



Figure 5.105: Primary School key grouping illustrative aerial view

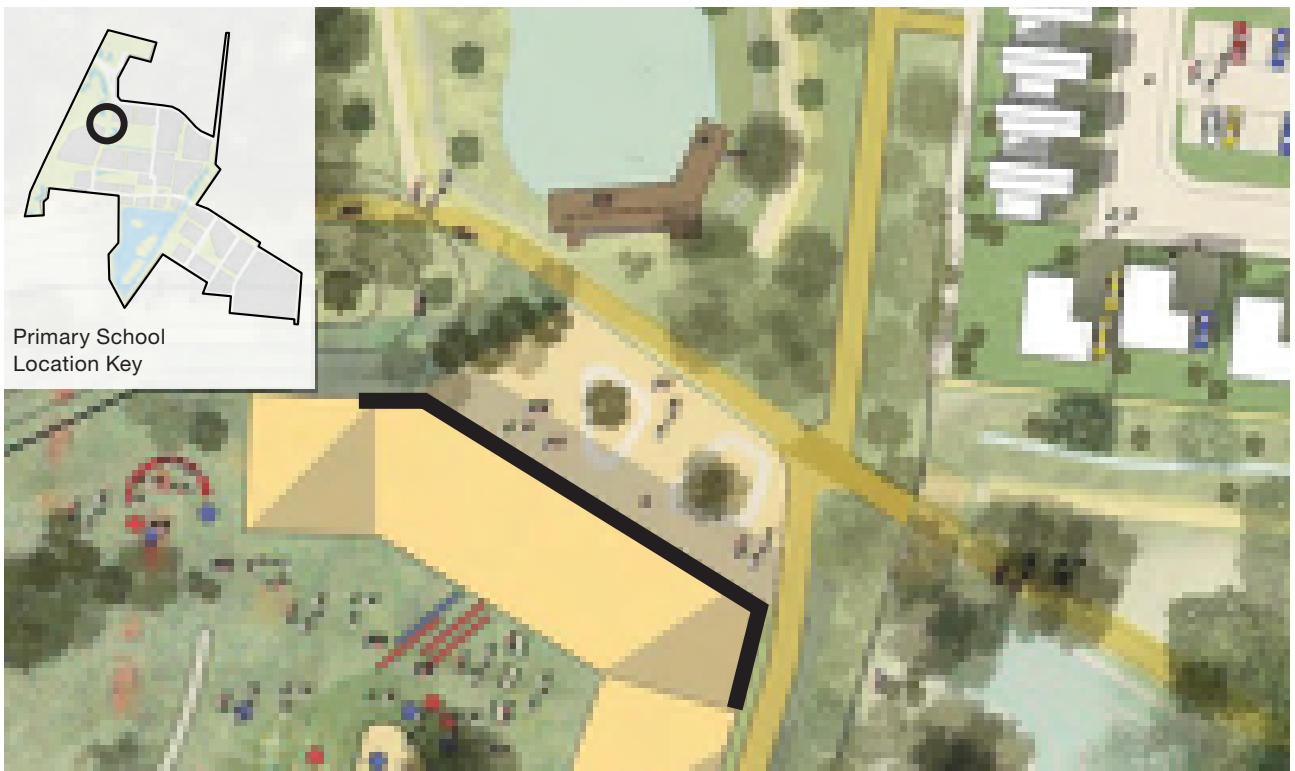
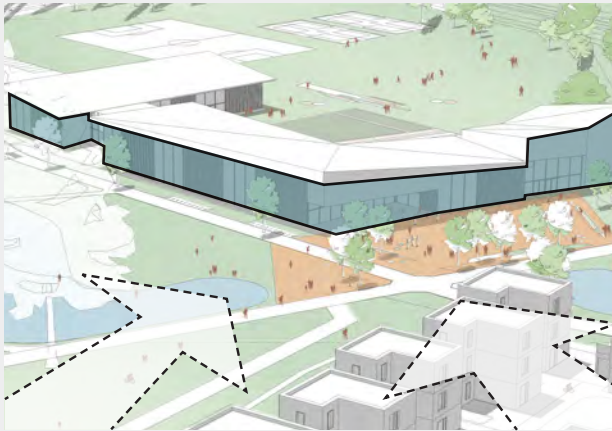


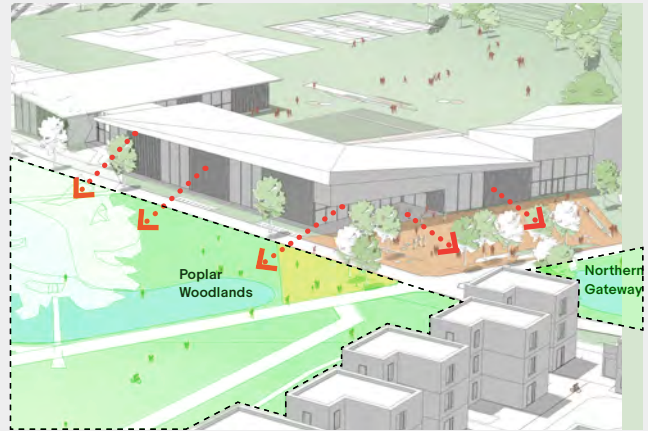
Figure 5.106: Primary School key grouping illustrative plan

Figure 5.107: Primary School



Frontages and Key Vistas

- Buildings heights and facades **must** respond to the key vistas from the Northern Gateway and the Waterbeach Woods by having the highest parts of the building (such as the main hall) and the main elevations orientated towards these spaces
- Where built frontage extends south adjacent to Poplar Woodlands it **must** be continuous and **must** provide a secure perimeter holding the edge of the pedestrian / cycleway (i.e. not be set back behind a fence)

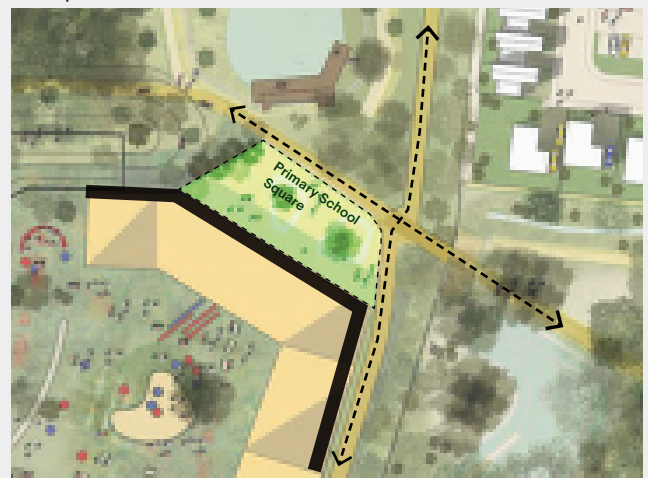


Response to landscape and public realm

- The main entrance to the school **must** be from the public square, if community use of the school is pursued this **should** also access via the public square
- The school building **should** make the most of the surrounding landscape and public realm, by providing overlooking and activation as much as possible



Along the street, the school building **should not** be set back behind a fence



Primary School Square

- The square extents **must** consider pedestrian and cycle desire lines and provide appropriate separation between standing/sitting down areas and movement corridors
- It **should** be designed as a predominantly open and hard surfaced in character to allow for multi-use of the space (see Section 4.4.1)
- It **must** be designed in accordance with best practice inclusive accessible design principles to cater for all ages and abilities
- It **must** follow Secured by Design design principles
- It **should** include formal seating, appropriate street furniture and lighting to ensure usability throughout the day



School building holding the edge of the street



School building holding the edge of the public realm

- Roof line
- ▬ Key frontage
- ↔ Visual links
- ↔ Movement links