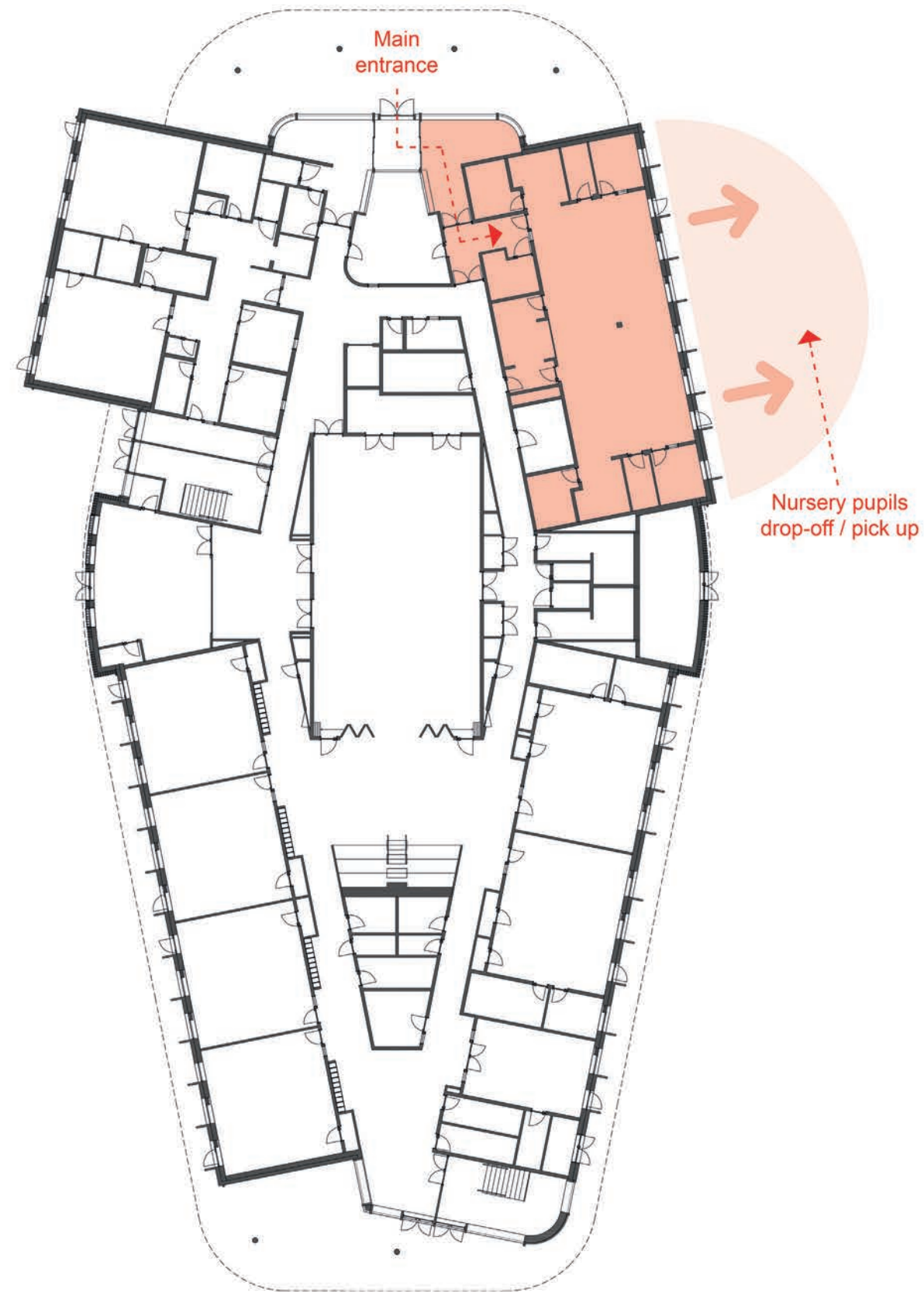


5.0 THE SCHOOL BUILDING

5.16 NURSERY FREE-FLOW

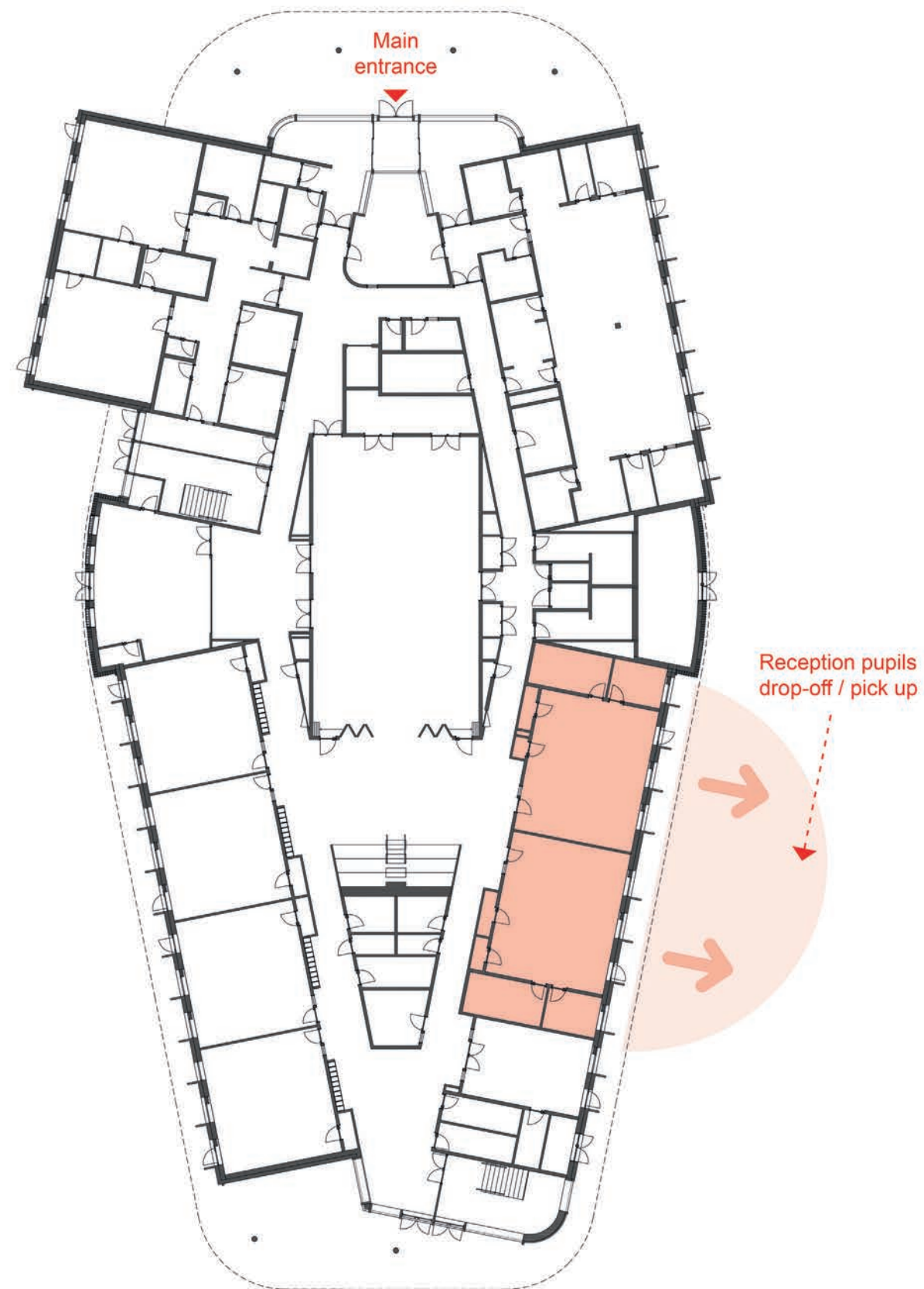
GROUND FLOOR PLAN



5.0 THE SCHOOL BUILDING

5.17 RECEPTION FREE-FLOW

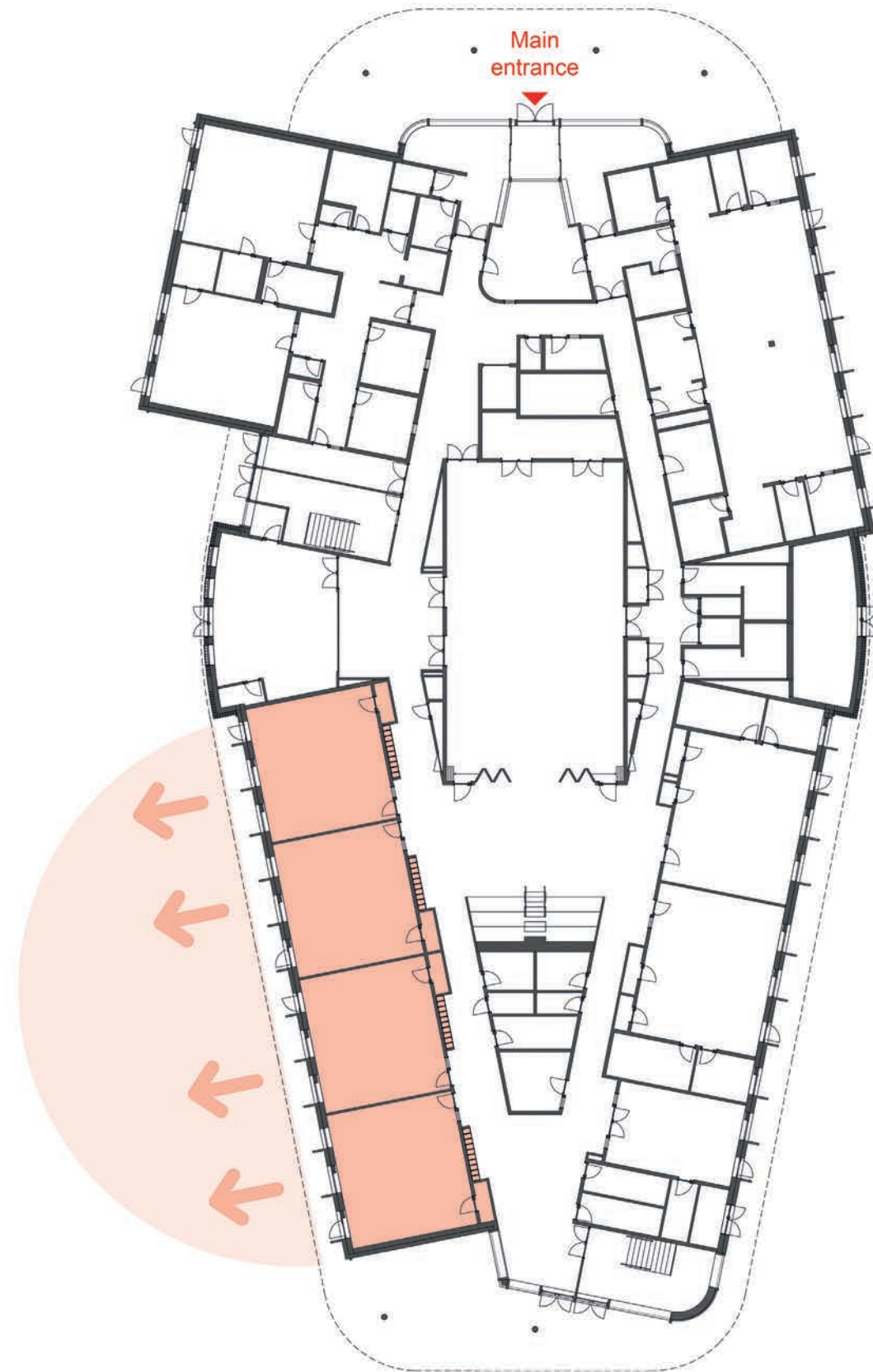
GROUND FLOOR PLAN



5.0 THE SCHOOL BUILDING

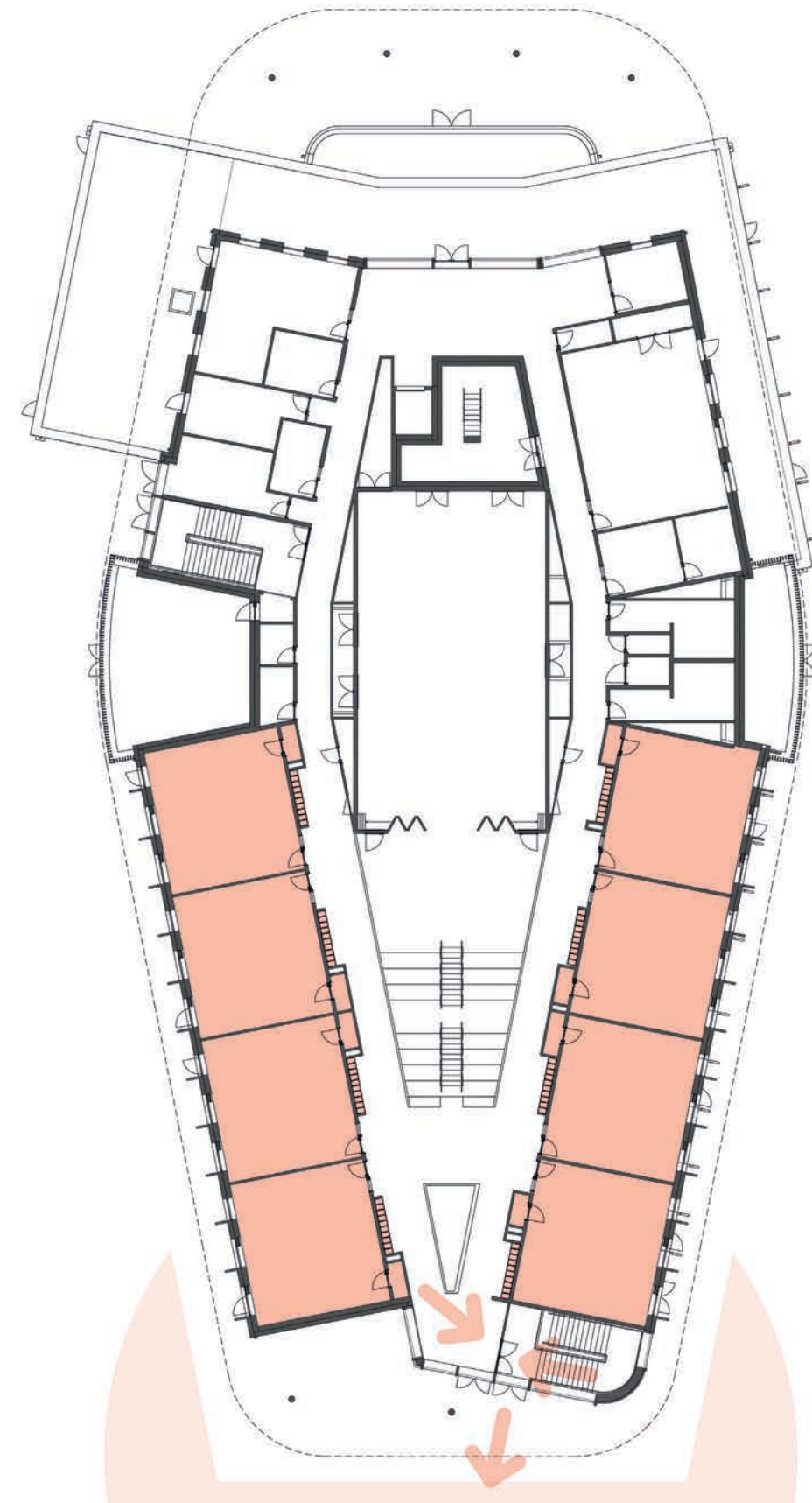
5.18 KEY STAGE 1 FREE-FLOW

GROUND FLOOR PLAN



5.19 KEY STAGE 2

FIRST FLOOR PLAN



5.0 THE SCHOOL BUILDING

5.18 KEY STAGE 1 AND KEY STAGE 2 EXTERNAL AREAS



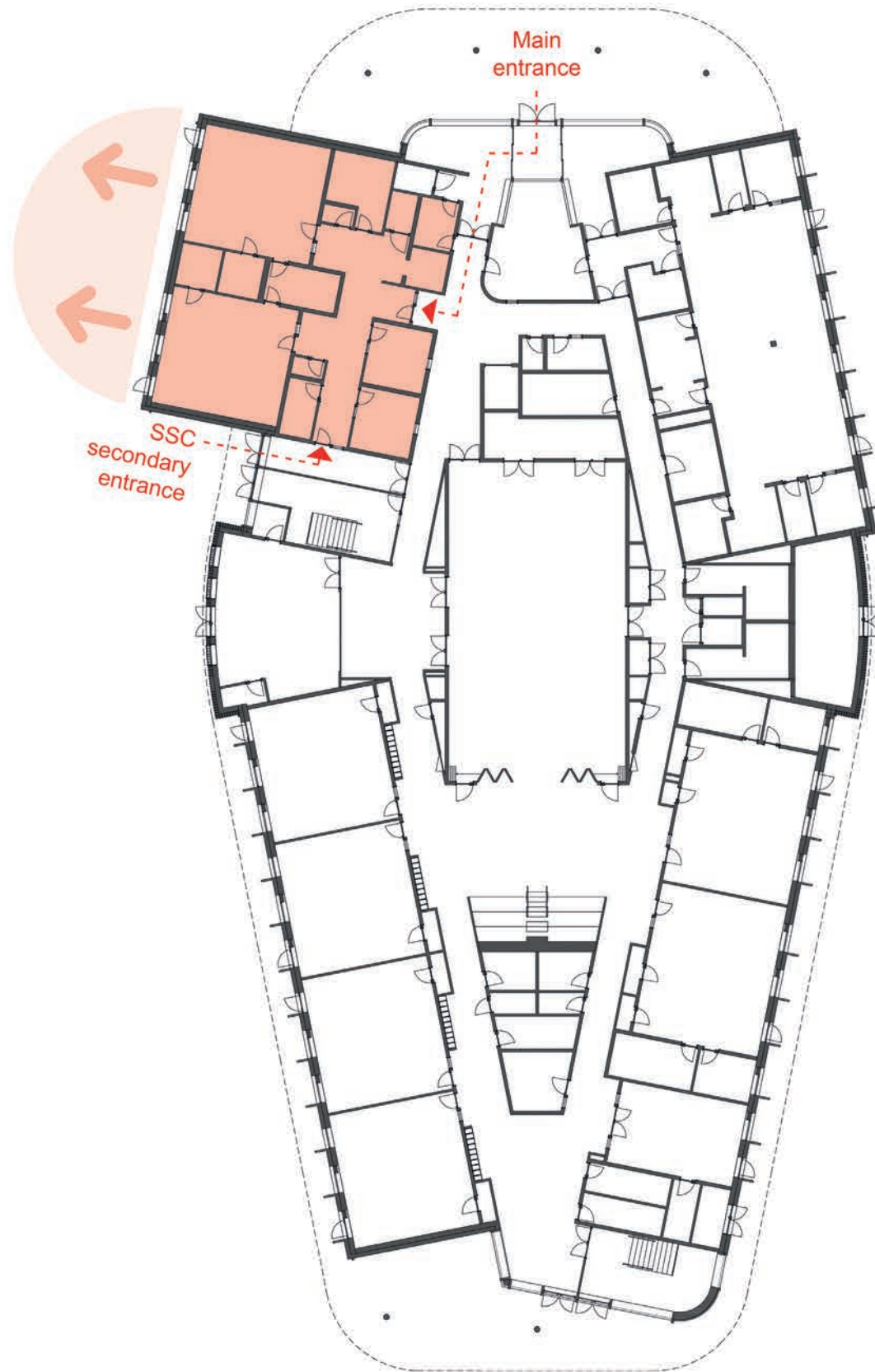
Key Stage 1 and Key Stage 2 connected external areas

Key Stage 1 Free-flow external area

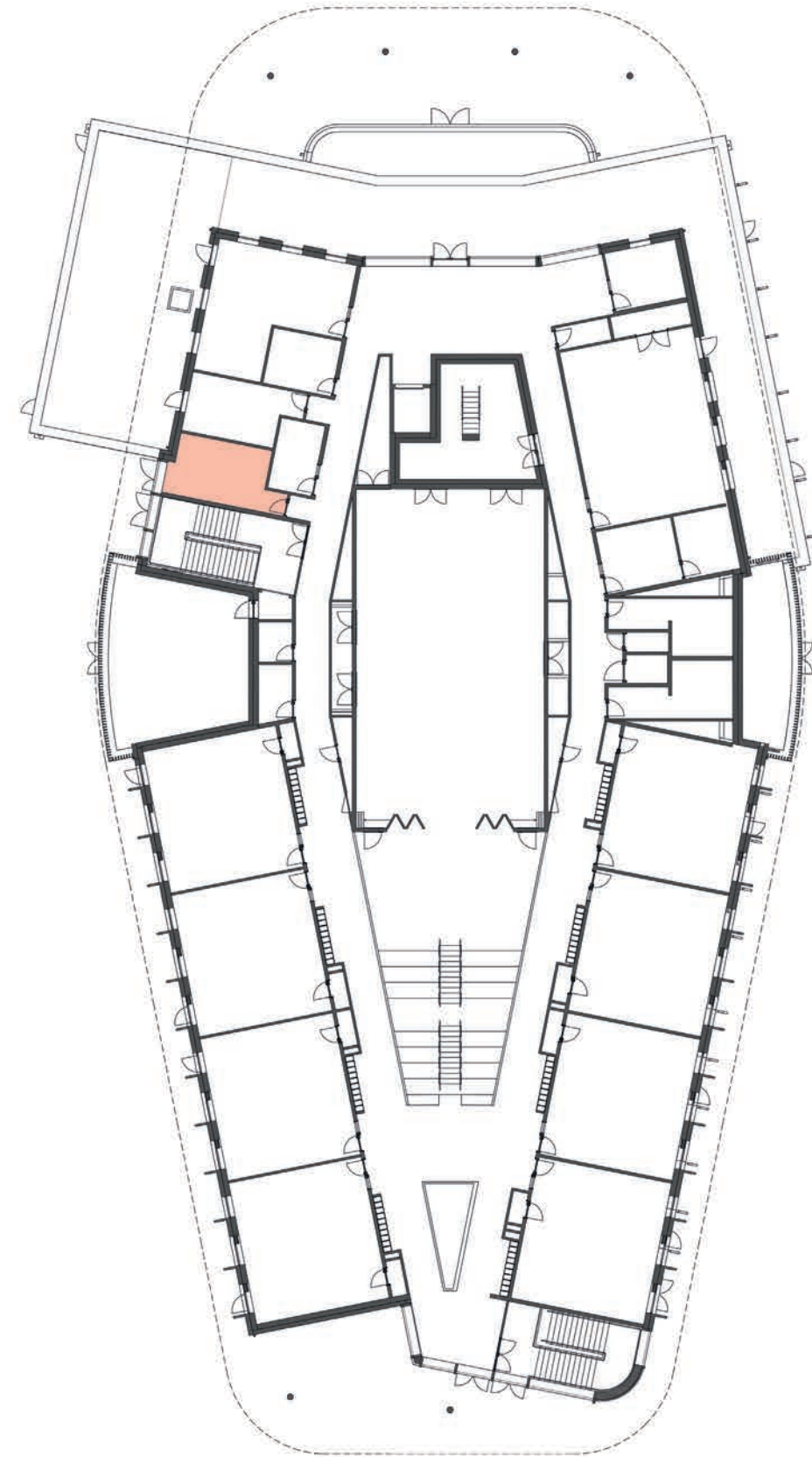
5.0 THE SCHOOL BUILDING

5.20 SPECIAL SUPPORT CENTRE FREE-FLOW

GROUND FLOOR PLAN



FIRST FLOOR PLAN



5.0 THE SCHOOL BUILDING

5.20 SPECIAL SUPPORT CENTRE FREE-FLOW



5.0 THE SCHOOL BUILDING

5.21 APPEARANCE & MATERIALS

BUILDING HEIGHT & MASSING

Brookleigh Primary School is primarily a 2-storey building. However, the north of the building (where it meets the public realm) has been reduced to a single storey framed by an over-sailing canopy roof form.

This massing and articulation reflect the civic nature of the building while maintaining both sensitivity to the surrounding residential development and providing a suitably human scale, befitting a primary school.

EDGES AND PUBLIC REALM INTERFACE

One of the key design challenges was achieving a careful balance between the school's civic role and the need for robust safeguarding. The building is intended to make a significant civic contribution to the neighbourhood centre, while remaining fundamentally a safe, secure environment for pupils.

A central aspect of this challenge was the design and articulation of the secure line. This has been resolved by incorporating the secure line within the building itself, with administrative and public-facing functions positioned along the building's edge to maintain an active interface with the public realm.

Extending from the building, a 'crinkle crinkle' wall emerges from the façade, wrapping around the external play and learning spaces. This feature provides both a secure boundary and a playful, characterful edge to the neighbourhood centre, softening the transition between public and private spaces and reinforcing the school's dual role as a civic landmark and safe educational setting.

ACTIVE FRONTAGES

To support vibrancy and engagement with the public realm, the school has been designed with active frontages along both its northern and eastern boundaries, addressing the corner of the site and reinforcing its civic presence. These frontages incorporate three distinct access points: one for Early Years to the east, one for the Specialist Support Centre (SSC) to the northwest, and one for the main pupil cohort to the north.

Recognising the need for a secure and protective environment and as noted above, the design also integrates a carefully articulated boundary 'crinkle crinkle' wall. This is animated through its inherent rhythmic form and softened with landscaping, ensuring it provides both security and a positive visual contribution to the public realm.



'Crinkle Crinkle' boundary wall investigations



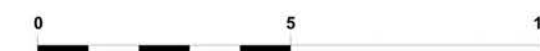
5.0 THE SCHOOL BUILDING

5.21 APPEARANCE & MATERIALS



MATERIAL KEY

- 02 2.4 m 'Crinkle-Crankle' Boundary Wall
 - Brick: Cream multi – Wienerberger Marziale
 - Coping detail: Soldier Course - Cream multi – Wienerberger Marziale
- 19 2.4m 'Crinkle Crankle' Wall top planters flanking the main entrance
 - Brick: Cream multi – Wienerberger Marziale
 - Coping detail: Soldier Course - Cream multi – Wienerberger Marziale
- 20 Pedestrian gateway:
 - Brick Piers - Cream multi – Wienerberger Marziale
 - Stone coping
 - Bronze Anodised Aluminium 2.4m security gates
- Canopy over:
 - Support – Bronze Anodised Aluminium clad steel columns
 - Facia details – Bronze Anodised Aluminium
 - Soffit - American Oak - Timber-effect Aluminium Click-on Soffit Cladding
- 21 Vehicular gateway:
 - Brick Piers - Cream multi – Wienerberger Marziale
 - Bronze Anodised Aluminium 2.4m security gates



5.0 THE SCHOOL BUILDING

5.21 APPEARANCE & MATERIALS



5.0 THE SCHOOL BUILDING

5.21 APPEARANCE & MATERIALS



Marziale - cream multi stock brick
Weston Street AHMM



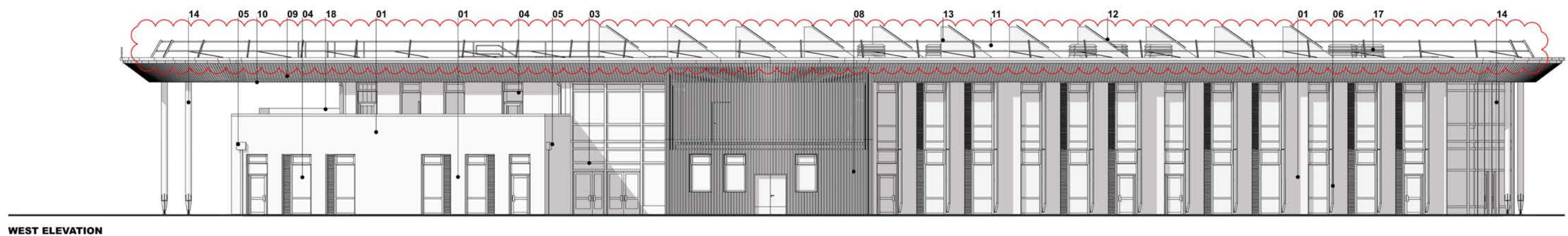
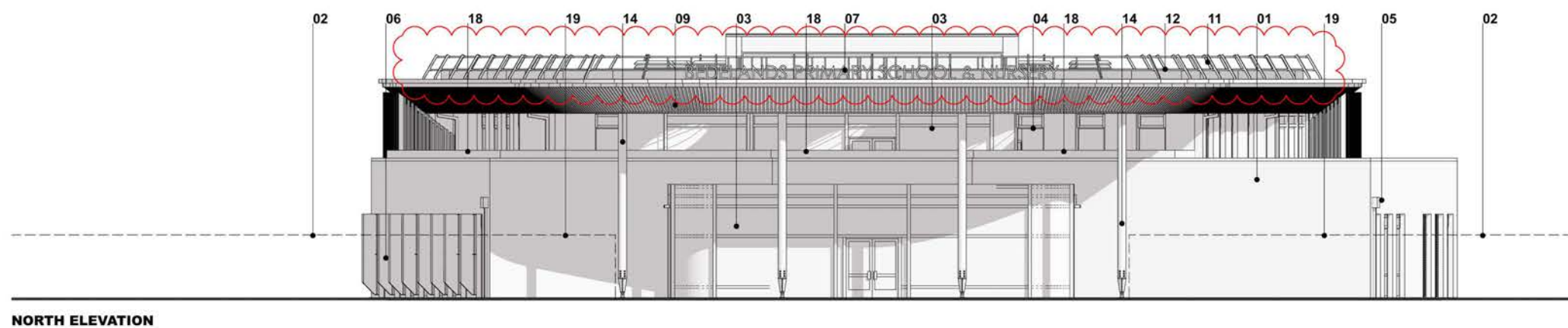
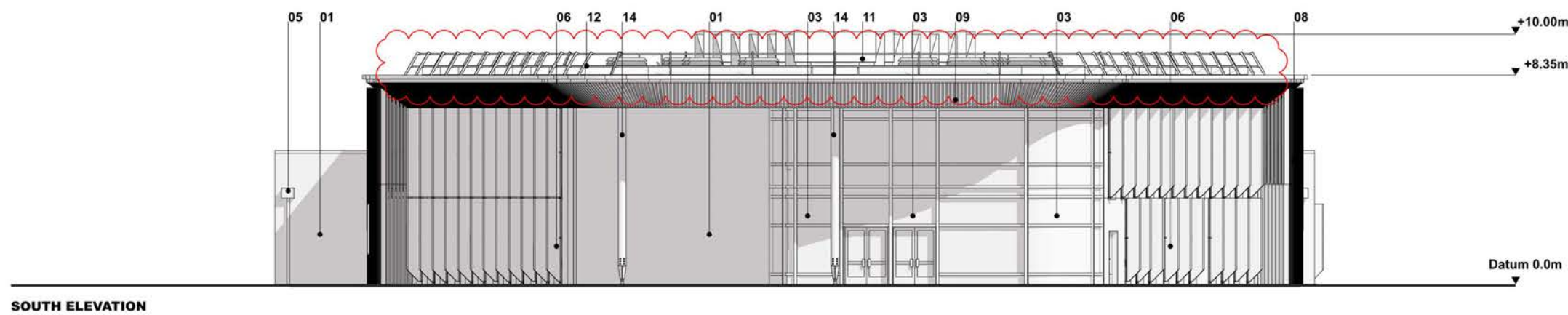
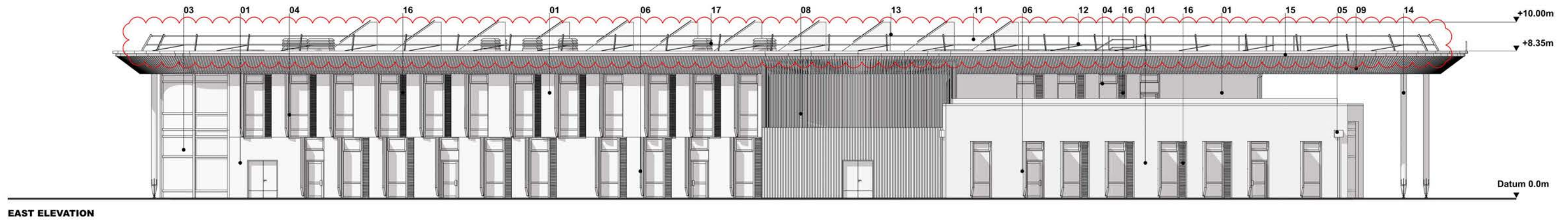
American oak finish aluminium soffit



Marziale - cream multi stock brick



Powder coat 'Bronze' finish to
windows / curtain walling

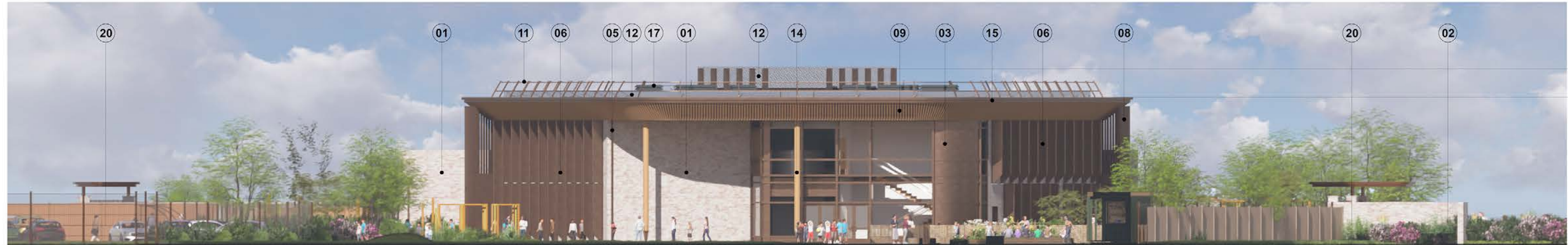


MATERIALS

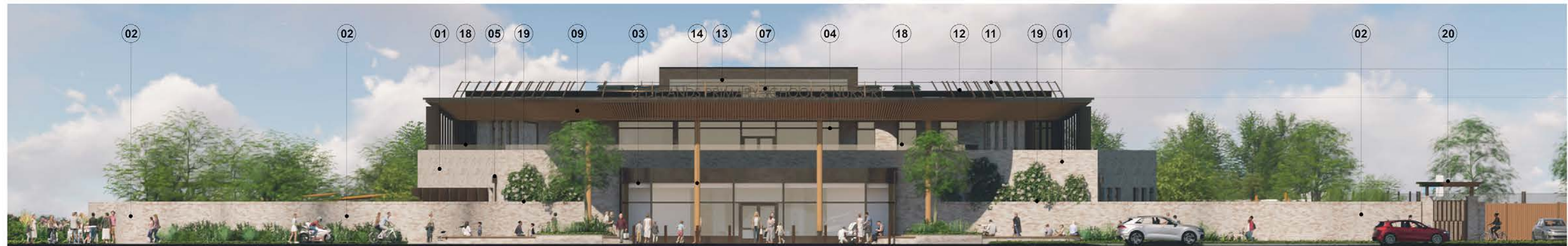
- 01 Brick Panels: Cream multi Wienerberger Marziale
- 02 2.4 m 'Crinkle-Crankle' Boundary Wall
Brick: Cream multi Wienerberger Marziale
Coping detail: Soldier Course - Cream multi Wienerberger Marziale
- 03 Bronze Anodised Aluminium Curtain Walling System with Projecting Cappings & In-fill Anodised Aluminium Panels
- 04 Bronze Anodised Aluminium Composite Windows
- 05 Bronze Anodised Aluminium rainwater goods
- 06 Bronze Anodised Aluminium Brise Soleil
- 07 Bronze Anodised Aluminium Signage
- 08 Bronze Anodised Aluminium Plant Screen (Click-on Battens)
- 09 American Oak - Timber-effect Aluminium Click-on Battens
- 10 American Oak - Timber-effect Aluminium Click-on Soffit Cladding
- 11 Bronze Anodised Aluminium Guard-rail
- 12 Photovoltaic Panels
- 13 Glazed Northlights
- 14 Steel-flitched Timber Columns with SS Steel Shoe
- 15 Bronze Anodised Aluminium Facia Board
- 16 Anodised Aluminium Louvred Ventilation Panel
- 17 Powder coated Ventilation Chimney
- 18 Glazed Wall-top Fins
- 19 2.4m 'Crinkle Crankle' Wall top planters flanking the main entrance
Brick: Cream multi Wienerberger Marziale
Coping detail: Soldier Course - Cream multi Wienerberger Marziale
- 20 Pedestrian gateway:
Brick Piers - Cream multi Wienerberger Marziale
Bronze Anodised Aluminium 2.4m security gates
Canopy over:
Support Bronze Anodised Aluminium
Facia detail Bronze Anodised Aluminium
Soffit:
American Oak - Timber-effect Aluminium Click-on Soffit Cladding
- 21 Vehicular gateway:
Brick Piers - Cream multi Wienerberger Marziale
Bronze Anodised Aluminium 2.4m security gates



EAST ELEVATION



SOUTH ELEVATION



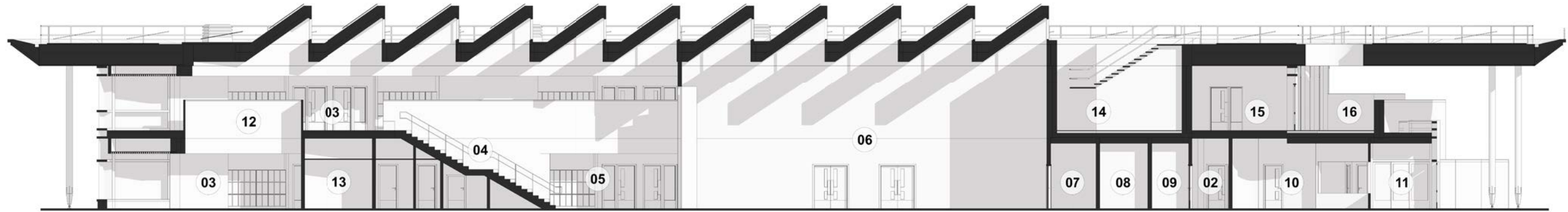
NORTH ELEVATION



WEST ELEVATION

5.0 THE SCHOOL BUILDING

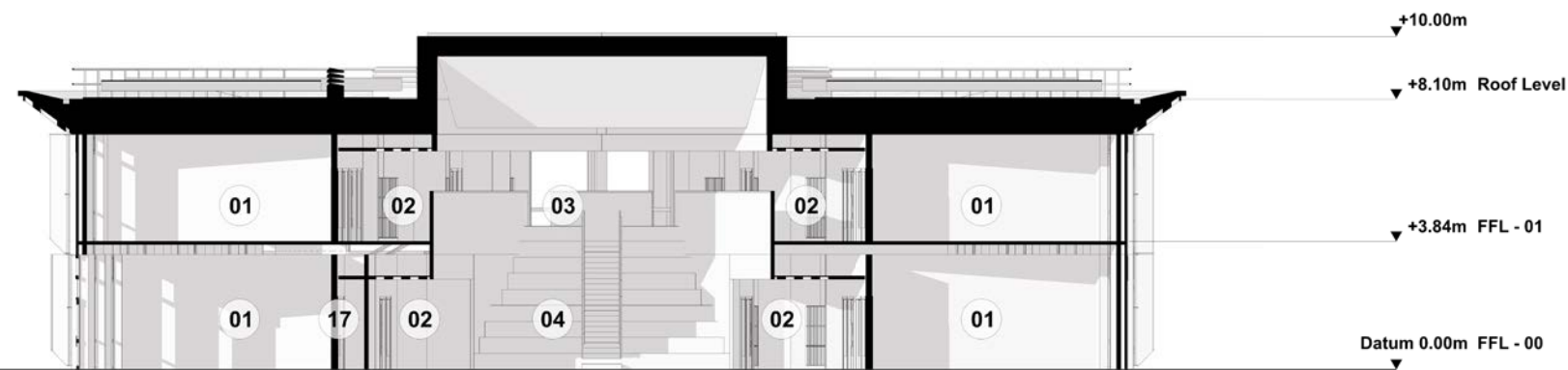
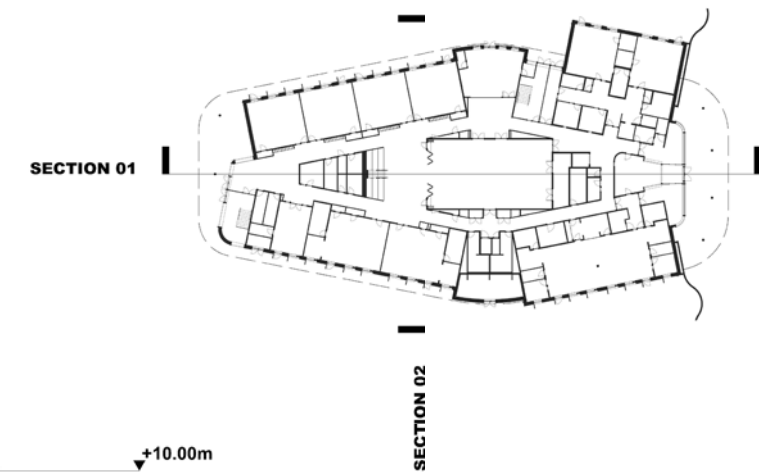
5.23 SECTIONS



SECTION 01 - VIEW WEST

Room Description

01 Classroom	10 General Office / Reception
02 Corridor	11 Main Entrance Lobby
03 Open-plan Small Group Area	12 Void
04 Amphitheatre Step Seating	13 Staff Office
05 Open-plan Studio Hall Area	14 External Roof Access Deck
06 Main Hall	15 Library
07 PE Store Room	16 External Library Deck
08 Medical Inspection Room	17 Teaching Store
09 Sick Bay	



SECTION 02 - VIEW SOUTH

6.1 ACCESS & MOVEMENT

SITE LOCATION

The proposed primary school is situated on the southern edge of the Eastern Neighbourhood Centre, occupying a strategically important location within the wider Brookleigh masterplan. This positioning ensures a strong civic presence and a clear relationship with the adjacent public square, reinforcing the school’s role as a key community anchor.

Between the school site and the public square, the design accommodates the neighbourhood’s primary vehicular route, which will also serve as a bus corridor, alongside a green super-highway for cyclists and a dedicated pedestrian foot way. While this multi-modal frontage presents inherent safeguarding considerations, it also offers significant opportunities for active and sustainable travel to and from the school.

The school is also positioned in close proximity to the proposed secondary school, with which it forms part of a potential ‘through-school’ concept. A direct north–south pedestrian connection links the two campuses, supporting cohesion between primary and secondary education provision, and reinforcing walkability across the neighbourhood.

SITE ACCESS

The access strategy for Brookleigh Primary School has been developed to align with the principles of active frontages, permeability, and safe movement, as outlined in the Revised Design Guide.

The school provides three clearly defined pupil access points: two from the north, connecting directly to the public realm and adjacent pedestrian routes, and one from the east, serving the Early Years cohort and aligning with the neighbourhood’s pedestrian network. These entrances are designed to promote walkability, distribute arrival flows, and support safeguarding through controlled and legible access.

Vehicular access for staff and visiting professionals is proposed via Isaac’s Lane, maintaining separation between vehicles and pupil movement. In addition, a secondary service access is provided from the eastern tertiary road, allowing for discreet deliveries and maintenance access without disrupting the main frontage or active pedestrian zones.

This access arrangement ensures that the school is both secure and accessible, while supporting the broader masterplan objectives of sustainable transport and integrated urban form.

PUPIL DROP-OFF / PICK-UP

The approach to pupil drop-off has been shaped by the overarching sustainable movement strategy for Brookleigh, which prioritises active travel and seeks to discourage reliance on private vehicles for school journeys.

To support this aspiration, proposals limit opportunities for direct vehicular drop-off in close proximity to the school. While a small number of drop-off spaces are provided on or near the Eastern Neighbourhood Centre, the majority of drop-off opportunities are located 5, 10, and 15 minutes’ walk from the school, encouraging more active modes of travel.

The aim is to foster a school culture in which pupils are encouraged to walk, cycle or scoot, supported by safe, legible, and well-connected pedestrian and cycle infrastructure. This approach not only aligns with the Design Guide’s principles but also contributes to the creation of a healthier, safer and more community-oriented environment around the school.

SSC pupils arriving by transport will alight in the staff car park and access their unit through the western staff entrance.

CAR, CYCLE & SCOOTER PARKING

Vehicular access to the site will be restricted, with on-site parking provision limited to staff and visiting professionals only. To encourage sustainable and active travel, secure and generously sized cycle and scooter parking facilities will be provided adjacent to the Early Years and SSC entrances. In accordance with the Brookleigh Design Guide, additional secure cycle parking for visitors will be located at the main north entrance, offering direct access from the green superhighway. In addition, a dedicated, secure staff cycle shelter is provided in the staff car park.

SERVICE, REFUSE & EMERGENCY ACCESS

The proposed access strategy ensures that all servicing, refuse collection, and emergency access requirements are accommodated efficiently and without compromising the safety or functionality of the school site.

Vehicular access from Isaac’s Lane provides the primary route for refuse, service, and emergency vehicles. Refuse collection and kitchen servicing are located on the western side of the school building, where direct access is provided to support operational needs while maintaining separation from key pupil and pedestrian areas.

A dedicated gated fire access point, also located on the west side of the site, provides a secure route for fire tenders to reach the southern end of the building, ensuring compliance with emergency response requirements.

An additional vehicular access point to the east supports plant servicing and maintenance, further distributing operational functions across the site and reducing pressure on any single access route.

Type of Space Provided:	No. of Spaces:
Staff Parking	45
Visitor Parking	4
Accessible Parking	5
EV (included above)	10
Drop Off / Dual Use Parking (off-site)	31
Pupil Cycle / Scooter	60
Staff / Visitor Cycle	8

Parking in numbers

6.0 ACCESS

6.2 ACCESS SITE DIAGRAMS



6.0 ACCESS

6.2 ACCESS SITE DIAGRAMS



6.3 STUDENT ARRIVAL EXPERIENCE



6.3 STUDENT ARRIVAL EXPERIENCE



6.4 ACCESS SUMMARY, SAFEGUARDING AND SECURITY

All servicing and refuse operations are anticipated to occur on an infrequent basis and during off-peak hours, limiting potential conflicts with pupil movement and maintaining a secure, uncluttered environment throughout the school day.

SUMMARY

The proposed access strategy ensures safe, inclusive and efficient movement to and through the school site for all users. The design complies with statutory requirements and promotes sustainable travel, in-line with the wider principles of the masterplan.

INCLUSIVE ACCESS

- All routes into and within the site are designed to be step-free and wheelchair accessible.
- Entrances are clearly defined and easy to navigate, with level thresholds and automatic doors where appropriate.
- Dedicated accessible parking spaces are provided close to the main entrance.

VEHICULAR ACCESS

- A clear hierarchy of routes separates vehicles, cyclists and pedestrians to minimise potential conflicts.
- Service and emergency vehicle access is provided independently of pupil access routes.
- Parking provision for staff and visitors is located within the secure line, with electric vehicle charging points included in line with policy requirements.

DROP-OFF AND PICK-UP

- Parent drop-off and pick-up areas are located outside the secure line of the school, reducing congestion within the site.
- SSC pupils arriving by transport will alight in the staff car park and access their unit through the western staff entrance.
- The Eastern Neighbourhood Centre, in its inherent

promotion of sustainable travel, provides for safe and convenient pedestrian routes leading directly to the main school entrance(s).

- Cycle and scooter storage is provided close to pupil entrances to encourage sustainable travel.

PEDESTRIAN AND CYCLE CONNECTIVITY

- The site connects directly to the surrounding pedestrian and cycle network (green super-highway), promoting active travel to school.
- Secure, covered cycle parking is provided for both staff and pupils.
- Crossing points are designed to be safe and legible, supporting safe access at peak school times.

PUBLIC TRANSPORT

- The site is well served by nearby bus routes and stops, further supporting the desire for sustainable travel to and from school.
- Information on sustainable travel options will be included in the School Travel Plan to encourage staff and parents to use alternatives to the car.
- The proposed access arrangements prioritise safety, inclusivity and sustainability. By separating different modes of movement, supporting active travel, and providing safe and legible routes, the design ensures a well-managed and accessible school environment for pupils, staff, visitors and the wider community.

SECURITY AND SAFEGUARDING

Security and safeguarding have been central to the design of Brookleigh Primary School. The proposals ensure that pupils, staff and visitors are provided with a safe environment, while maintaining an open and welcoming character appropriate to a community facing, civic building.

The design strikes an appropriate balance between security and openness. By combining controlled

access, clear zoning, natural surveillance and robust, architecturally sensitive boundaries, the proposals create a safe and secure school environment, capable of contributing positively to the Eastern Neighbourhood centre.

SAFEGUARDING APPROACH

- The site is arranged so that pupils, staff, visitors and service vehicles are clearly separated, reducing potential conflict and safeguarding risks.
- A single, clearly defined public entrance provides secure management of all visitors, with reception staff able to control access.
- All pupil areas are located within a secure line, with robust but context-sensitive boundary treatments around the perimeter.

DESIGNING OUT CRIME

- Natural surveillance is maximised: building orientation and window positions allow staff to overlook the public entrance.
- External lighting has been designed to ensure safe use of entrances, parking areas and pedestrian routes, while discouraging anti-social behaviour.
- The scheme has been developed in line with Secured by Design principles.

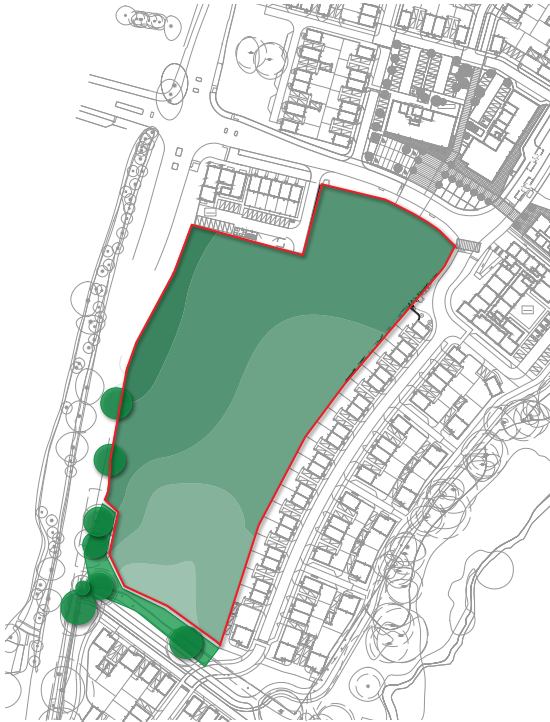
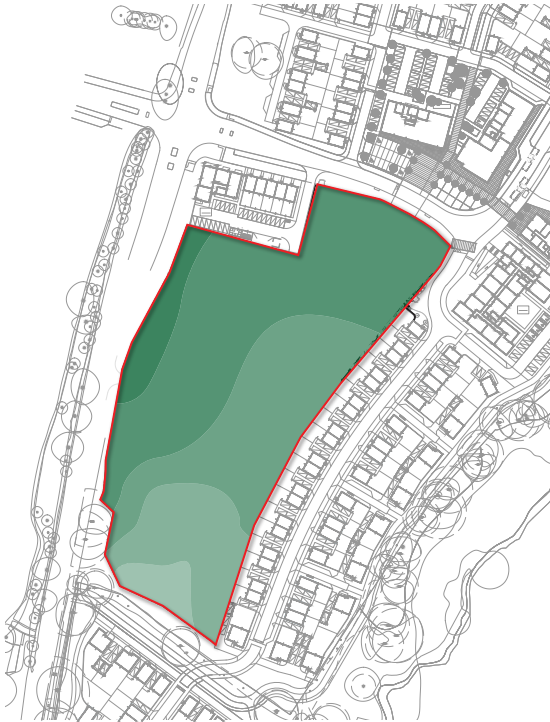
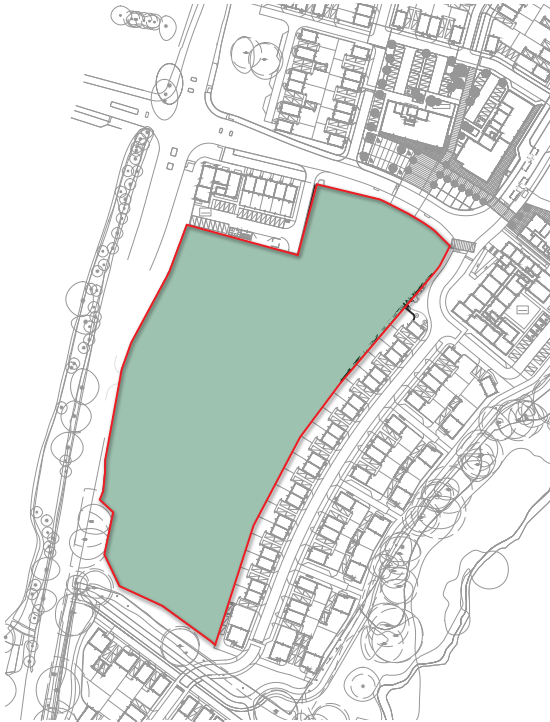
ACCESS AND SUPERVISION

- Vehicular access for deliveries and emergency vehicles is clearly defined and separated from pedestrian and cycle routes used by pupils and parents.
- Drop-off and pick-up areas are provided outside the secure line, ensuring safe and efficient movement at peak times.



Context • The primary school (1) site is located in the Eastern Neighbourhood of Northern Arc, on the southern side of the Neighbourhood Centre. • The primary school is a feeder school for the new secondary school (2) to the north of the new development.	Scale • The site is approximately 250m x 100m. • The project red line boundary measures - 21,846 sqm.	Levels Existing site grades from 26.0m on the western boundary to 23.0m on the southern boundary	Features The site benefits from a group of established trees to the south and south west.
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- The character of the neighbourhood:
- Offering a primary school, secondary school, community centre and neighbourhood centre.
 - Civic node.
 - Formed of attractive and well-connected links and spaces, where people will want to walk and cycle.



7.1 UNDERSTANDING THE SITE

School Building

The proposed school, single block building, will be located to the north of the site facing the public square, as per the wider masterplan proposals.

Adjacent Development

Proposed new homes to the east with rear gardens meeting the boundary. Residential block proposed to the north west; this area also includes a sub station.

Wider Masterplan

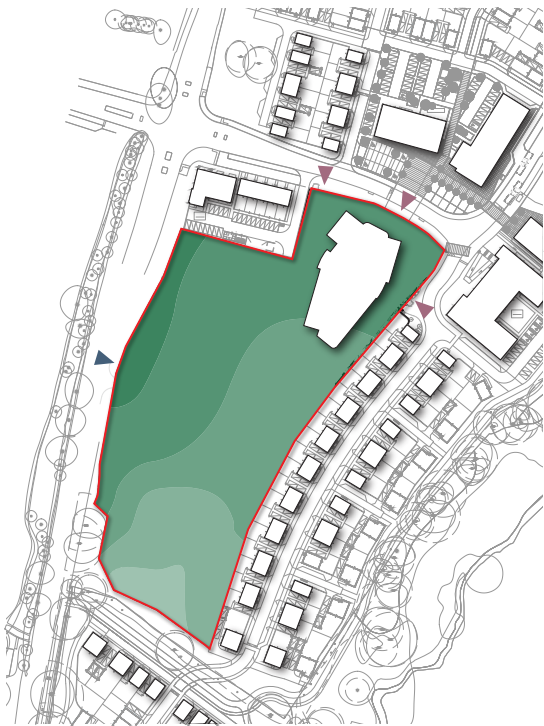
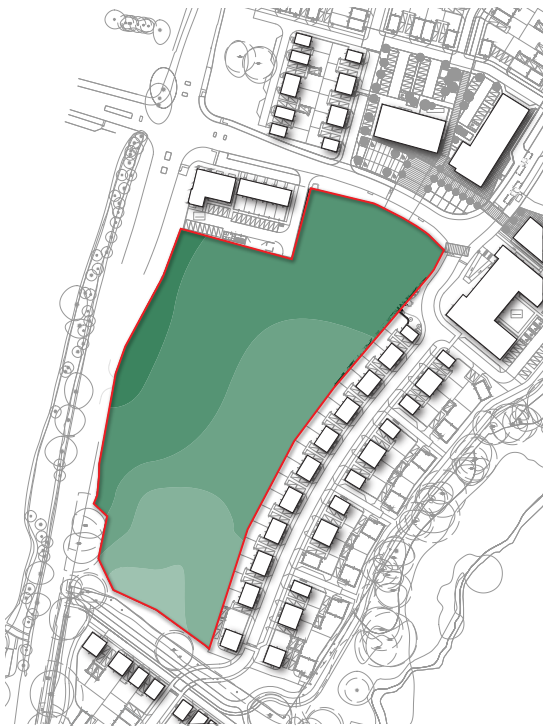
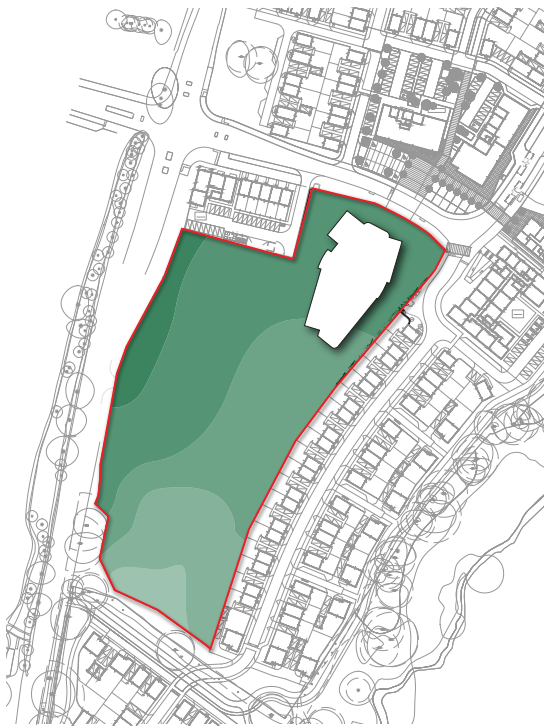
The aspiration is for students to live locally and to arrive sustainably on foot or by cycles. Vehicle drop off will be limited and via the public square to the school frontage.

Opportunities and Constraints

Due to the development of the residential site to the east the access road is now between homes rather than adjacent to the school. The original masterplan proposed vehicle access from the east. Due to the development of the residential plot to the north west and associated vehicle access, we no longer have the opportunity to access the site by vehicle from the frontage. These developments have led to vehicle access from Isaac's Lane to the west.

The site levels fall 1000mm across the frontage to the proposed homes on the east, also the EBLR levels are fixed as they have been constructed. In order to achieve level access the proposed FFL will need to be higher than existing levels.

To maximise the usable areas of the sports pitches it has been agreed to utilise landscape batters at 1:3 max to provide the largest possible 'level' area for sports.



In the absence of a School Specific Brief the external spaces will be developed in accordance with BB103, BB104 and The Green Guide which provides guidance on the design and specification of external spaces within the WSCC capital asset portfolio.

Green Guide Requirements

The design of the school grounds, including all Outdoor Furniture & Equipment, shall comply with the Equality Act 2010, and with all relevant and current European and British regulations, standards and policies. Particular attention should be paid to the most recent editions of:

- BB103 – Area Guidelines for Mainstream Schools
- BB104 – SEND and Alternative Provision: Area Guidelines
- Building Regulations: Approved Document M

All external school areas to be design to BB103 and BB104. The formal curriculum and the informal and social activities of pupils shall be accommodated by consideration of the following types of outdoor space:

- Soft Outdoor PE - The school-specific brief will dictate what sports pitches are required to meet curriculum needs.
- Hard Outdoor PE - Marked out for games such as netball and tennis should be provided in the form of Multi-Use Games Areas (MUGA) wherever possible. These should conform to design guidance published by Sport England
- Soft Informal and Social areas – Soft-surfaced areas, such as grass, grassed banks, meadowland and shrub or planted spaces.
- Hard Informal and Social Areas - external courtyards, hard-surfaced breakout spaces and pedestrian movement routes Wherever possible these should be constructed from permeable materials to avoid the need for additional drainage infrastructure and surface water attenuation.
- Habitat areas - To provide for a wide range of supervised activities, habitat areas could comprise meadowland, wildlife habitats (such as ponds), gardens and outdoor science areas to support the curriculum and improve play and recreational spaces. Types of habitat areas should be discussed with the client and service at early stages of design.
- Access areas – Paths, Cycle routes, public transport, drop off, delivery and bin storage, roads and parking.

SCC Requirements

Page 78 of BB104 states:

Net site area in SRP and Units pupils will share PE, social and habitat areas with the main school but there should be a separate protected area, with some shelter, directly accessible from the facility where pupils can have quiet time away from the main part of the school.

It does not provide guidance on areas required. We have based our assumptions on the following:

The table on Page 87 of BB104 illustrates the 'per pupil' allowance for each category of space. These figures are minimal compared to the base allowance of 600m2.

If we calculate the base allowance for a whole school, based on a 1 FE primary (7 classes of 8 pupils) that gives a total category net area of 600 + (7*8)*2 m2, or 712m2. If we then divide by 7 and multiply by 2 to calculate a 2FE, we get circa 200m2. However, a 2FE school, following the same rationale, would yield an area of circa 120m2.

We therefore propose to achieve a space between 120-200m2. The design for the space will be low-stimulus for calming / quiet reflection, a sheltered area for small group learning activities (such as story-telling) and a less-structured area for free play. The areas will be accessible to wheelchair occupants.

School Requirements

We have been working to deliver the DFE Employer's Requirements Part B: Generic Design Brief and there is no School Specific Brief for this school.



7.0 LANDSCAPE

7.2 UNDERSTANDING THE REQUIREMENTS

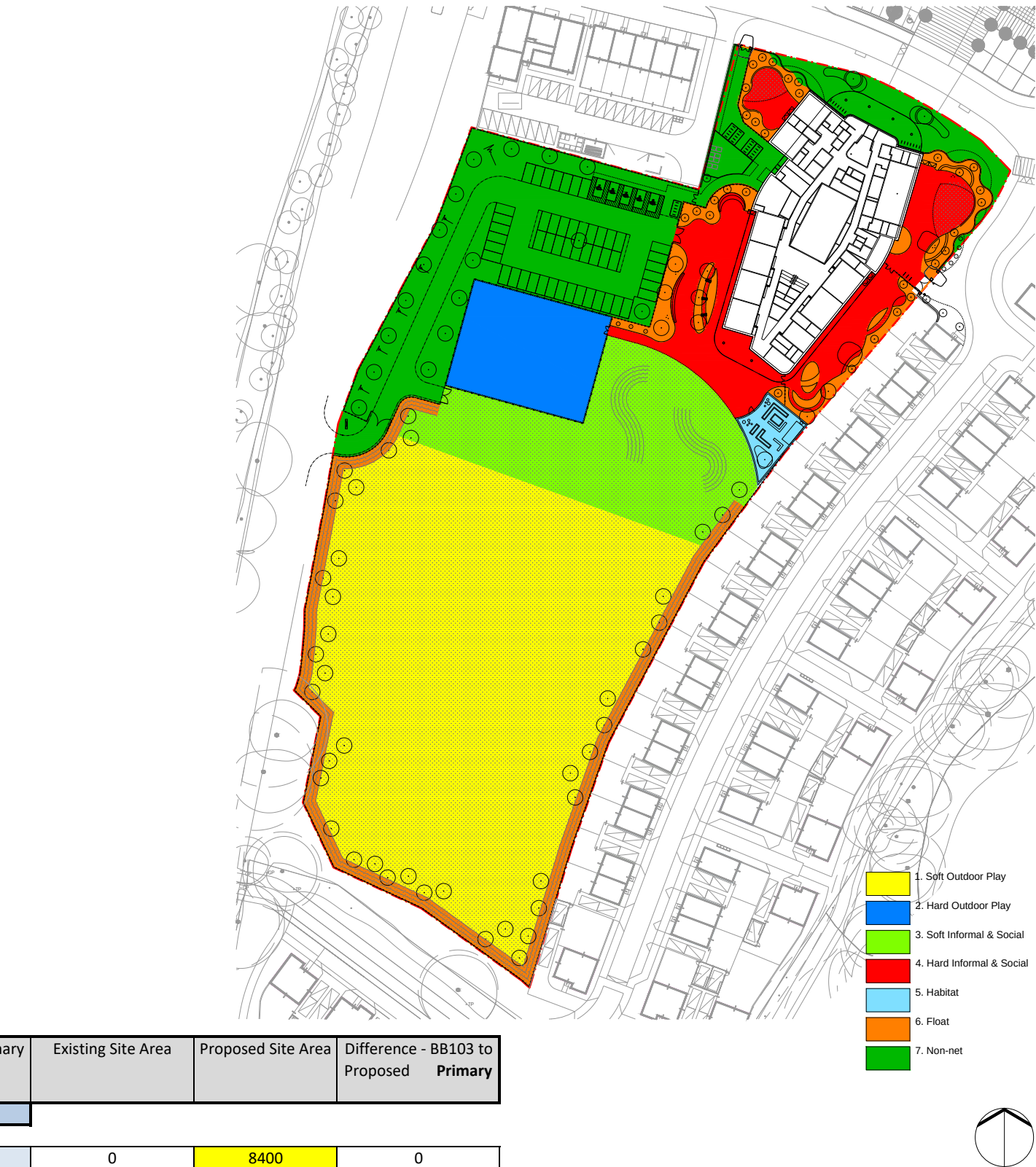
BB103 Requirements

The following information has informed the completed BB103 calculations:

- 2 Form Entry
- 420 (Reception – KS2)
- 52 Nursery Places
- 16 (Special Support Centre places)
- Total pupil design occupancy : 488
- The project red line boundary measures - 21,846 sqm.

The developing site proposals, illustrated later in the document, have been included for Proposed Site Areas.

Refer to supporting fabrik drawing to illustrate BB103 areas.



No of Form entry	2
No in class	30
Reception (infant)	60
KS1 (infant)	120
KS2 (junior)	240
Total Places	420

Recommended minimum site area	Base Area for any Primary School	Nursery	Reception & KS1 (infant)	KS2 (junior)	BB103 Total - Primary Only	Existing Site Area	Proposed Site Area	Difference - BB103 to Proposed Primary
Projected Pupil Numbers / Places		52	180	240	420			
1. Soft Outdoor PE	0	0	0	8400	8400	0	8400	0
2. Hard Outdoor PE	400	0	270	360	1030	0	1030	0
3. Soft Informal & Social	600	104	360	480	1544	0	2448	904
4. Hard Informal & Social	200	52	180	240	672	0	1743	1071
5. Habitat	0	0	90	120	210	0	210	0
Float	600	104	900	1200	2804	0	1817	-987
Minimum Net Site Area	1800	260	1800	10800	14660	0	15648	988
Non-net	350	52	180	1200	1782	0	4179	2397
Minimum Total Site Area	2000	312	2070	12000	16382	0	21846	5464
Maximum Net Site Area	2000	312	1980	12000	16292			
Maximum Total Site Area	2400	390	2520	15120	20430			

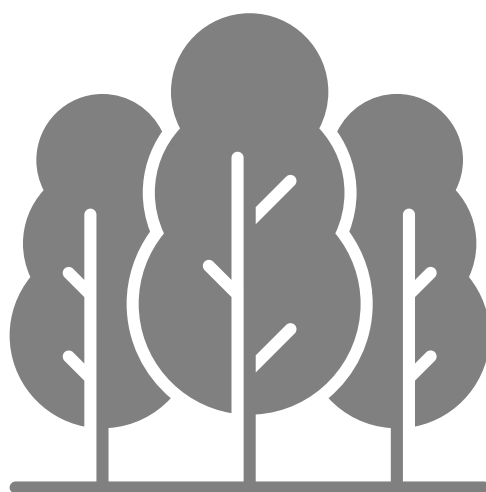
7.3 COMPLIANCE AND BENEFITS



High Quality Primary School Building



2FE
420 Pupils / 52 Nursery / 16 SSC



0 tree removed
100 trees added



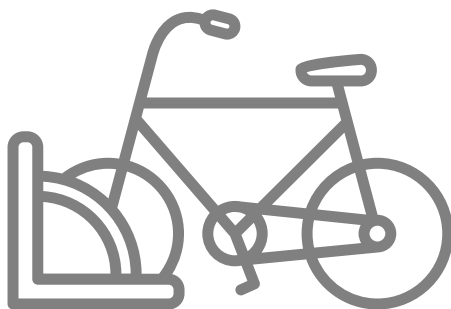
210 sqm of Habitat space for pupils



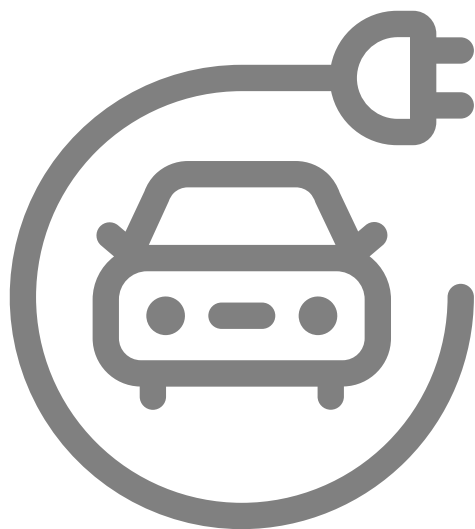
New planting areas and habitat creation



1,030 sqm MUGA
8,400 sqm playing fields



68 cycle parking spaces



54 parking spaces for staff and visitors
including EV charging

7.0 LANDSCAPE

7.4 LANDSCAPE VISION

Spatial Arrangement

- 1 Primary pedestrian access
- 2 Potential secondary / separate nursery access
- 3 Vehicle access
- 4 Service access
- 5 Proposed building location
- 6 Hard & Soft Social wraps proposed building
- 7 Hard PE / MUGA
- 8 Habitat / Ecology space
- 9 Soft PE / playing fields
- 10 Sports pitch/es
- 11 Car parking
- 12 Landscape screening to adjacent properties
- 13 Improve / enhance existing tree belt
- 14 Potentially nursery and reception play space linked



7.0 LANDSCAPE

7.4 LANDSCAPE VISION

Student Drop off / Pick up

Through close collaboration with WSCC it has been agreed that the primary school will promote sustainable travel and a small catchment area, circa 2.5km.

On site vehicle access and parking is for staff only. Should parents arrive by car there are 31 no visitor spaces within a 2 minute walk, shown in pink opposite.

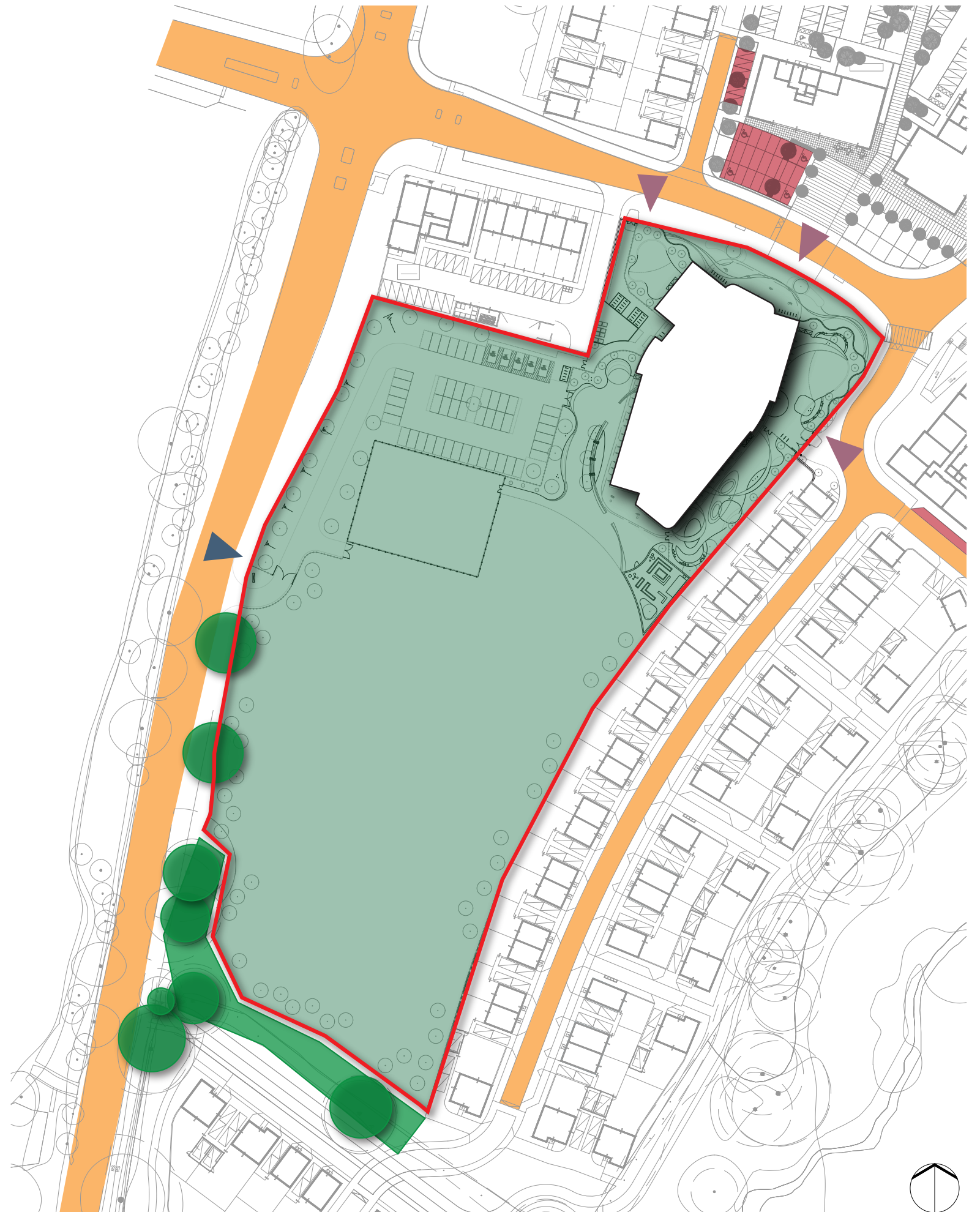
The proposed building has been set into the red line to provide a greater waiting area for parents and pupils and safely segregated from the cycle network.

The main entrance is to the north, facing on the neighbourhood centre. The layout of this space and road crossing has been designed in collaboration with the adjacent developer and transport engineers.

A secondary access has been provided to the east for nursery children and parents. There is opportunity for the school to allow access for the reception pupils also.

A tertiary access is provided to the north west for students arriving by cycle or scooter; this reduces conflict by segregating those on wheels and eliminates the need to travel through the building.

Should the school operator require there is opportunity for SSC pupils to arrive via the car park in the school mini bus and enter through the quieter western access point.



7.0 LANDSCAPE

7.4 LANDSCAPE VISION

Vehicle Access

Vehicle access into the site is controlled and limited to staff and servicing.

Staff - enter and exit via gated access from Isaac's Lane. 54no parking spaces are provided.

Refuse - enter and exit via gated access from Isaac's Lane. Bins are moved from the bin store to the refuse vehicle in the car park.

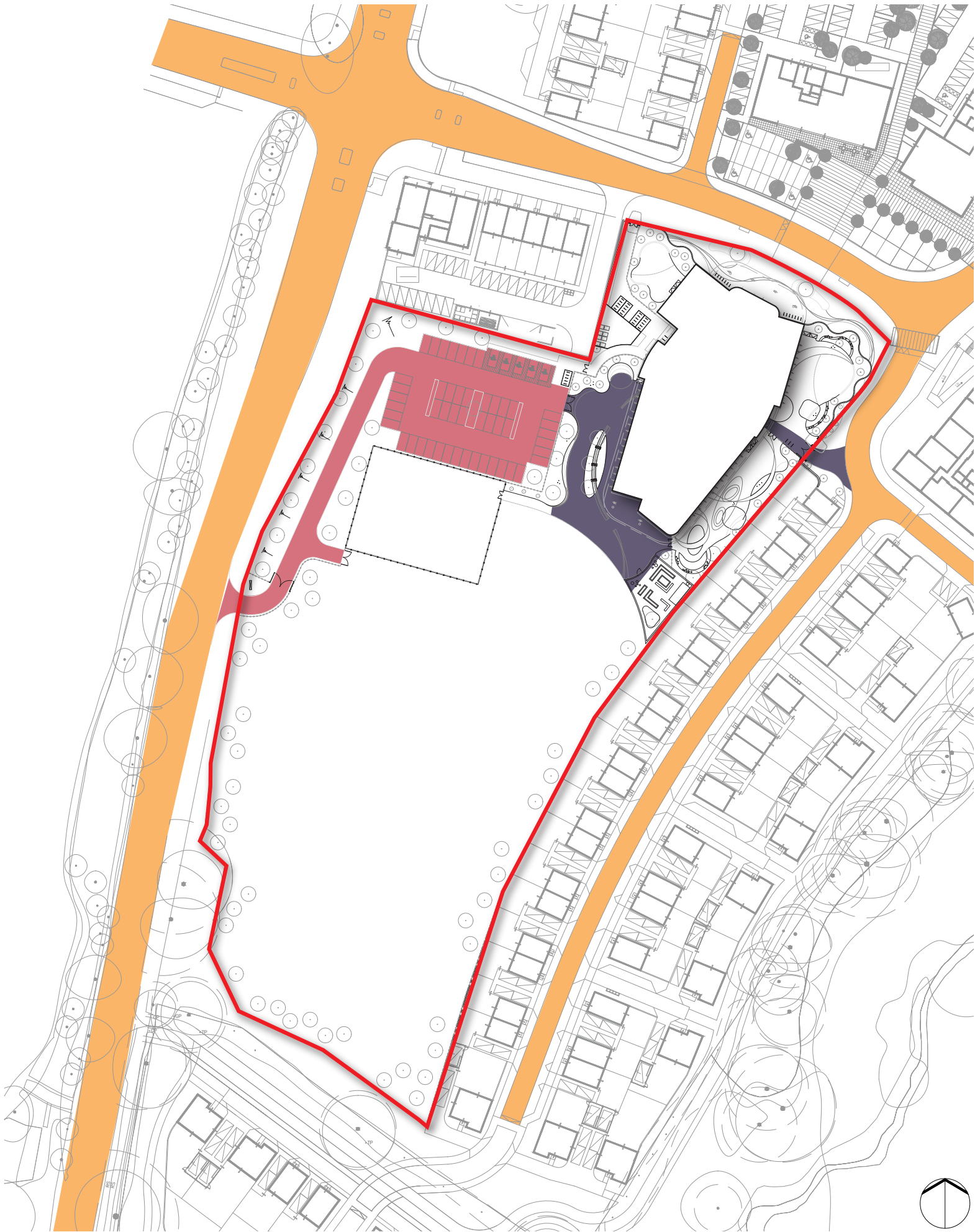
Mini Bus and Coaches - enter and exit via gated access from Isaac's Lane. Should larger coaches be required they will not enter the site, instead parking to the frontage.

General Servicing - via gated access to the east. Vehicle are not required to enter the site, instead manoeuvre on to the footpath area shown in purple.

Fire Tender - Access and coverage to the front and east of the building is from the highway and vehicles not required to enter the site. Fire fighters can enter via the gated access to the east. Access and coverage to the west and south is via the Isaac's Lane and gates within the car park providing access into the school site.

Ambulance - Access from the frontage or car park, should access to the playing fields be required this can be achieved via the maintenance gates adjacent to the MUGA.

Playing field maintenance - via the maintenance gates adjacent to the MUGA.



7.0 LANDSCAPE

7.4 LANDSCAPE VISION

Access and Circulation

The primary secure lines limit pupil access to the areas highlighted.

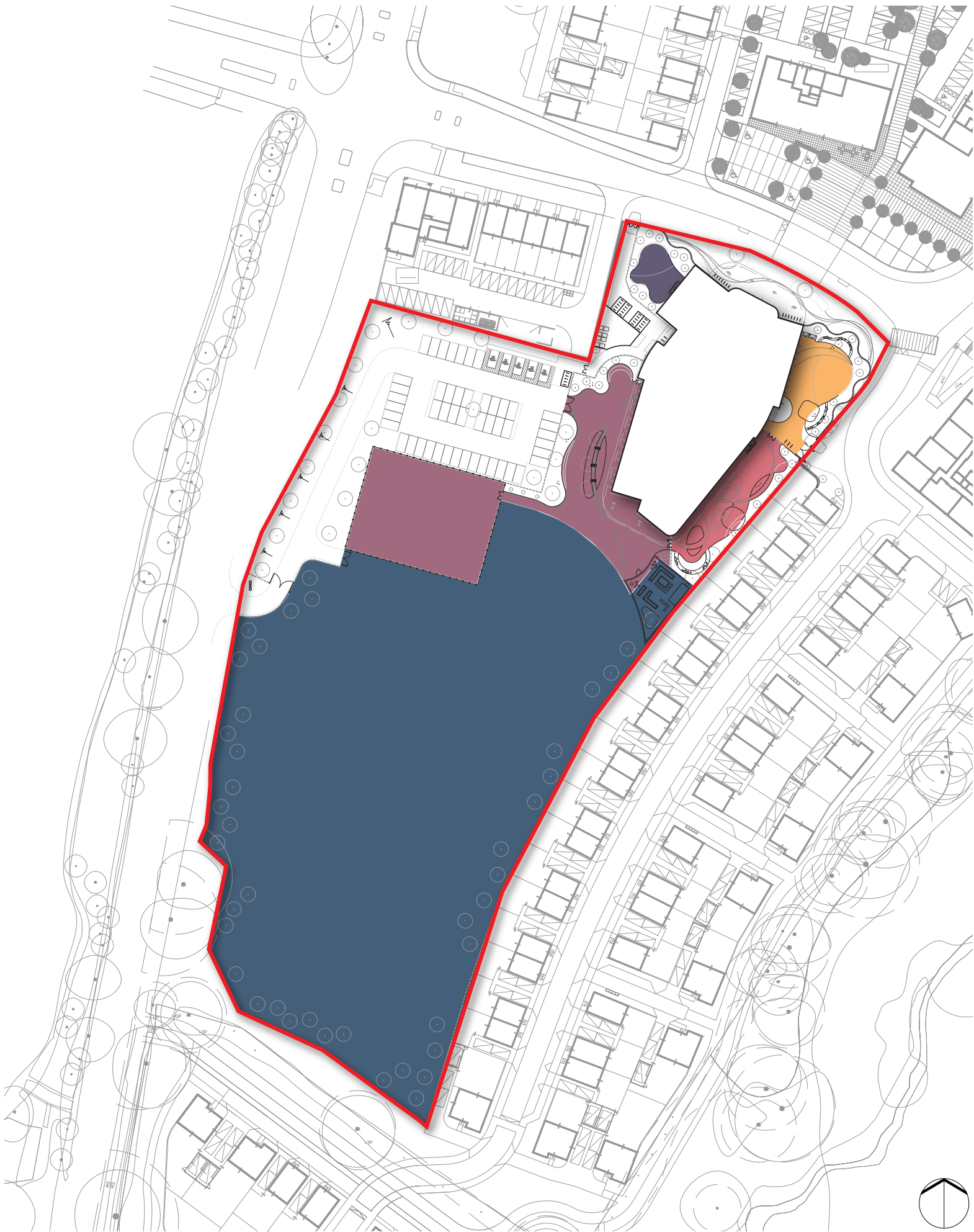
Orange - nursery children have access to a secure playground with an external entrance from the east.

Pink - Reception pupils have a dedicated playground. Should the operator wish, the secure line gates with the nursery can be opened for free flow between. Reception pupils are enclosed from the wider school via a lower fence and gate; this allows access to the habitat area, playing fields and MUGA.

Light Purple - KS1 and KS2 pupils have access to the larger playgrounds, the playing fields and MUGA. The layout of the playgrounds allow teachers to segregate areas without the need for fencing.

Dark Purple - SSC students have access to their designated playground.

Navy - students have access to the larger playing fields, assumed seasonally with teacher permission.

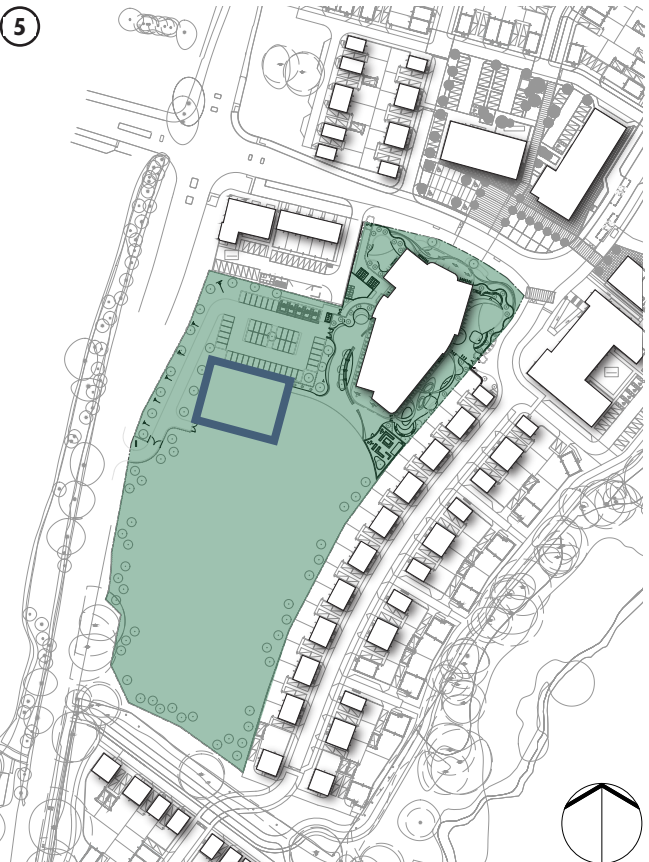


7.0 LANDSCAPE

7.4 LANDSCAPE VISION

Boundaries and Security

- 1 The school frontage benefits from a feature brick 'Crinkle Crankle Wall', 2.4m high
- 2 Standard weldmesh fencing, 2.4m high
- 3 Vertical timber board acoustic fencing, 2.4m high
- 4 Internal fencing to separate reception playground, 1m high
- 5 MUGA fencing, weldmesh 3m high



7.0 LANDSCAPE

7.4 LANDSCAPE VISION

Pitch Provision

In accordance with BB103 the Hard PE space has been sized at 1030m2. This area allows for the creation of a MUGA which can accommodate either or a combination of the following:

- 1x Tennis Court
- 1x Basketball Court
- 1x Netball Court

In the absence of a School Specific Brief the space will be provided and court requirements will be determined later in the design process.

WSCC have confirmed that a football pitch is required. The maximum pitch size that can be provided is U11 and U12 (9v9). A similar space can provide 2x U7 and U8 (5v5) pitches or 2x mini Hockey pitches. Other sports such as cricket do not fit in the space available, to pitch size standards, but the space provides an area that can be utilised as required by the school for smaller versions of the games required.

