

05. Design Proposals

05. Design Proposals

Masterplan Overview

Place-led Layout

The scheme is underpinned by strong placemaking principles, creating a coherent, legible, and community-focused environment.

Sequence of Spaces and ‘Moments’

The layout establishes a clear progression of key destinations and landmarks—from the Local Centre (retail and services), through to the School Square, informal kick-about space, and sports pavilion—linked by strong pedestrian and cycle routes and continuous green infrastructure.

Strategic Positioning of the School

The school and School Square are located at a key movement node, reinforcing their role as a central community hub.

Landmark and Legibility

The school building frontage and main entrance terminate views from the Local Centre, forming a strong visual marker and orientation point.

Accessible and Legible Entrance

The main entrance fronts onto the School Square and is clearly visible from the spine (SID) road and primary pedestrian and cycle connections.

Sports Provision

MUGA and grass pitches are located to the south to support both school and community use.

The 11-a-side pitch is sited away from residential areas and screened by an acoustic fence on top of the planted bund to minimise impact on amenity.

Community Open Space

A centrally located informal kick-about space provides flexible recreational use for the wider community.

Integrated Green Infrastructure

A continuous network of green corridors connects north–south routes, linking key destinations including sports facilities, school square, pavilion, allotments, and informal play spaces.

Sensitive Edge Treatment (Eastern Boundary)

Uses such as forest school, allotments, open space, and acoustic landscape bunds are carefully arranged to respond to ecological constraints and protect neighbouring residential amenity.

Outdoor Learning and Play

Forest school and natural play areas are organised into three distinct zones, offering varied and complementary outdoor learning environments.

Parking Strategy

Visitor parking is located to the west adjacent to Foxwood Road road and integrated within landscape planting.

Staff parking is positioned to the north with controlled access for operational efficiency and security.

Shared community/sports parking to the south accommodates both sports users and school pick-up/drop-off demand.

Drop-off Arrangements

Parent drop-off is accommodated within the southern shared parking area, with safe, direct pedestrian routes to the school entrance.



Artist Impression of the Site Plan



CG Artist Impression: View from the Local Centre towards the School (Local Centre shown indicatively)

05. Design Proposals: Masterplan

Key Views and Places

Civic Role and Placemaking

In the pre-application feedback the officers strongly supported the principle of the school as a civic anchor building within the Local Centre.

In response to comments requesting clearer articulation of the relationship between the School Square, Market Square and wider Local Centre, the design has been developed to reinforce the school frontage as part of a wider civic network of interconnected public spaces.

The School Square acts as an extension of the Local Centre public realm and forms an important transition between the Market Square, green corridors and school entrance.

The hall volume has been expressed as a prominent landmark element visible along primary movement corridors, supporting wayfinding and legibility across the wider development.

Public Realm and School Square

The School Square has been carefully designed as a multifunctional civic space.

The square accommodates:

- Daily school arrival and collection activity;
- Informal social interaction;
- Community gathering;
- Passive surveillance;
- Public seating and landscape features; and
- Direct pedestrian and cycle connections.

The school frontage incorporates active uses including the hall and community-facing spaces to reinforce activity and passive surveillance.

The expansion strategy has also been carefully integrated to ensure that future growth to 3FE can occur without eroding the quality or function of the School Square.

- ➡ Key Views
- 🟠 Key community & 'identity' spaces
- 🟡 Key elevation



05. Design Proposals: Masterplan

Movement Hierarchy

Movement

The proposals have been refined to provide a clear hierarchy of movement.

The Design Code places walking and cycling at the top of the movement hierarchy, followed by public transport, electric vehicles and private cars. The proposals respond to this by placing pedestrian and cycle connectivity at the centre of the site strategy.

The school is positioned to support convenient and legible access from the Local Centre and surrounding neighbourhoods. Routes to the school are designed to be direct, safe and attractive, encouraging pupils, staff and visitors to arrive on foot, by scooter or by bicycle wherever possible. Cycle and scooter parking is integrated into the school access strategy, and the school frontage is designed to prioritise pedestrian movement over vehicular dominance.

The sports facilities are located to the south of the school and are accessed from the same wider movement framework.

Shared parking provision within the sports parcel is designed to support community use, sporting events and school drop-off and pick-up demand, with safe and direct pedestrian routes provided to the school entrance.

The arrangement of access and parking has been carefully considered so that vehicles are accommodated efficiently while remaining secondary to the primary civic, recreational and landscape functions of the site. Vehicular access is managed to limit conflict between vehicles, pedestrians

and cyclists, while landscape planting softens the visual impact of parking areas.

Vehicular access, staff parking, servicing and parent drop-off areas are separated from the primary civic frontage to reduce conflict and improve pedestrian safety.

This arrangement intentionally removes significant vehicle activity from the School Square and school entrance.

The movement strategy is supported through:

- Clear pedestrian routes;
- Direct walking and cycling links;
- Shared surface principles;
- Raised table crossing opportunities;
- Controlled access points;
- Legible wayfinding; and
- Secure cycle and scooter parking.

Operational management measures will further support the effective use of the shared parking arrangement during peak periods.

- ↔ Primary vehicle route
- ↔ Secondary vehicle route and direction
- ↔ Footpath (PRoW)
- ↔ Main cycle and pedestrian routes
- ↔ Pedestrian and cycle connections



05. Design Proposals: Masterplan

Green Spaces and Play

Ecology and Green Infrastructure

The ecological strategy has evolved in direct response to comments from the Council Ecologist.

Continuous green infrastructure corridors have been retained around the site perimeter to maintain ecological connectivity.

Ecological buffers associated with woodland, watercourses and hedgerows are retained and integrated into the wider landscape strategy.

The proposal are supported by:

- An Ecological Impact Assessment;
- Biodiversity Net Gain calculations;
- SuDS proposals; and
- Site-specific ecological mitigation measures set out in Ecological Impact Assessment

-  Existing mature trees and hedges
-  Green corridors
-  Planted spaces
-  Green grassed open spaces
-  Pitches
-  Informal play open space
-  Allotments
-  School secure line
-  Secondary secure line



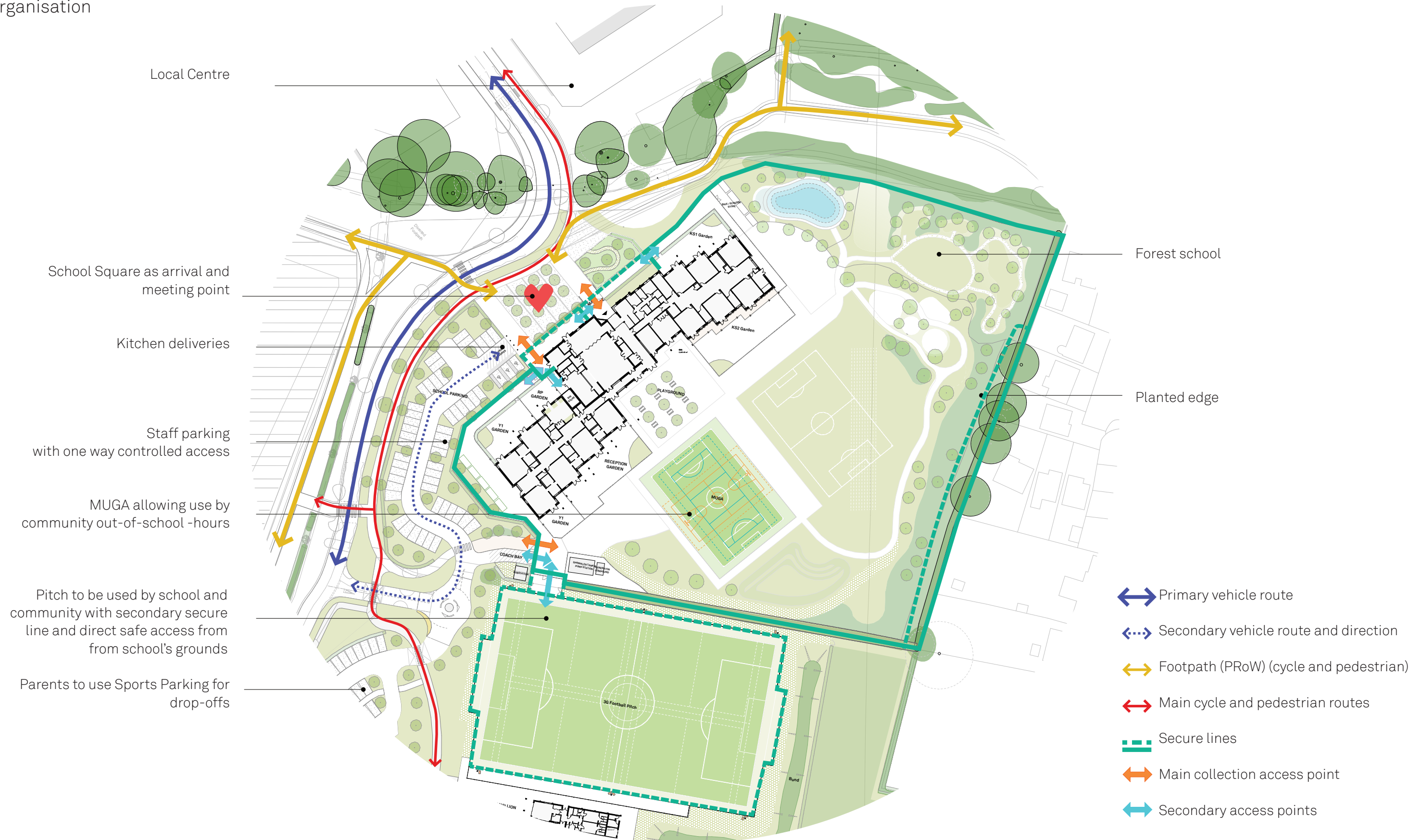
05. Design Proposals: School



CG Artist Impression: School Square

05. Design Proposals: School

Site Organisation



05. Design Proposals: School

Proposed Site Plan Strategy

The school square is strategically located at a key pedestrian crossing point, establishing a strong sense of arrival and offering a generous, welcoming space in front of the school. This setting creates a clear visual connection with the wider movement network and supports safe congregation before and after the school day.

The main entrance is positioned to directly address the school square, ensuring excellent visibility from Foxwood Road as well as from the primary pedestrian and cycle routes approaching the site. This reinforces intuitive way-finding and enhances the civic presence of the school.

Staff parking is placed to the south-west of the site and accessed via a controlled entry point. A turning head at the northern end of the staff car park provides a dedicated space for kitchen deliveries and ensures fire tender access to the school square.

Parent drop-off is accommodated within the shared parking areas serving the sports facilities and allotments. These areas are supported by safe, well-defined pedestrian routes leading directly to the school, helping to keep private vehicles away from the main frontage.

Robust secure lines have been developed to clearly distinguish between areas accessible to the public or parents and the safeguarded internal school grounds. This layered approach ensures a safe environment for pupils while enabling effective management of movement across the site.

Key

- Teaching spaces
- Shared teaching and LRC
- Group rooms
- Administrative spaces
- Main Halls
- Circulation
- Ancillary, back-of-house spaces: Plant and Kitchen
- Secure Line
- Secondary secure line with controlled access
- Parent access for drop-off and pick-up
- Public access out-of-ours or servicing access
- School controlled access
- Main pedestrian and cycle movement
- Access control to staff parking



05. Design Proposals: School

Artist Impression

- The school square is positioned at a key movement node, creating a clear and welcoming vista towards the school from the main pedestrian and cycling routes arriving from the north.
- The main entrance addresses the school square and is easily visible from Foxwood Road and the principal pedestrian and cycle approaches.
- Staff parking is located to the south-west with controlled access for security and efficient management.
- Parent drop-off is provided within the shared sports and allotment parking areas, supported by safe and direct pedestrian links to the school.
- The MUGA and grass sports pitches are positioned to the south of the school to support both curriculum and community use.
- Secure lines have been carefully planned to separate public and parent-accessible zones from the safeguarded school grounds.
- KS1 gardens are located to the west, offering dedicated, secure early-years external learning spaces.
- KS1 and KS2 benefit from dedicated gardens with covered play areas directly accessible from classrooms.
- The forest school and natural play areas are arranged in three distinct zones to support varied outdoor learning experiences.

