

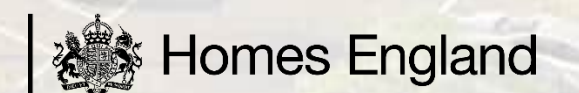
An aerial architectural rendering of the Brookleigh Eastern Primary School and its surrounding environment. The school building is a large, modern structure with a curved roof and multiple wings. It is surrounded by a parking lot with several cars, a playground area with trees and equipment, and a road with a roundabout. The rendering is in a light, semi-transparent style, allowing the background image to be visible.

**Brookleigh Eastern Primary School,
Brookleigh, Burgess Hill**

Reserved Matters Application

Design Principles Statement

Client



Project No

DARTS-OTH-88

Date

October 2025



Brookleigh Eastern Primary School

Brookleigh, Burgess Hill

DESIGN PRINCIPLES STATEMENT

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Homes
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1.0	EXECUTIVE SUMMARY
2.0	SITE LOCATION & DESIGN CONTEXT
3.0	OUTLINE PLANNING PERMISSION & DESIGN CODE COMPLIANCE
4.0	LANDSCAPE
5.0	CONCLUSION







1.0 EXECUTIVE SUMMARY

Outline Planning Permission was granted in October 2019 (ref: **DM/21/3279** (original reference DM/18/5114)) for a mixed-use development comprising approximately 3,500 homes, and associated public and commercial infrastructure.

This statement is one of a suite of documents in support of the Reserved Matters application for the first of two planned primary schools.

This Design Principles Statement demonstrates how the proposed Brookleigh Primary School responds to and complies with the design principles established through the Outline Planning Permission (OPP) Parameter Plans and the Revised Brookleigh Design Guide.

These guiding documents set out the key spatial, architectural, and place-making strategies that underpin the Brookleigh masterplan. They are intended to ensure the creation of a well-structured, high-quality, and sustainable new neighbourhood, with a clear identity and a strong relationship between built form, landscape, and community infrastructure.

The proposed school has been designed to reflect these ambitions. Located at the prominent southern edge of the Eastern Neighbourhood centre, the school fulfils an important civic function, both as an educational institution and as a key community landmark. Its design carefully balances this civic presence with the need to provide a safe, inclusive, and high-performing environment for pupils.

The school responds directly to the urban design principles set out in the Design Guide, including active frontages, well-defined public and private spaces, appropriate massing, strong edges to the public realm, and integration with green infrastructure and movement networks. The resulting design establishes a clear and legible built form that contributes to the wider character and coherence of the Brookleigh development.

Through this Statement, the design approach is set out, evidencing a clear response to strategic design intentions and establishing how the proposals will deliver a high-quality place that aligns with the long-term vision for the Brookleigh.



2.0 SITE LOCATION & DESIGN CONTEXT

2.1 SITE CONTEXT & EXISTING CHARACTER

SITE CONTEXT & EXISTING CHARACTER

The wider site covers approximately 180 hectares and is situated to the north and north-west of Burgess Hill, within a predominantly rural and landscape. The site spans several administrative boundaries, crossing the wards of Leylands, Dunstall, Hurstpierpoint and Downs, and Cuckfield, and lies within the parishes of Burgess Hill, Ansty and Staplefield, and Hurstpierpoint and Sayers Common.

The prevailing land use is agricultural, comprising a mosaic of open fields, hedgerows, scattered woodland (including areas of Ancient Woodland), and grassland. Built form is minimal and dispersed, consisting largely of low-rise agricultural buildings and a number of small-scale commercial operations.

The character of the site is predominantly open and green, contributing to the wider landscape setting of northern Burgess Hill. Vegetation structure, including mature hedgerows and woodland blocks, provides a framework for understanding visual containment, ecological value, and spatial identity, all of which inform the emerging design principles.

To the south, key neighbouring uses include St Paul's Catholic College, a household waste recycling facility, areas of woodland, and Jane Murray Way, which serves as a key movement corridor. Further south, beyond this threshold, lie The Triangle Leisure Centre and residential neighbourhoods within Burgess Hill.

To the south-east, Freeks Farm, where outline planning permission has been granted for approximately 460 homes, represents an area of planned growth and integration. To the east, Bedelands Nature Reserve offers a valuable ecological and recreational asset that influences green infrastructure planning and habitat

The northern and western edges of the site remain largely rural, characterised by agricultural land interspersed with woodland, hedgerows, and occasional residential or commercial properties. Within the broader site boundary, a number of existing residential and commercial properties remain outside the proposed development area.

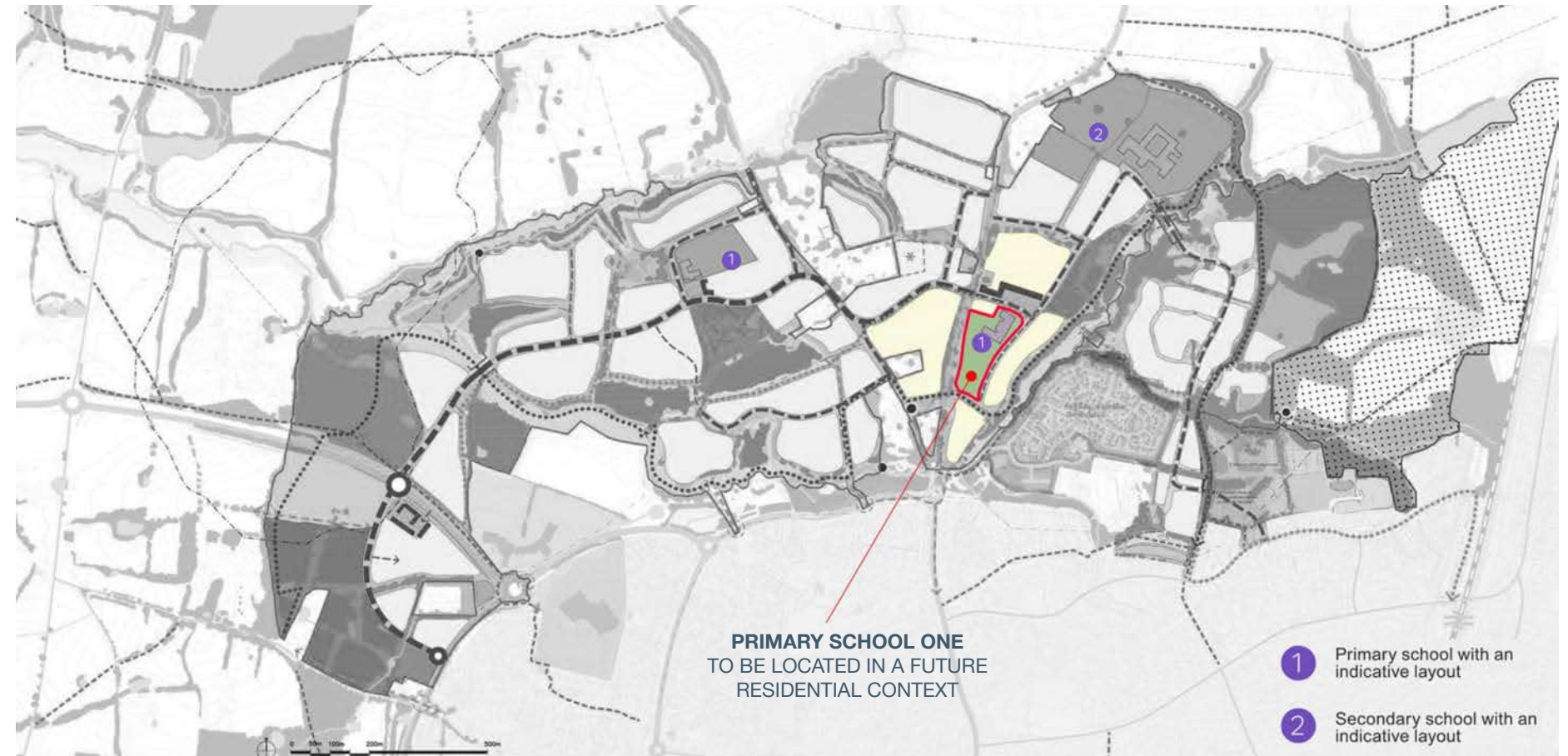


Image reproduced from the Brookleigh Design Guide

The site's rural character, varied edge conditions, and dispersed built form present an opportunity to create a development that:

- Respects and reinforces the existing landscape structure, using hedgerows and woodland to shape form and identity.
- Responds sensitively to adjacent land uses, including educational, ecological, and residential areas.
- Provides a legible and well-integrated layout, with connections to surrounding green infrastructure and neighbouring growth areas.
- Delivers a development that is landscape-led, with clear structure, ecological resilience, and a strong sense of place.

These contextual features and patterns are integral to the development's emerging design vision and form the basis of the core principles shaping the masterplan.

CURRENT DEVELOPMENT PHASES

Oakhurst (Phase 1A) is being delivered by Vistry and there have been 49 completions with 141 occupations to date.

Fallow Wood View (Phase 1B) is being delivered by Bellway and has 60 completions with 60 occupations.

Brookleigh phase 1C (by Hill) has been submitted to planning.

3.0 OUTLINE PLANNING PERMISSION & DESIGN CODE COMPLIANCE

3.1 DESIGN ALIGNMENT WITH OUTLINE PLANNING AND STRATEGIC VISION

DESIGN ALIGNMENT WITH OUTLINE PLANNING AND STRATEGIC VISION

Brookleigh Primary School has been designed in accordance with the design principles and spatial parameters established through the Outline Planning Permission and accompanying Design Code. These frameworks set out the overarching urban design, public realm, and place-making strategies intended to shape a cohesive, distinctive and enduring community.

The school forms a key component of the Eastern Neighbourhood Centre and responds directly to the aspirations of the wider Brookleigh Masterplan. It has been conceived as a high-quality, inclusive educational environment, supporting the development's ambition to foster a well-connected, vibrant, and sustainable new place for future generations.

- Create a continuous building line and active frontages along the Northern Arc Avenue
- Create a strongly identified square incorporating all the key facilities in the centre and the park
- Create active frontages along the river corridor



- KEY
- Key frontages
 - Active frontages
 - Primary roads
 - Other roads
 - Pedestrian and cycle links
 - Green Super Highway
 - Green Circle
 - Landmark
 - Articulation point
 - Open space

Use the building of the secondary school to punctuate the Northern Arc Avenue and create a vista from the centre.

Provide a well overlooked pedestrian and cycle link to the secondary school

Create a secondary route from Isaac's Lane to connect to the Northern Arc Avenue

Create continuous active frontages along the park

Image reproduced from the Brookleigh Design Guide

3.0 OUTLINE PLANNING PERMISSION & DESIGN CODE COMPLIANCE

3.2 DESIGN IMPLICATIONS & DRIVERS

THE BROOKLEIGH MASTERPLAN

The approved Brookleigh Masterplan describes the proposed development as follows:

“Brookleigh will combine the best of town and country to offer vibrant local centres, excellent community facilities and well-designed residential neighbourhoods set within a highly attractive landscape of existing mature woodlands, river valleys and extensive natural areas to provide a great place to live, work and visit. It will provide approximately 3,500 new homes, local employment, education, health, leisure, recreation and community facilities within a series of sustainable neighbourhoods linked by green cycle and footpaths and successfully integrated into its wider social, economic and environmental context.”

Brookleigh Primary School is the first of two primary schools envisaged to meet the future demand for school places within the Brookleigh Masterplan.

The proposed site lies within the eastern neighbourhood, at the proposed neighbourhood centre.

The centre will comprise a tree-lined public square, bounded to north and west with mixed-use buildings, to the east, by a park and community centre and to the south, by the primary school.

The Holmbush Avenue roadway will run east-west through the square to the southern edge, adjacent to the primary school boundary. The school site will be bounded to the east by residential gardens and to the northwest by a small residential development plot.

Notable, on the adjacent drawing, is the extent to which the Neighbourhood Centre crosses Holmbush Avenue to engage the park to the east, community centre to the southeast and the primary school to the south. **This illustrates an important design imperative; that of considering the ‘plaza’ as one space; one place and critically identifying the necessity to coordinate across the numerous stakeholders.**



Image reproduced from the Brookleigh Design Guide

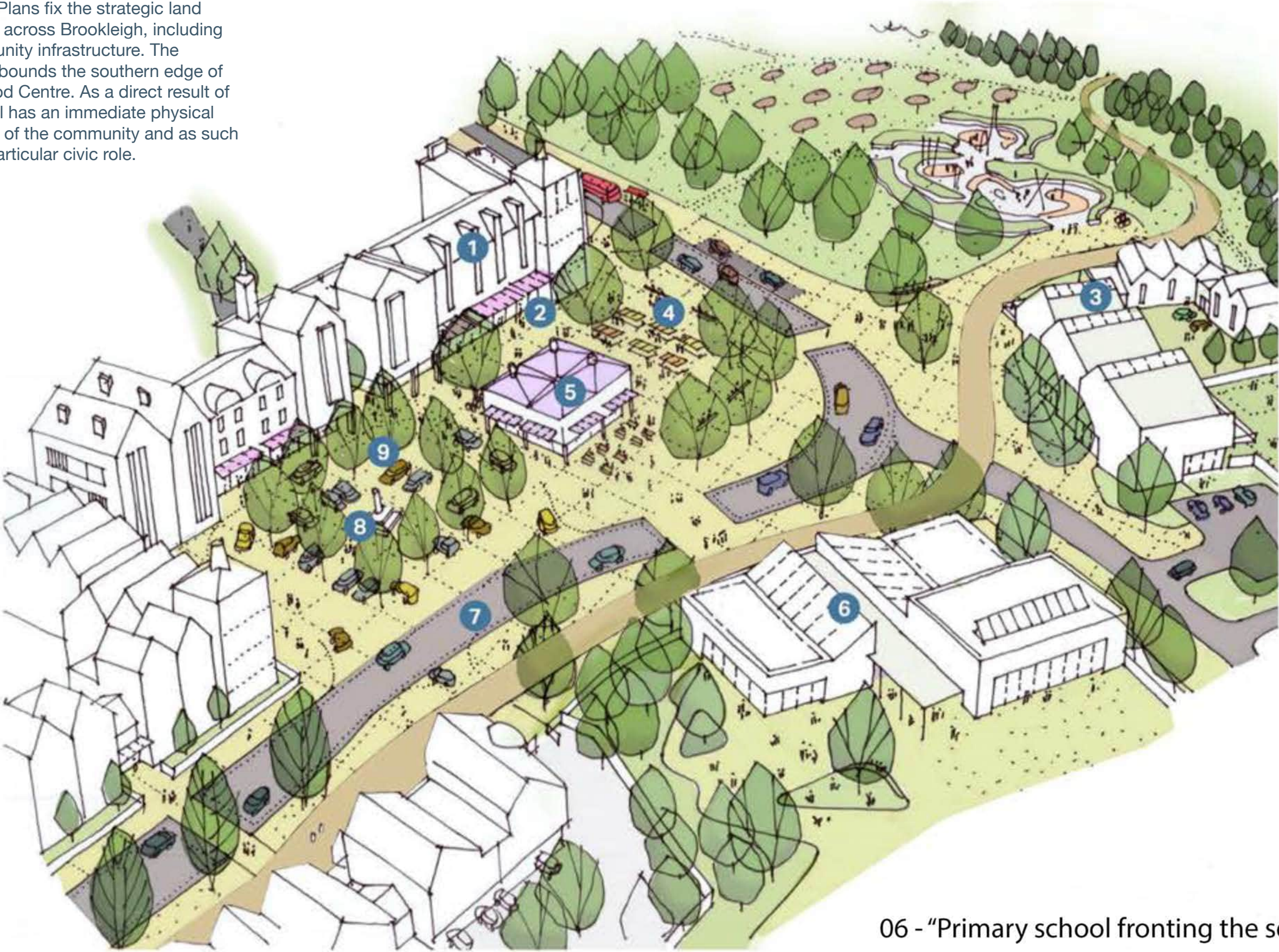
3.0 OUTLINE PLANNING PERMISSION & DESIGN CODE COMPLIANCE

3.2 DESIGN IMPLICATIONS & DRIVERS

PLANNING PARAMETERS AND SITE INTEGRATION

The approved Parameter Plans fix the strategic land uses and spatial structure across Brookleigh, including the location of key community infrastructure. The proposed primary school bounds the southern edge of the Eastern Neighbourhood Centre. As a direct result of this placement, the school has an immediate physical relationship with the heart of the community and as such is required to perform a particular civic role.

Image reproduced from the Brookleigh Design Guide



06 - "Primary school fronting the square"

3.0 OUTLINE PLANNING PERMISSION & DESIGN CODE COMPLIANCE

3.2 DESIGN IMPLICATIONS & DRIVERS

BROOKLEIGH DESIGN GUIDE CONTEXT

The Site Opportunities and Constraints diagram (see following page) provides a detailed analysis of how the principles set out in the revised Brookleigh Design Guide inform the development of the Brookleigh Primary School site.

CONSTRAINED SITE

While the site is of adequate overall size to accommodate the proposed school capacity, it presents specific constraints, most notably in the north-east corner, which is designated in the masterplan as the location for the school building. The northern boundary narrows due to the proposed adjacent residential development to the northwest, resulting in a reduced developable width in this area.

BUILDING LOCATION STRATEGY

These spatial constraints create a distinct ‘pinch point’, leaving a defined area in the north-east suitable for the school building. A larger, more flexible area to the southwest remains available for external play and associated open space.

Positioned at the heart of the future Neighbourhood Centre, the school building must serve multiple important roles:

- Act as a secure threshold between public and school domains
- Address and activate the public square to the north, forming its southern edge
- Potentially accommodate multiple entrances for the primary school
- Provide safe, welcoming gathering areas for parents and carers, particularly to the south of Holmbush Avenue and the proposed cycle superhighway
- Maintain sufficient frontage along the site boundary for potential vehicular access and egress

This design approach ensures the school responds both to site-specific constraints and to its wider civic role within the neighbourhood.

ARCHITECTURAL EXPECTATION

The Design Guide notes:

“provide a high-quality primary school building with a distinct architectural element responding to the character of the centre and contributing to the enclosure of the square”

Architecturally, the building should express its civic significance while carefully mediating between the surrounding residential geometries; those to the northwest (at the corner of Holmbush Avenue and Isaac’s Lane), as well as to the north and east along the adjacent tertiary road.

The design must also respond to the ‘Articulation Point’ identified in the Brookleigh Revised Design Guide—a key spatial moment defined by the relationship between the public square and a prominent pedestrian desire line extending northwards toward the secondary school.

BUILT FORM, MASSING & SITE LAYOUT

The building is positioned towards the northeast corner of the site, reinforcing its civic presence along the southern edge of the neighbourhood centre. The massing is primarily two storeys, with a reduction to single-storey at the northern edge to create a more human-scaled interface with the public realm and key pupil arrival points.

ACCESS, PARKING AND SUSTAINABLE MOVEMENT

The access and movement strategy for the school site has been designed to align with the wider masterplan, ensuring seamless integration with adjacent routes and neighbourhood structure. The scheme includes:

- On-site parking provision for staff and visiting professionals
- Electric vehicle (EV) charging points
- Secure cycle and scooter storage to encourage active travel
- Drop-off areas integrated within the wider masterplan

These measures support a sustainable transport hierarchy and help reduce reliance on the private car.

LANDMARK, WAYFINDING & ‘ARTICULATION POINTS’.

The design approach to landmarks across the Brookleigh encourages the creation of visually engaging, contextually responsive buildings and features that aid navigation without overwhelming the setting.

The Brookleigh Primary School’s placement at a highly visible, strategically important neighbourhood centre ‘edge’ enables it to function as a natural landmark. Its architecture is designed to articulate this southern edge, respond positively to its surroundings, in both form and scale, contributing to a clear sense of place while avoiding visual dominance.

3.0 OUTLINE PLANNING PERMISSION & DESIGN CODE COMPLIANCE

3.2 DESIGN IMPLICATIONS & DRIVERS

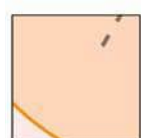


3.0 OUTLINE PLANNING PERMISSION & DESIGN CODE COMPLIANCE

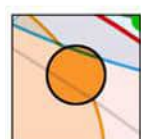
3.2 DESIGN IMPLICATIONS & DRIVERS

Key:

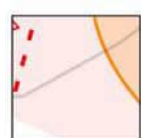
 Primary School One site boundary



Primary School One
Approximate location of the primary school due to the civic requirement to address the square with an active frontage. **Design Guide 4.6:**
“primary school should directly front the square...”
“Provide high-quality primary school building with a distinct architectural element responding to the character of the centre and contributing to the enclosure of the square”



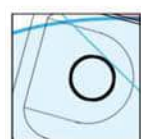
Design Guide 4.6 / fig77:
“Articulation point”
“use articulation elements on the buildings especially along Isaac's Lane to announce the centre and to a space hierarchy.”



Constrained site area/geometry in this critical civic location due to the neighbouring (western) residential allocation



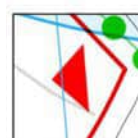
Public Square
Design Guide 4.6:
“In the Eastern Neighbourhood Centre, shops, cafes, primary school, community centre and parkland will be knitted together around a public square...”



Potential school drop off in the public square.
Design Guide 4.6:
“Provide car parking...and school drop offs at a part of the square and on street within and around the neighbourhood centre...”
“...drop off / pick up should be provided from the tertiary road on the east”



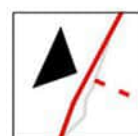
Main school pedestrian entrance(s) fronting the public square. **Design Guide 4.6:**
“Provide active frontages along the square...”



Potential for discrete early years' school entrance



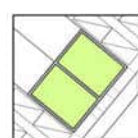
On-site school parking
design guide 4.6:
“Provide the staff parking for the primary school along its south-eastern boundary to be accessed from the tertiary road” ...“Staff access and drop-off/pick-up should be provided from the tertiary road to the east”



Access potential for alternative car park location and/or service / accessible parking provision



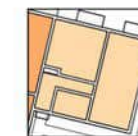
Community centre and “landmark building”



2 storey proposed residential development (approx. 10m building height to ridge line)



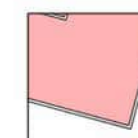
2+ storey proposed residential development (approx. 10.5m building height to ridge line)



3 storey proposed residential development (approx. 11m building height to ridge line)



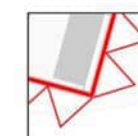
4 storey proposed residential development (approx. 16m building height to ridge line)



3 storey proposed residential, over commercial, development (approx. 15m building height to ridge line)



3+ storey proposed residential, over commercial, development (18m building height to ridge line)



Residential sensitivity

3.0 OUTLINE PLANNING PERMISSION & DESIGN CODE COMPLIANCE

3.3 DESIGN CODE COMPLIANCE - PLACEMAKING

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 crankle' 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 crankle' 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



3.0 OUTLINE PLANNING PERMISSION & DESIGN CODE COMPLIANCE

3.3 DESIGN CODE COMPLIANCE - PLACEMAKING



3.0 OUTLINE PLANNING PERMISSION & DESIGN CODE COMPLIANCE

3.3 DESIGN CODE COMPLIANCE - PLACEMAKING



View from the Eastern Neighbourhood Centre looking across Holmbush Avenue and the Green Superhighway

LANDMARKS, VISTAS & FOCAL POINTS

The school building has been designed as a local landmark within the Eastern Neighbourhood Centre. The Brookleigh Primary School's placement at a highly visible, strategically important neighbourhood centre 'edge' enables it to function as a natural landmark. Its architecture is designed to articulate this southern edge, respond positively to its surroundings, in both form and scale; contributing to a clear sense of place while avoiding visual dominance.

DESIGN QUALITY & ARCHITECTURAL RESPONSE

Brookleigh Primary School has been designed in accordance with the Design Guide's principles of longevity, contextual sensitivity, and architectural quality.

The building aims to deliver a durable, high-performing, and welcoming environment, reflecting both its educational purpose and its civic significance within the neighbourhood centre.

The scale and massing have been carefully calibrated to respond to the school's prominent location, balancing its functional educational role with a strong civic presence. To the north, the massing is purposefully reduced to create a more human-scaled environment for pupils, reinforcing comfort and safety. The building is clad in high-quality, robust materials, selected to ensure visual longevity and support a distinct yet contextually appropriate identity.

3.0 OUTLINE PLANNING PERMISSION & DESIGN CODE COMPLIANCE

3.3 DESIGN CODE COMPLIANCE - PLACEMAKING



3.0 OUTLINE PLANNING PERMISSION & DESIGN CODE COMPLIANCE

3.4 DESIGN CODE COMPLIANCE - ACCESS

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 footway. 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.

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.

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.

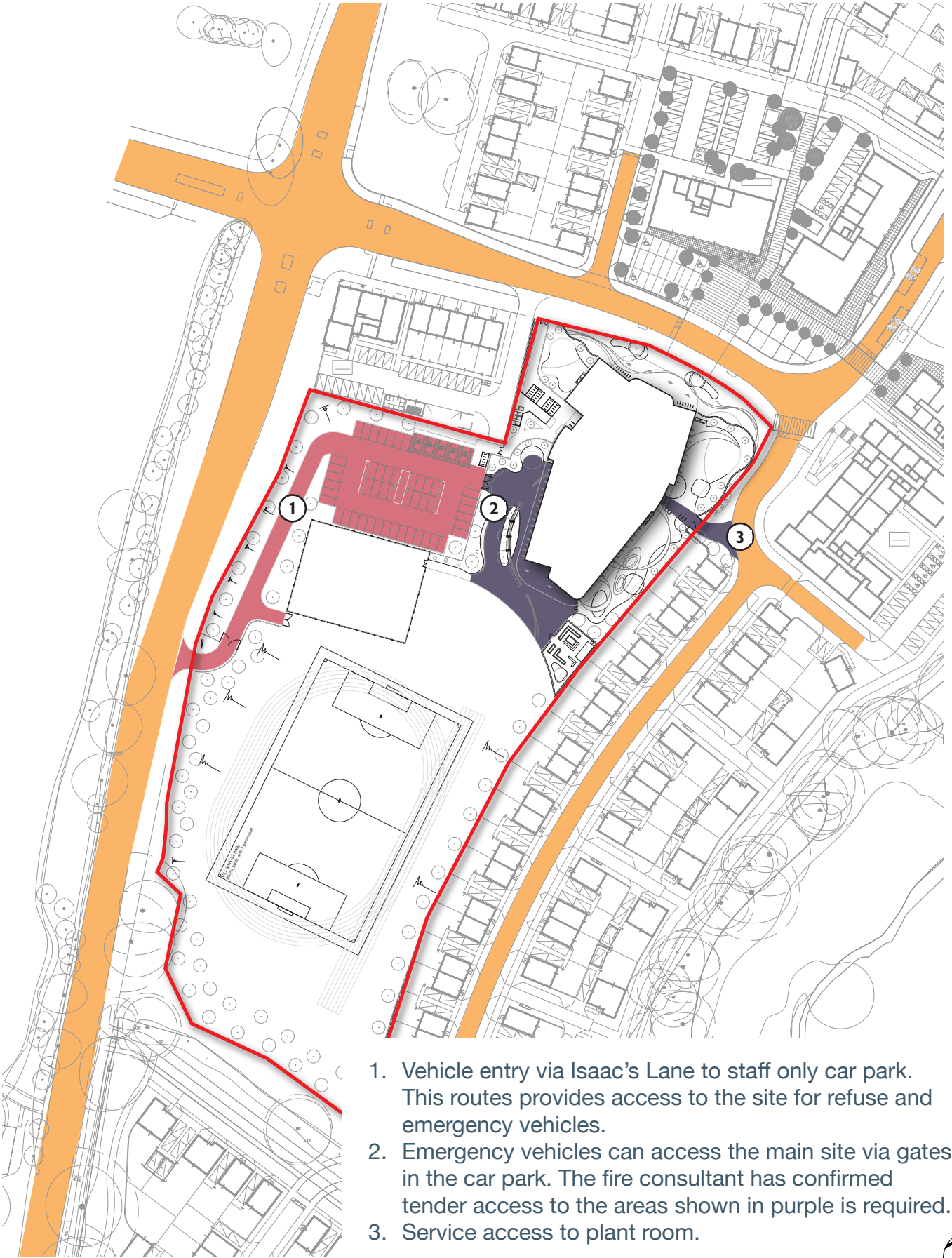
All servicing and refuse operations are anticipated to occur on an infrequent basis and during off-peak hours, limiting potential conflicts with pupil movement and maintaining a secure, uncluttered environment throughout the school day.

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

3.0 OUTLINE PLANNING PERMISSION & DESIGN CODE COMPLIANCE

3.4 DESIGN CODE COMPLIANCE - ACCESS



3.0 OUTLINE PLANNING PERMISSION & DESIGN CODE COMPLIANCE

3.4 DESIGN CODE COMPLIANCE - ACCESS



Primary access for Nursery and Reception pupils

3.0 OUTLINE PLANNING PERMISSION & DESIGN CODE COMPLIANCE

3.4 DESIGN CODE COMPLIANCE - ACCESS



Primary access (option) for SSC pupils and secondary access for KS1/2 pupils arriving by bicycle and/or scooter

4.0 LANDSCAPE STRATEGY

4.1 PRINCIPLES & STRATEGIES

LANDSCAPE & PUBLIC REALM

Chapter 9 of the Revised Design Guide outlines the key landscape and public realm principles for the Brookleigh development. It emphasises the creation of a green infrastructure network, featuring well-vegetated, accessible routes and semi-natural green spaces throughout to establish a distinctive sense of place. However, we note that there is no specific reference to the design of the primary school.

OVERALL STRATEGY

The strategy for the primary school site is to create a safe, accessible, and welcoming educational environment that supports a diverse range of spaces for outdoor learning, social interaction, recreation and sport.

The design is informed by a range of key guidance documents, including WSCC's Green Guide, the Department for Education's Building Bulletins 103 and 104, the Brookleigh Revised Design Guide, as well as the project's overarching aspirations, site-specific features, constraints, and context.

An inclusive approach underpins the design, ensuring full accessibility for all pupils, staff, and parents.

The character of the landscape design reflects the surrounding landscape and local vernacular, while also responding thoughtfully to the architecture of the school. This creates a cohesive connection between the built environment and the wider landscape setting.

KEY DESIGN PRINCIPLES AND STRATEGIES

The landscape design has been developed for the site masterplan which is presented opposite. The design builds on the existing natural resource of the site and is influenced by the following key strategies:

- Responding to the existing topography. Site levels have been a determining factor in the arrangement of key elements including the school building, parking areas and sports pitches.
 - Boundary tree planting to provide landscape integration, a sense of privacy, biodiversity, ecological corridors and long term enclosure.
 - Ecological enhancement and mitigation including buffer planting and scattered trees
 - Clear and defined routes for pedestrian users including accessible routes suitable for all users.
 - A range of hard and soft informal areas will be provided in proximity to classrooms allowing classes to be held outdoors and benefit from the external environment.
 - External teaching spaces designed to offer stimulating and rich learning environment, utilising unique landscape setting.
 - Provision of outdoor PE / sports including turf pitches
 - A multi-use games area (M.U.G.A.) provides a hard surfaced area for outdoor PE, located in accessible proximity to the school building.
 - Staff parking is provided in close proximity to the building entrance, ensuring level access for ease of movement.
 - The vehicle circulation strategy accommodates essential services, including deliveries, catering, and refuse collection.
 - Sheltered and secure cycle storage is located near the entrance, promoting sustainable travel options.
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/Reception entrance
 13. Main entrance
 14. Entrance for cycle parking

4.0 LANDSCAPE STRATEGY

4.2 SCHOOL SITE MASTERPLAN



Proposed Brookleigh Primary School Masterplan



5.0 CONCLUSION

The design of Brookleigh Primary School has been carefully developed to reflect the core principles set out within the Outline Planning Permission Parameter Plans and the Revised Brookleigh Design Guide. It demonstrates a clear commitment to delivering a high-quality, inclusive, and sustainable built environment, while also responding sensitively to the school's civic role and educational function.

The proposals establish a strong relationship with the emerging Eastern Neighbourhood centre, contributing to the legibility, character, and public realm quality of the wider masterplan. The building form, orientation, materials, and landscape design all work together to reinforce the vision for the Brookleigh as a well-connected, vibrant and enduring community.

Through its careful attention to context, safeguarding, access, and placemaking, the school sets a strong precedent for design quality within Brookleigh. It is a proposal that not only meets functional and operational needs but also supports the long-term ambition to create a distinctive and meaningful place for future generations.







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