

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



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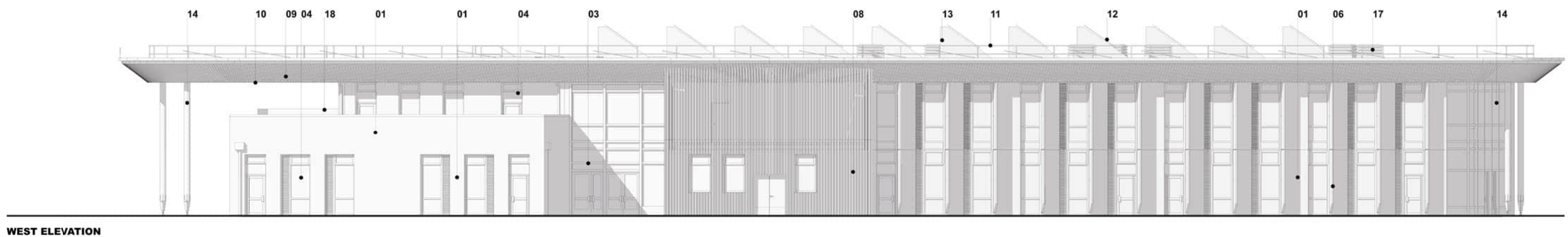
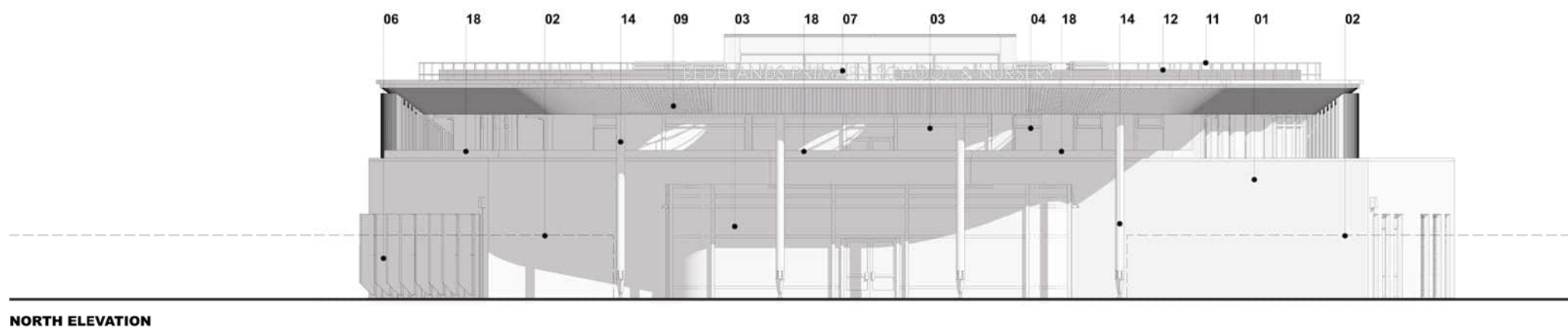
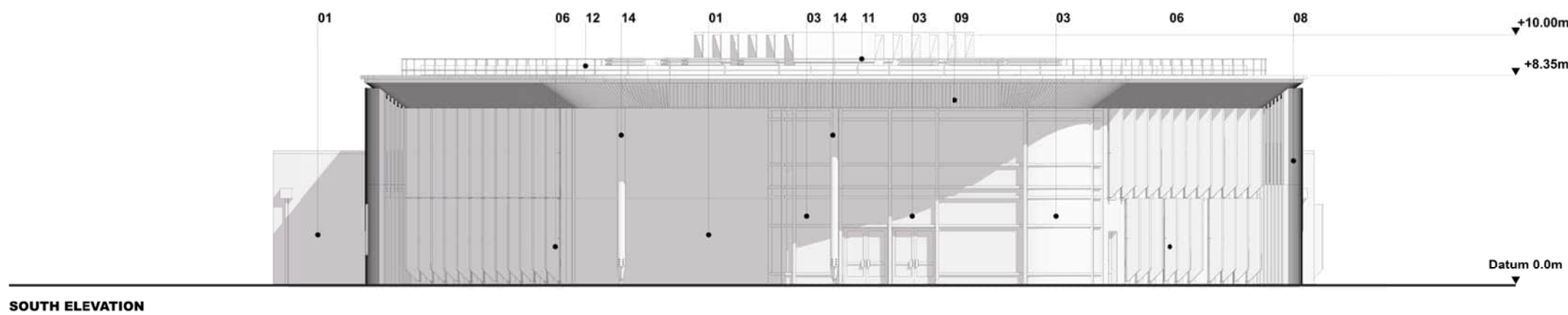
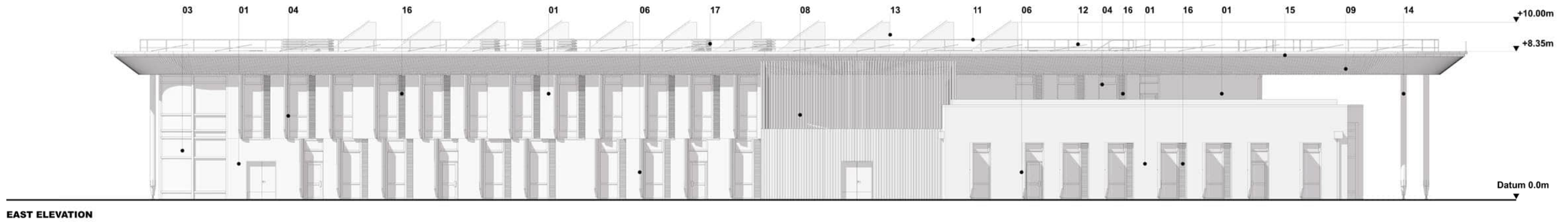


American oak finish aluminium soffit



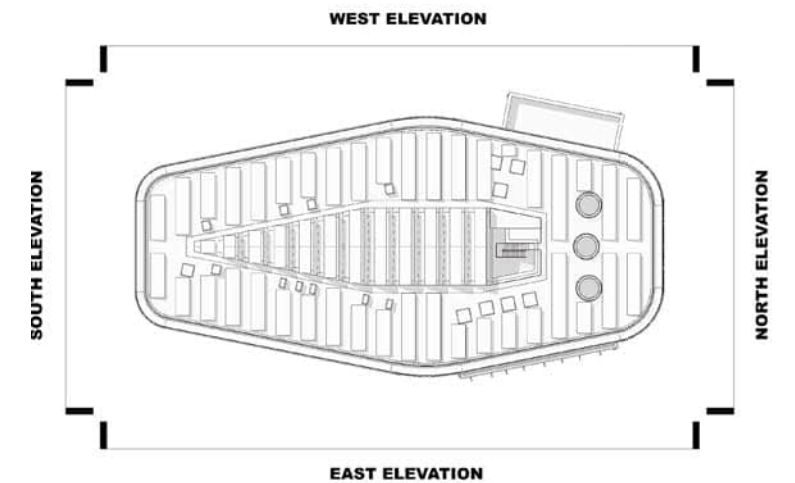
Marziale - cream multi stock brick

Powder coat 'Bronze' finish to
windows / curtain walling



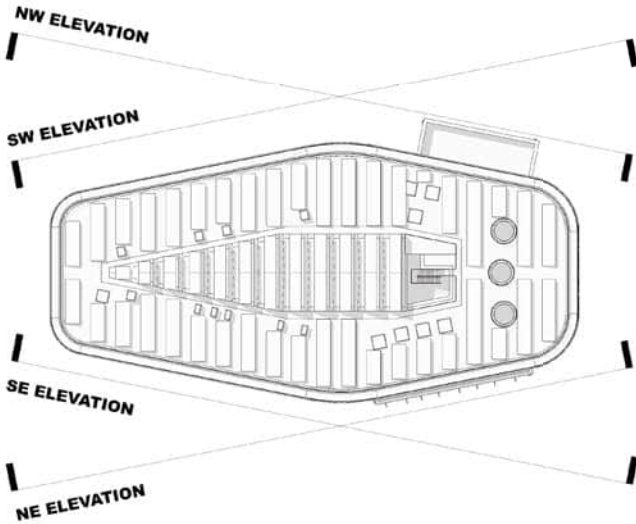
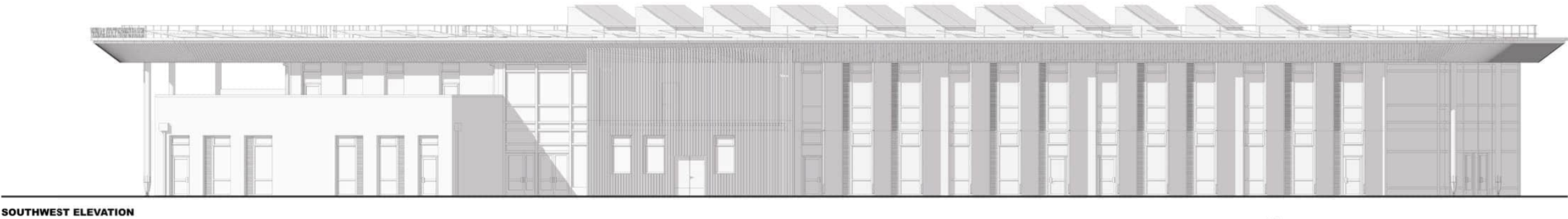
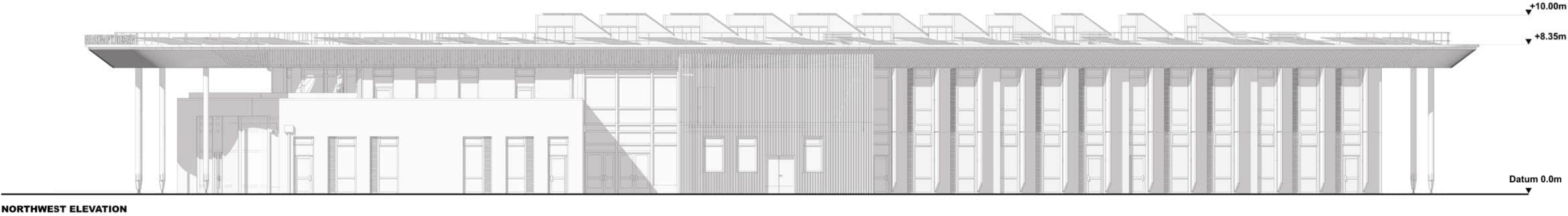
MATERIALS

- 01 Brick Panel
- 02 Crinkle-Crinkle Wall & Wall-top Planters
- 03 Anodised Aluminium Curtain Walling System with Projecting Cappings & In-fill Anodised Aluminium Panels
- 04 Anodised Aluminium Composite Windows
- 05 Anodised Aluminium Curtain Walling System
- 06 Anodised Aluminium Brise Soleil
- 07 Anodised Aluminium Signage
- 08 Anodised Aluminium Plant Screen (Click-on Battens)
- 09 Timber-effect Aluminium Click-on Battens
- 10 Timber-effect Aluminium Click-on Cladding
- 11 Galvanised Steel Guard-rail
- 12 Photovoltaic Panel
- 13 Glazed Northlight
- 14 Steel-flitched Timber Column with SS Steel Shoe
- 15 Powder-coated Metal Facia Board
- 16 Anodised Aluminium Louvred Ventilation Panel
- 17 Powdercoated Ventilation Chimney
- 18 Glazed Wall-top Fins



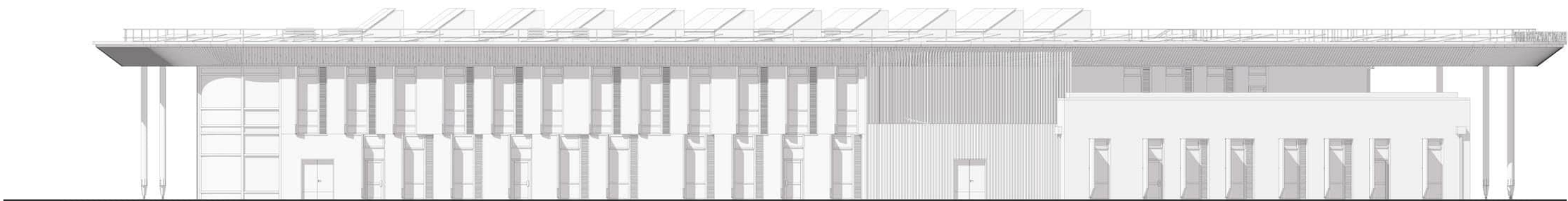
5.0 THE SCHOOL BUILDING

5.22 ELEVATIONS



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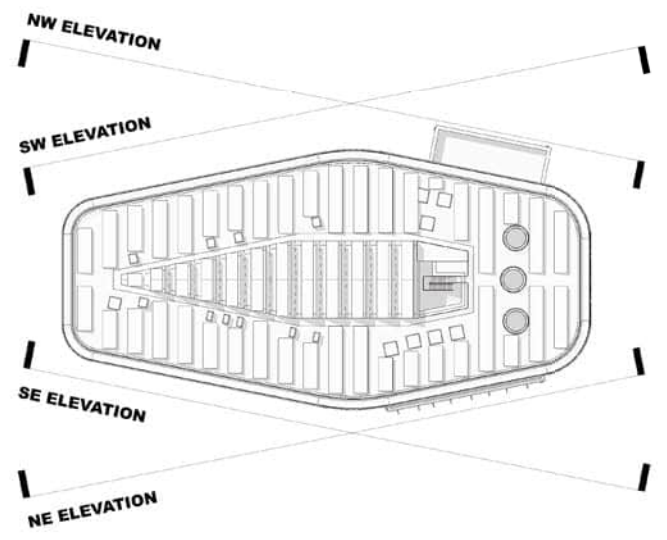
5.22 ELEVATIONS

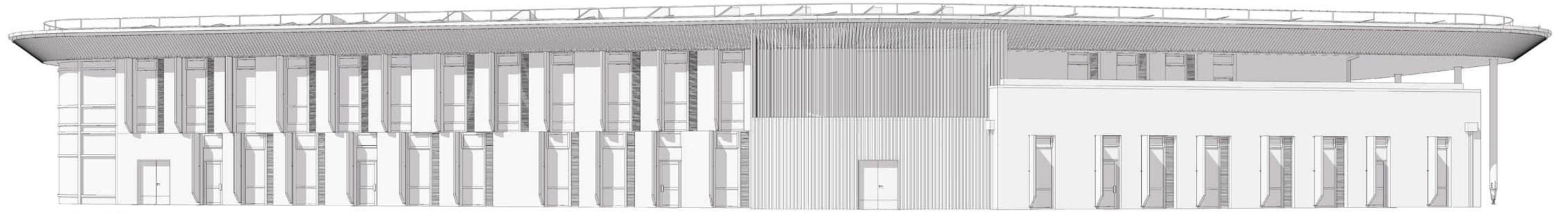


SOUTHEAST ELEVATION

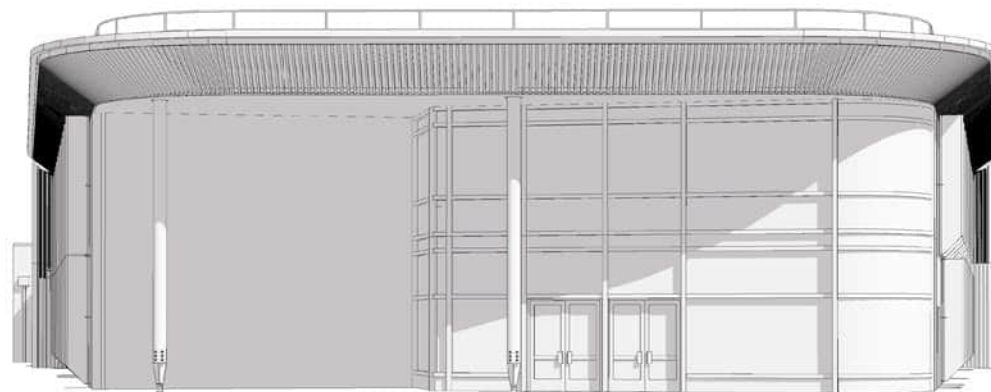


NORTHEAST ELEVATION

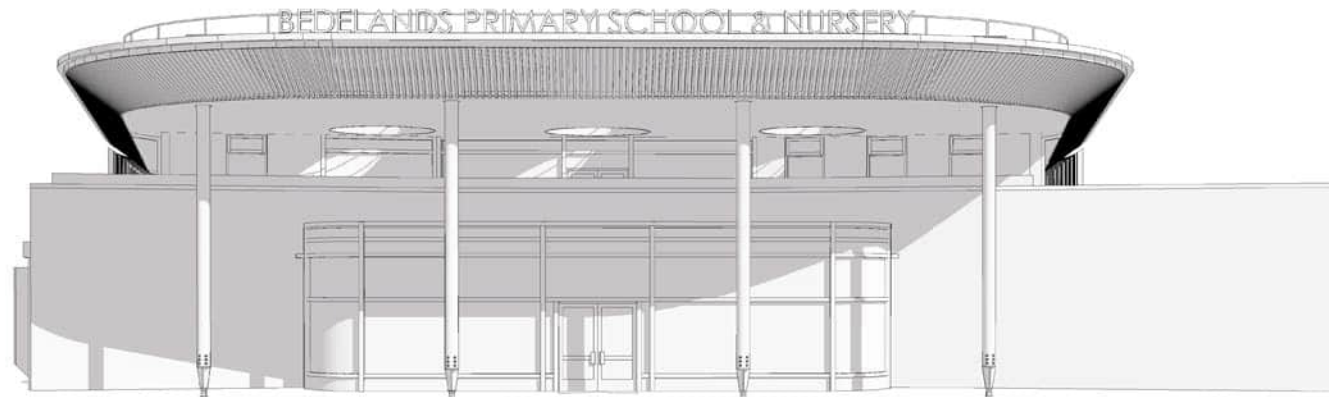




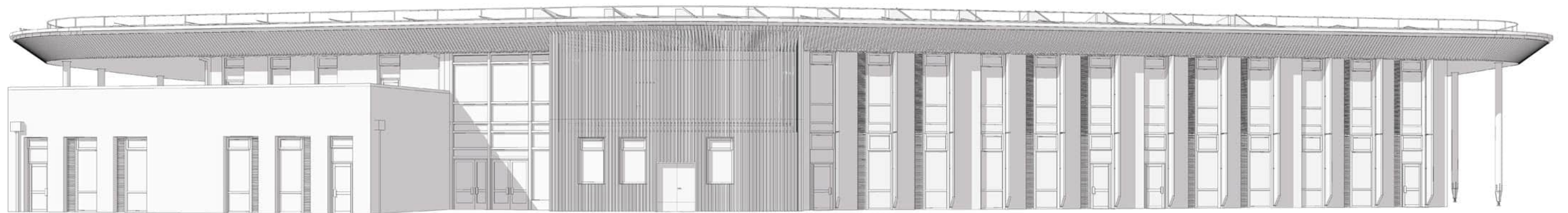
EAST ELEVATION (PERSPECTIVE)



SOUTH ELEVATION (PERSPECTIVE)



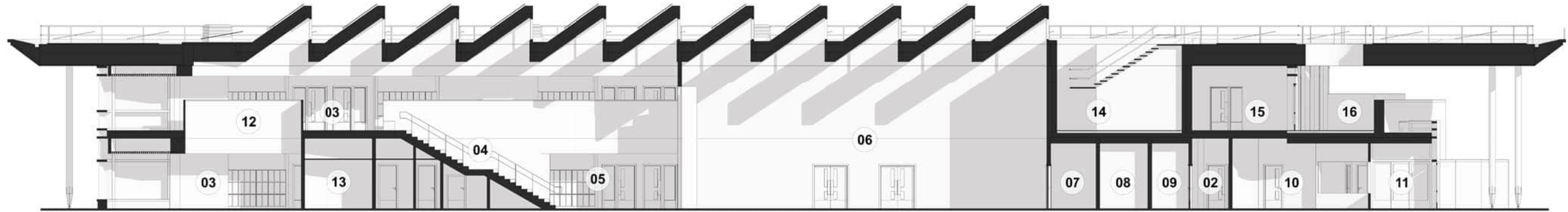
NORTH ELEVATION (PERSPECTIVE)



WEST ELEVATION (PERSPECTIVE)

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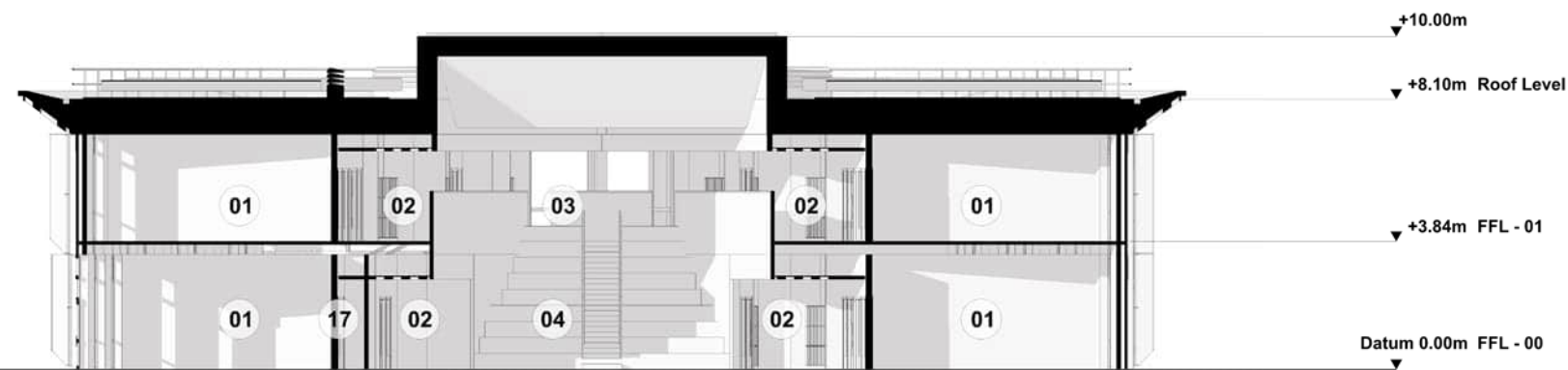
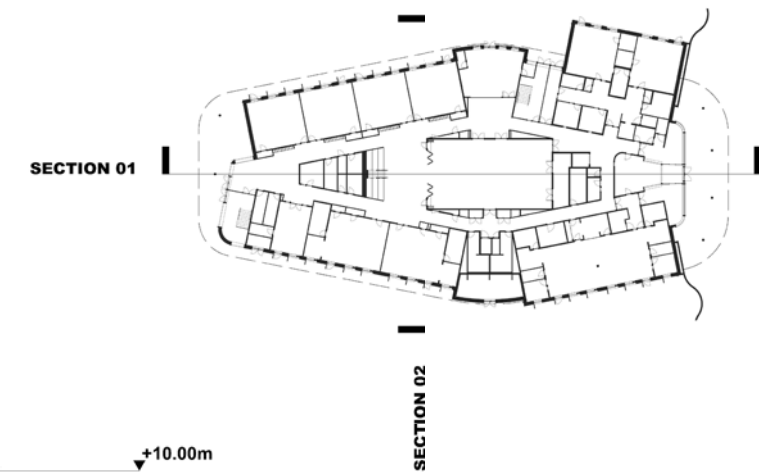
5.24 SECTIONS



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



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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.

