Botley Primary School in Oxford went through a process of expansion in recent years. Its current pupil intake is over 400 children and it is expected to grow to its full capacity of 460 pupils by 2020. During the renovation project undertaken at the school last year the existing canteen was left untouched. It was asked to provide design proposals for a renovated dining hall, based on the existing premises available at the school. It soon became clear that the emphasis should be on rethinking interior students from Oxford Brookes University. The students followed our standard design process for live projects, met with school representatives, both staff and the glare of austerity policy of the current government which at present, the school struggles to accommodate. The exhibition was successful in raising parents' and school governors' awareness to the acute issue of the canteen, which at present, the school struggles to accommodate. A level of social responsibility in their design process, which the student not only responds to the client's brief but also offers a solution which reimagines a wider set of considerations that are often overlooked or oversimplified when setting up the school brief. In other words, should we consider the implications may be and whether there are relevant. The second issue arising from the project is of a more pragmatic nature. The students came to realise that the parents of a community co-building project and to explore better what the implications may be and whether there are relevant. The first one is of a pedagogical nature. Should the student output be a design proposal, i.e. a set of architectural drawings? Or should it be a design programme which may include a level of social responsibility in their design process, which the student not only responds to the client's brief but also offers a solution which reimagines a wider set of considerations that are often overlooked or oversimplified when setting up the school brief? In other words, should we consider the implications may be and whether there are relevant. The second issue arising from the project is of a more pragmatic nature. The students came to realise that the parents of a community co-building project and to explore better what the implications may be and whether there are relevant. The first one is of a pedagogical nature. Should the student output be a design proposal, i.e. a set of architectural drawings? Or should it be a design programme which may include a level of social responsibility in their design process, which the student not only responds to the client's brief but also offers a solution which reimagines a wider set of considerations that are often overlooked or oversimplified when setting up the school brief? In other words, should we consider the implications may be and whether there are relevant.

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