

WELCOME

WE ARE DELIGHTED TO PRESENT THE PROPOSED NEW SCHEME FOR BRADFIELDS ACADEMY.

Bradfields Academy is an all-through SEND school for 444 pupils, in Chatham, Kent. There will be no material increase in pupil numbers beyond the existing approved capacity. The nature of the scheme is a new replacement teaching block replacing most of the existing blocks within the existing school site. In recent years, some of the school buildings had to be demolished due to RAAC issues. This required for some of the pupils to move into temporary accommodation. The aim of the project is to consolidate the buildings and return pupils to new, purpose-built facilities to support their education. The scope also includes associated landscaping and external works. The school use, age range, and SEND focus remain unchanged in the new provision.

BAM Construction and the design team are proposing to deliver the new teaching block through DfE funding with the input from Bradfields Academy, Fortis Trust, Kent County Council and Medway Council.

The proposed scheme will deliver a modern, purpose-built teaching block that provides excellent teaching spaces internally and externally, optimised for learning. The proposed building is designed to achieve Net Zero Carbon in Operation, in line with current Department for Education guidance. This will be achieved by building a thermally efficient fabric, utilising solar panels on the green roof, ground source heat pumps, and mechanical ventilation units with heat recovery.



INTRODUCTION

Bradfields Academy
February 2026
Public Consultation



Existing Wider Site



- Site Boundary
- Vehicle Access
- Larger (B) Roads
- Bus Stop
- Nearby Schools & Nurseries
- Existing Playing Field
- Public Green Spaces

Key Points

Bradfields Academy is located in Chatham, with Inspire Academy and The Rowans AP Academy to the North. Walderslade Girls' School and Greenacre Academy is to the South of the site. Residential properties lie to the East and West.

The site has a single access point off Churchill Avenue. There is also a pathway through the site from the south to north. This access allows Walderslade Girls and Greenacre Academy to access their playing field at the north of the Bradfields site, and will be retained and maintained throughout the construction phases.

The site steeply inclines from the entrance up to the school grounds at approximately a 1: 16 slope, influencing the access and levels strategy.

Currently, the associated external works also includes a Sensory Garden and Artificial Grass Pitches to allow for Boccia and 5-a-side football to be played.

Existing School Site



- To Be Demolished
- To Be Retained
- Main Entrance
- Vehicular Access
- Primary Pedestrian Access
- Site Boundary
- Pathway for adjacent Schools to access playing fields
- Noise Sensitive Boundaries
- Potential Overlooking
- Slope Direction
- Memorial Tree
- Prevailing Winds



Existing School Site Entrance



View Towards EFAE



Existing Arts Display



View from School to Churchill Avenue

SITE ANALYSIS

Proposed Site



Key:

- Development Boundary
- Ownership Boundary
- Existing Retained Buildings
- Pedestrian Tarmac
- Vehicular Tarmac with Line Markings
- Slab Paving
- All Weather Pitches with Line Markings
- MUGA with Line Markings
- Ramps & Steps with Handrails and Hazard Paving as Appropriate
- Primary External Spaces
- Secondary and Sixth Form External Spaces
- Pine External Spaces
- Maple External Spaces
- Existing Trees
- Proposed Trees
- Proposed Orchard / Fruit Trees
- Existing Trees to be Removed
- Shrub / Sensory Planting
- Hedges
- Wildflower and Meadow Grass
- Flower-rich Amenity Grass
- Sports Pitches (Retained) with Line Markings

- 1 Entrance walk and landscape area with gates
- 2 School drop off and hard play area for Primary pupils
- 3 Primary play equipped area with canopy
- 4 Secured external spaces for Primary with canopies
- 5 Game court (MUGA) containing:
 - basketball
 - netball
- 6 Primary soft informal play area and informal habitat walk
- 7 Canopy / walkway link between buildings
- 8 External dining spaces
- 9 Secured external space for Maple
- 10 Secured external space for Pine with canopies
- 11 Outdoor construction training space with canopy
- 12 Visitor and staff parking
- 13 Bin store adjacent to kitchen
- 14 Service yard with storage container
- 15 Garden area containing:
 - Reading / story garden
 - Outdoor classroom
 - Sensory garden with direct sunlight access
 - Sound play equipped space
 - Quiet social area
- 16 Secured external space for Secondary / Sixth Form
- 17 Horticulture area with raised planting beds, relocated polytunnel, and greenhouses
- 18 Soft PE area with
 - Trim trail and outdoor fitness equipment area
 - 9-a-side football pitch
 - 200m running track /
 - Long jump area and landing pit
 - Rounders
 - Archery area
- 19 All weather pitches - 5-a-side football and Boccia pitch
- 20 Retained and protected broad leaved woodland
- 21 Orchard area to provide learning resource and habitat refuge

Key Points

The landscape proposal seeks to create a safe, engaging, and well-organised external environment that supports learning, play, and wellbeing across all age groups.

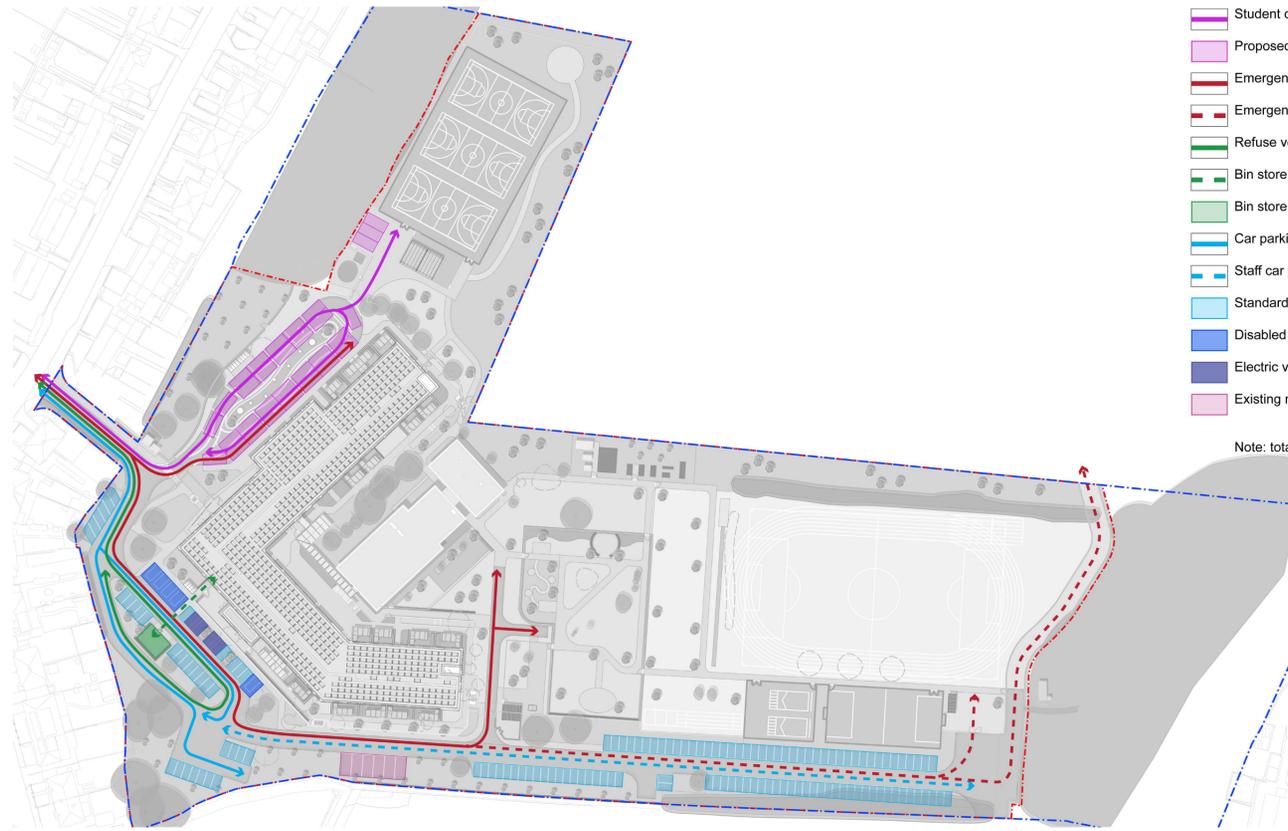
In line with the Academy's vision, each ground floor Primary and Pine classroom has been designed with its own secure outdoor area, located within its designated zone. In addition, dedicated external play spaces are provided for Maple, Sixth Form, and Secondary pupils, allowing for clear supervision and enabling different cohorts to access outdoor spaces independently, avoiding potential conflicts.

The landscape design and new school building give consideration to the surrounding residential properties. The new building placement is further away from the boundaries than the previously demolished teaching block. Further planting has been added to create a green buffer between the school building and residential properties.



PROPOSED SITE MASTERPLAN

Vehicular Access



- Student drop-off route
- Proposed drop-off bays for 31no. vehicles - bays 7.5 x 3.5m
- Emergency vehicle access
- - - Emergency and maintenance vehicular access to playing field
- Refuse vehicle access route
- - - Bin store access from kitchen
- Bin store - 60m2
- Car parking access route
- - - Staff car parking access route
- Standard parking bays - 20no. new / 113no. existing = 133no. total
- Disabled bays - 5no. new bays
- Electric vehicle charging bays - 4no. new bays - using 2no. chargers
- Existing minibus parking bays - 1no. new / 5no. existing = 6no. total

Note: total of all designated car parking bays is 142no.

Key Points

The access to and around the school site is designed to support safe, efficient movement while prioritising pupil and staff wellbeing and maximising the quality of external spaces. The drop-off area has been designed to function as an additional play space for primary pupils during school hours, maximising the amount of usable external space. This area will have green features and line markings to avoid the feel of a car park. The space beyond the drop-off/pick up and primary play is a green space to create better screening to the residential properties along Churchill Avenue. The overall parking allowance on site will remain unchanged.

Drop-off and Primary Play Visual and Plan



Visitor Access and Drop-off



- Visitor pedestrian access - level approach once inside site
- - - Visitor pedestrian access - alternative stepped route
- Main Entrance - visitors and staff
- Student drop off and circulation
- - - Student arrivals by foot in to drop off area
- Student Entrance - secondary and sixth form
- Student Entrance - primary
- Staff access from car parking
- Visitor cycle access route
- - - Staff cycle access route
- Cycle storage areas - 30 cycles in 3 shelters
- Right of way for Greenacre-Walderslade Academy



ACCESS, PARKING AND TRAVEL

Ground Floor General Arrangement Floor Plan



Key Points

The main entrance and service areas, including the kitchen and key plant spaces, are positioned on the north-western side of the new building, adjacent to the car park. This location provides convenient access for deliveries and maintenance while remaining outside the school's secure boundary.

During feasibility stages, Bradfields Academy highlighted the importance of separating spaces based on 'communities of learners'. Communities and classroom suites have been clustered to align to the schools desired adjacencies, with severe needs suites being on ground floor including Primary and PMLD suites. All general teaching classrooms that are located on the ground floor have direct access to outdoor areas.

Given the needs of the school cohort, learning support spaces have been evenly distributed around the building. Generally, therapy, sensory and medical treatment rooms are clustered centrally for ease of access to the whole school. In addition, each department includes a dedicated 'calming suite' with small breakout spaces to support pupils in taking time out and self-regulating.

Interior Visuals

Informal Dining Area



Classroom



PROPOSED GROUND FLOOR PLAN

First Floor General Arrangement Floor Plan



Key Points

At first floor there are a variety of practical spaces including a science suite, two art rooms and a work related learning suite, to provide all pupils with high quality learning spaces.

The library is located on the western side of the building and benefits from a dual-aspect arrangement, which provides good levels of natural daylight and looks out over the main entrance and car park. The library is well integrated within the wider school layout, and is designed to provide a calm internal environment suitable for study and learning.

To ensure comfort and accessibility for all users, the number and size of toilet and lift facilities have been determined by DfE guidance, based on the combined occupancy of the new build and the existing school block. This ensures the provision fully meets the needs of the school community.

Interior Visuals

Main Hall

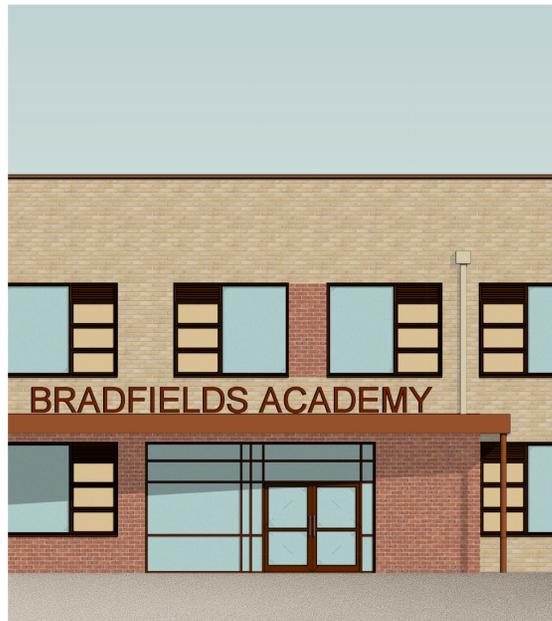


Library

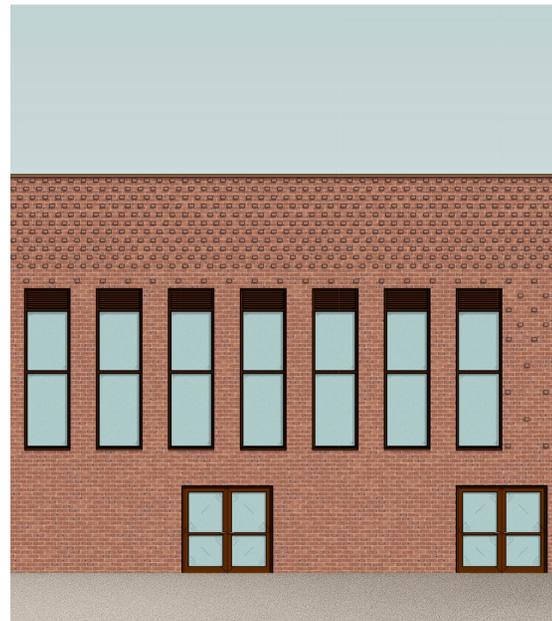


PROPOSED FIRST FLOOR PLAN

Elevations



External Elevation - buff brick with red brick plinth detail



Main Hall - red brick with standing header detail



Internal Courtyard Elevation - buff brick with grey plinth detail



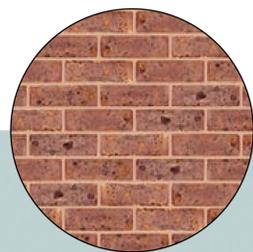
Key Points

The massing of the new building is predominantly two storeys in height, with a single-storey dining hall. This lower volume responds sensitively to the residential properties to the west of the site. The large spaces project out from the main building line and help to break up the overall mass, creating distinct visual markers aiding wayfinding for students and visitors as they move around the school.

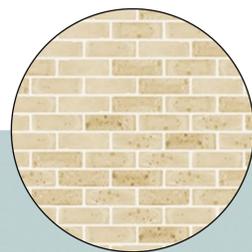
The new school building is offered to be full brickwork, with a protruding brick detailing to the first floor of the main hall mass to enhance its prominence and bring some interest to the volume.

The windows in each classroom space have been grouped together utilising the darker red coloured brick between windows on the outer elevation, and a grey brick plinth detail on the internal courtyard elevation. This will add some interest to the facade treatment, help pupils to orientate themselves and break up the overall volumes.

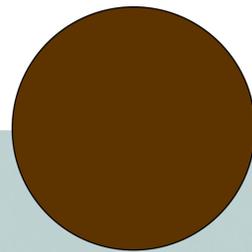
The materiality and colours for external appearance were welcomed by the school and reflect the local vernacular of Chatham. They have also been selected to complement the retained EFAE. The large spaces, such as main hall and dining, are signified with red coloured materials. The main teaching block has buff brick, similar to the existing materiality. The colour accents of grey and red brick are used to bring the campus together.



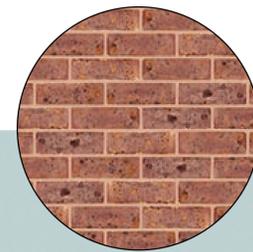
Red brick with brick detailing



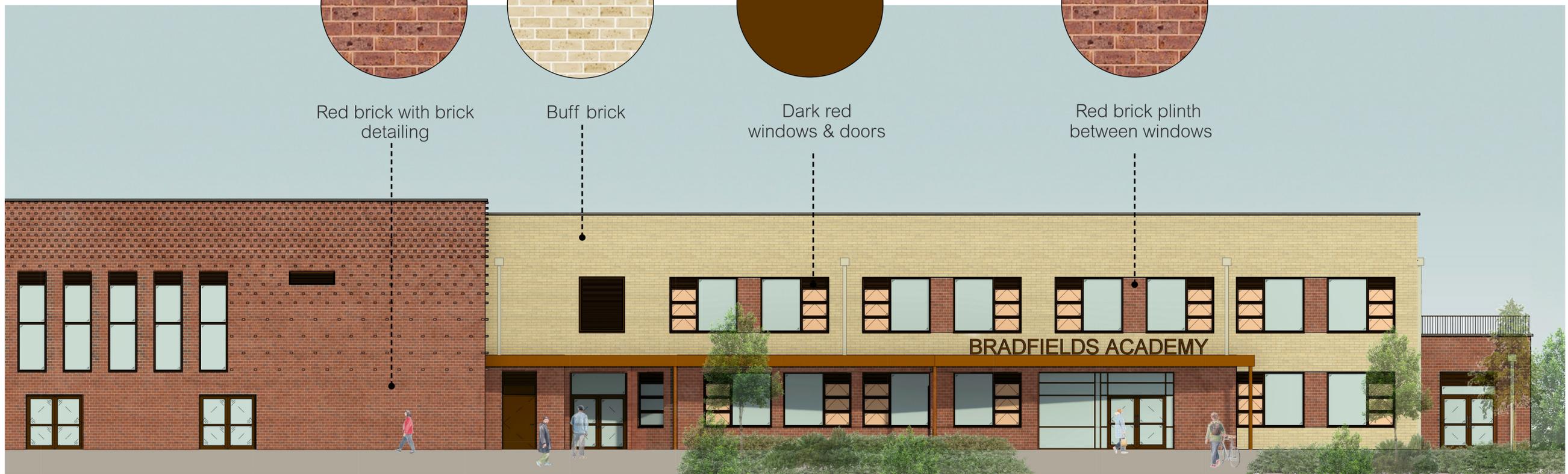
Buff brick



Dark red windows & doors



Red brick plinth between windows



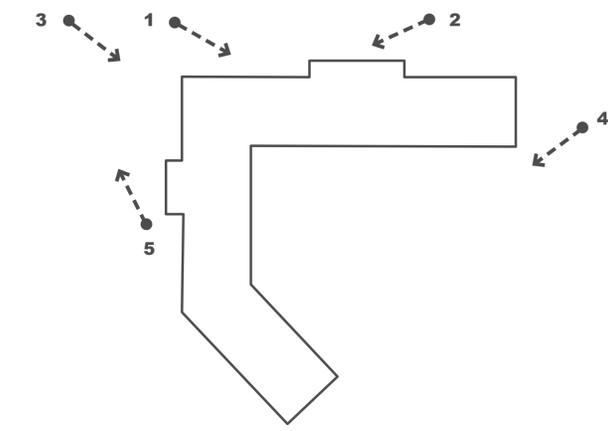
Main Entrance Elevation

MATERIALS AND ELEVATIONS

1. Main Entrance



2. Main Hall External



3. Aerial View



4. Aerial View

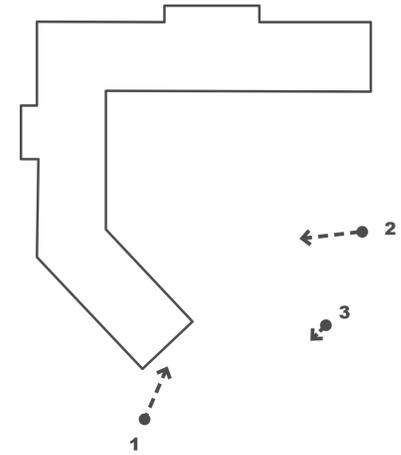


5. External Dining



EXTERNAL VISUALS

1. Aerial View



2. Sensory/Reading Gardens and External Play



3. Playing Fields



EXTERNAL VISUALS

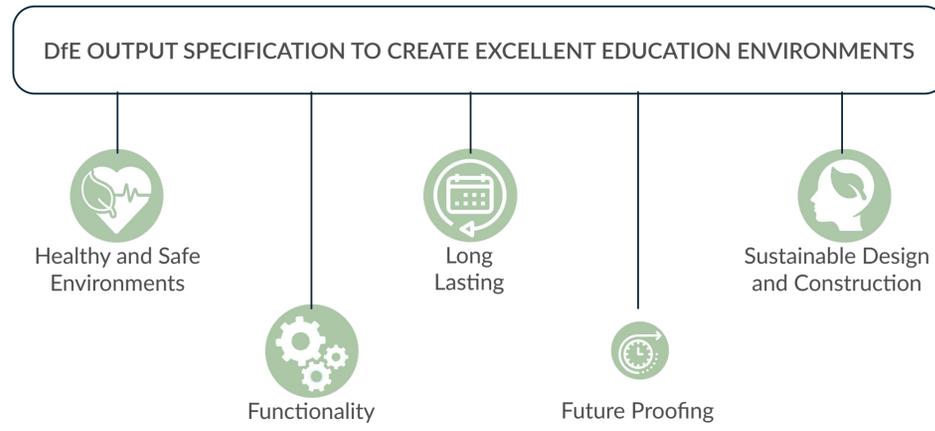
Sustainability

Compliance with Building Regulation Part L 2021

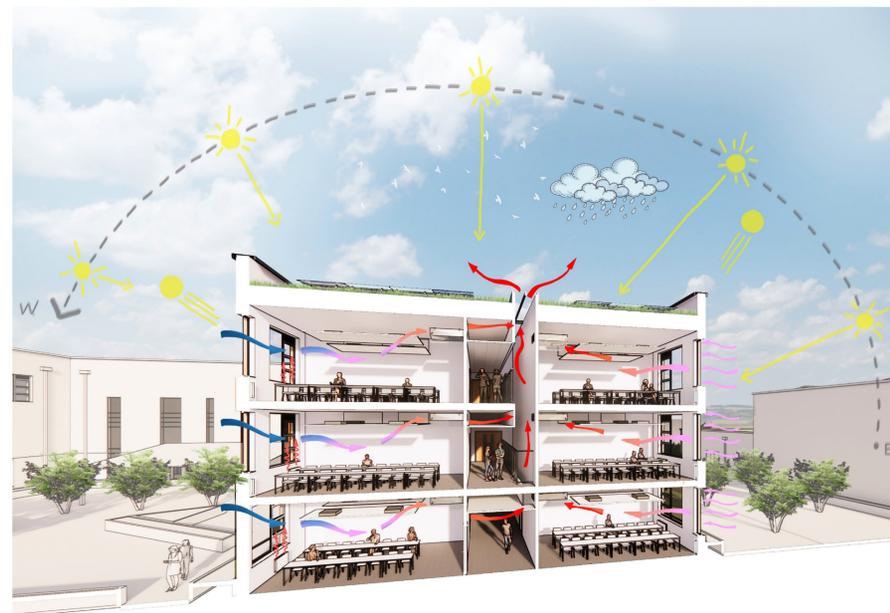
- Fabric First Approach**
 - Very high levels of insulation
 - High performance construction
 - Solar control glazing to reduce unwanted solar gain
- Ventilation Strategy**
 - Mixed mode system
 - Cross ventilation with open-able windows and stack ventilation
 - Hybrid mechanical ventilation units with heat recovery
 - Full compliance with Department for Education overheating requirements
- Heating Strategy**
 - Ground Source Heat Pump system
 - Maximising thermal mass in the building
- PV Strategy**
 - Double row of PVs to maximise area of PVs on roofs
 - Space between rows for green roof
- Net Zero Carbon in Operation**
 - Electricity generated = electricity consumed
- Adopting the:**
 Be Lean
 Be Clean
 Be Green
 - Use less energy
 - High efficiency services
 - Renewables



DfE Sustainability Principles



Sustainability Principles Building Section



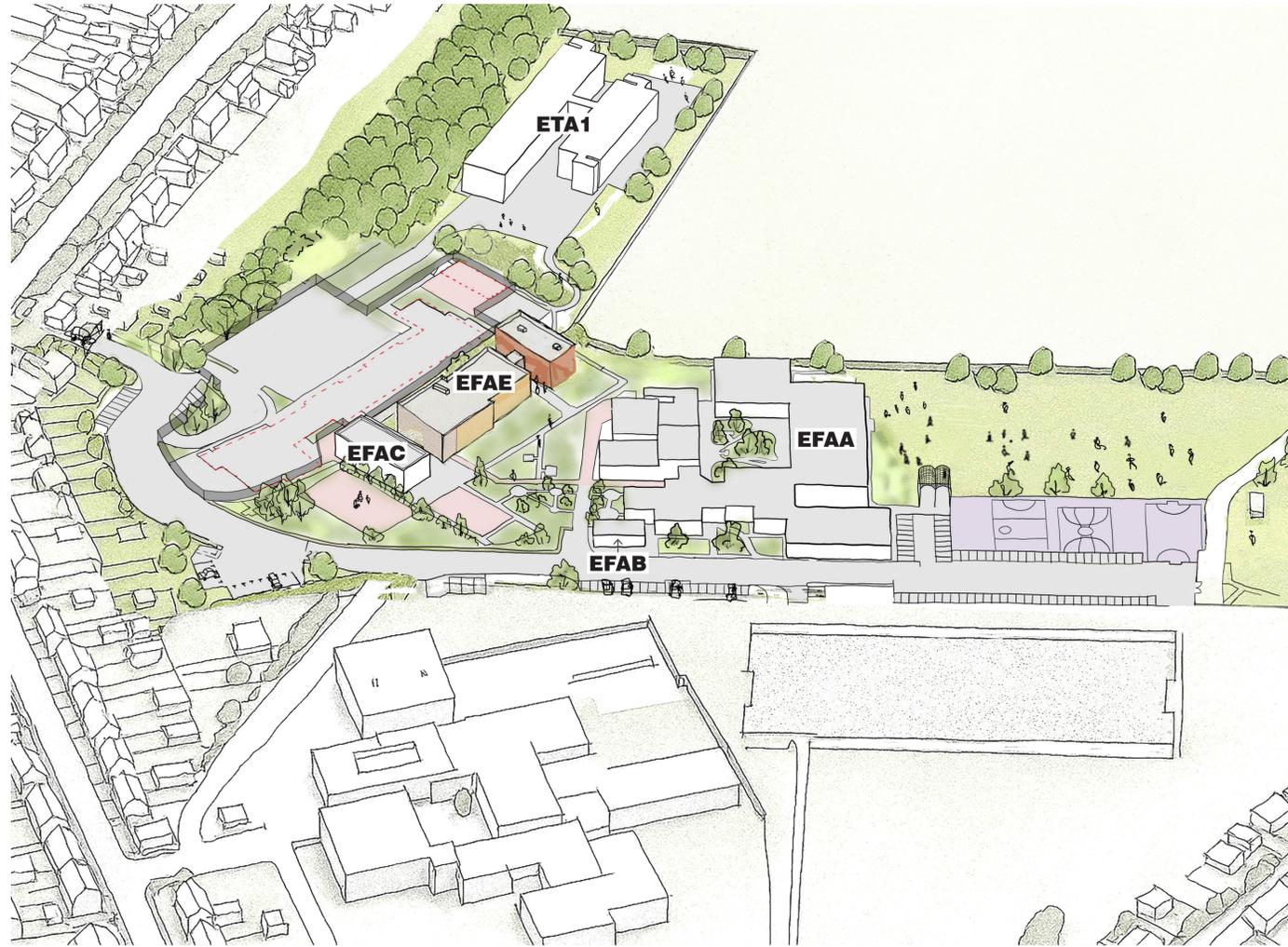
Key Points

The new school building is designed to combine a fabric-first approach with efficient building services to significantly reduce energy demand and overheating risk. Renewable technologies and efficient ventilation strategies work together so that the building generates as much electricity as it consumes, delivering a low-energy, future-ready learning environment.

SUSTAINABILITY

Proposed Works

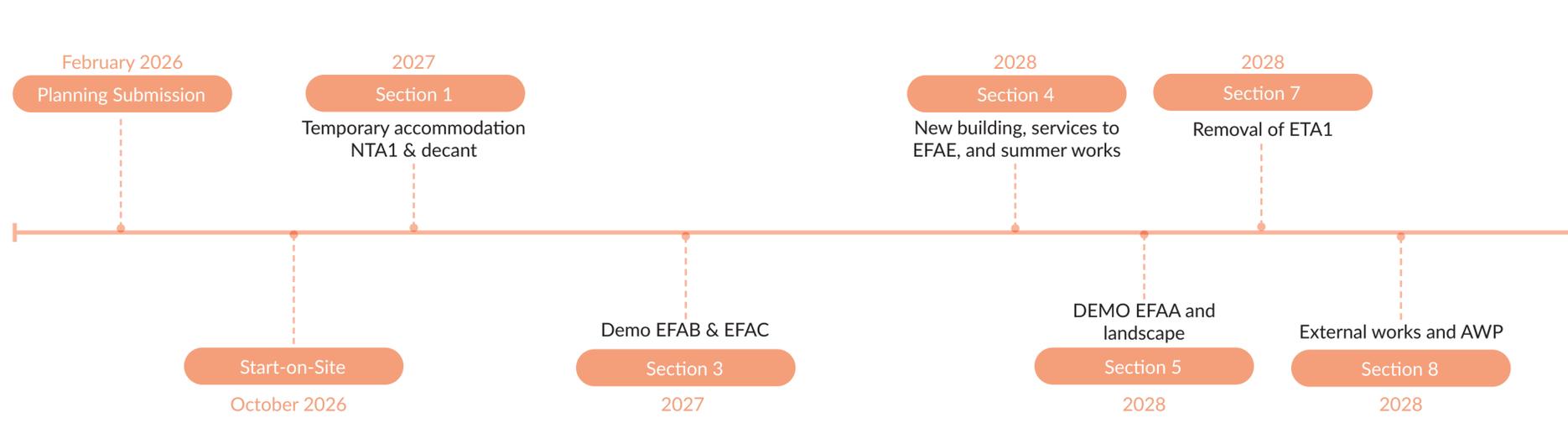
Existing



Proposed / Demolished



High Level Programme Timeline



Key Points

- Works will follow agreed construction hours
- Deliveries will be managed to avoid school start/finish times to limit congestion
- Dust, noise and mud will be controlled through standard mitigation measures
- Pupil safety will be managed through clear separation between construction zones and school zones and there will be a named contact for construction related concerns

NTA1 - New Temporary Accommodation 1
 EFAB - Existing Block B
 EFAC - Existing Block C
 EFAE - Existing Block E, to be retained
 ETA1 - Existing Temporary Accommodation 1
 AWP - All Weather Pitch
 NTB1 - New Teaching Block 1

PROPOSED WORKS AND MILESTONES



THANK YOU

WE HOPE YOU HAVE ENJOYED SEEING THE PROPOSED SCHEME FOR BRADFIELDS ACADEMY.

YOUR FEEDBACK IS WELCOME. PLEASE HEAD TOWARDS THE FEEDBACK TABLE OR SCAN THE QR CODE BELOW TO COMMENT.

SUGGESTIONS WILL BE CONSIDERED AS THE PROJECT DEVELOPS AND IS SUBMITTED FOR PLANNING.



FEEDBACK AND NEXT STEPS

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