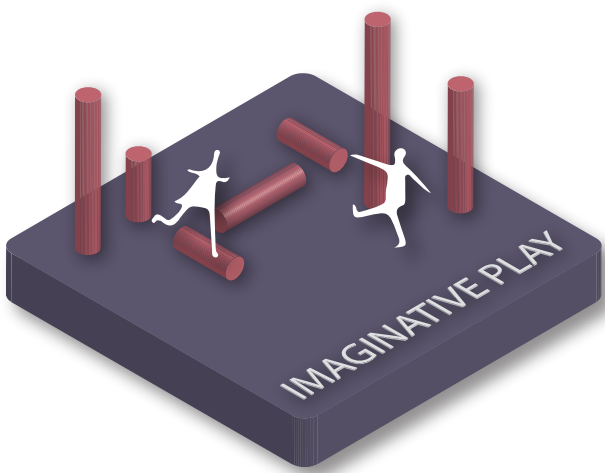
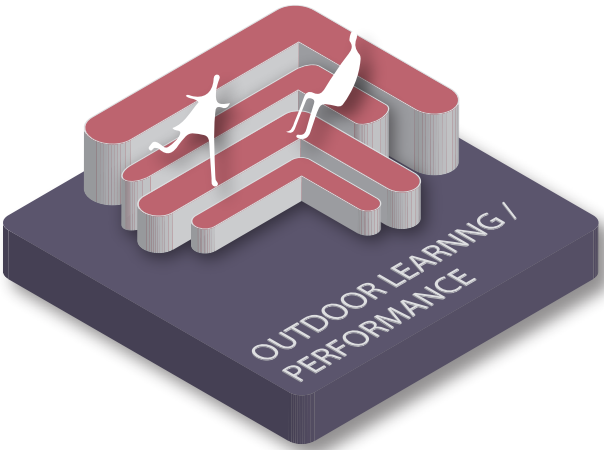
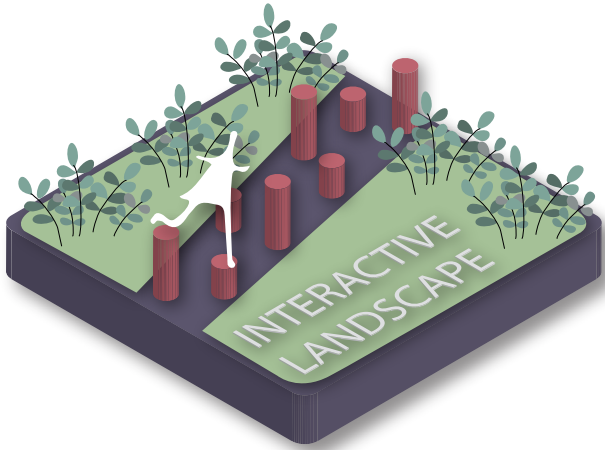
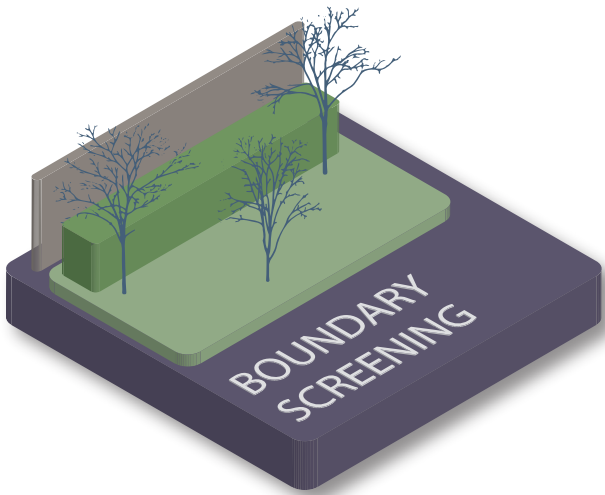
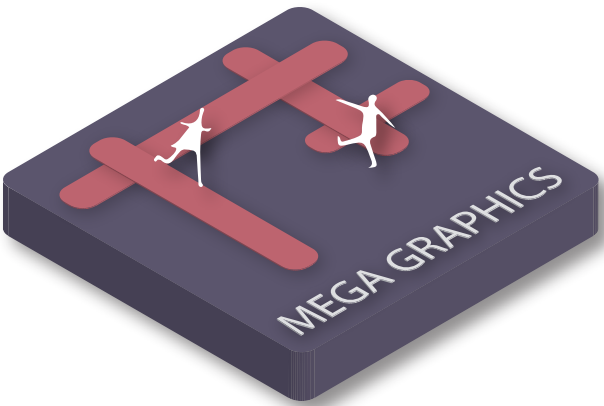
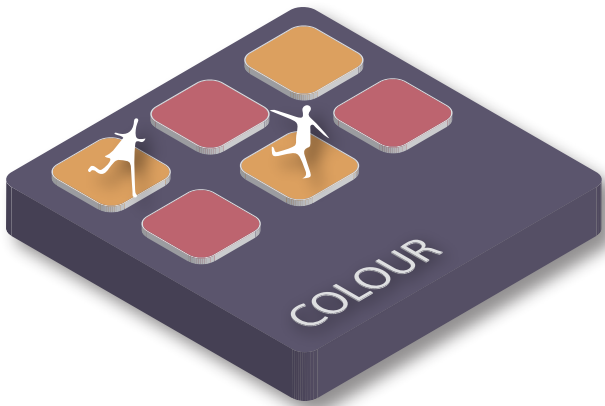


Design Principles

Through the design process we have reviewed the requirements and deliverables for a new school, discussed Home's England aspiration to provide an exemplar primary school, reviewed proposals for the secondary school, the wider masterplan and vision for Brookleigh. Initially we wanted to ensure a rich landscape with tree planting so the school sits within the wider masterplan; this provided opportunity to encourage pupils to interact and play through the landscape, an uplift from simple boundary planting. The shapes and forms developed stem from the 'nature' approach and allowed the softer elements of the design to extend and meander through the scheme. It was an early decision to avoid prescriptive play features and instead utilise the landscape design to allow imaginative free play; this allows the opportunity to create seating, walls and routes into the landscape as wells as then extending across the playgrounds in the form of mega graphics. Finally, opportunity for colour was developed, the tones proposed align with the building colours and adds another layer of interest and play into the playgrounds.



7.0 LANDSCAPE

7.5 LANDSCAPE STRATEGIES

Levels

The existing site levels in the area of the proposed building are circa 1m lower than the built EBLR. The design intent is to lift the proposed building to provide Part M compliant level access for all into the school. The proposed FFL will be in the region of 25.600.

It has been confirmed by WSCC that a football pitch is required. In order to achieve Sports England standards the playing fields will need to be re-graded to achieve 1:100 cross falls.

Arrival

- Part M compliant level access
- Access for all
- The site grades from east to west across the school frontage
- Single FFL maintained

Playgrounds

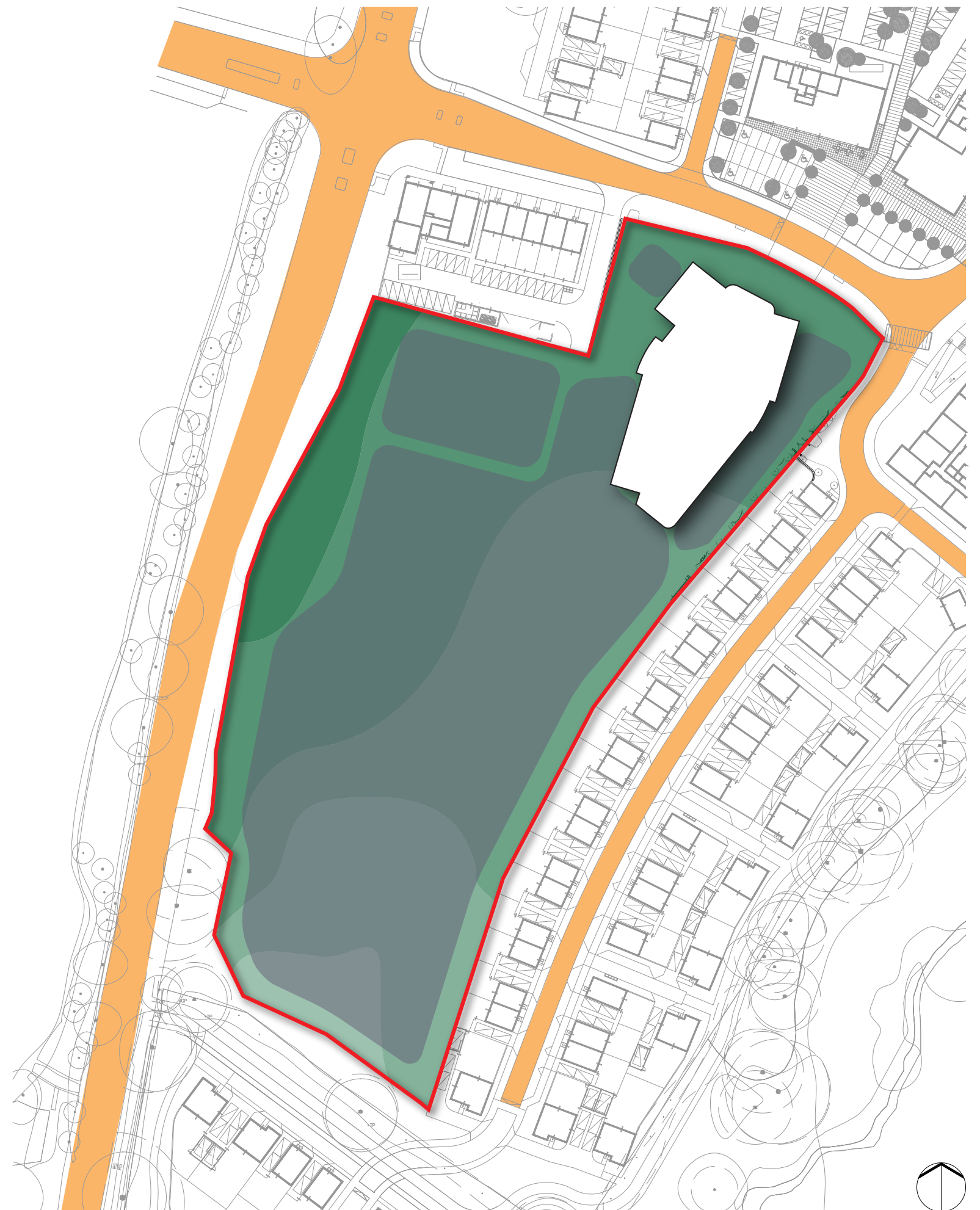
- Part M compliant level access
- Access for all
- Nominal 1:60 cross fall to hard spaces for drainage
- Landscape to boundaries used to merge levels, 1:3 max

Sports Pitches

- BB103 ambition to maximise soft play area
- Propose maximum area with 1:100 sports pitch compliant cross falls
- Landscape to boundaries used to merge levels, 1:3 max

Access Road and Car Park

- Access road uses adjacent landscape to merge levels
- Car park includes Part M compliant levels
- Access for all



Boundaries

The school includes a range of standard boundary treatments and benefits from a feature frontage that forms part of the architectural and civic presence on the Neighbourhood Centre.

- 1 The frontage wall will be 2.4m high with no climbing opportunities, the wall will curve in a Crinkle Crankle fashion.
- 2 The frontage wall will become a standard 2.4m high wall as we meet the western boundary with the residential plot.
- 3 The boundary to the east with residential rear gardens will be a standard 2.4m high weldmesh fence however the gardens will include their own fencing.
- 4 The boundary to the south will be 2.4m high weldmesh fencing.
- 5 The western boundary needs to provide acoustic screening and will be 2.4m high vertical timber.
- 6 The MUGA will require 3m high sports fencing.

1



2



3



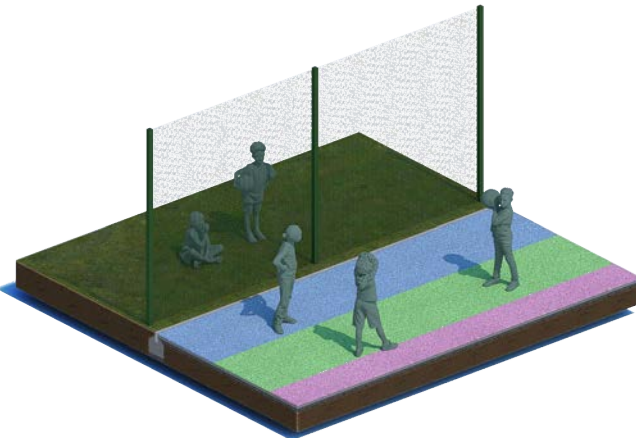
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5



6



Hard Materials

The school will utilise school standard materials as a baseline and then uplift them through the use of colour and form. Playgrounds, footpaths and car parks will utilise tarmac, the playgrounds will then include feature colour banding which will blend into raised planters and seating elements. A subtle colour palette is proposed which compliments the building tones. Timber elements will be used for seating and play through the landscape.

The school frontage will blend into the EBLR through the use of the same concrete paver palette.



Habitat Spaces

BB103 guidance sets out the requirements for general habitat areas - *should include grounds developed for a range of supervised activities, for instance meadowland, wildlife habitats (such as ponds), gardens and outdoor science areas to support the curriculum. Such areas should generally be fenced to avoid unsupervised access.*

The strategy for Brookleigh Primary is to provide a sheltered outdoor learning area and a variety of growing areas and ecology habitats.



7.0 LANDSCAPE

7.5 LANDSCAPE STRATEGIES

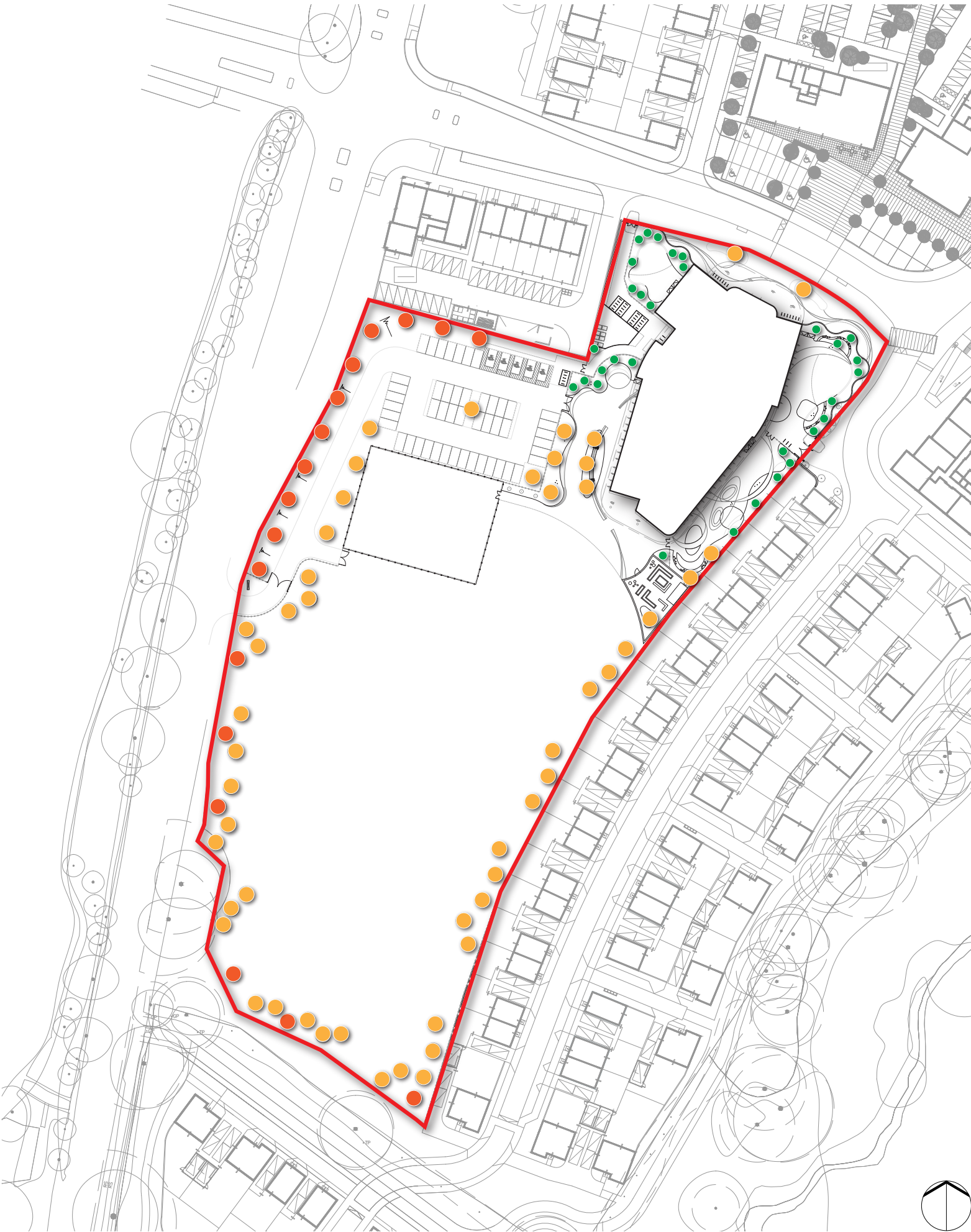
Tree Planting Strategy

The proposed tree planting strategy has been developed following the guidance and species lists set out in the Northern Arc Revised Design Guide, Section 9.6. Specifically it notes the following:

Native or complementary non-native tree species should be used that respond to local character and provide good resilience to climate change, pests and disease and provide benefits to local habitat. The following trees, in a range of large (15-20m+ high), medium (10-15m high) and small (7-10m high) provide a guide of species most suited to the Northern Arc Avenue. Use of other species and specific cultivars of those listed can be considered and discussed with the Planning Authority.

The school specific strategy proposes larger tree species the access road adjacent to Isaac's Lane to compliment the existing trees lining this road; within the playing fields we propose a combination of larger and medium size trees; to the playground edge where it meets the playing fields we propose medium sized, clear stem trees; finally, in closer proximity to the building and playgrounds we propose smaller multi-stem trees that will provide a sense of enclosure and screening without becoming a maintenance issue as they grow.

- Large clear stem trees
- Medium clear stem trees
- Small multi-stem trees



Tree Planting Palette

- 1 Quercus palustris
- 2 Tilia cordata
- 3 Acer platanoides
- 4 Acer campestre
- 5 Alnus cordata
- 6 Carpinus betulus
- 7 Corylus avellana
- 8 Liquidamber styraciflua
- 9 Prunus avium
- 10 Prunus spinosa
- 11 Ulmus 'New Horizon'
- 12 Acer griseum
- 13 Amelanchier lamarckii
- 14 Betula utilis 'Jacquemontii'
- 15 Cornus kousa
- 16 Cotinus coggygria 'Royal Purple'
- 17 Prunus cerasifera 'Nigra'
- 18 Prunus serrula

- Large clear stem trees
- Medium clear stem trees
- Small multi-stem trees



Planting Palette

- Grasses
- 1 Calamagrostis x acutiflora 'Karl Foerster'
 - 2 Hakonechloa macra
 - 3 Luzula sylvatica
 - 4 Stipa tenuissima

- Ferns
- 5 Asplenium scolopendrium
 - 6 Dryopteris filix-mas
 - 7 Matteuccia struthiopteris
 - 8 Polystichum polyblepharum

- Shrubs
- 9 Astrantia major
 - 10 Cornus alba
 - 11 Echinops ritro
 - 12 Hebe rakaiensis
 - 13 Kniphofia flamenco
 - 14 Pachysandra terminalis
 - 15 Persicaria bistorta
 - 16 Salvia officinalis
 - 17 Sanguisorba officinalis
 - 18 Stachys byzantine
 - 19 Verbena bonariensis
 - 20 Viburnum opulus
 - 21 Trachelospermum jasminoides

- Grasses
- Ferns
- Shrubs



Proposed Masterplan

Please note all supporting visuals in the following pages are illustrative only.

- 1 Tree planted boundaries
- 2 Playing fields
- 3 MUGA
- 4 Vehicle access from Isaac's Lane
- 5 Staff car park
- 6 Habitat area
- 7 Main playground
- 8 Western access / entry including cycle parking and refuse
- 9 SSC playground
- 10 Reception playground
- 11 Nursery playground
- 12 Nursery entrance
- 13 Main entrance
- 14 Entrance for cycle parking



7.6 LANDSCAPE PROPOSALS

Student Arrival

The vision for the primary school is for a small catchment area and children to arrive sustainably, walking or cycling. In collaboration with adjacent developers, MSDC and WSDC we have provided a safe arrival route through the Neighbourhood Centre and across the EBLR. Later in the document we note the aspirational improvements for the EBLR with regards to the cycle highway. We have set the proposed school building into the red line to provide a greater safe space for gathering and waiting. Seating and planting islands, along with bollards create a safe separation from the cycle lanes. The frontage includes soft landscaping set within the wall undulations with further seating opportunities.

- 1 The majority of students will arrive via the school frontage.
- 2 Pupils arriving by cycle or scooter will access to the west and a secure storage area. A secondary entrance is provided to this elevation.

- 3 The nursery benefits from a separate entrance to the east. Local road crossings and a boundary line set back provide a generous gathering area a safe distance from any vehicles.



7.0 LANDSCAPE

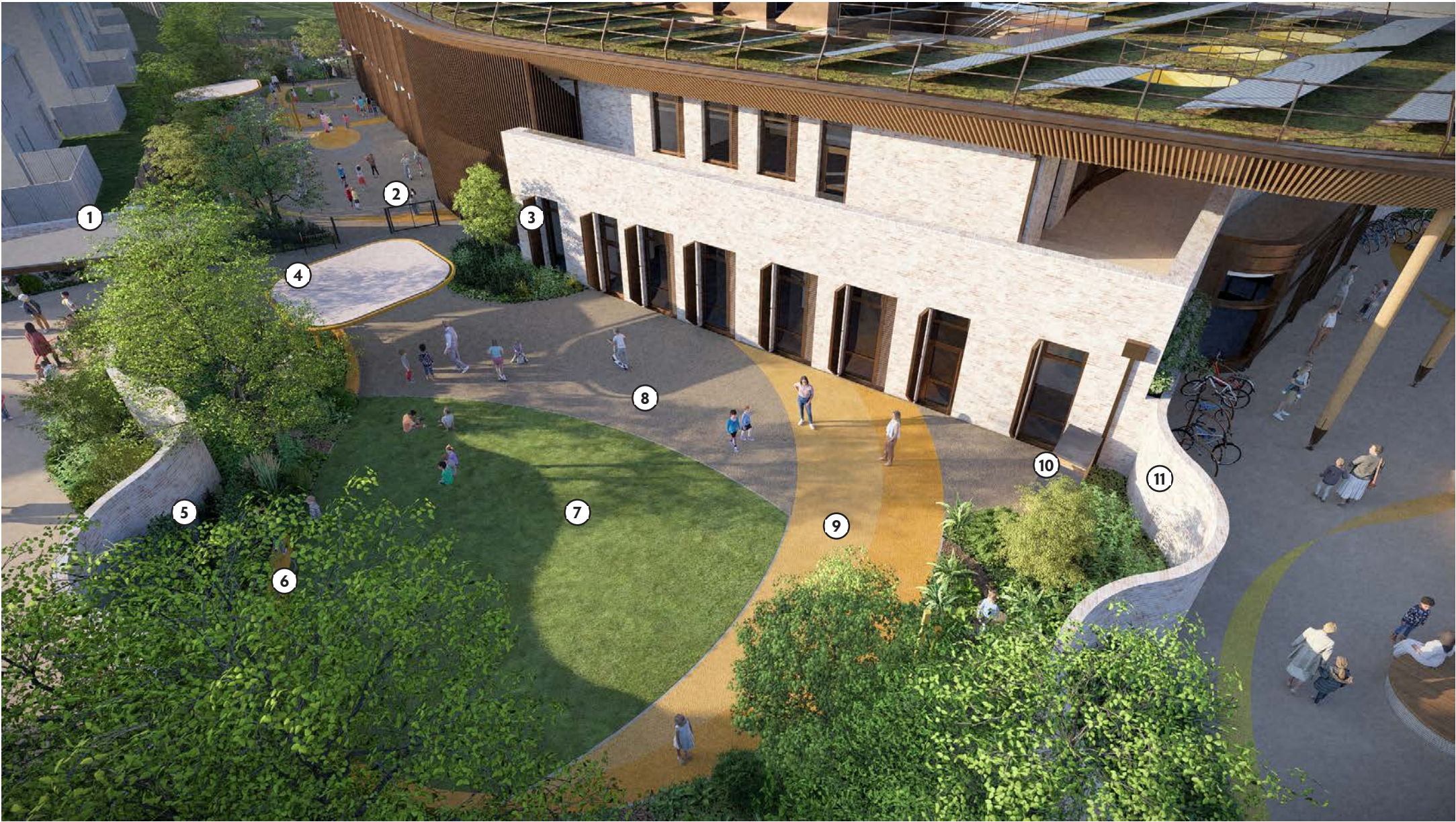
7.6 LANDSCAPE PROPOSALS

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Nursery

The external area of the nursery, circa 530 sqm, provides access from the entrance to the building, generous outdoor play area, a close connection with sensory landscaping, a solid boundary for visual screening, shade canopy to encourage year round outdoor learning and incorporated solutions for storage. These elements are provided in an interactive and visually interesting form to deliver a stimulating learning environment from the ground up. The proposals provide an environment for imaginative play without dedicated and prescriptive play equipment, it is envisaged that the nursery provider / school will provide loose play and learning equipment that will be stored internally and externally as appropriate.



- 1 Nursery Entrance
- 2 Secure separation from reception playground
- 3 Scooter parking
- 4 Outdoor shelter / canopy
- 5 Tree and shrub planting to boundary
- 6 Feature walls for play and seating
- 7 Amenity lawn
- 8 Hard surfacing
- 9 Feature paving
- 10 External storage
- 11 Crinkle Crankle boundary wall

7.0 LANDSCAPE

7.6 LANDSCAPE PROPOSALS

Reception

Continuing the forms and layout, the reception playground provides a larger, playable area than the nursery space; circa 550 sqm. Amenity lawn is omitted as this is accessible in the playing fields, and the area is provided as hard surfacing inlaid with feature banding, seating walls and undulations for play. The playground encourages imaginative play, in all weather, and a closer interaction with nature as routes are provided through the boundary planting. Shade canopies are provided above seating areas to encourage year round outdoor learning. Adjacent to the playground and accessed via gates is the habitat area.

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- 1 Separation from the main school playgrounds
- 2 Outdoor shelter / canopy
- 3 Undulations provide opportunities for play, including depressions to temporarily hold rain fall for 'rain play'
- 4 Feature walls for play and seating
- 5 Feature paving
- 6 Vertical elements in the playground for imaginative play
- 7 Hard surfacing
- 8 Tree and shrub planting to boundary
- 9 Secure separation from reception playground

7.0 LANDSCAPE

7.6 LANDSCAPE PROPOSALS

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KS1 / 2 Spaces

The main playground wraps the western and southern facade providing direct access from the class rooms and views across the extensive playing fields. Generous free play area is provided, circa 1,150 sqm, with feature paving bands linking spaces, connecting through the landscape and into furniture; this encourages imaginative free play without dedicated sports markings. A soft landscape island is provided; this provides greater landscaping within the space and primarily is an intervention that allows the larger playground to be divided in to smaller areas for outdoor teaching or play without the need for extensive fencing. Curving seating is stacked into the boundary landscape to create bleacher style seating for outdoor learning and gathering at break times. Tree planting is used at the edges to screen views to the car park.



- 1 Bleacher style seating
- 2 Tree and shrub planting to boundary
- 3 Feature paving linking landscape elements
- 4 Access to the MUGA
- 5 Landscape island with play route and vertical features
- 6 Hard surfacing
- 7 Playing fields
- 8 Secure separation from reception playground
- 9 Habitat area

7.0 LANDSCAPE

7.6 LANDSCAPE PROPOSALS

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SCC

The external playground for SSC pupils is designed with the same vision as the wider external areas but with a recognition for the user group. The visual stimulus has been reduced and the colour palette omitted. The space still benefits from generous paving and lawn for year round play and seating walls for group or individual activities. The boundary to the frontage is a solid brick wall, the others are weldmesh fence; all boundaries will utilise taller landscaping to enclose the space and reduce opportunity for views inwards.



- 1 Tree and shrub planting to boundary for visual screening
- 2 Hard surfacing
- 3 Amenity lawn
- 4 Crinkle Crankle boundary wall
- 5 Feature walls for play and seating
- 6 Cycle parking - outside of SSC area
- 7 School access - outside of SSC area
- 8 Secure boundary to playground
- 9 Secure separation from reception playground
- 10 Habitat area

Habitat

The habitat area is enclosed with hurdle style fencing to create segregation from the main playground. The space within is surfaced with mulch and an arrangement of raised timber planters; these provide growing opportunities for school and learning opportunities. Set within is a range of seating edges and benches or teaching sessions. The space benefits from a refurbished shipping container which includes a green roof, sheltered learning space and the intention is to provide a screen which illustrates a school energy dashboard. We envisage this linked to the MEP systems for heating, power and PV, it could also be linked to the weather. The space also include an area for inground planting where ecology habitats such as log piles and insect hotels can be arranged for further learning.

- 1 Reception playground
- 2 Main playground
- 3 Boundary fencing
- 4 Hurdle style fencing to enclose habitat area
- 5 Raised planters for student projects
- 6 Seating
- 7 Shipping container with green roof for shelter
- 8 Visual display dashboard for school power usage and generation
- 9 Inground planting bed



7.0 LANDSCAPE

7.6 LANDSCAPE PROPOSALS

fabrik



Sports Fields

The generous playing fields are achieved by using landscape batters to the boundaries to maximise the level area for sports pitches. The boundaries are tree lined for screening which will increase with age. Adjacent to the playground is an area of amenity lawn for general play and includes trees and undulations for imaginative free play.



- 1 Playing fields for sports pitches
- 2 Western boundary with acoustic fencing and tree planting
- 3 Residential boundary with weldmesh fencing and tree planting
- 4 MUGA
- 5 Soft social area with undulations in the amenity lawn
- 6 Playground

7.0 LANDSCAPE

7.6 LANDSCAPE PROPOSALS

fabrik



Vehicle Arrival

The access road from Isaac's Lane is the only vehicle access into the school site. This route provides access for staff parking, refuse vehicles, maintenance vehicles for the playing fields and fire tender if required. The parking numbers are set out within the transport report but in summary accessible and standard spaces are provided and waiting area for a mini bus should it be needed for SSC student arrivals.



- 1 Vehicle access road from Isaac's Lane
- 2 Maintenance access gates to playing fields
- 3 General parking area
- 4 Staff access route to the building
- 5 Emergency access gates for fire tender
- 6 Boundary with residential plot
- 7 MUGA

Staff Arrival

Staff arriving by vehicle will access the school building via access gates and a dedicated route. This route is screened from the playgrounds with soft landscaping. Cycle parking for staff is also provided in the car park and will be covered.



- 1 Building entrance
- 2 Gated access for staff from car park
- 3 Staff cycle storage
- 4 Boundary with residential plot
- 5 Emergency access gates in school boundary
- 6 Back of house enclosure for refuse and MEP plant

7.7 ASPIRATIONAL HOLMBUSH AVENUE (FORMERLY EBLR) IMPROVEMENTS

Through the design process, in conjunction with adjacent developers, WSDC and MSDC, we have aligned pedestrian movement strategies and worked to provide a safe and appropriate route for the number of pedestrian movements and dwell times for drop off and pick up. In order to achieve the aspiration a separate application will be required to amend the EBLR proposals.

Cycle Lane - Currently extending continuously across the frontage of the school introduces a potential conflict between cyclists and pedestrians. We seek to create a break in the route and install speed control measures, such as rumble strips, to slow cyclists.

Paving - We propose to extend the same standard pedestrian paving to the school building and across the broken cycle lane to indicate a pedestrian priority environment.

Crossing - The current crossings are smaller and either side of the school frontage. Our proposal is to provide a centralised route from the school that extends in to the Neighbourhood Centre and then into the pedestrians route that extends north through Brookleigh.



- 1 Paving material colour extends across road to emphasise pedestrian priority
- 2 Cycle lanes broken and rumble strips added
- 3 Pedestrian paving continues seamlessly from school into Neighbourhood Centre

BROOKLEIGH PRIMARY SCHOOL BURGESS HILL



Homes England

We are Homes England, the government's Housing and Regeneration Agency. We're here to drive the creation of more quality homes and thriving places so that everyone has a place to live and grow. We're a national agency that supports local places across England by working in partnership with thousands of organisations, big and small.

We believe that affordable, quality homes in well-designed places are key to improving people's lives. We work to together with private, public and third sector organisations to deliver a range of interventions and support to accelerate the pace of house building and regeneration across the country.

Our mission is to drive regeneration and housing delivery to create high-quality homes and thriving places. This will support greater social justice, the levelling up of communities across England and the creation of places people are proud to call home.

Homes England are the master developer at Brookleigh. They have acquired the land at Brookleigh and are on site delivering Homes and key infrastructure, working with contractors and developer partners. Brookleigh will provide 3,500 new homes in a sustainable community in Mid Sussex. A minimum of 30% of all homes at Brookleigh will be affordable housing, and the creation of new community and leisure facilities such as schools and parks will be complemented by a network of green spaces. This network will

have the important positive impact of creating habitats for native British wildlife, and Homes England are aspiring to provide a 23% biodiversity net gain across the site, more than double the required amount. Homes England will be directly delivering the Eastern Primary School.

Brookleigh Primary School

This is the first of two primary schools being developed at Brookleigh and will be built by Homes England. The outline planning application was approved by Mid Sussex District Council in October 2019.

Brookleigh Primary School is located in the eastern neighbourhood centre, to the east of Isaacs Lane.

It will be a two-form entry (2FE) school, offering a capacity of 420 pupil places. The school will also accommodate a 52-place (full-time equivalent) nursery and a 16-place Special Support Centre (SSC).

The school aims to provide an inclusive, sustainable and inspiring learning environment for pupils.

Have Your Say

Your feedback will help us to develop our proposals before we submit our reserved matters planning application. Please complete one of the paper feedback forms provided, or scan the QR code to complete the survey online.



Strategic Context (Extract from Outline Masterplan)

In collaboration with:

MASTERPLAN



Key Principles

- The school's northern and eastern frontages engage directly with the neighbourhood centre, through the position of multiple pedestrian entrances and several building and landscape features.
- At its centre, the school's main entrance - a single storey lobby, welcomes school attendees and visitors.
- A curving crinkle-crackle wall forms the boundary between the school site and the neighbourhood centre.
- The wall and building are set back, away from the adjacent road and cycle superhighway to provide a generous, pedestrian-only space for the safety of parents and pupils.
- The school's roof extends north, over this space, embracing the neighbourhood square, whilst providing a pleasant, weather-protected waiting area.
- There would be elements of planting and trees at key intervals along the curving crinkle-crackle wall, greening the neighbourhood centre.
- The entrances, roof canopy, wall and planting contribute to the welcoming look and feel of the neighbourhood centre.



Primary School Masterplan



School Building in the Context of the Neighbourhood Centre

Main Entrance

THE LANDSCAPE AND EXTERNAL PLAY



SSC Playground

Nursery Playground

Key Principles

- Dedicated outdoor space for each age group - Nursery, Reception, KS1, KS2, Special Support Centre.
- Outdoor spaces include paved areas, planting, seating, and shade structures.
- Dedicated outdoor learning space encouraging plant growing and interacting with nature.
- Playing fields for a range of games.
- Multi Purpose Games Area (MUGA) for sports including tennis, basketball and netball.
- The spaces have been designed to create an interesting, stimulating, and interactive learning environment for the pupils.



Reception Playground

Habitat Area



KS1 and KS2 Playground

Playing Field and MUGA

ACCESS STRATEGY



Key Principles

- The proposal aims to promote sustainable modes of transport for pick-up and drop-off. Key principles include:
- Vehicular access via a new two-way access from Isaacs Lane.
- Staff car park provided with 54 spaces (includes staff, visitor and accessible parking).
- Pedestrian entrances have been located to the north, east and west of the school to ease pressure on drop off and pick up areas and provide the school with flexibility during these busier times.
- Off-site drop off parking has been provided at various locations with direct pedestrian crossing points for parents and pupils. All drop off/dual use spaces are within a two-minute walk.

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)	26
Pupil Cycle / Scooter	60
Staff Cycle	8



LAYOUT AND APPEARANCE



Key Principles

- Teaching classrooms to the perimeter of the building, on the ground floor, allows for pupil access to external areas.
- A central hall creates a dynamic heart to the school.
- Nursery and Special Support Centre are proposed as individual units within the school.
- Staff facilities located on the secure line to the north.
- Roof canopy embraces neighbourhood centre and provides safe congregation space.



Studio Hall with Amphitheatre Step Seating



Ground Floor Plan

First Floor

- KS2 Classrooms
- Library
- External Deck Areas
- Science/ICT Room
- Staff Room



First Floor Plan



Indicative Proposed Materials

8.0 PUBLIC CONSULTATION

8.2 PUBLIC COMMENTS



PUBLIC CONSULTATION

The client team held two public consultation events as part of the engagement process:

WHEN:

- 9th September 2025
- 17th September 2025

WHERE:

The Triangle Leisure Centre, Triangle Way
Burgess Hill, RH15 8WA.

The venue was under a mile from the proposed school site.

WHAT THEY SAID:

The chosen venue provided a convenient and accessible location, with high levels of footfall that encouraged both passive and active engagement with the proposals.

Geographically, the venue was under a mile from the proposed school site.

Across the two consultation days, approximately 65 visitors engaged with the client team at the stand.

Feedback was consistently supportive, with no objections raised to the scheme.



9.0 CONCLUSION

This Design and Access Statement sets out the design development and proposals for Brookleigh Primary School.

The scheme has been carefully shaped by the principles of the Revised Brookleigh Design Guide and informed through extensive engagement with stakeholders, including the local community. The proposals demonstrate a clear commitment to delivering a high-quality, inclusive and sustainable learning environment, while responding sensitively to the school's civic role and educational purpose.

The design establishes a strong relationship with the emerging Eastern Neighbourhood Centre, enhancing legibility, reinforcing local character, and contributing positively to the public realm of the wider masterplan. Building form, orientation, materials, and landscape have been considered holistically to support the vision of Brookleigh as a connected, vibrant and enduring community.

Brookleigh Primary School is designed to foster well-being and educational attainment for all pupils, while also exemplifying best practice in safeguarding, access and place-making. Importantly, the scheme makes a significant contribution to West Sussex County Council's Net Zero Carbon ambition, offering a facility that is both energy efficient and environmentally responsible.

In summary, the proposals not only meet the functional and operational requirements of a modern primary school but also set a strong benchmark for design quality within Brookleigh, creating a distinctive, resilient and meaningful place for future generations.







X form follows feeling