



The School of Wonders

The School of Wonders is designed as a journey of growth, guiding pupils through the three milestones of primary education. Located in Southeast Faversham as an urban extension, the masterplan was born from a walk through the town. I was struck by the contrast between monochromatic structures and vibrant facades, a clash of single-material volumes and multi-material surfaces.

Inspired by how Faversham is divided into distinct sectors with varied planning arrangements, I envisioned this extension as a "miniature Faversham." The site is organized into sectors, each with its own specific tower, unique planning logic, and facade aesthetic. At the heart of the masterplan, where the aesthetics of every sector collide, sits the school. Its circular form is bisected by the main road and integrated with commercial space, creating a central hub that feels as though it is physically pulling the surrounding buildings toward it.

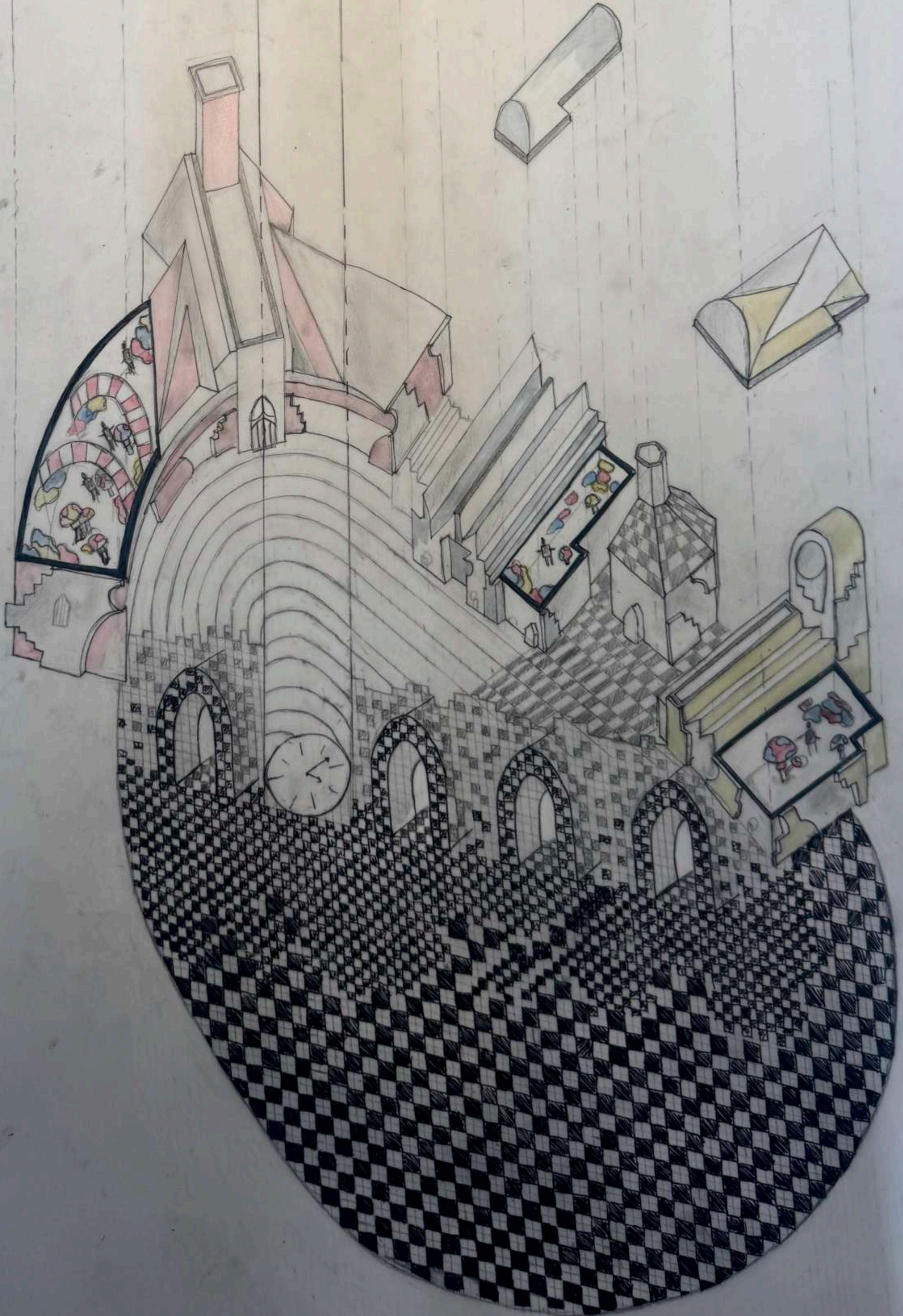
The school is placed at the center because education is the primary pillar of any community; it is the space that forms the pupil. Positioning it along the main road also strategically manages traffic flow throughout the site. Drawing inspiration from Aldo Rossi, the central sector's tower serves as a public library with a separate entrance. I also integrated Rossi's iconic theater steps, mimicking an Italian plaza. This allows the school to function as a "small city," where the plaza and public gallery act as the civic heart of the town.

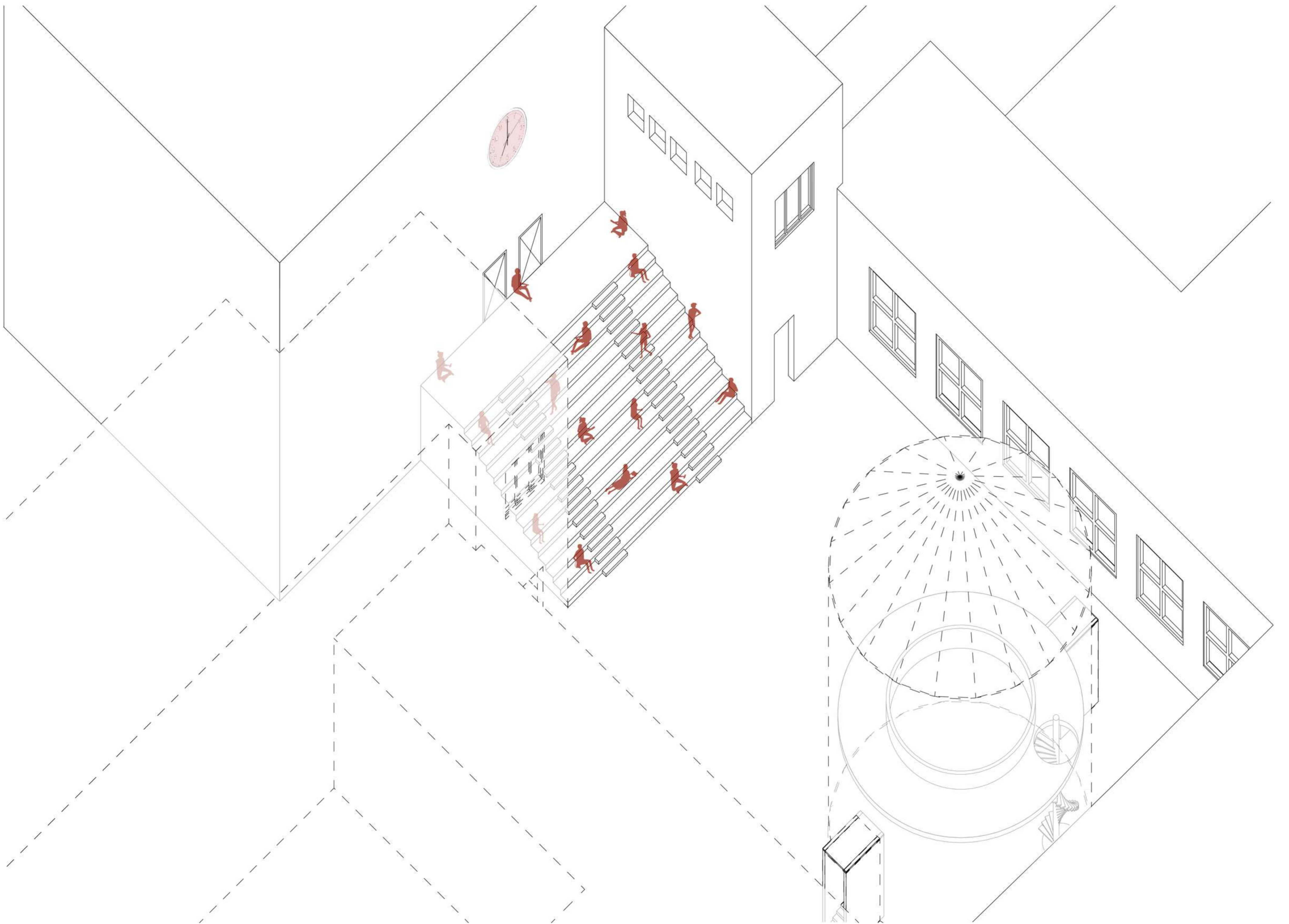
Influenced by Alice in Wonderland, I played with spatial distortion to make pupils feel empowered and adults feel small. "Rabbit holes", stepped circular outside seating, and small-scale gates allow only children to pass through specific thresholds. To visualize the "journey of growth," the three stages of primary school are split into three distinct buildings:

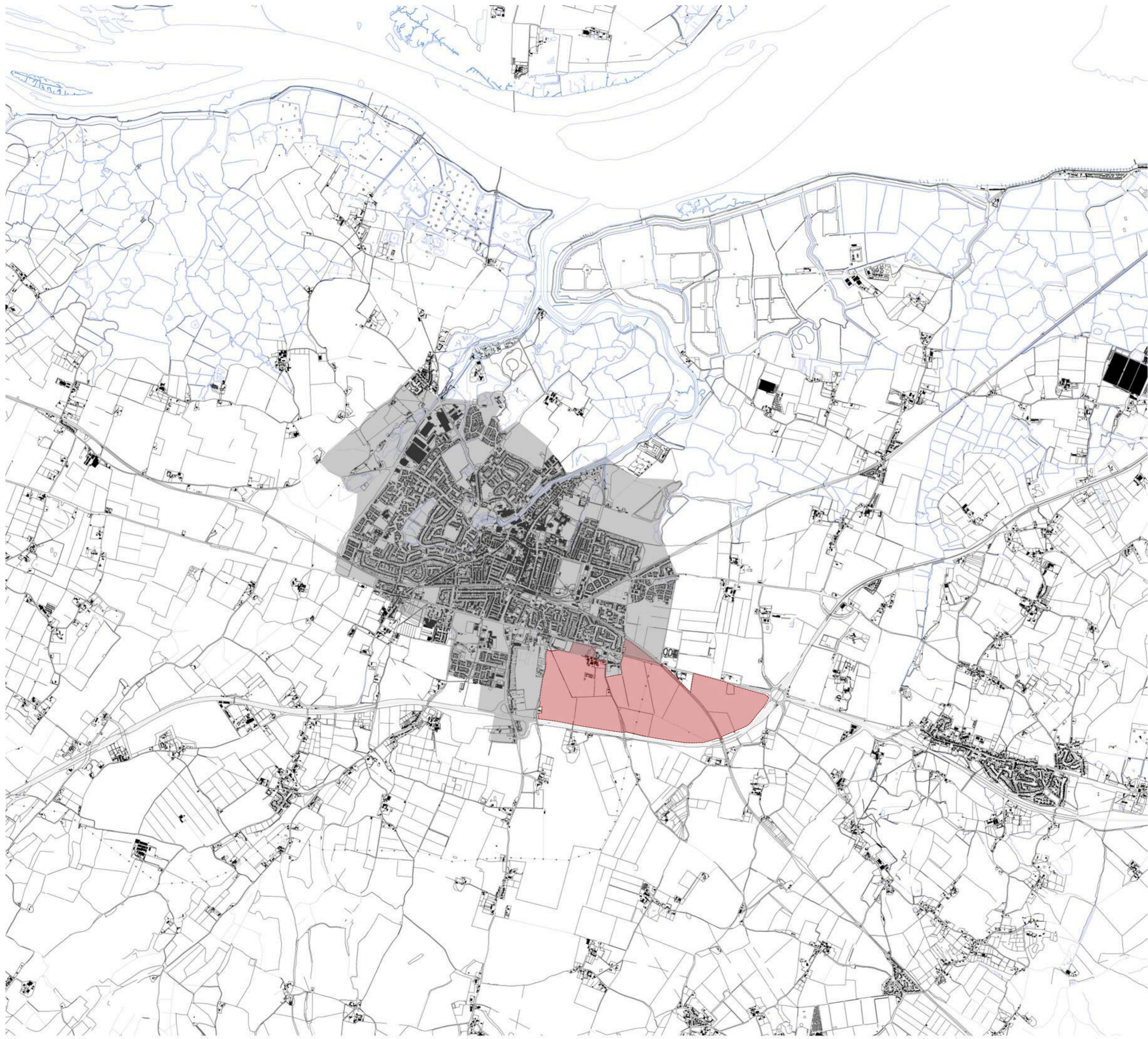
- Reception: The smallest volume, defined by the color Yellow.
- Key Stage 1: A mid-sized volume, defined by Blue.
- Key Stage 2: The largest building, defined by Pink, housing the canteen, music room, atrium, and sports hall.

The facades reflect the material contrasts of Faversham. Charred timber represents the forest where Alice was lost and the monochrome spaces of Faversham, while Terracotta panels, clashing in the center, represent the characters of the story and the colorful spirit of the town. In the playground, sculptural mushrooms provide shade, shelter, and space for play.

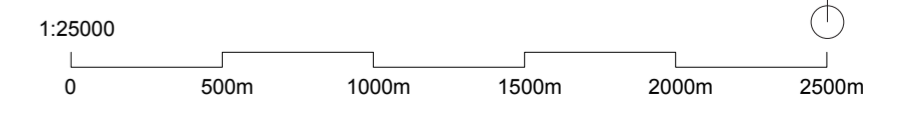
Ultimately, this school is a story. It is a place where every step has meaning, and the buildings themselves document the pupils' evolution from their first day to their last.



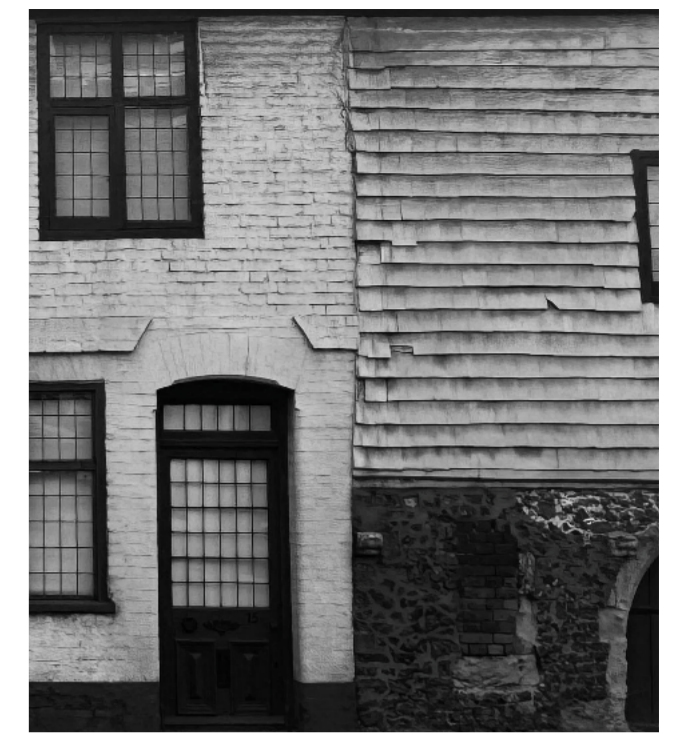




- The Site Boundary
- Faversham Boundary

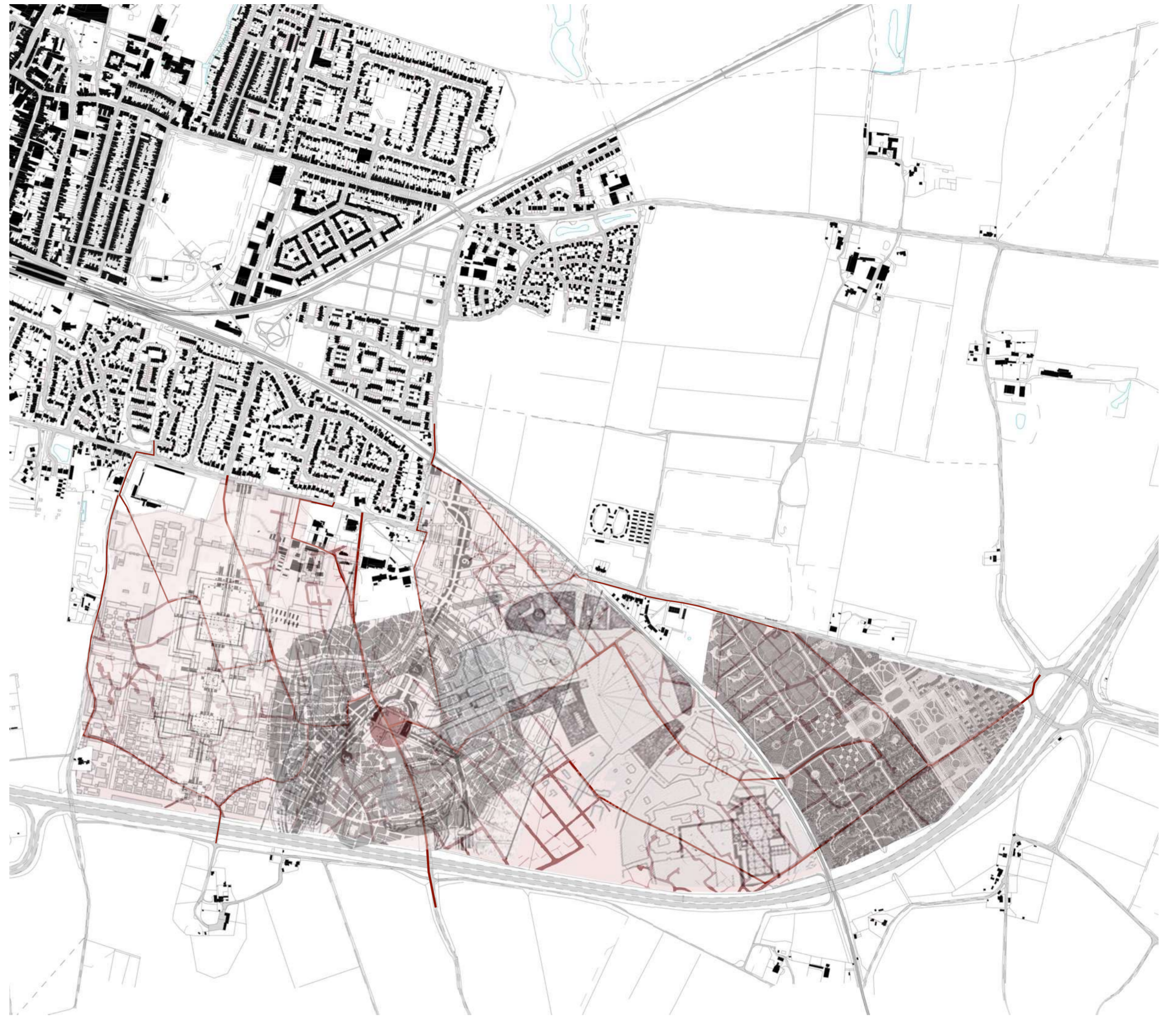
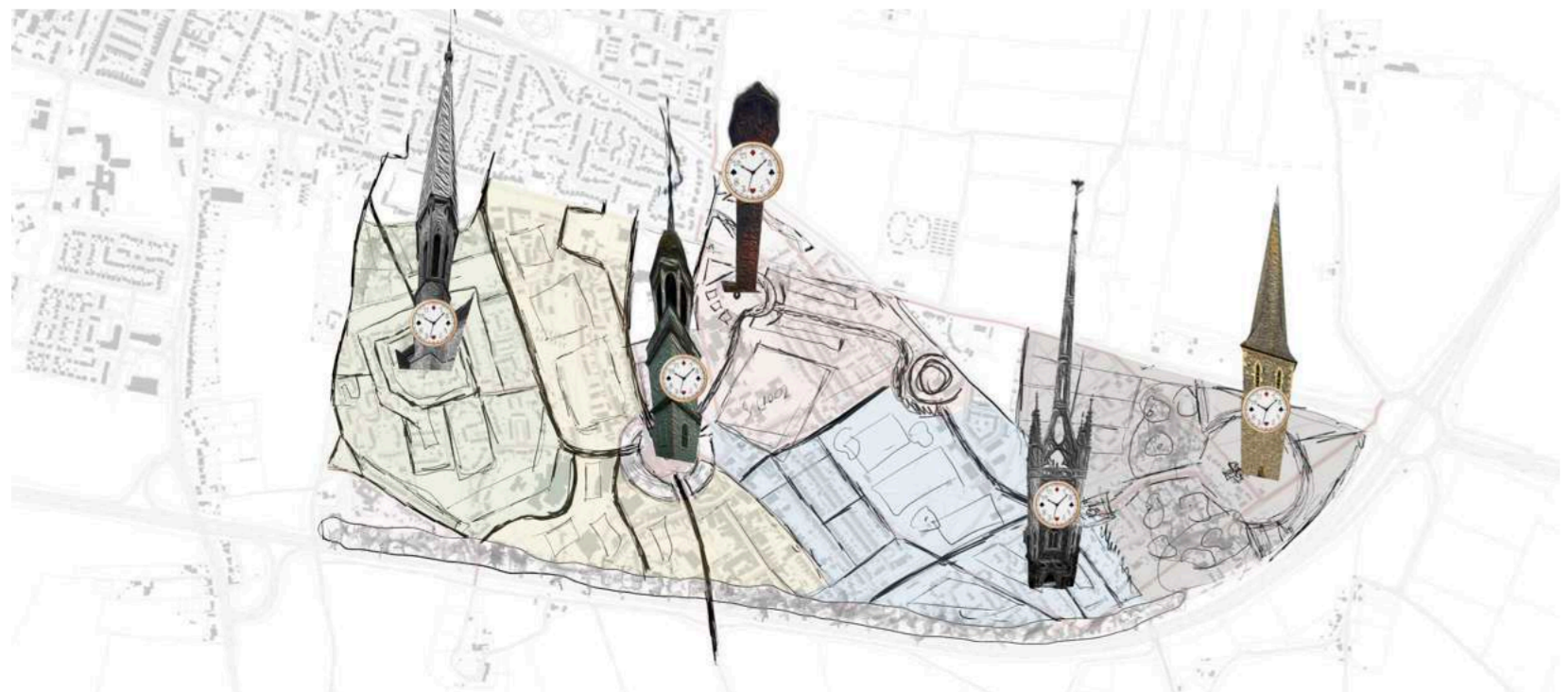


Site Location



This plan traces a walk through Faversham, highlighting places of particular significance encountered along the route. Through this walk, it became clear that what defines Faversham is a balance between simplicity and complexity. The town is characterised by contrasts: buildings rich in materiality and colour sit alongside plain, monochrome structures. Rather than feeling fragmented, these differences create a sense of cohesion. It is this shared language in similarity through difference that brings the town together.

Similarities through Contradictions



The first idea was to transform the site into a "Small Faversham". I kept the existing main roads on the site and used their intersection as a central anchor. This point was then overlapped with the centre of Faversham, allowing the town's road network to be rotated and re-projected onto the site. Through this process, the collage tests how Faversham's spatial logic could be adapted to the site while maintaining coherence and legibility.

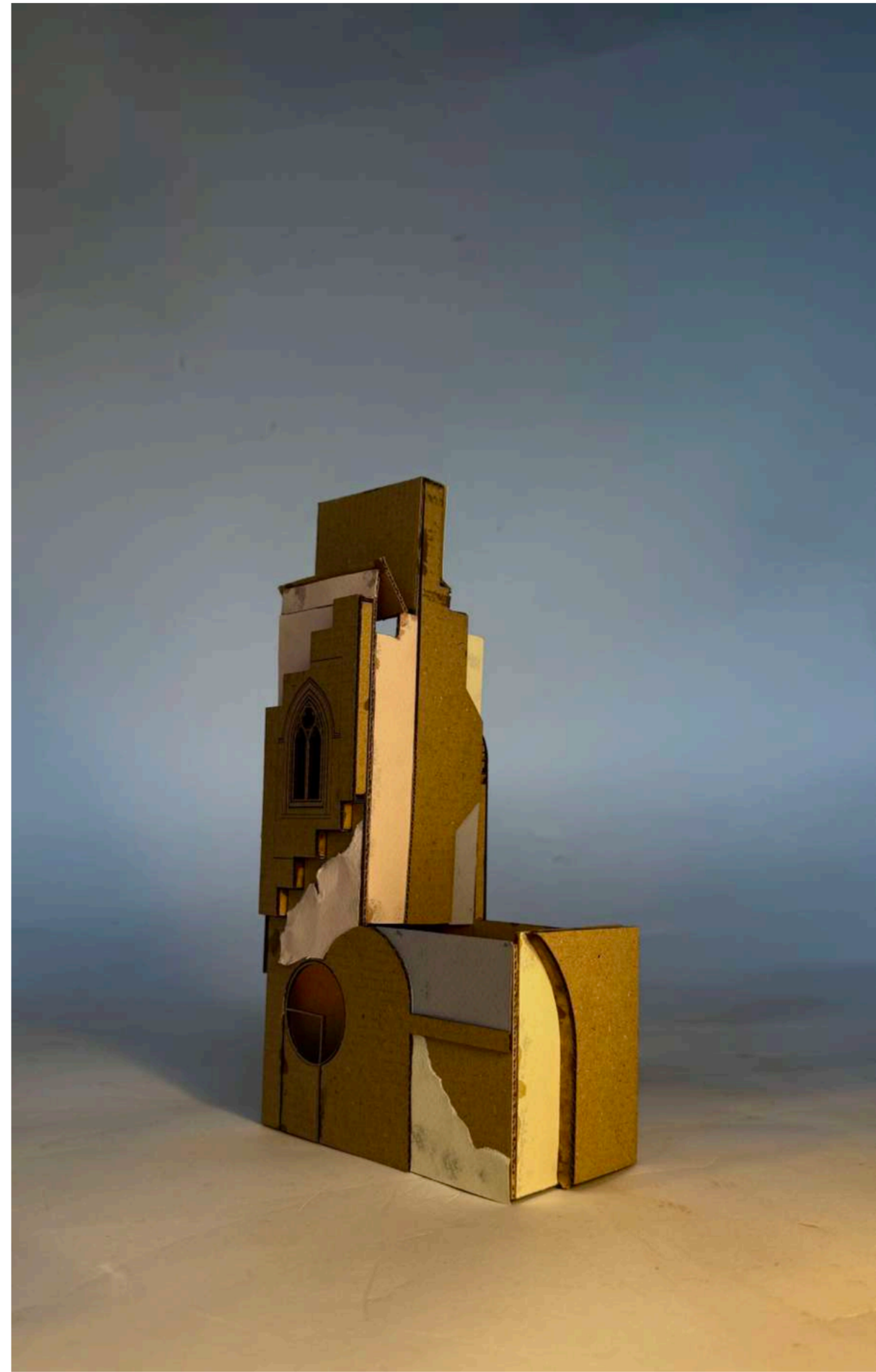
A detailed area study identified six distinct architectural and spatial qualities within Faversham. Selected areas representing these qualities were abstracted and translated into sectors on the site, forming a framework for its organisation.

Each sector was further defined across the site and assigned a tower, giving every area a distinct atmosphere and identity. The towers act as landmarks within the scheme, each incorporating a clock as a symbolic reference to the passage of time forming a framework for its organisation.







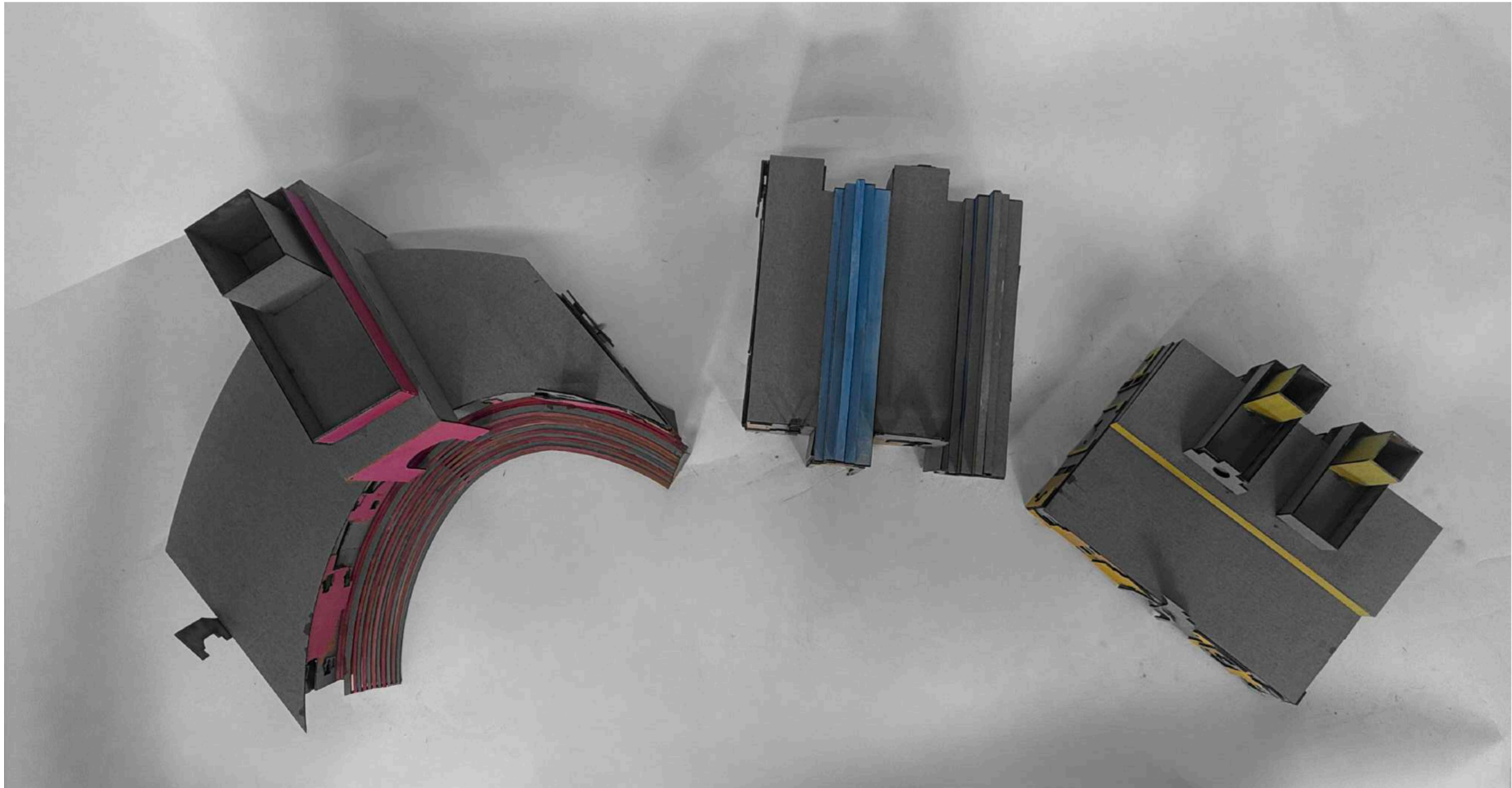
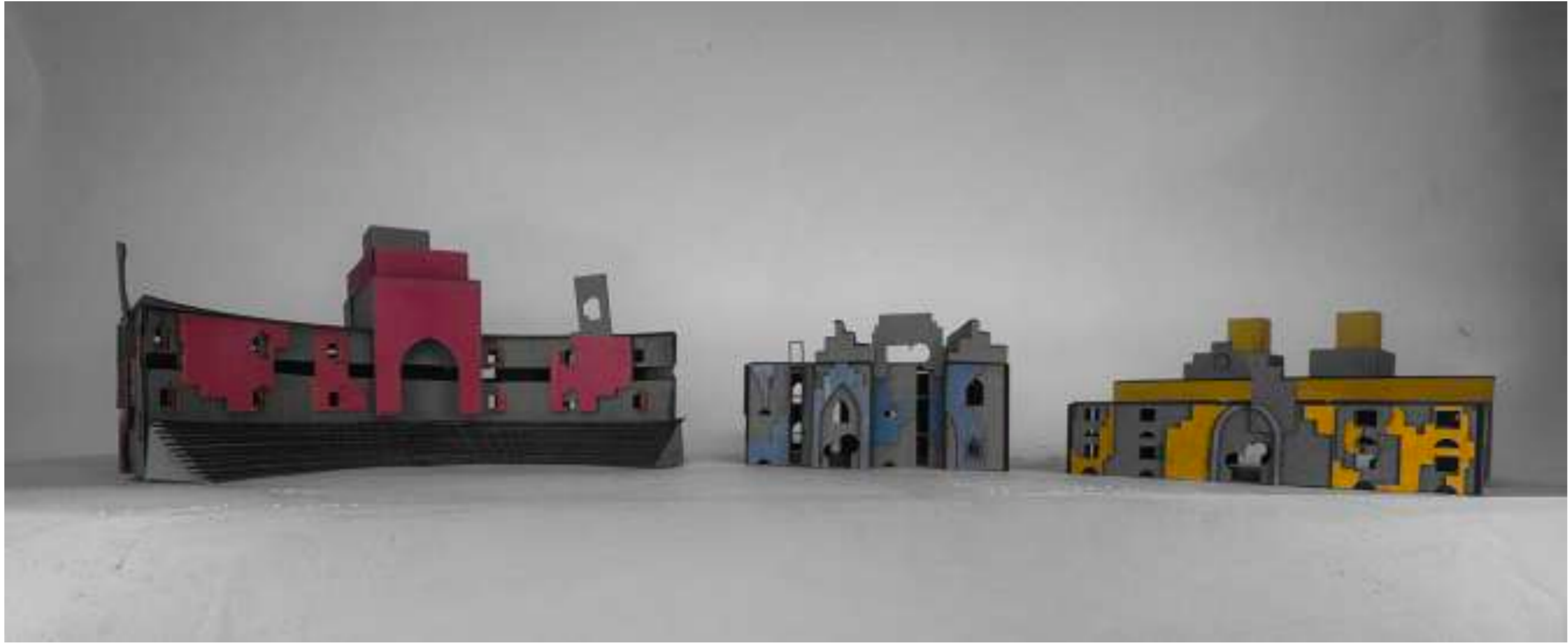




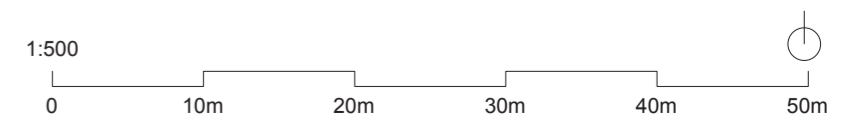
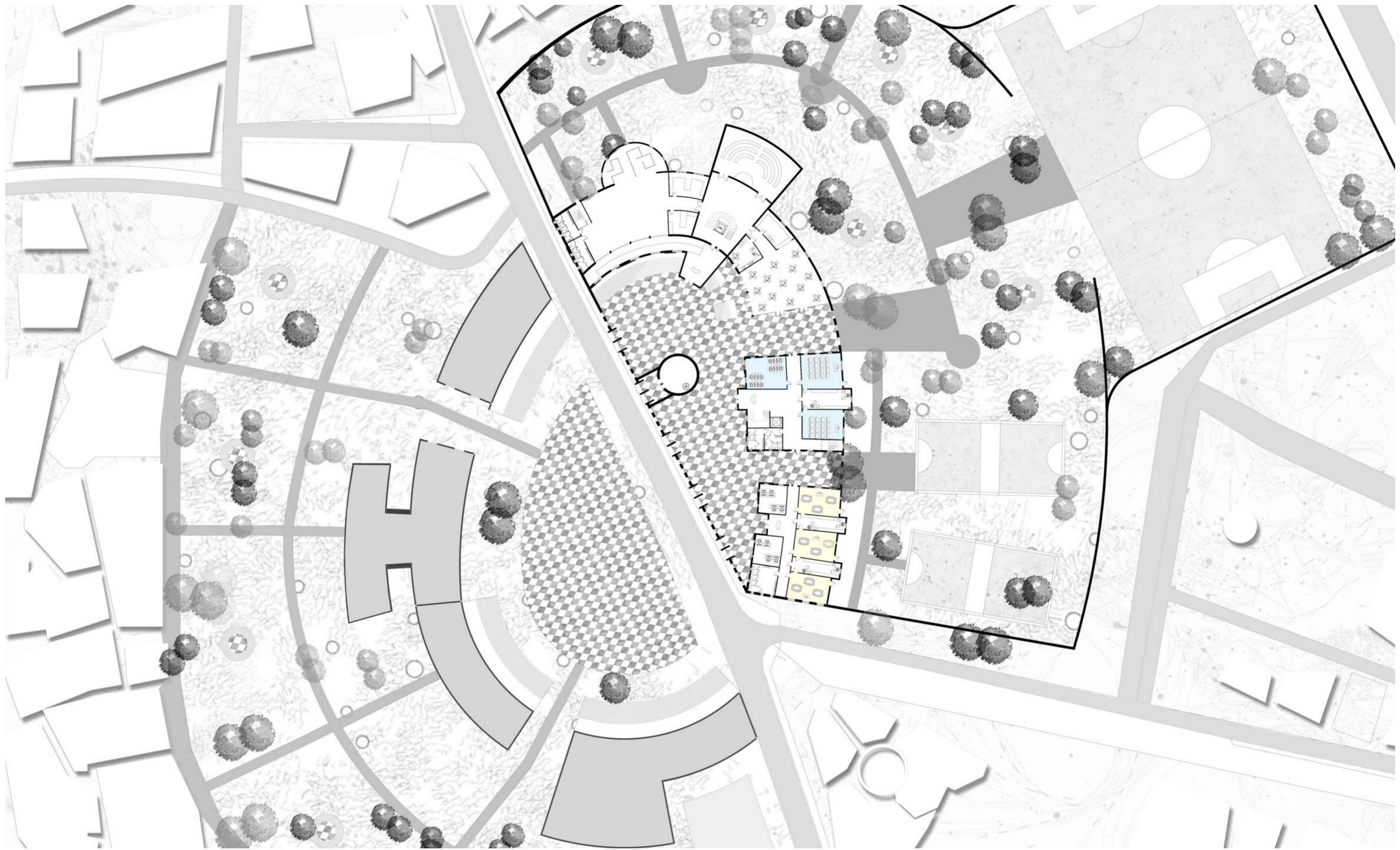




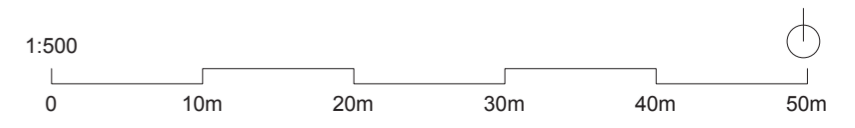
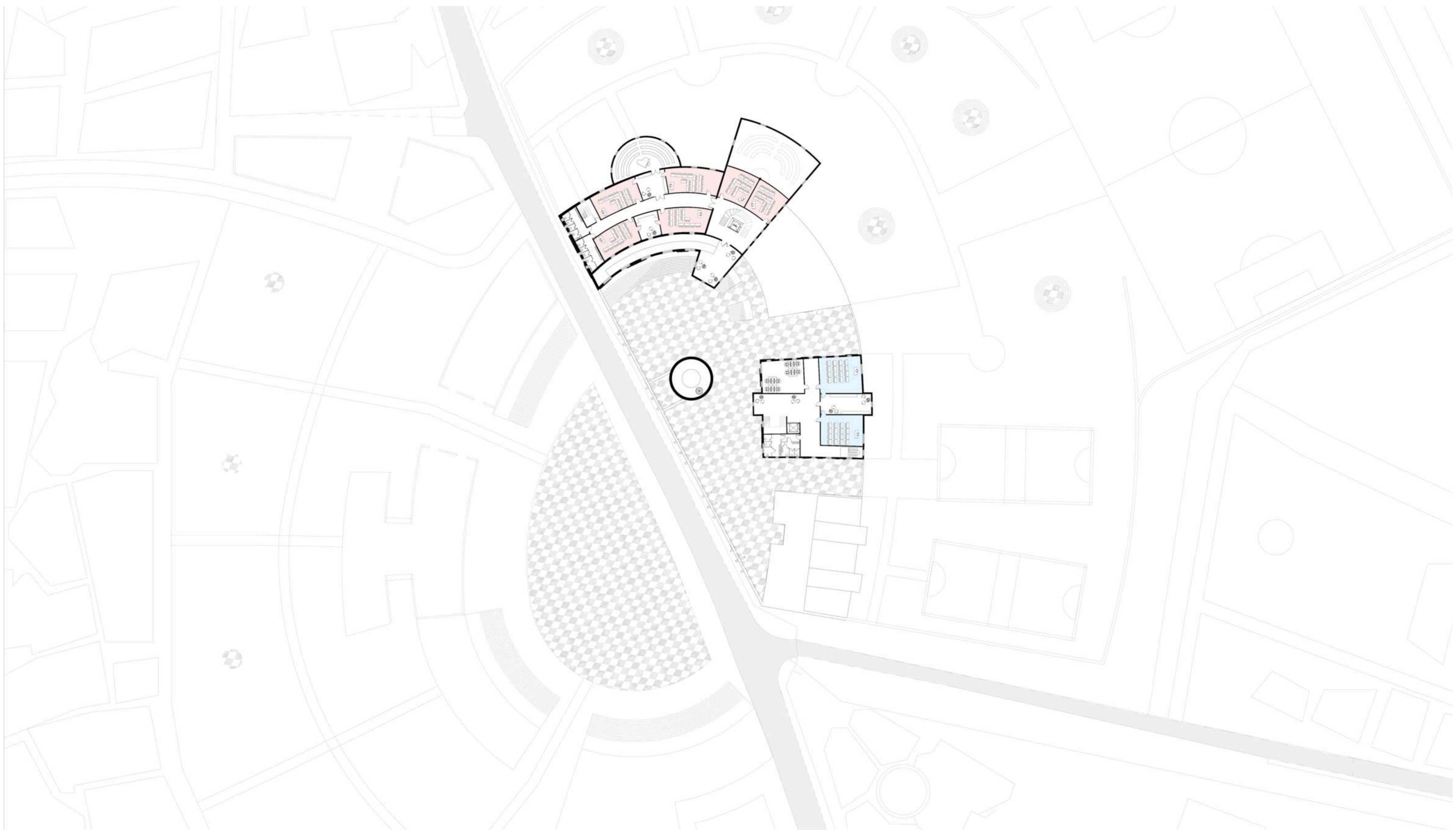




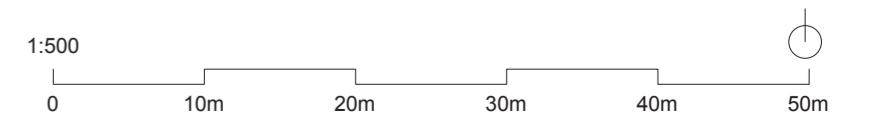
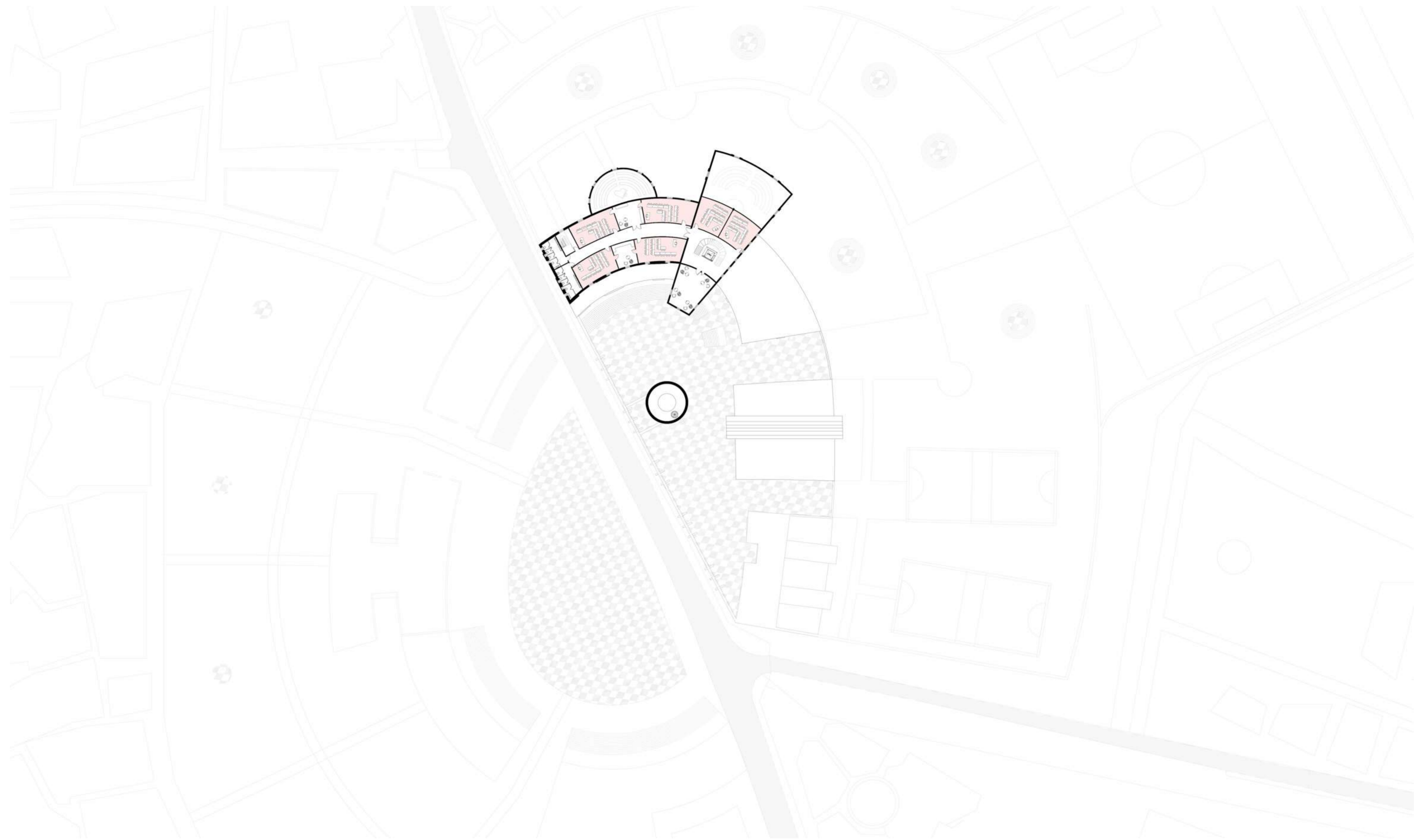




Ground Floor Plan



1:500
0 10m 20m 30m 40m 50m
First Floor Plan



Second Floor Plan



1:100
0 2m 4m 6m 8m 10m

Longitudinal Section



1:100
0 2m 4m 6m 8m 10m

Transversal Section

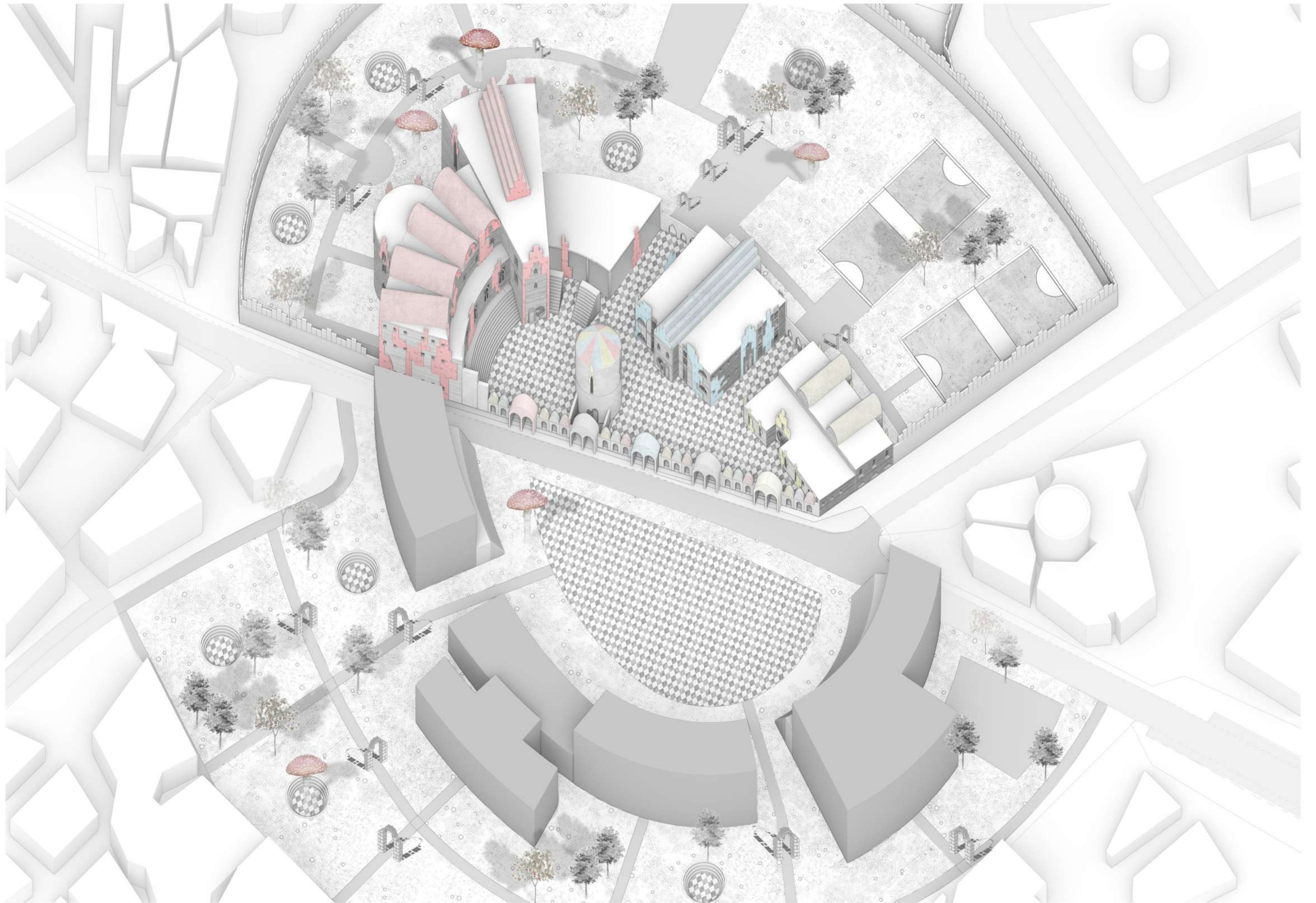


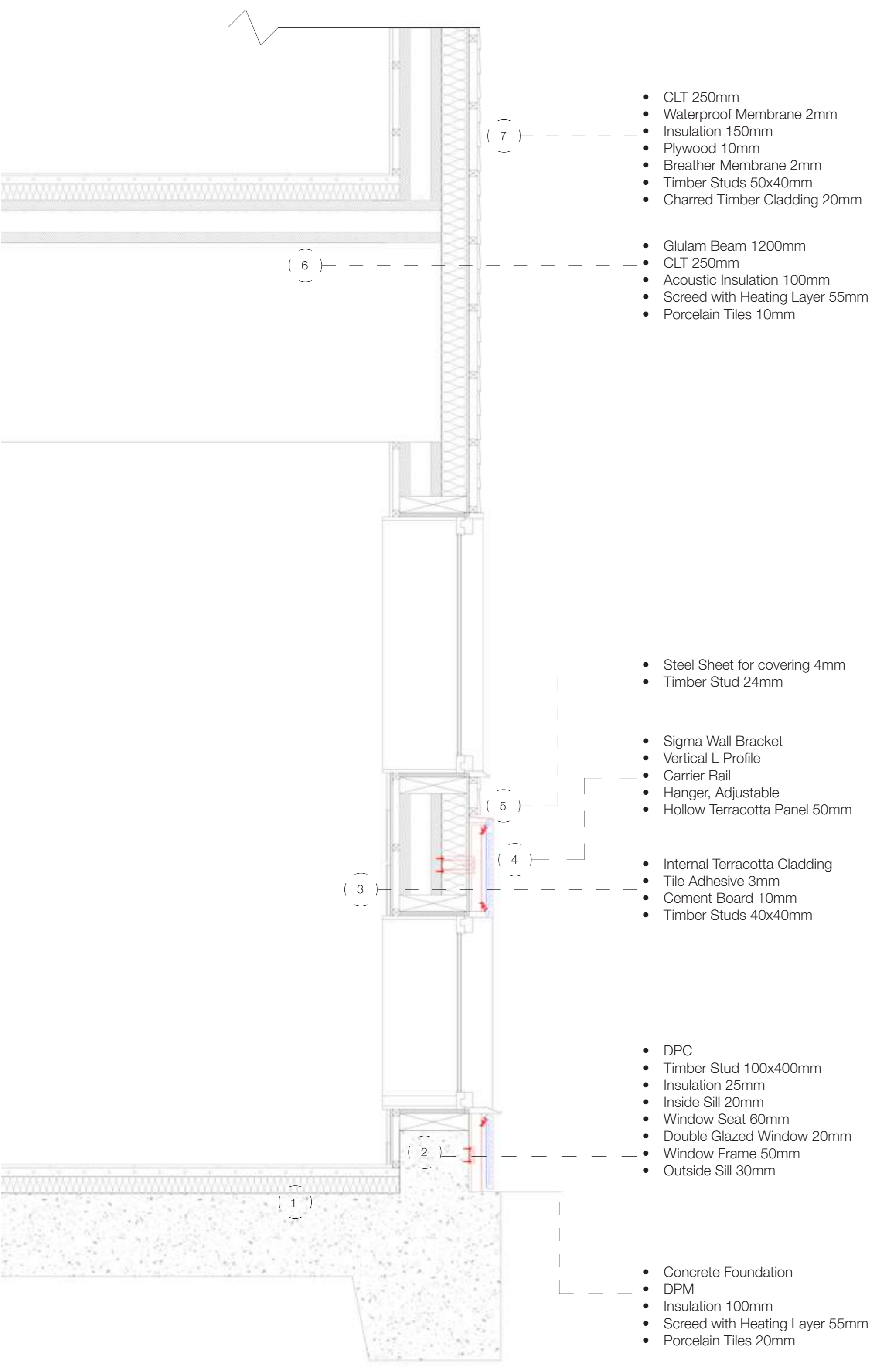
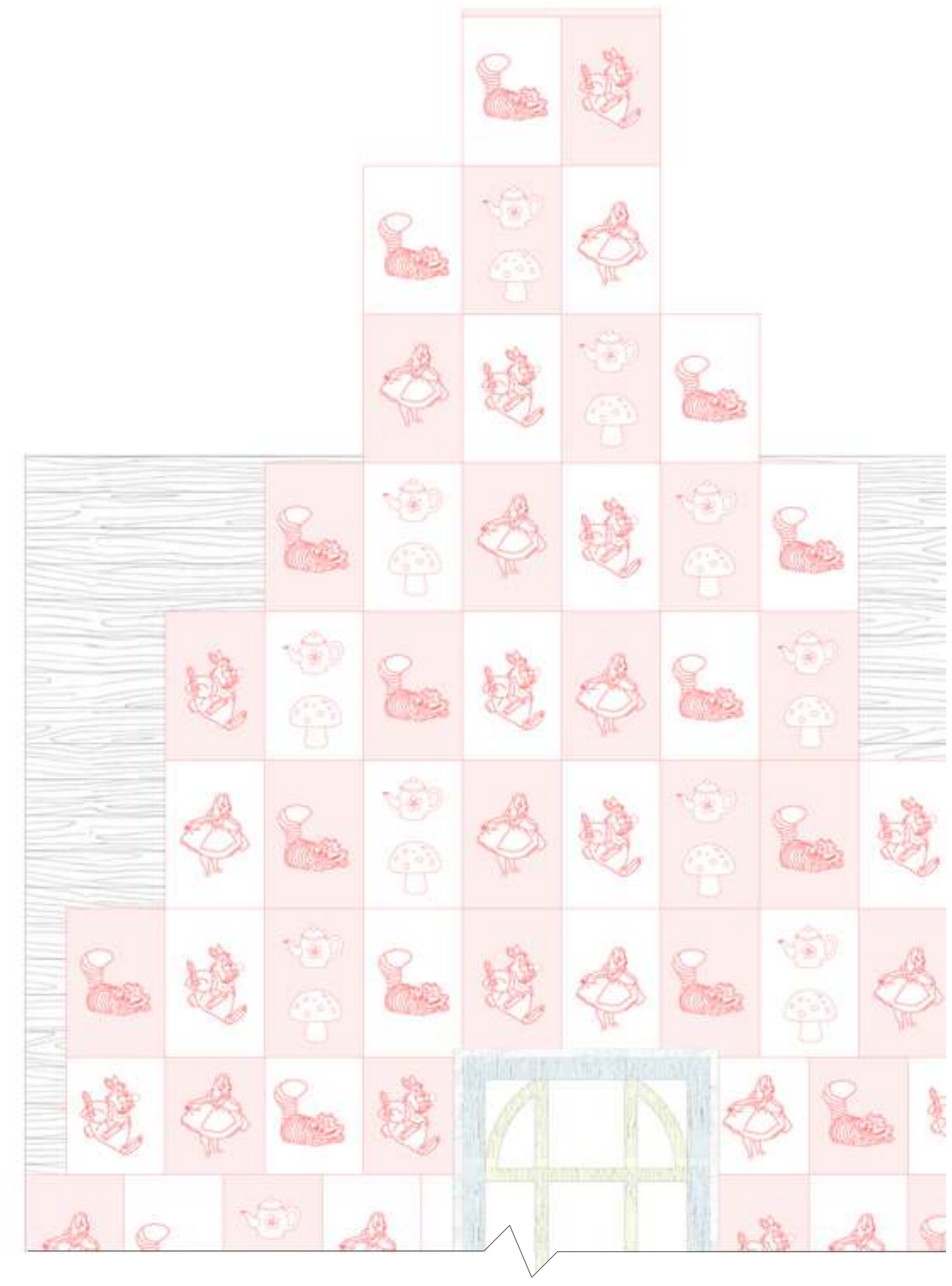
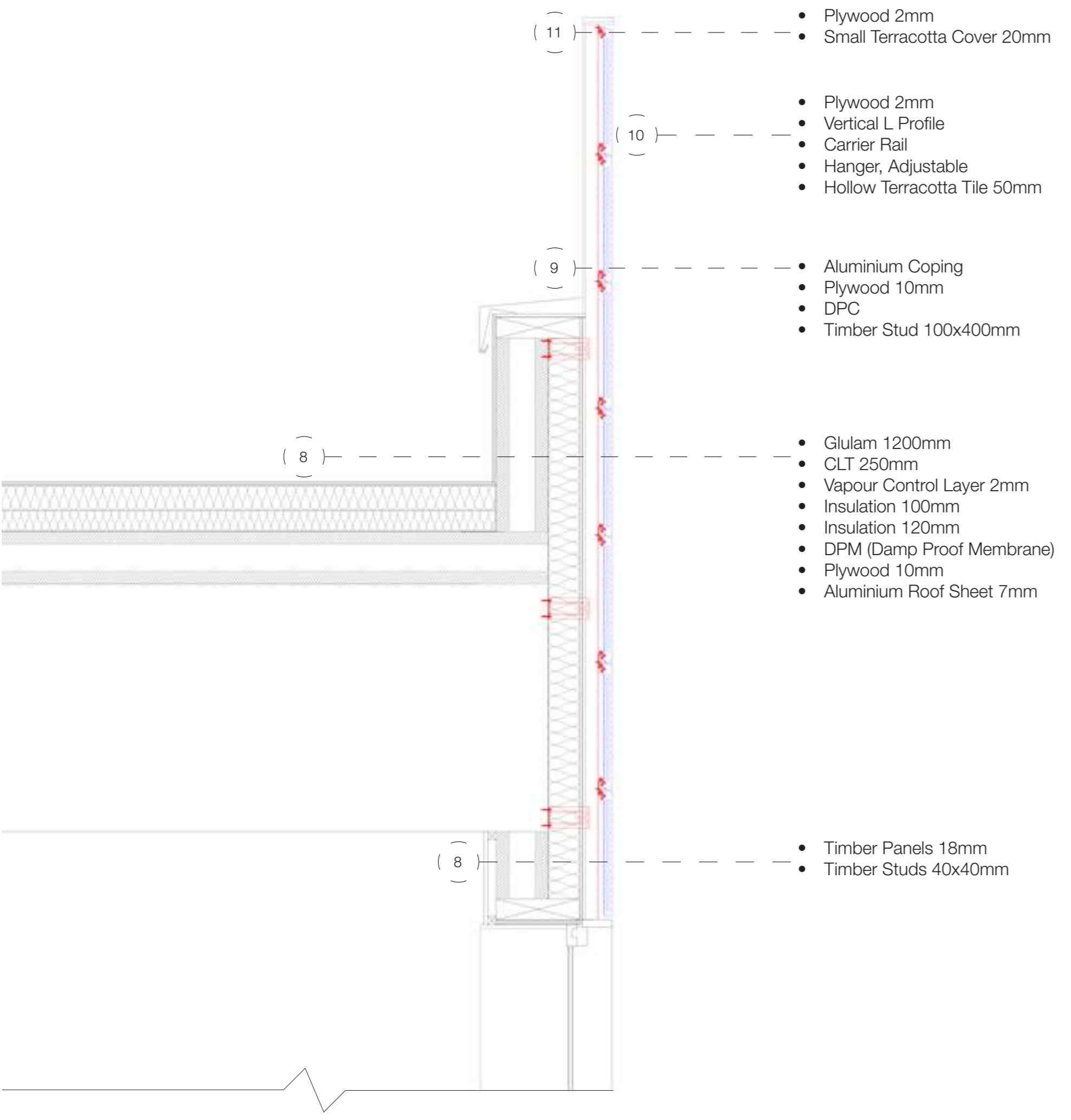
1:200
0 4m 8m 12m 16m 20m

Back Elevation



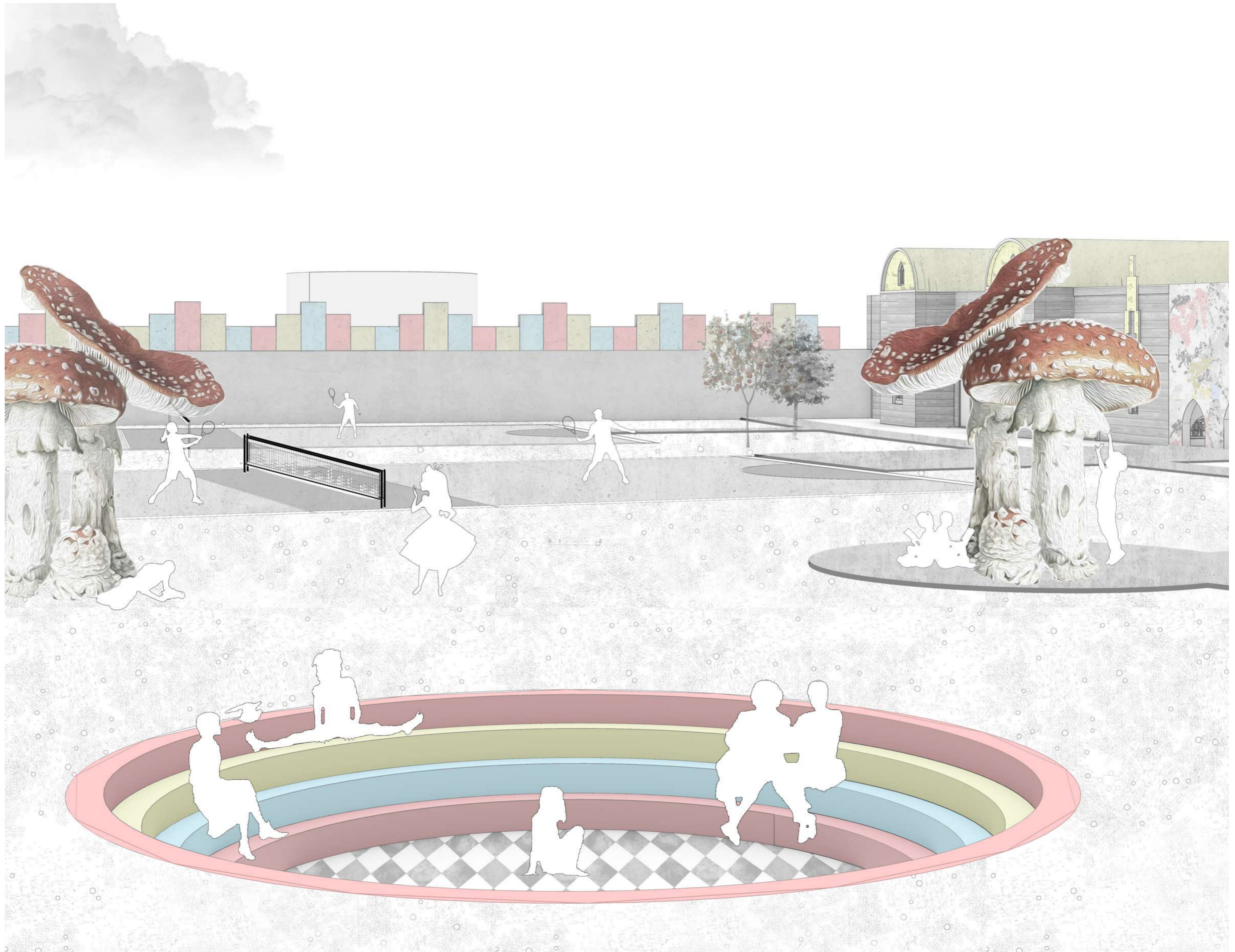
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Front Elevation









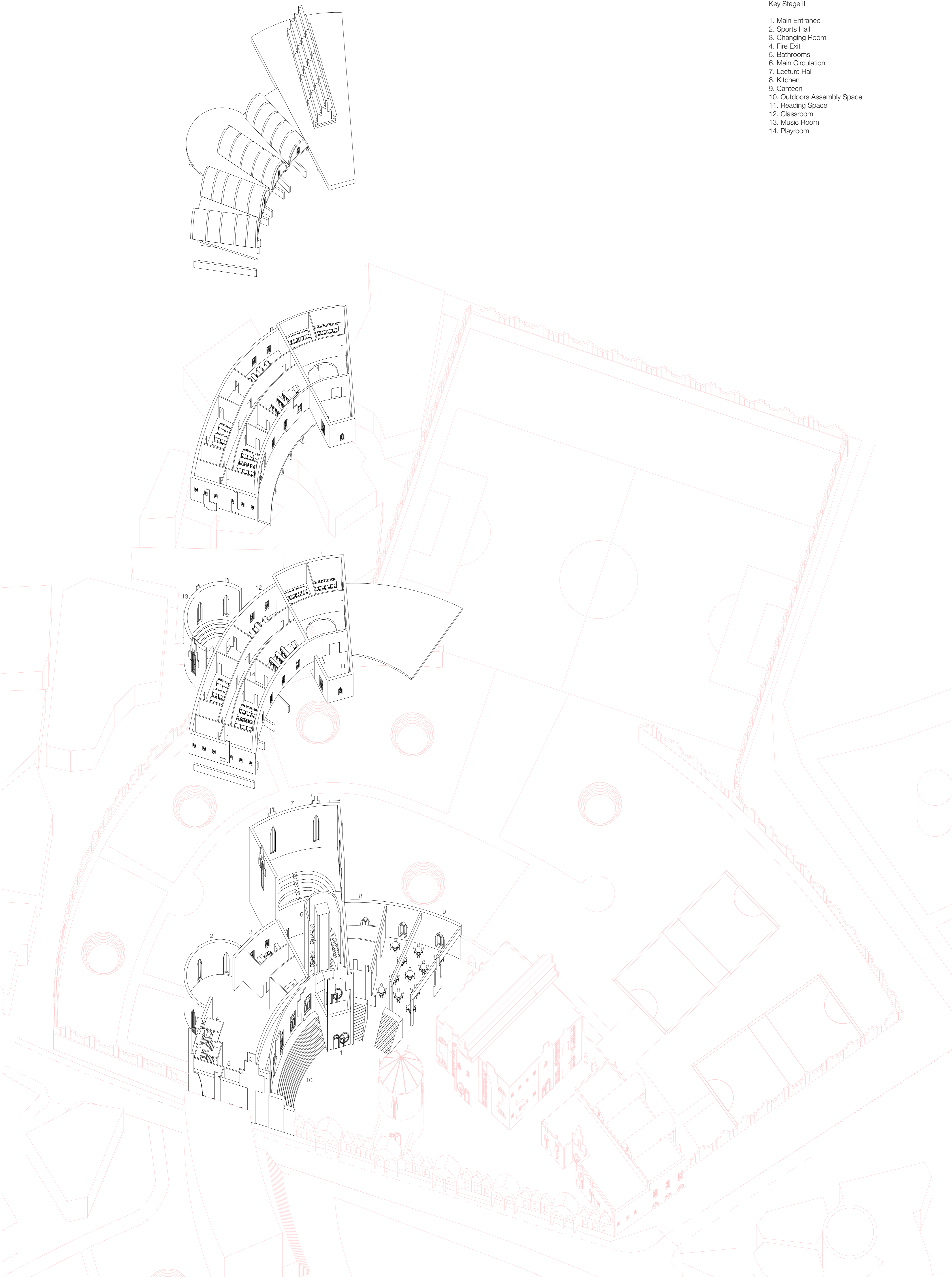






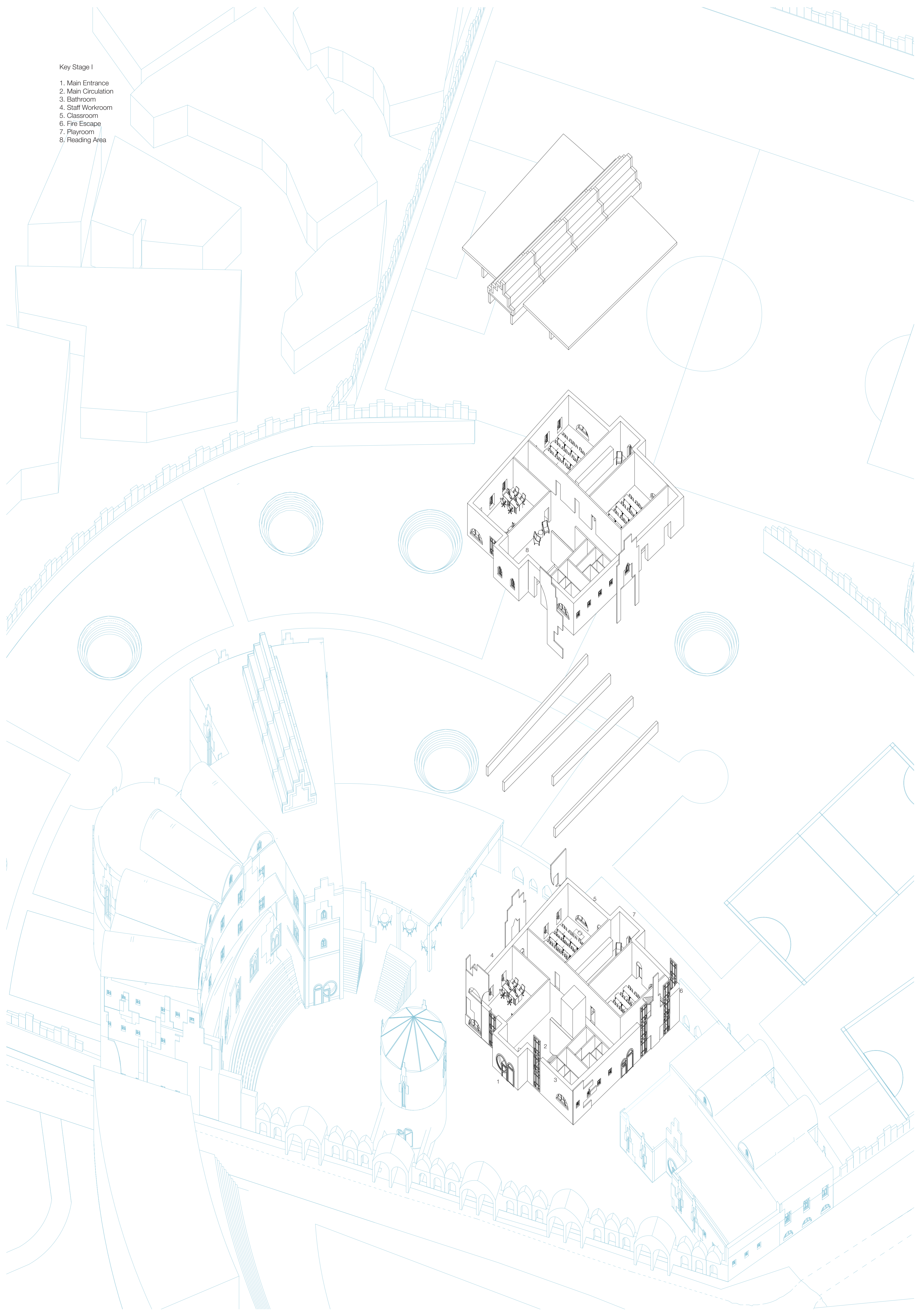
Key Stage II

- 1. Main Entrance
- 2. Sports Hall
- 3. Changing Room
- 4. Fire Exit
- 5. Bathrooms
- 6. Main Circulation
- 7. Lecture Hall
- 8. Kitchen
- 9. Canteen
- 10. Outdoors Assembly Space
- 11. Reading Space
- 12. Classroom
- 13. Music Room
- 14. Playroom



Key Stage I

- 1. Main Entrance
- 2. Main Circulation
- 3. Bathroom
- 4. Staff Workroom
- 5. Classroom
- 6. Fire Escape
- 7. Playroom
- 8. Reading Area



Reception

- 1. Main Entrance
- 2. Staff Workroom
- 3. Bathroom
- 4. Classroom
- 5. Playroom

