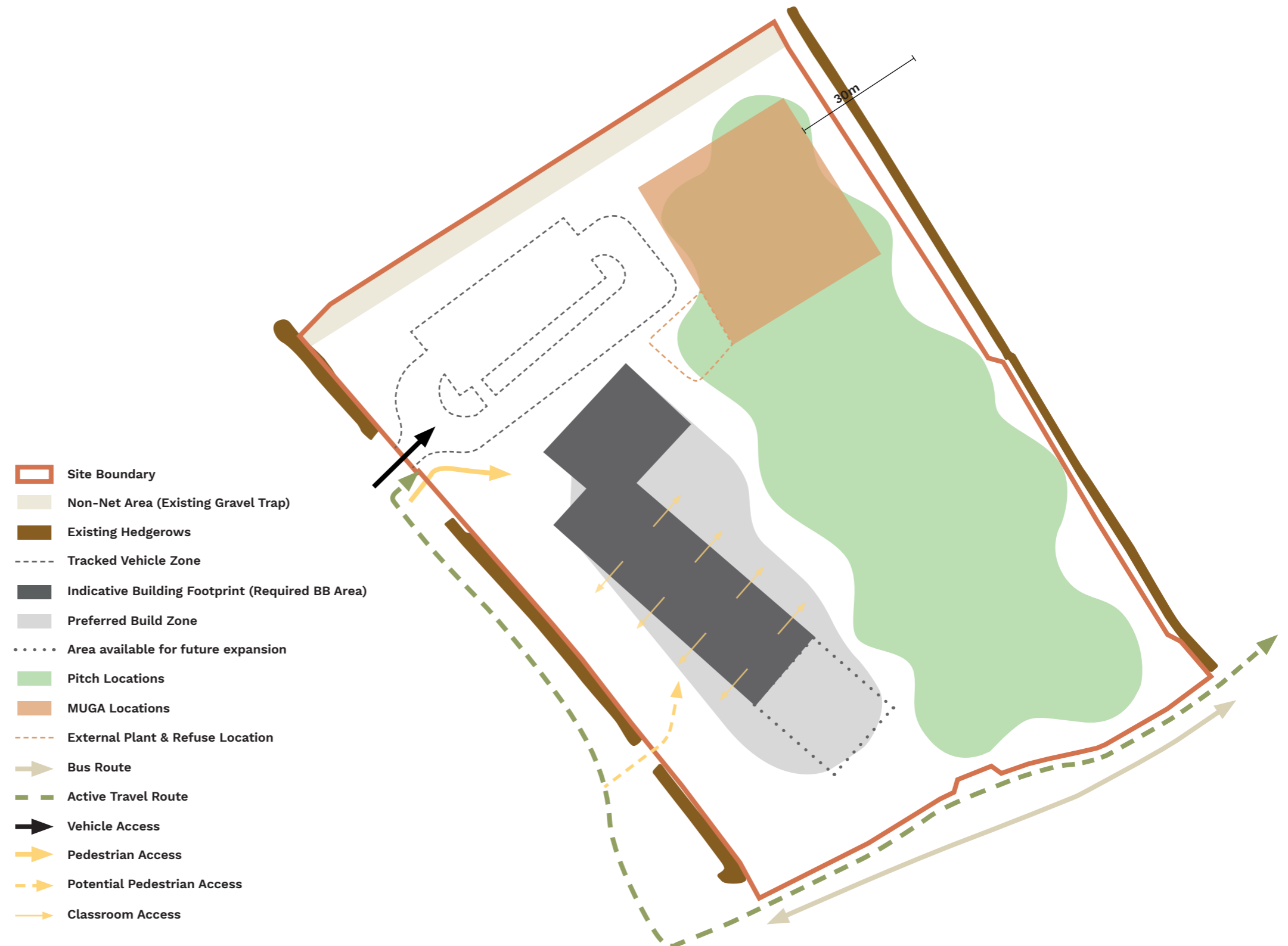
Feasibility Stage Conclusions

School bus drop-off for pupils needs to be located inside of the redline boundary. The proposed drop-off needs to accommodate a 35-seater coach which is currently used by pupils at Ysgol Iolo Morganwg and a neighbouring secondary school (for this reason, the coach size can not be reduced).

To preserve the existing ecology on site it is suggested that pedestrian access is achieved through existing gaps in the hedgerow along the western site boundary.

Design Drivers

- Building position to assist levels changes were possible
- Vehicle access should be provided to the service block
- External Plant hidden upon approach where possible
- Bus drop-off arrangement to be as efficient as possible
- MUGA suitable distance from residential properties
- Hall / Studio / MUGA to be accessed out of school hours
- Direct external access from the hall provided
- Maximise external pupil area provided



04 Design Proposal
Design Concepts

Locating Internal Areas

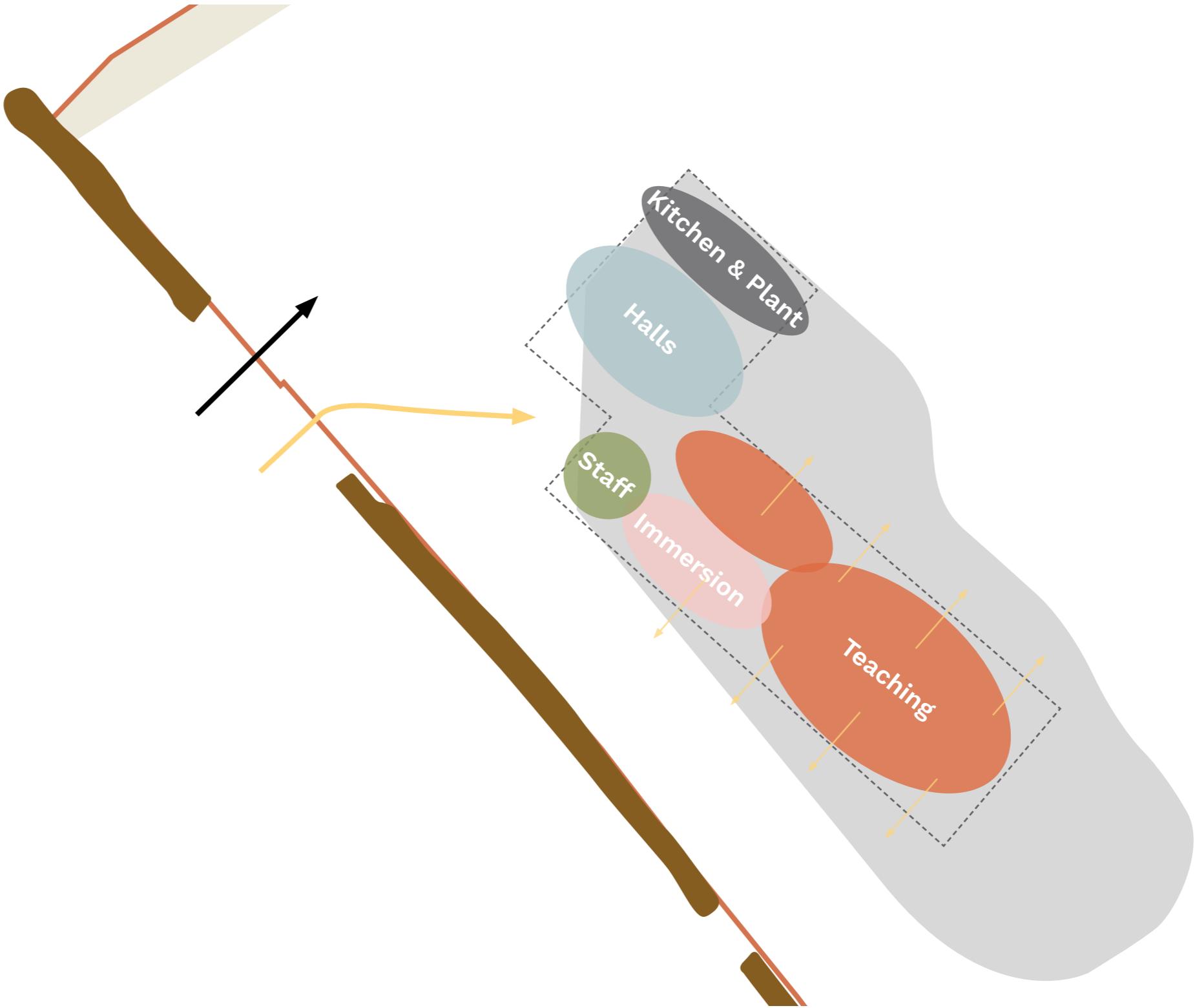
The service block (Kitchen and Plant) requires direct external access to the external plant and vehicle area, to accommodate deliveries, refuse, and maintenance requirements.

Hall & Studio spaces should be suitably positioned between the kitchen and the main entrance, easily accessed out of hours if required.

Main entrance (housing staff areas) to be directly accessed from a pedestrian plaza where parents can gather.

Immersion unit accessed from the main reception, accessible to teaching staff and supervised parents, and from the pupil area, for supervised pupils when required. This space will be used predominantly by parents for Welsh language education purposes, to further integrate them into their children’s Welsh Medium education. Opportunity for this space to become an additional classroom in the future.

Teaching wing extends to the south to accommodate site levels. Learning resource and break-out spaces encouraged within the teaching wing.



Building Areas

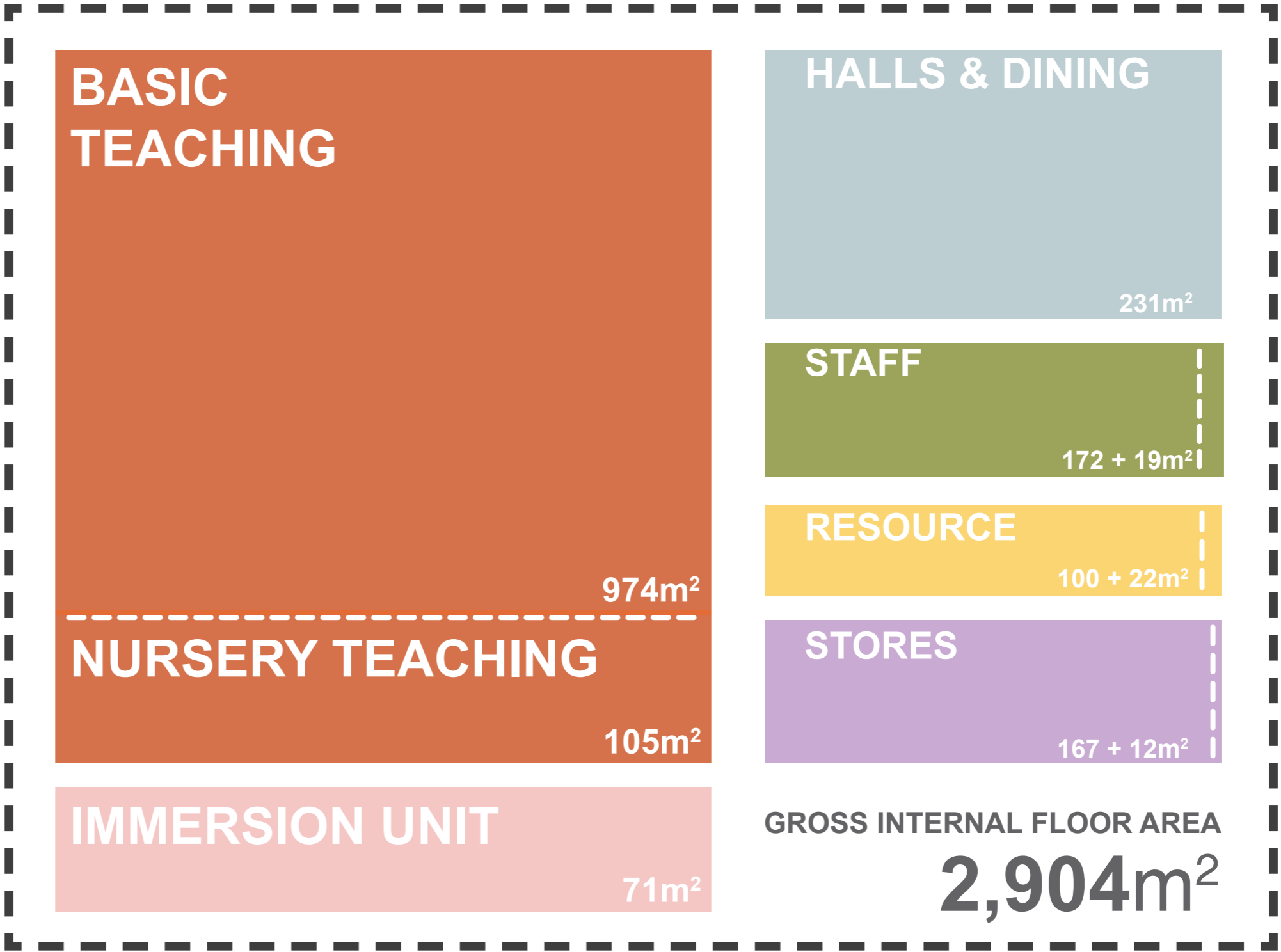
This diagram represents the approximate total net areas for each type of space. Non-net areas are not shown, but are included within the total gross internal floor area (GIFA).

Pupil Numbers

- Nursery, 48
- Reception, 60
- KS1, 120
- KS2, 240
- Total Pupils = 468

The building areas comply with Building Bulletin 99 (BB99) 'Briefing Framework for Primary School Projects' area guidelines and the recently published 'Area Guidelines for Schools in Wales - Building Guidance.'

BB99 was superseded by BB103 "Area Guidelines for Mainstream Schools" in England, but this does not apply in Wales, where BB99 is still considered current guidance.

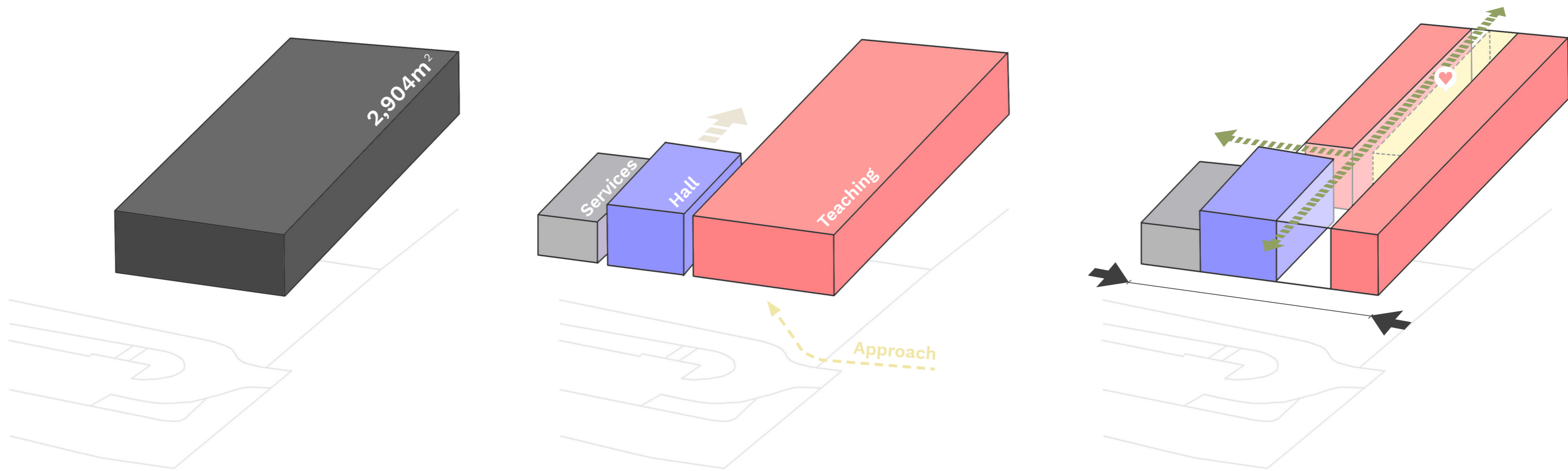


Massing Concepts

The key concepts detailed below and the associated site constraints have driven the conceptual massing of the building.

The proposal aims to sympathetically respond to the surrounding context by taking inspiration from the local character of the Cowbridge area.

The building programme has been divided into primary functions, and further split to suit complimentary adjacencies.



01 Developing the Brief

Determining a suitable location for the proposed building on site.

Confirming the site area taken up by the proposed GIFA.

Allowing Client & School aspirations to be design drivers.

02 Splitting the Programme

Initial programme layout based on master planning principles.

Hall to have direct access to an external dining area / play space.

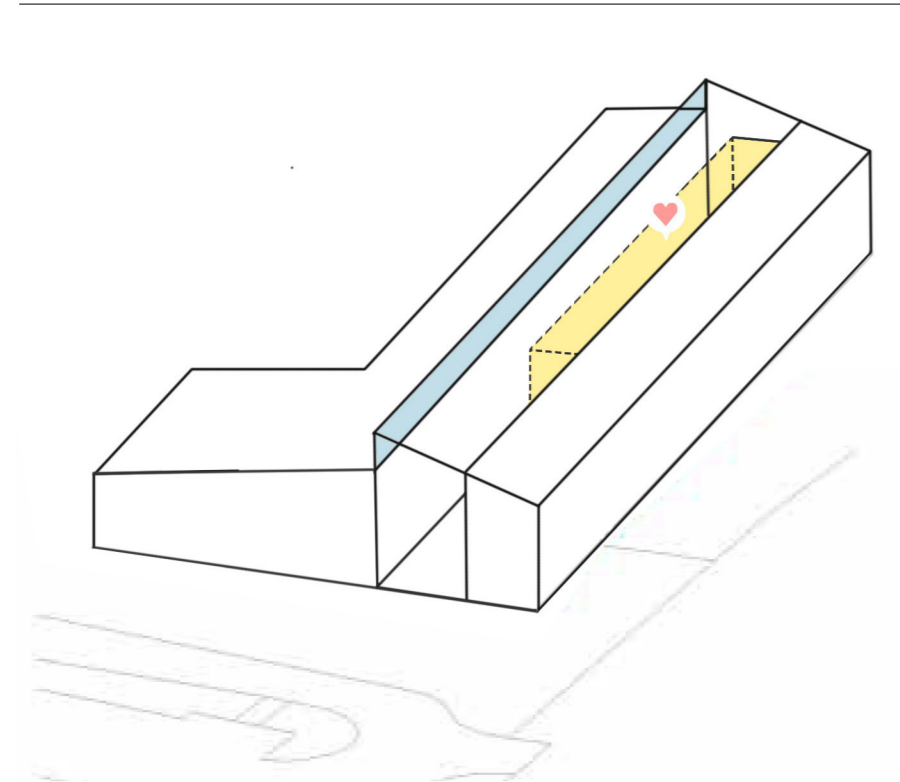
Service block to be tucked around the corner, hidden upon approach.

03 Considering Key Adjacencies

Reducing the building footprint width to adhere to site level constraints.

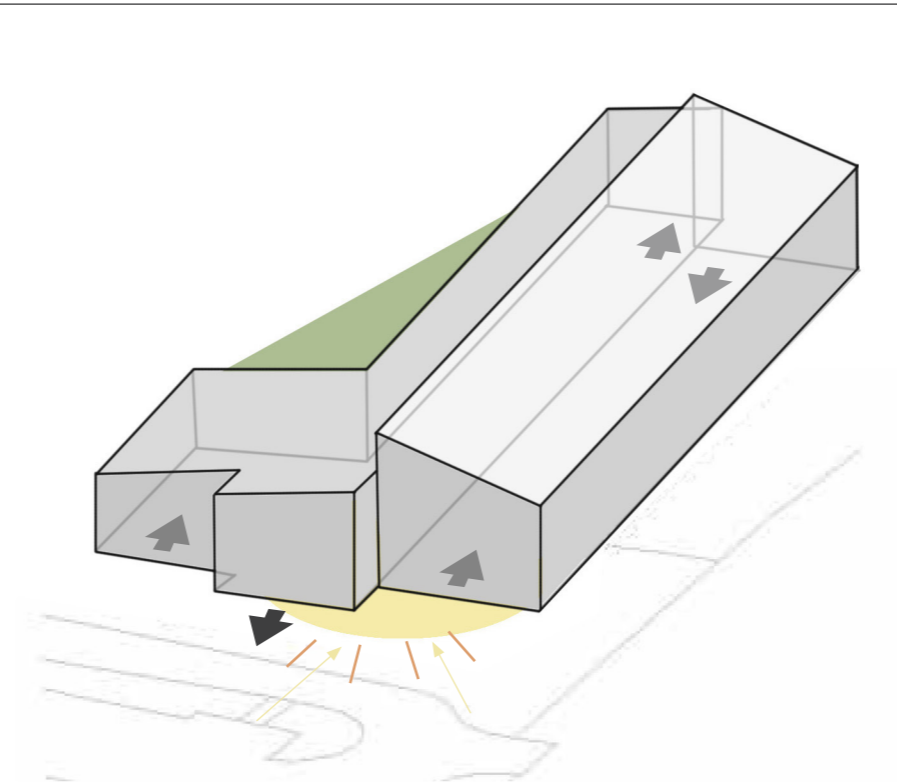
Introducing 'heart space' within the teaching wing.

Maintaining clear circulation routes which accommodate all year groups.



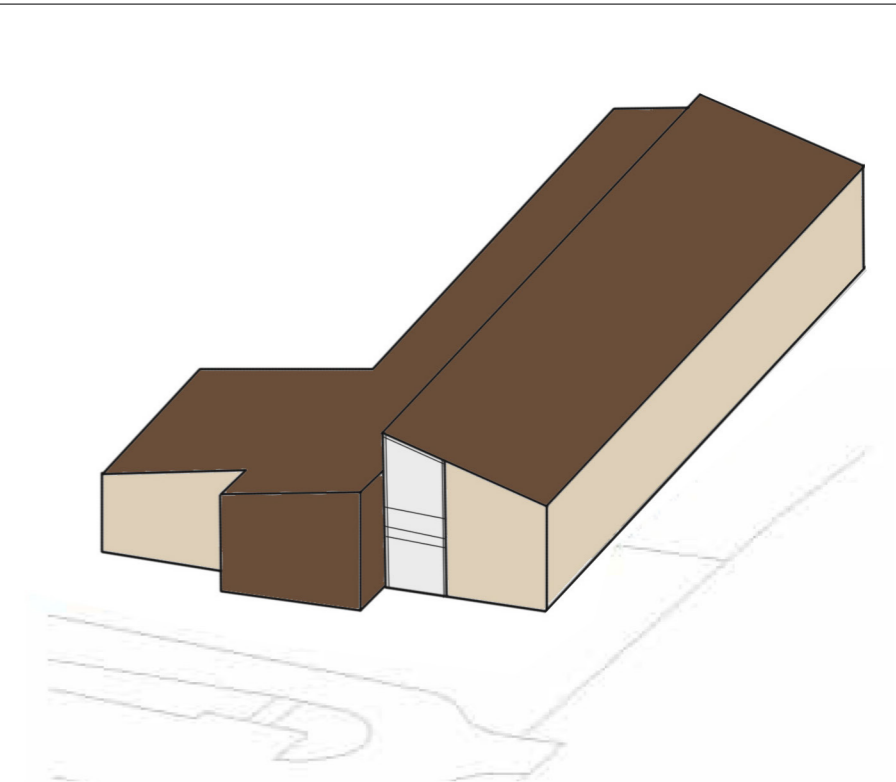
04 Massing Development

Volumes developed to suite internal layout.
Introducing natural light into 'heart space' via a clerestory.
Providing an identity to the new building.



05 Responding to Site

Adjusting the building form to maximise external areas.
Creating an entrance plaza which responds to user approaches.
Further concealing the service block.













06 Material Treatment

Implementation of a simple yet robust material palette.
Selecting a material suitable for both wall and pitched roof profiles.
Material choices to reflect the local context.













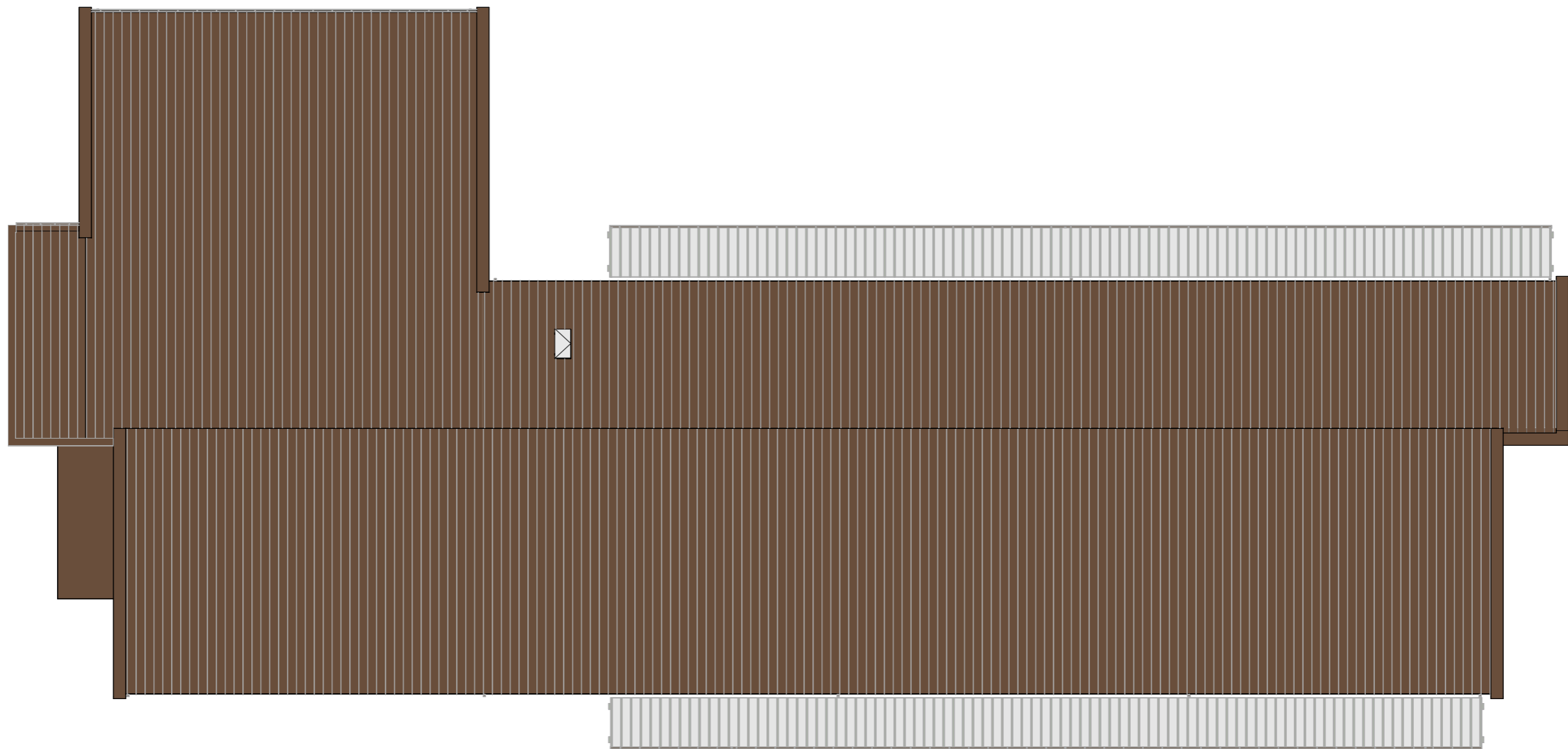
Key

- | | | | | |
|--|---|---|--|--|
|  General Teaching
Reception, KS1, & KS2 |  Immersion Unit
To support Welsh language integration |  Staff
Including admin provision |  Storage |  Supporting Programme (e.g. WCs) |
|  Nursery
General Teaching Provision |  Learning Resource
To support general teaching provision |  Halls & Studio
For assembly, dining, & sports |  Kitchen / Plant |  Circulation |



Key

- | | | | | |
|--|---|---|--|--|
|  General Teaching
Reception, KS1, & KS2 |  Immersion Unit
To support Welsh language integration |  Staff
Including admin provision |  Storage |  Supporting Programme (e.g. WCs) |
|  Nursery
General Teaching Provision |  Learning Resource
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04 Design Proposal

Sections

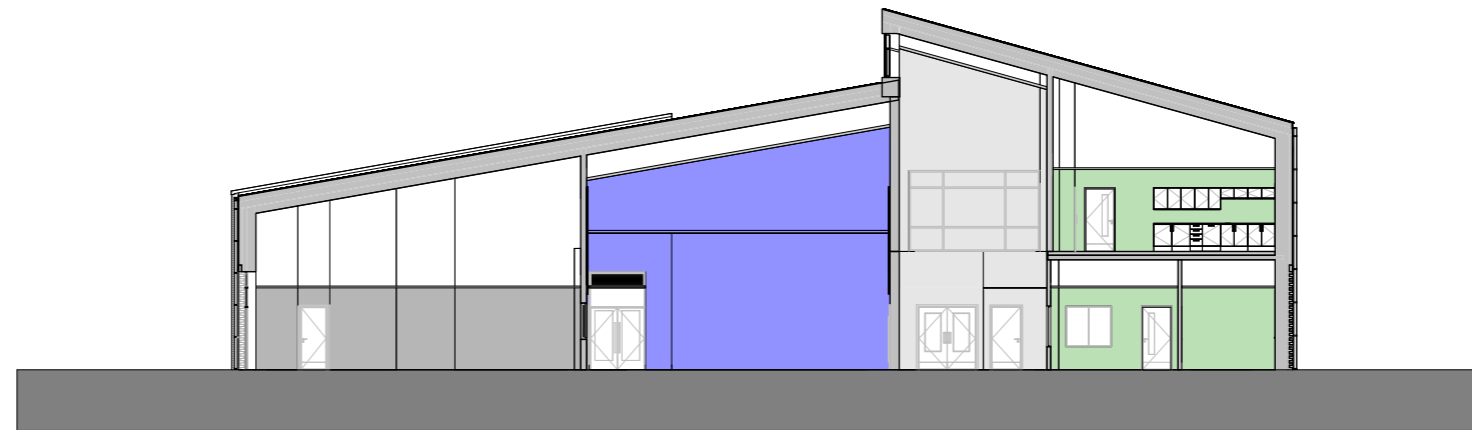
The sections demonstrate how the proposed adjacencies relate to one another and utilise the building form.

A row of clerestory windows improve the natural daylighting levels achieved in the central 'heart space.'

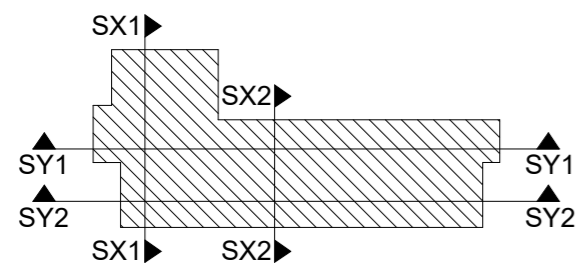
Voids between ground and first floor in the 'heart space' also allow the learning resource and breakout spaces below to benefit from natural daylight.

Each of the downstairs classrooms; Nursery, Reception, and Infants, have direct access to associated external play spaces.

The junior pupils will utilise the two stairwells, positioned either end of the school building, which lead directly to the external play spaces.



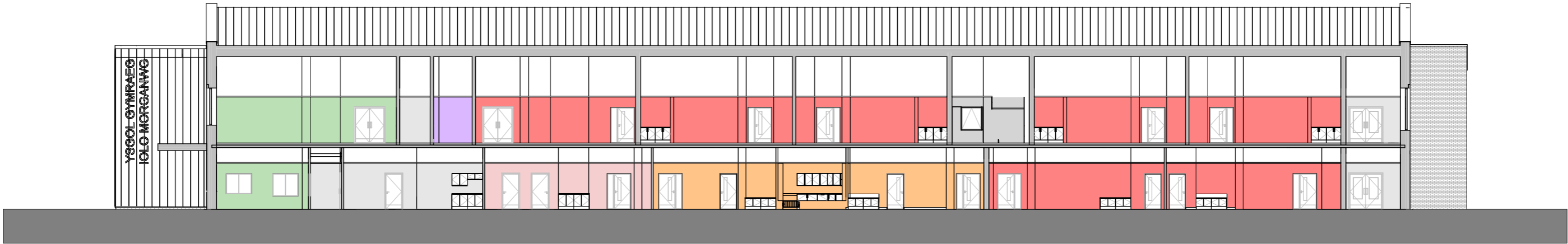
Section X1, Kitchen / Hall / Entrance



Section X2, Teaching Wing



Section Y1, Hall / Teaching Wing



Section Y2, Entrance / Teaching Wing

External Material Profiles



Use of wrapped facade profiles to reduce the material palette.

Natural Colour Palette



Brown frames to compliment other external materials.

Pop of Colour Palette



Colourful frames / panels to denote the Primary School.

Complementary Tones



Buff brick to compliment the surrounding context.



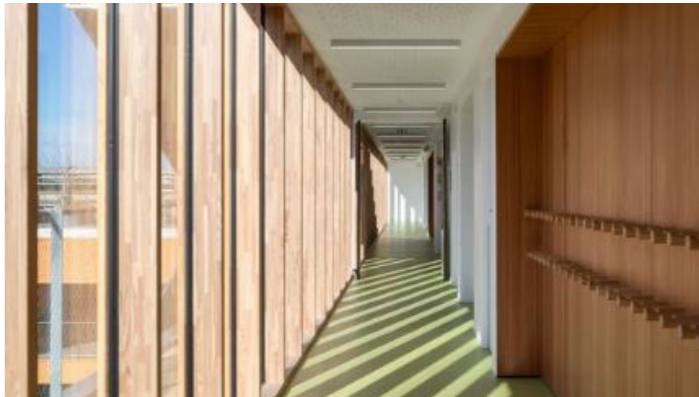
Opportunity for a glazed link to address / detail material transitions sympathetically



Opportunity for a natural colour palette to be used internally; welcoming breakout spaces to be provided for the pupils.



Opportunity for a consistent approach to be taken externally; classroom canopies to match chosen feature colour.



Opportunity for internal material palette to compliment the external material palette.

The immediate context surrounding the school site is fairly varied. The site is bordered by fields to the south, an existing residential estate to the east, and a new residential estate to the north and west. We have explored the local area for material inspiration.

For Ysgol Iolo Morganwg the materials identified in the local context have been reimagined, modern alternatives have been proposed.

The proposed external materials palette focusses on the use of buff brickwork and metal cladding. We have proposed a combination of earth tones which take inspiration from both the natural materials and landscapes surrounding the site.

Brick

Brick is considered to be a suitable modern day alternative to stone, which thoroughly considers the school’s robustness requirements.

Brick requires little maintenance compared to other materials, and has high impact resistance, therefore should be the chief material used where it could be subject to impact, elevations facing external pupil areas. This consideration is especially important on the ground floor.

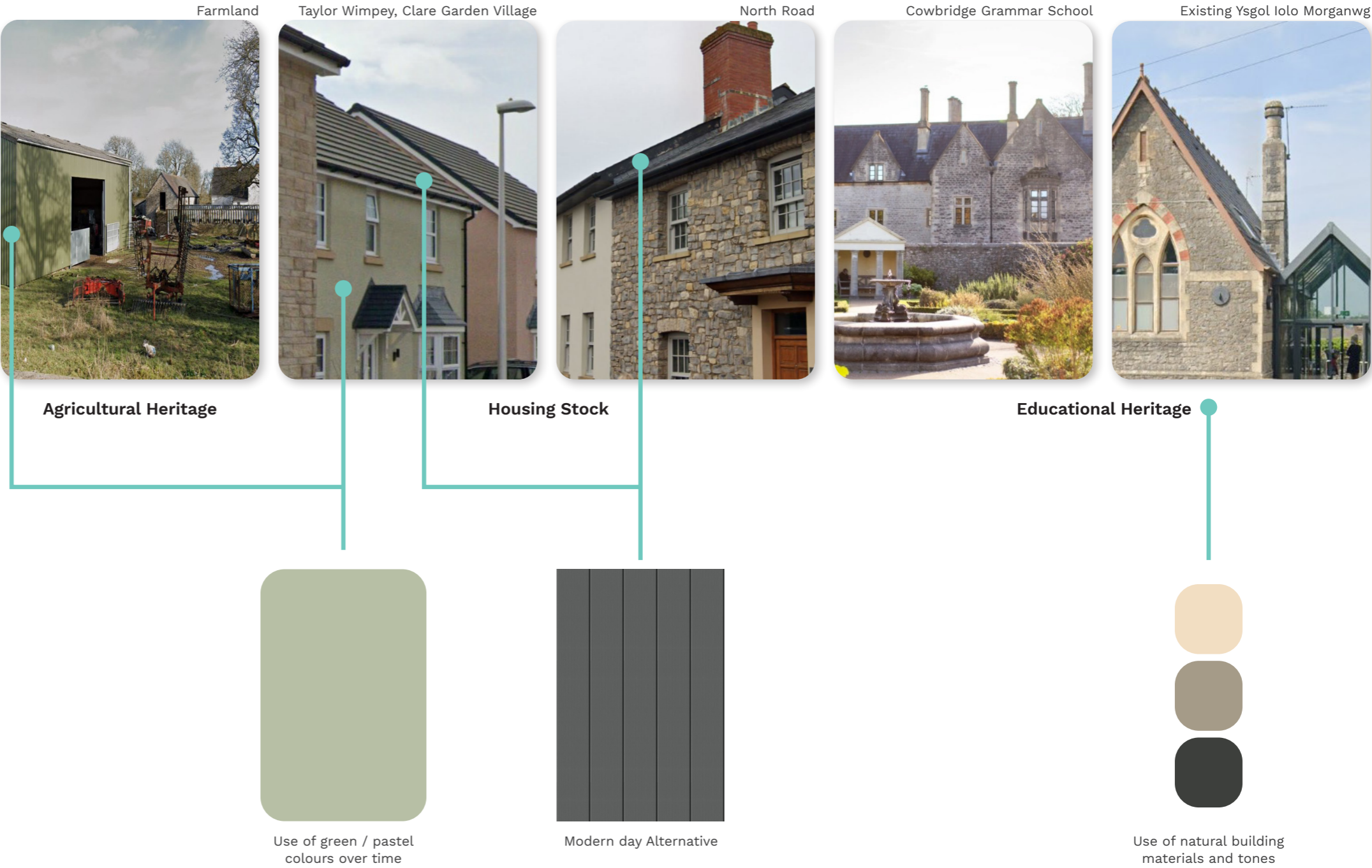
Brick is available in a variety of colours. The design team propose a buff brick in combination with a light colour mortar to achieve an overall finish that suits the local character.

Metal

The brick base will be supplemented by other materials, such as metal cladding for the roof and the hall block.

Metal cladding is versatile, it can be used for wall and roof profiles which helps limit the proposed material palette, and is a contemporary alternative to grey tiles / slate.

The range of colour options available will be reviewed in combination with brick samples, to ensure complementary tones are selected which compliment the natural colour palette present within the Cowbridge area.



Window Frames
Complimentary Natural Colours



Brickwork
Light / Buff



Mortar
Light / Buff



Metal Profile
Euroclad, Vieo



Spandrel Panels
Green

04 Design Proposal
Elevations

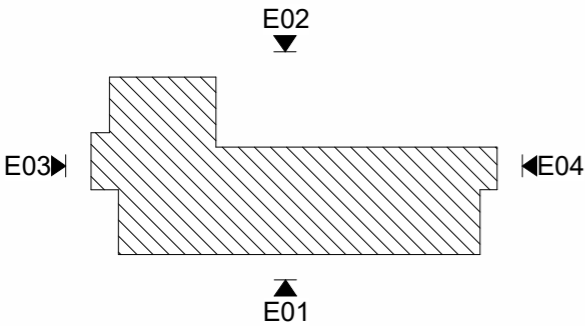
Ysgol Iolo Morganwg will use a limited material palette which takes inspiration from the surrounding context. The proposed material palette consists of robust materials which suit Primary School requirements whilst aiming to achieve the net zero carbon ambitions of the project.

The proposed school site is fairly constrained so it was important from the outset that the building form responded to site constraints. The site entrance and active travel route had already been constructed as part of the adjacent housing development. As a result underground utilities connections for the school had already been established which dictated the proposed finished floor level (FFL) of the proposal.

The main hall is visible on approach to the school and will be used out of hours thus it was important the hall had a strong identity, independent of the teaching wing.



Elevation 3, North Elevation - Main Entrance



Elevation 4, South Elevation - View from Llantwit Major Road



Elevation 1, West Elevation - View from Dunraven Close



Elevation 2, East Elevation - Rear of the School







05

Landscape Design

Habitat and Nature Areas

These areas will provide a wealth of opportunities for school children to learn about tree, shrub and wildflower species whilst also learning about ecology and habitat diversity. These spaces will also allow children to create features within the landscape that can be monitored for ecological improvement for the wider benefit of the school and surrounding area.

SuDS and Drainage

Flood alleviation is a key feature of the site proposals. Whilst this is a crucial element in ensuring the ability of the site to function as a school whilst also sustainably addressing flood and surface water runoff it also presents an opportunity as an education tool. Teachers will be able to use these measures and features to educate the school children on the importance of sustainably addressing climate change and how this has been integrated within the school site.

Growing Areas

A growing area has been proposed to allow school children to grow plants and vegetables. This will not only have benefits in terms of being integrated within the syllabus topics but will also assist the school children with having a sense achievement and pride within their external environment.



Social space



Growing area



Suds



Allotment

05 Landscape Design

Iolo Morganwg: The Man behind the Name!

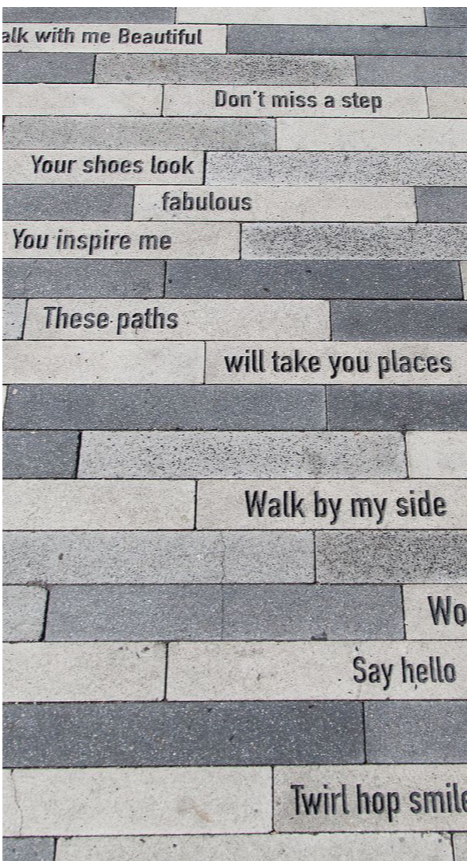
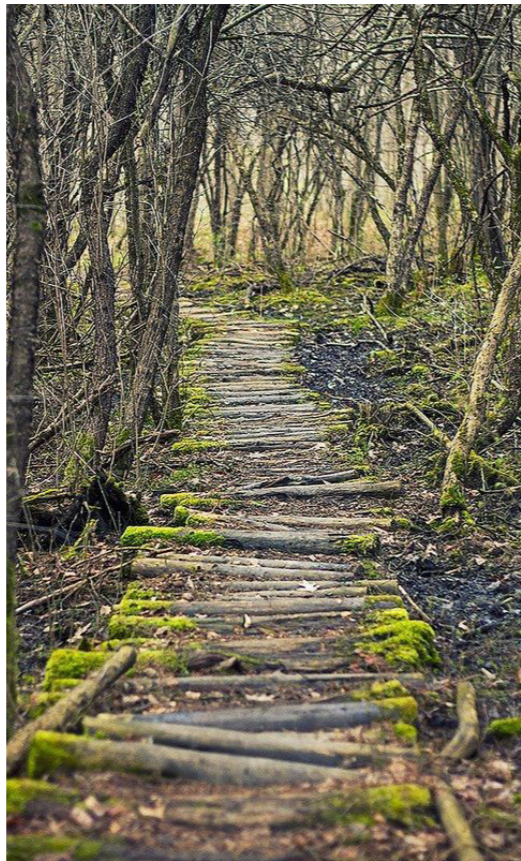
Edward Williams, known by his bardic name Iolo Morganwg, was a notable 18th-century Welsh poet, stonemason, and cultural revivalist. He is renowned for founding the Gorsedd of the Bards in 1792, an institution that played a pivotal role in preserving and promoting Welsh language and culture. His contributions significantly influenced the establishment of the National Eisteddfod, a major Welsh cultural festival.

Design Inspiration:

- **Bardic Circle:** Create a circular gathering space reminiscent of the Gorsedd stone circles, using locally sourced stone to honour Iolo’s stonemasonry and the bardic traditions..
- **Poetry Path:** Incorporate a pathway with engraved stones featuring excerpts from Welsh poetry, celebrating the literary heritage Iolo championed.



Bardic Circle



Poetry Path

Edward Williams

Cowbridge is a historic market town dating back to the 13th century, known for its medieval town walls and the Church of the Holy Cross. The town's layout, including burgrave plots and historic architecture, reflects its rich heritage.

Another significant local landmark is the Cowbridge Physic Garden, a restored 18th-century medicinal garden showcasing plants traditionally used for healing. It highlights the town's botanical and educational legacy.

Design Inspiration:

- **Walled Garden:** Design a section of the landscape as a walled garden, echoing the medieval town walls, providing a secluded area for reflection and learning.
- **Heritage Trail:** Develop a trail with informational plaques about Cowbridge's history, integrating learning with the physical environment.
- **Sensory Garden:** Incorporate a garden with aromatic and tactile plants to stimulate the senses, providing an interactive learning space for students.
- **Educational Plantings:** Label plants with their historical uses and names in both Welsh and English, promoting bilingual education and historical knowledge.



Walled Garden



Trails Idea

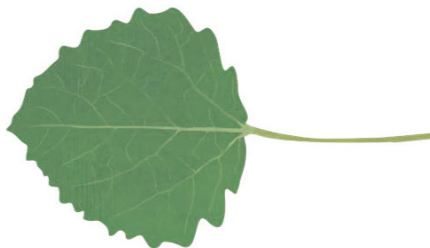


Sensory Garden

Dail Coed Cymru
Welsh Tree Leaves



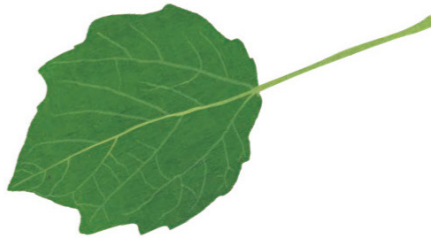
Ffawyddden
Beech
Fagus sylvatica



Aethnen
Aspen
Populus tremula



Collen
Hazel
Corylus avellana



Poplysen Lwyd
Grey Poplar
Populus x canescens

Tree Levels in both Welsh and English

05 Landscape Design
Landscape General Arrangement

The design will introduce new areas for outdoor teaching, sport, play, socialising, dining, and relaxation. New landscape areas and features will sit sensitively within the site and will be robust in nature and of a high aesthetic quality. Careful consideration of maintenance and material longevity will influence the choice of hard and soft landscape materials.

External student learning and play spaces

The masterplan incorporates a range of areas for students to engage with. These will all be developed in their design at the next stage. During Stage 2, these areas are simply allocated on the plan as good locations for specific types of activity. These include:

- Habitat areas to allow for enhancement of the biodiversity of the area and create a great space to aid the facilitating of a range of nature based learning.
- Proposed porous macadam Multi Use Games Area (MUGA) for teaching of formal PE and informal use during break / lunch times
- Proposed external dining area adjacent to the canteen.
- Proposed grass playing field.
- External staff area that can also been used as an outdoor learning area.
- Raised planters for food growing.
- Separate Nursery and Reception external areas.

SOFT LANDSCAPE		PROPOSED HARD LANDSCAPE	
	EXISTING HEDGEROW PLANTING To be retained		ASPHALT SURFACE
PROPOSED SOFT LANDSCAPE			PERMEABLE ASPHALT SURFACE
	NATIVE TREE		PERMEABLE CONCRETE BLOCK PAVING FOR CAR PARKING SPACE
	ORCHARD TREE		PERMEABLE CONCRETE BLOCK PAVING FOR MAIN ENTRANCE AREA
	MULTI STEM TREE		PERMEABLE ASPHALT SURFACE FOR MUGA
	NATIVE TREE WITH TREE TAGS IN WELSH AND ENGLISH		PERMEABLE WET POUR SURFACE OUTSIDE CLASSROOM AREAS
	HARD WEARING GRASS FOR SPORTS PITCH For sports To be detailed by engineer/specialist		INSITU CONCRETE SLAB BY ENGINEERS SPECIFICATION FOR SERVICE YARD AND STORAGE AREA
	AMENITY GRASS For informal play		REINFORCED GRASS PATH FOR FOREST SCHOOL AREA
	WILDFLOWER MEADOW PLANTING		TACTILE PAVING
	RAIN GARDEN PLANTING MIX		GRAVEL STRIP
	ORNAMENTAL PLANTING MIX		TIMBER DECKING
	HEDGEROW PLANTING		
	SENSORY GARDEN MIX		



The site design has been developed, ensuring key connectivity between building, landscape, and surrounding context have been considered.

Hard Landscape Strategy

Our strategy for the Hard Landscape proposals around the School focus on a straight forward palette of materials that will create interest and order to the external spaces. The MUGA area will be surfaced in permeable bitmac that will ensure all year round opportunities for outdoor activity. The hard landscape areas immediately surround the school will feature a combination of bitmac and permeable paving. The integration of permeable materials will be imperative to assist with the overall flood alleviation measures on site. All of these surface types are subject to future discussions and agreements with the client.

Soft Landscape Strategy

Our strategy for the Soft Landscape proposals around the School focus on the creation of a variety of landscape types that will not only create a site responsive setting for the new School but will also strike a good balance between the hard landscape areas within the site. A variety of soft landscape types have been proposed including amenity grassland, wild-flower areas, species rich habitat areas, shrub & tree planting, boundary hedgerows and rain garden planting areas. These areas will have a focus on the utilisation of native species and species that afford benefits for ecological diversity and habitat creation.



Native trees



MUGA fencing



Line markings



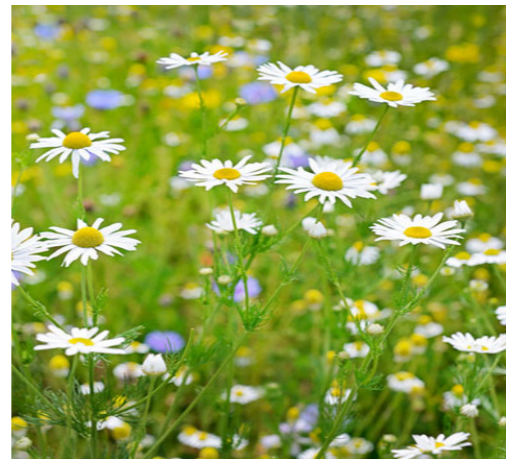
Wildflower areas



Allotment



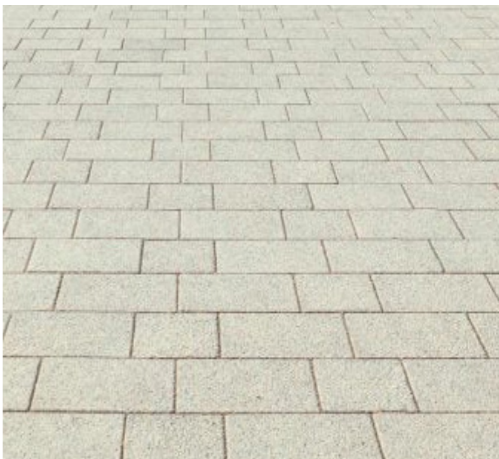
Bitmac surface



Wildflower areas



Seating area











Permeable paving

05 Landscape Design
Boundary Treatment Plan

The overall strategy for the fencing arrangement is for the entire site will be secured during school hours with the exception of the car park at the front of the school.

The car park will be open for staff, deliveries, services and visitors but will be segregated from the rest of the site with a 2.4m high fence, leaving access only through the controlled visitor reception. The rest of the site will be secured for pupil access.

Further assessment of the existing and proposed boundary treatments will be required at the next stage of the design process. The design principles are established at this stage.

	PERIMETER SECURE LINE FENCING 2.4m High weld mesh fence
	MUGA FENCING 3.0m High Weld Mesh with Rebound Panel
	HIT AND MISS FENCING 1.8m High Hit and miss timber
	EXTERNAL STEPS BALUSTRADE 0.9m High Balustrade
	BOW TOP FENCING 1.2m High Bow Top Fencing
	PROPOSED RETAINING WALL Designed by Engineer
	SINGLE LEAF GATE 1.6m Wide Gate to match adjacent fencing 1.6m Wide for Wooden Gate to match adjacent fencing(G6)
	DOUBLE LEAF GATE 7.0 / 4.8 / 4.0 / 3.0m Wide Gate to match adjacent fencing



06

Interior Design
Opportunities

06 Interior Design Opportunities Inspiration

The interior material palette has been inspired by the surrounding local village and character. The design will incorporate block colours, natural materials, and injections of texture to create a comfortable environment for pupils.

Careful consideration has been given to selecting materials that not only withstand the test of time, but also contribute to providing high quality interior spaces. Materials have been selected to ensure durability and resilience in the face of everyday wear and tear.

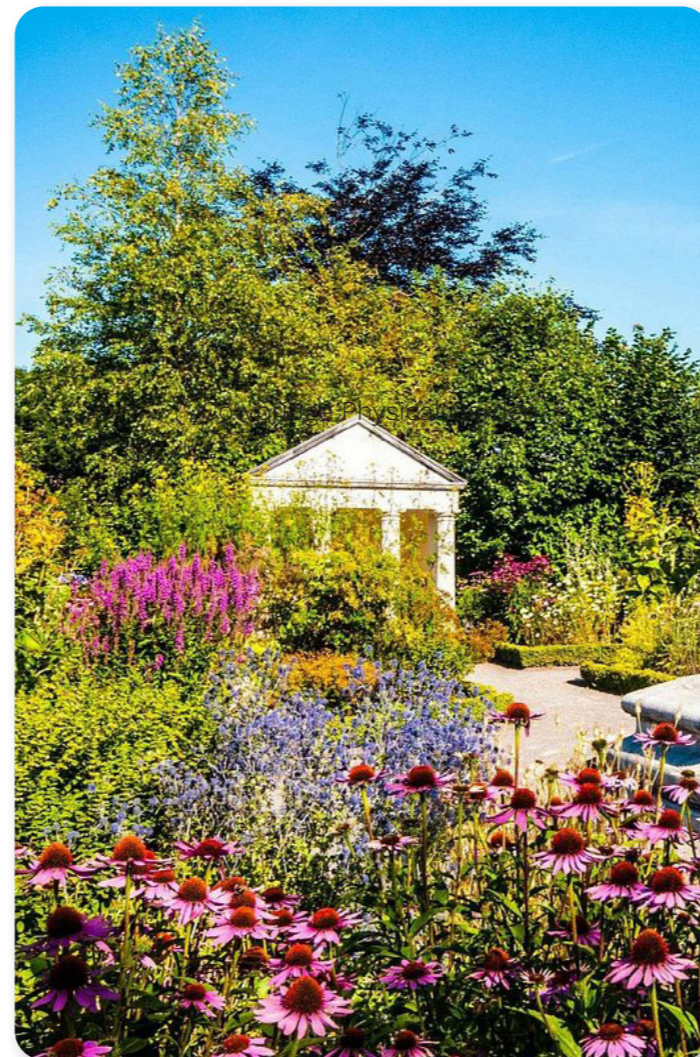
The colour palette is based on the local wildlife as well as local architecture. Yellows, Greens, Blues and Pinks are supported by supplementary tonal colours with a earthy influence, to create a warm and comfortable palette.

Overall, the materials chosen for the interior proposals aim to provide an environment that is not only visually attractive and inspiring, but also practical and functional.

Local Farmshop



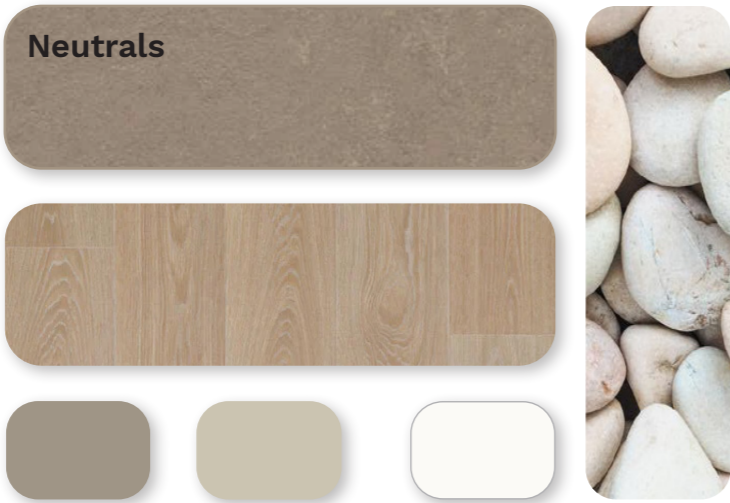
Past Cowbridge Grammar School



Cowbridge Physical Garden

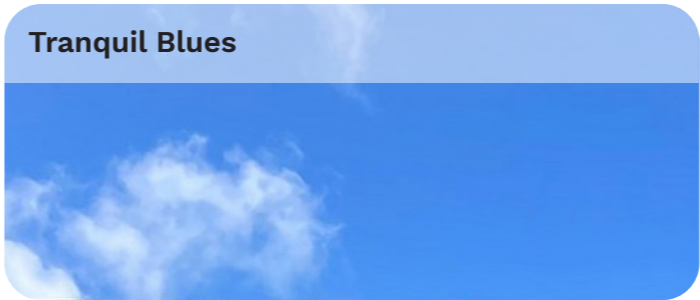


Cowbridge Village High Street



Base Palette: Through Out

- Neutral tones to create a back drop to muted accent colours and natural finishes e.g. timber.



- Secondary Palette:**
Staff & Nursery

 - nature
 - harmony
 - renewal
- Secondary Palette:**
Teaching Spaces, Reception

 - Energy/enthusiasm
 - Balance
 - Warmth
- Secondary Palette:**
Teaching Spaces. Infants

 - peace
 - trust
 - stability
- Secondary Palette:**
Teaching Space, Juniors

 - Energy/enthusiasm
 - Balance
 - Warmth

06 Interior Design Opportunities
Precedent Images

Door Architraves



Corridor Breakout Areas



Classroom Teapoint



Corridor Breakout Areas



Furniture



Carpet Flooring



Cloakroom

07

Access Strategy

The Principles of Inclusive Design (CABE 2006)*

Inclusive Design is a process that delivers an environment where everyone can access and benefit from the full range of opportunities available to members of society. It aims to remove barriers that create undue effort, segregation or special treatment, and enables everyone regardless of ability, age or gender to participate equally, confidently and independently in mainstream activities with choice and dignity.

The adoption of inclusive design principles will ensure the development is:

- Inclusive: Everyone can use it safely, easily and with dignity.
- Responsive: Takes account of what people say they need and want.
- Flexible: Different people can use it in different ways
- Convenient: Everyone can use it without too much effort or separation.
- Accommodating: All people, regardless of their age, gender, mobility, ethnicity or circumstances.
- Welcoming: No disabling barriers that might exclude some people.
- Realistic: Offers more than one solution to help balance everyone’s needs and recognising that one solution may not work for all.

* Welsh guidelines also use the principles as set out by CABE, and are therefore applicable in this development

The Vale of Glamorgan Council’s Policy is to inclusively embrace all who visit their premises, this includes all of its employees working within the schools too. Careful consideration has therefore been given to way-finding, circulation, distribution and necessary provision of supporting programme such as sanitary spaces. Our proposals comply with the recommendations set out in Building Bulletin (BB) guidance and the current Approved Documents in Part M of the building Regulations. Any variations from these documents will be as agreed with the appointed Building Control Inspector

Public Realm and Parking

The site’s main entrance is accessed via Dunraven Close which forms part of the Clare Garden Village Taylor Wimpey Housing Development which surrounds the site to the North and West.

As noted previously, the main entrance was established by Taylor Wimpey prior to the proposed school development detailed within this document. As a result certain external areas such as the entrance plaza, car park, and MUGA have been strategically located to ensure level access can be successfully provided.

Site & Building Access

The proposed access and security strategy for Ysgol Iolo Morganwg has been explained in more detail on the following pages.

This section of the report details how the school will be used both during school hours and out of hours.

Way-finding

We will aim to provide only the essential signs to create a less visually confusing means of way finding. Disability glare will be considered when locating these signs and when specifying the proposed surface finish. We shall be developing a multi-sensory approach to the design – ensuring each identifiable location in the school has distinctly different visual stimuli.

Circulation

Vertical circulation will comply with Part K and Part M of the Building Regulations. A lift will also be installed in the school to provide for those with physical disabilities that leave them unable to use the stairs. In the event of fire there will be easy access to all refuge points within the escape stair levels. This ensures compliance with Part B of the Building Regulations.

Sanitary Provision

Travel distances between toilets have been taken into consideration, especially between accessible toilets, as per Part M of the Building Regulations. The visitor accessible WC and hygiene room have been strategically located near the school entrance so they can be utilised out of school hours which provides an opportunity for sports provision to be utilised by the local community.

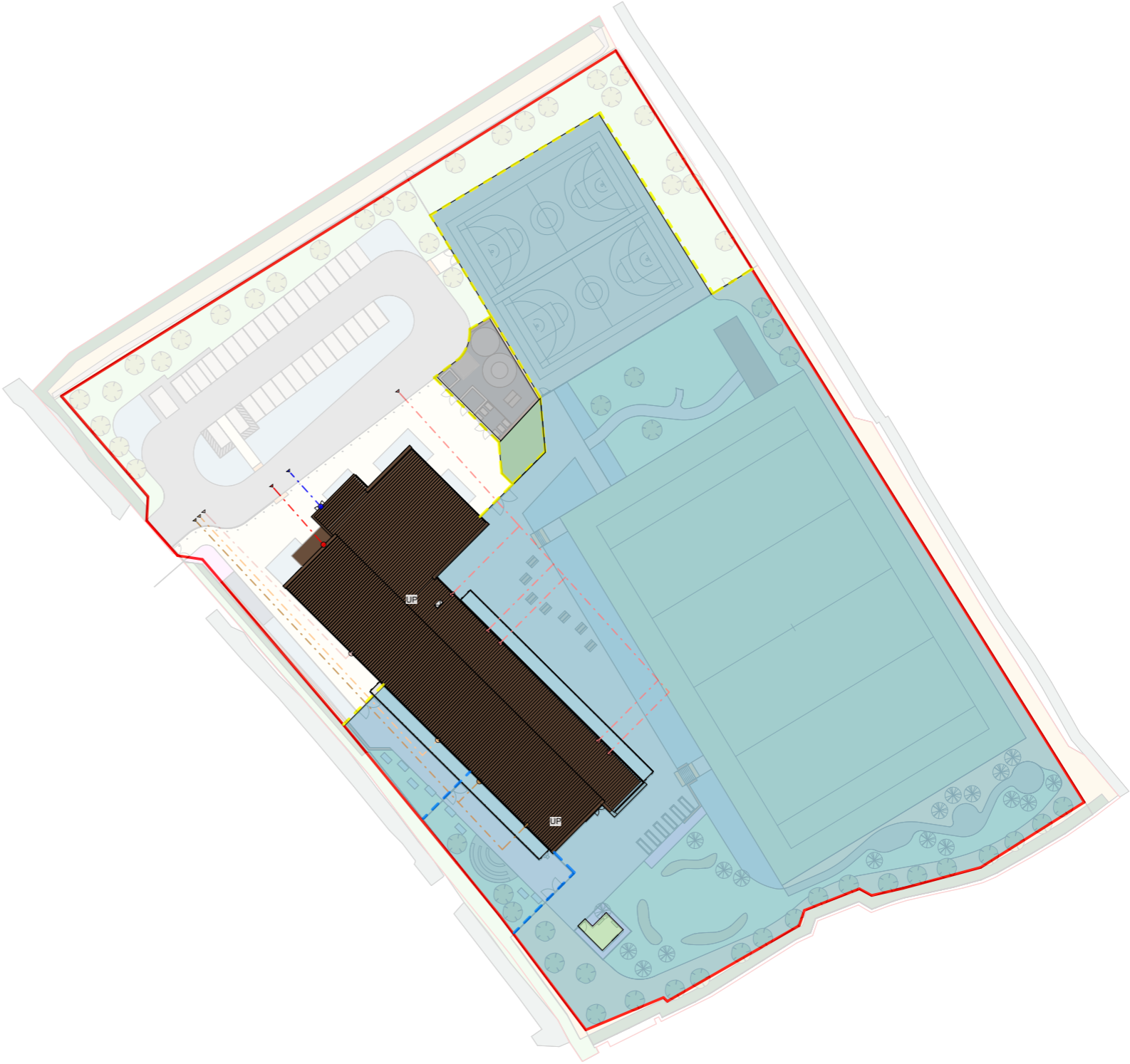
School Use

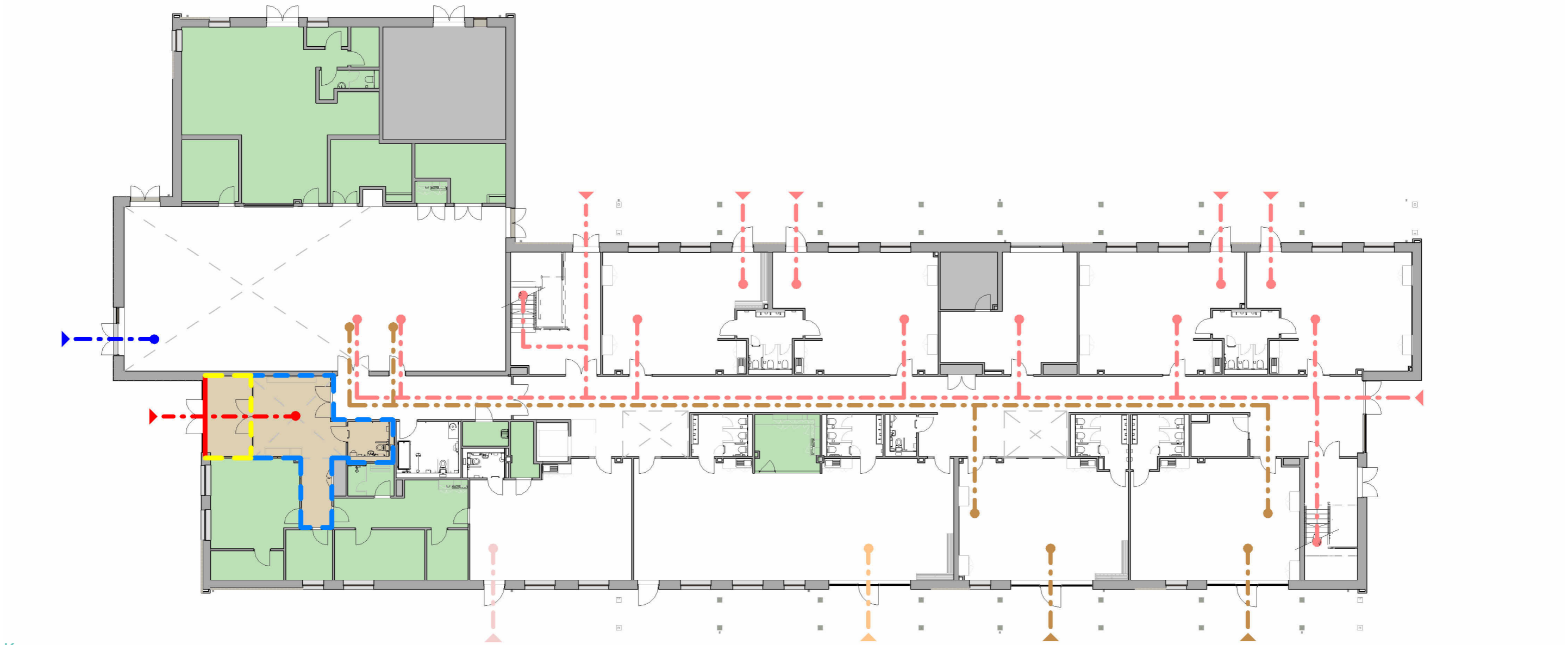
During school hours the pupil areas will be located behind a series of secure lines.

At the start and end of the school day pupils will be supervised by school staff as they enter / exit the external pupil area, from this point pupils will go directly to their respective classrooms. Nursery & Reception pupils will enter the external pupil area via the gate adjacent to the West elevation, whereas Infant & Junior pupils will utilise the gate adjacent to the East elevation.

Key

- Primary Secure Line
- Secondary Secure Line
- Tertiary Secure Line
- Pupil Areas
- Staff Access
- Plant Access
- Visitors & Staff
- Breakfast & After School Club
- Immersion Unit
- Nursery Pupils
- Reception Pupils
- Infant / Junior Pupils





Key

Primary Secure Line

Secondary Secure Line

Tertiary Secure Line

Visitor Access

Staff Access

Plant Access

Visitors & Staff

Breakfast & After School Club

Immersion Unit

Nursery Pupils

Reception Pupils

Infant / Junior Pupils



Key

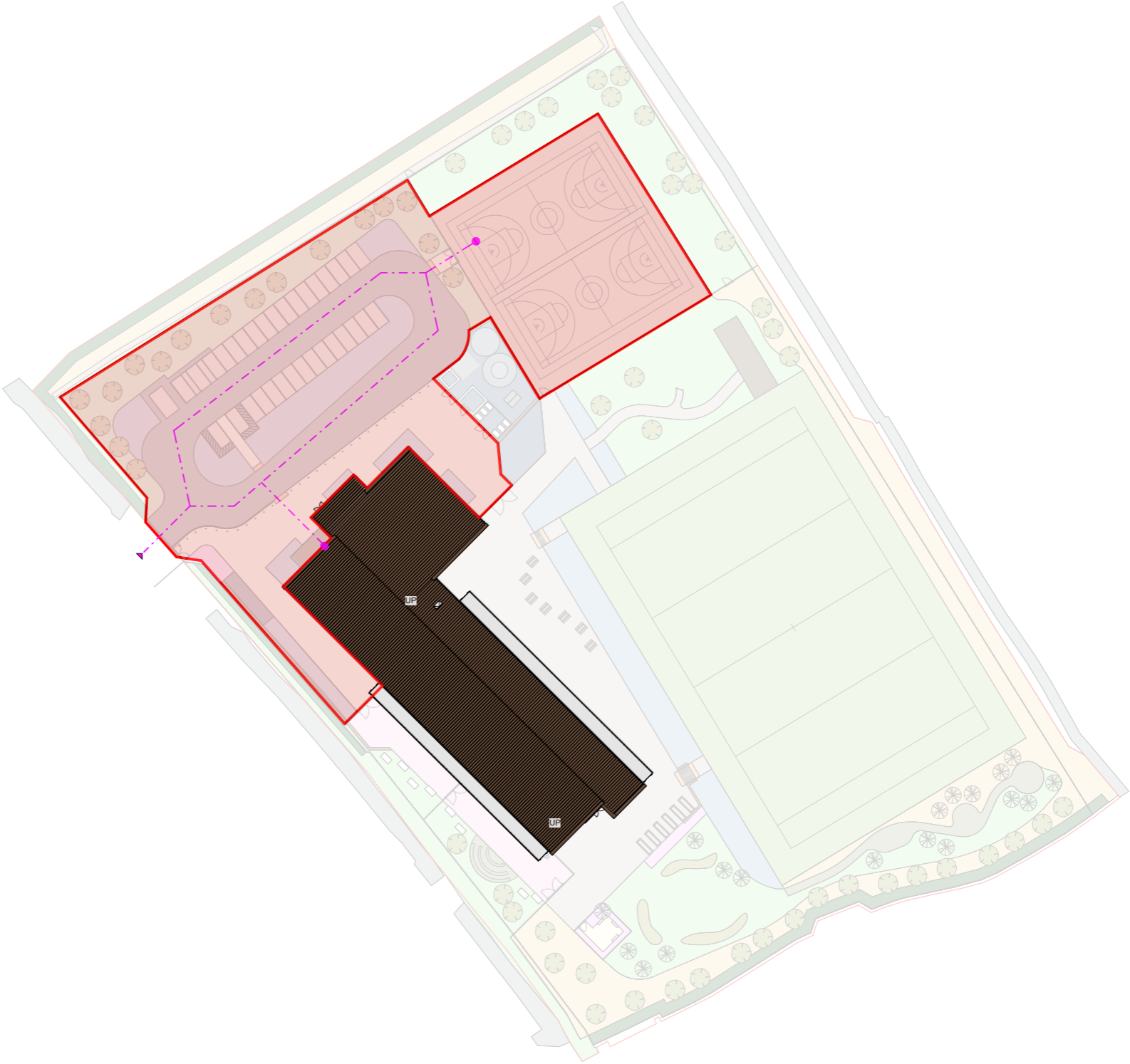
- | | | | | |
|-----------------------|----------------|-------------------------------|----------------|------------------------|
| Primary Secure Line | Visitor Access | Visitors & Staff | Immersion Unit | Reception Pupils |
| Secondary Secure Line | Staff Access | Breakfast & After School Club | Nursery Pupils | Infant / Junior Pupils |
| Tertiary Secure Line | Plant Access | | | |

Community Use



There is an opportunity for site and building areas to be used by the community out of school hours.

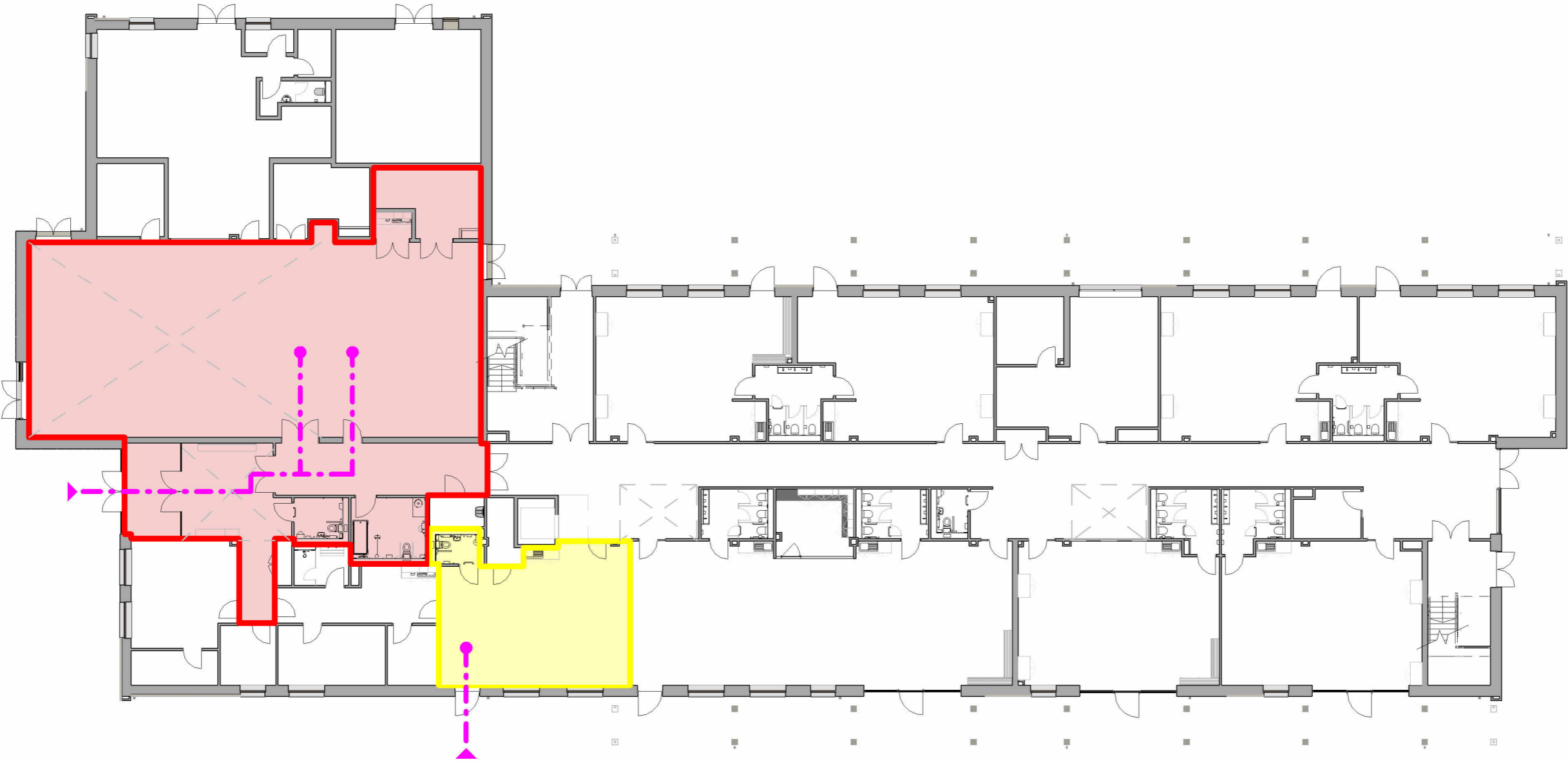
The MUGA, Sports Hall, and Studio space offer greater physical educational opportunities and allow the local community to engage directly with the proposed Primary School.

For this reason, facilities earmarked for community use have been strategically located near the main entrance and proposed car park. As a result, both internal and external pupil areas remain secure out of school hours.



Key

-  Community Access
-  Community



Key

- Community Access
- Potential Community Access
- Community

08

Appendices

