Design for a Post-Primary School
Kingswood, Tallaght 2012

Awarded Entries
Awarded Entries

COMMENDED - STAGE 1

de Paor Architects
Gilroy McMahon NPS GROUP
KMD Architecture

SHORTLISTED

Michael Kelly, Architect
BDP
Grafton Architects

2ND PLACE (joint)

Coady Partnership Architects
de Blacam & Meagher Architects

WINNER

ARPL Architects
COMMENDED - Stage 1

de Paor Architects
Partially exposed concrete ceiling of DRAGONS DEN INNOVATION & BUSINESS.

Windows provide for secure night time natural ventilation.

North facing classrooms look onto trees that catch sunlight.

East / West facing facades.

South facing façade incorporates Smart sectioning and controlled vent chimneys provide excellent controllable natural ventilation.

PLANET EARTH ENVIRONMENTAL AWARENESS

HOW STUFF WORKS, DISCOVERY WORKING IN GROUPS - MULTI DISCIPLINE SHeltered SCIENCE & TECHNOLOGY

LINEAR WORKSHOP PROVIDES SPACES FOR STUDENTS TO PUT THEORY INTO PRACTICE

LINEAR WORKSHOP - SOCIAL & CULTURAL SPACE

WELL BEING - PHYSICAL & MENTAL

Classroom Staff

Classroom

WC

Classroom

Classroom

Maths

ART, DRAMA, MUSIC WORKSHOP & STREET THEATRE

Social Classroom

Double Classroom

Classroom

Group Classroom

Lecture Room

Religion Classroom

Past. Store

Past. Social Classroom

Past. Science Laboratory

Past. V. Principal

Classroom

Library

Learning Space

Learning Space

Learning Space

Fish Hatchery & Amphibians

Natural Obstacles

Cycle Route & Natural Path

Fitness Trail

Running, Jogging

SPORTS ZONE - CROSSOVER BETWEEN PRIMARY & SECONDARY SCHOOLS

POST PRIMARY SCHOOL ARCHITECTURAL DESIGN COMPETITION KINGSWOOD, TALLAGHT

COMMENDED - Stage 1

Gilroy McMahon
SHORTLISTED

Michael Kelly, Architect
Kingswood Post Primary School

"All learning starts with conversation."
John Seely Brown

Our concept is based around the use of the courtyard model. The school is designed to allow many alternative opportunities for structured and informal learning, by the creation of different teaching settings for group and individual study.

Kingswood School is also intended as a new centre for the local community. The school’s civic identity is demonstrated by the pupil’s arrival sequence. It creates a new informal town square for Kingswood adjacent to St. Kilian’s Primary School. The entrance is civic, inclusive and non-threatening.

Education is always on display.

Ground Floor Plan
First Floor Plan
Site Plan
Section A-A

SHORTLISTED
BDP

RIAI
The philosophy of this school is to provide places for the individual person and places for the group, places to be alone if you choose, and places to bump into friends, when you want to. The impact of focusing 1000 students into one precinct, has the potential to culturally relaxed. For example, we positioned the Music/Drama Area so that it can not where impromptu gigs can happen. Steps and a ramp provide casual seating, for unself-conscious participation. At another scale, we have grouped the Pastoral Office, where each of these special rooms could be treated as ‘snugs’, listening booths, etc.

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The intention of this proposal is to design a setting for the new school of appropriate scale and presence, within what is currently a relatively featureless site. The two points of access from the existing adjoining roads are circumstantial and neither makes for a avenue of plane trees in a shallow curve linking the existing roads at either end of the site, and that the school would have an address on this road. This would be a one-way road, with a drop-off lane along the left side.

Directly to the east of this new road, a lawn will set up the front to the new building. Pedestrian paths through the lawn provide links to the surrounding housing and gives them a direct route to the school, as well as subdividing the lawn itself.

This new arrangement of the site is intended to give some structure and clarity to it - to set up a clear front to the school, a single point of entrance, and a simple, safe access arrangement for cars.

The school is conceived as a modest brick building set back into the trees like a little monastery. The site layout also provides the framework to build another Community Building at the southern end of the site, to have two public buildings fronting onto a large lawn.

Inside, the plan of the building works as a 'C' shape, with three blocks of classrooms accessed via central corridors, day-lit from above. The circulation areas open up at the corners and the two ends of the building to provide informal social areas for the pupils. The dining area is at the end of the plan, facing south, back into the courtyard. The corridor to the classrooms on the upper level is offset from the one on the ground floor, allowing daylight from above to naturally light both levels.

Front Lawn
School Courtyard
Entrance Hall
Proposed Community Building
PE Hall
Fitness Suite
Construction Studies
Lecture Rooms
Special Needs Unit
General Classroom
Pastoral Care
Home Economics
Guidance Suite
Library
General Purpose / Dining

Courtyard plans have many associations with teaching and learning, be it a university quadrangle or the cloister of a monastery. In this instance, arranging the plan of the building around a central courtyard also helps to create a safe, sheltered and enclosed focal point to the school. Intended as a calm contemplative space which the classrooms look out onto during teaching time, it becomes animated as the entrance to the school in the morning. From the drop-off area along the avenue of plane trees, a path through the lawn leads to a single opening in an otherwise plain brick façade. The school clock marks the entrance though this opening and into the courtyard. To the left, the library sits as a pavilion in the courtyard, and straight ahead is the front door of the school, marked by the three storey volume of the Main Hall beyond.
2nd PLACE (joint)
Coady Partnership Architects
The traditional model of a post primary school involves rigid inter-subject separation, students moving to teachers and教育资源. This subject based arrangement creates a poor sense of belonging with its inherent problems of scale.

These clusters form the key elements of the school day. Specialist teaching spaces which require additional equipment are grouped with science, art, technical and physical education all given their own location.

The PE, social and staff support spaces are all grouped around the core and entrance to allow full community use of these key facilities without members of the public encroaching on the teaching and administration areas.

The resulting model building has a clear circulation pattern for each small building cluster with direct routes back to changing rooms.

Our proposals lay out the school as a small town plan with its main public facilities of library, hall and music room fronting onto the town square, small village greens offering light and greenery and a network of lanes and alleyways giving access to the collections of classrooms and social spaces.

There is a limited palette of materials - concrete and timber. Concrete structure and finishes. Glass reinforced concrete cladding to the front elevation. Timber cladding to the landscape elevations.

The environmental strategy includes high levels of insulation - radiators counter down draft. Solar shading eliminates overheating. Even natural light from windows and rooflights - sensor controlled low energy light fittings.

There is a conceptual layout with a formal frontage relating to public areas. Informal playgroud elevation informal play of streets and spaces. The classrooms and playground benefit from sun and shade.

The construction strategy includes no wet trades - precast concrete frame based on a 7 metre grid throughout. Precast finished floor structure - offsite fabricated timber external wall SIPS panels. Pre-installed windows in SIS panels. Limited standard window types. Metal studwork internal walls.

The AON RNWINNER ARPL Architects