

ONE
HORTON
HEATH

Primary School, Sport Facilities and Allotments

Design & Access Statement

OHH-RFT-00-XX-RP-A-0001 rev P04

June 2026



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01. Introduction

01. Introduction

Executive Summary

This Design and Access Statement outlines proposals for the new Horton Heath Primary School, Sports Facilities and Allotments, positioned at the heart of the wider One Horton Heath development.

The design responds to the strategic role of the site within the Local Centre, the movement framework, and ecological and infrastructure constraints identified in the masterplan.

The proposal places the school and community facilities as a civic anchor, providing a welcoming, adaptable and community-facing building that supports learning and neighbourhood identity.

The school building has been designed as a full 3FE school, with the ability to operate initially as a 2FE school with pre-school provision while pupil numbers grow.

The sports facilities and allotments located at the heart of wider development will serve the community Horton Heath residents.

The structure of this Design and Access Statement is outlined as follows:

01. Introduction

The document begins with an introduction providing an overview of the submission, the project team, and the relevant planning background and development principles that underpin the proposals.

02. Site Appraisal

This section contains detailed appraisal of the site and its context.

03. Masterplan Context and Vision

The section outlines relationship of the proposals to the wider One Horton Heath masterplan and Design Code. This section establishes the overarching vision, key design principles and primary design drivers that have informed the development of the scheme.

04. Design Evolution

A dedicated section on design evolution explains how the proposals have progressed through concept development, massing studies, spatial planning and stakeholder engagement. This includes input from the Local Schools and Academy Trusts, the Parish Council, pre-application discussions and public consultation, demonstrating how feedback has shaped the final proposals.

05. Design Proposals

The Design Proposals section provides a comprehensive overview of the proposed masterplan and its urban design approach, including movement hierarchy, key views, ecological integration and landscape strategy.

This is followed by detailed information provided for the Primary School, Sports Facilities and Allotments, covering site layout, building plans, zoning, internal arrangements.

This section is concluded with details on appearance, materiality and massing.

A dedicated subsection to outline landscape proposals explains in mode detail the landscaping proposals and the urban edge treatment.

06. Technical Strategies

The document concludes with a series of technical strategy summaries, including highways, fire and rescue, drainage, acoustics and sustainability.

05. Summary

Finally, this section forms a brief summary of the key information.before providing an overall summary of the proposals and their compliance with the wider planning and design objectives for One Horton Heath.

01. Introduction

Overview of the Reserved Matters Submission

One Horton Heath (OHH) refers to a comprehensive redevelopment scheme to the west of Horton Heath which will provide new retail, employment, up to 2,500 homes, senior living, a new threeform entry (3FE) primary school, allotments, sports facilities and a new Local entre, amongst other new uses on land which is currently undeveloped. Outline planning permission for OHH was granted on 27 October 2025 under application reference O/20/89498.

A comprehensive and more detailed overview of the Outline Permission, together with the associated planning history of the site—including other reserved matters submissions and relevant policy context—is set out in the accompanying Planning Statement.

This Reserved Matters submission principally comprises of the detailed design of the 3FE Primary School and the adjoining sports facilities, together with the following:

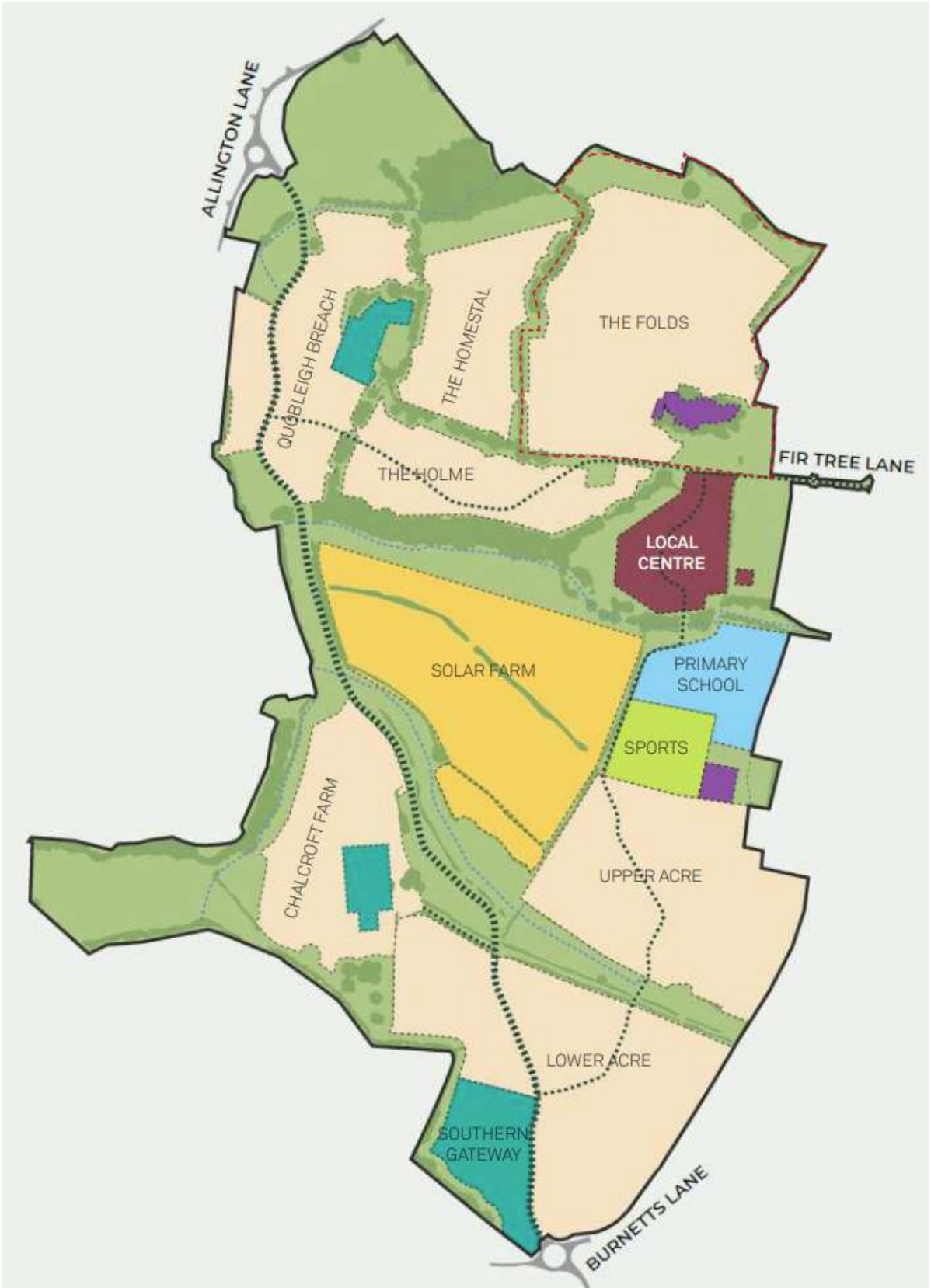
- **Associated green infrastructure;**
- **Allotments, ecological, landscape and sustainable drainage works;**
- **Key infrastructure and utilities, including the provision of vehicular and pedestrian access, footpaths, and cycle paths.**

There are also a number of conditions attached to the outline planning permission which are relevant to this Reserved Matters, with details required at the time of submission. The description of development is, therefore, as follows:

“Submission of Reserved Matters relating to Layout, Scale, Appearance, and Landscaping pursuant to Condition 4 (Reserved Matters Requirements) of Outline Planning Permission O/20/89498 for the construction of a Three-Form Entry Primary School within Phase 8 (Primary School) including associated sports pitches and playing field, hard and soft landscaping, cycle and vehicular parking and a public square, and associated ancillary works, and for the provision of public open space including formal sports facilities comprising a 3G floodlit pitch for school and community use and pavilion, and informal play/meeting space, allotments and associated landscaping, cycle and vehicular parking and associated ancillary

works within Phase 9A (Sports Pitch) and Phase 9B (Eastern Green Infrastructure including Allotments), along with temporary use of the school premises for early-years, pre-school and/or nursery provision use, to include details relevant to the following conditions:

- *Condition 16 (Arb Assessment)*
- *Condition 21 (Design Code Compliance)*
- *Condition 24 (Lighting Design)*
- *Condition 25 (Refuse)*
- *Condition 33 (Building Research Establishment Environmental Assessment Method)*
- *Condition 42 (Site Investigation and Remediation)*
- *Condition 45 (Noise Risk Assessment and Management Scheme)*
- *Condition 48 (Sports Pitch Development)*
- *Condition 52 (Playing Fields and Pitches)*
- *Condition 58 (Flood Mitigation)*
- *Condition 61 (Surface Water Drainage)*
- *Condition 64 (Ecological Mitigation and Management)*
- *Condition 67 (Landscape Details)*
- *Condition 71 (Biodiversity Net Gain) (Outline application subject to Environmental Impact Assessment).”*



01. Introduction

Context and Project Team

Purpose of this Statement

This Design and Access Statement has been prepared in support of a Reserved Matters planning application for the proposed One Horton Heath Primary School at the land south of the Local Centre within the wider One Horton Heath development, Eastleigh.

The statement explains the design rationale underpinning the proposed development and demonstrates how the scheme responds positively to the approved outline planning permission, the Design Code, the parameter plans, site constraints, and the pre-application consultation feedback received from Eastleigh Borough Council and technical consultees.

The proposal comprises a new three-form-entry (3FE) primary school, together with associated external play areas, staff parking, landscaping, access arrangements, as well as community sports facilities and supporting infrastructure.

The school and sport facilities are intended to serve the wider One Horton Heath development and forms a key component of the Local Centre character area established through the outline permission.

The Primary School site forms part of the Local Centre character area, as defined in the Design Code.

The Local Centre area is the heart of One Horton Heath, featuring the most formal and urban development pattern. The neighbourhood balances retail, employment, residential, and senior living spaces, alongside a new primary school, destination play area, and sports pitches. It serves as the community’s central hub and a key nodal point for the entire Horton Heath residents.

Re-Format have been appointed by PMC, employed by EBC to develop design proposals for The Primary School on the overall One Horton Heath development.

ONE
HORTON
HEATH

Applicant
Eastleigh Borough Council
(One Horton Heath Team)

PMc
Peter Marsh Consulting Ltd.

Project Management
Peter Marsh Consulting Ltd.

RE-
FOR
MAT

Architects / Masterplanning
Re-Format

Stantec

Landscape
Stantec

Tyler
Grange

Arboriculture
Tyler Grange

UNION4PLANNING

Planning Consultant
Union 4

Stantec

Structural / Civil Engineering
Stantec

RHB
PARTNERSHIP LLP

MEP Consultant
RHB Partnership

Stantec

Highways Consultant
Stantec

Stantec

Acoustic Consultant
Stantec

sre

Energy Efficiency and Sustainability
SRE

JOHNS
ASSOCIATES

Ecology / Biodiversity
Johns Associates

01. Introduction

Planning Background	Principle of Development		
Outline planning permission was granted for the wider One Horton Heath development under application O/20/89498 on 27 October 2025. The outline permission established the principle of a phased mixed-use development comprising up to 2,500 dwellings, a local centre, employment uses, sports facilities, allotments, green infrastructure, and a new 3FE primary school. All matters were reserved except access. The outline permission, parameter plans, Design Code, Environmental Statement, approved Green Infrastructure Framework, and associated Section 106 Agreement collectively establish the planning framework within which this Reserved Matters application has been prepared. The proposal has been informed through an extensive pre-application process involving Eastleigh Borough Council officers, Hampshire County Council, the Local Education Authority, urban design officers, ecologists, highways officers, and other technical consultees, as well as shaped by a substantial engagement with local schools and academy trusts, who provided invaluable feedback.	School The outline planning permission establishes the principle of delivering a three-form-entry (3FE) primary school as part of the One Horton Heath allocation, in accordance with Policy HH1 of the Eastleigh Borough Local Plan 2016–2036. The approved framework provides for a school site of approximately 2.8ha, with the school facility. The site extent for sole school use is approximately 2.5ha, however this is supplemented by use of associated 11v11 sports pitch provision in the southern part of the site. Delivery of the school is secured through the Section 106 Agreement, which includes phased triggers linked to residential occupation. These require submission of a Primary Education Application, delivery of the school access and construction contract, completion of the school to 2FE prior to occupation of the 400th dwelling, and expansion to 3FE before occupation of more than 1,800 dwellings. The agreement also secures transfer of the completed school facilities to Hampshire County Council or its nominee. The outline approval additionally secures supporting infrastructure and obligations including school access arrangements, parking, pedestrian and cycle connections, nursery provision, SEND provision, and design standards. This Design and Access Statement confirms that the proposed development follows the approved phased delivery strategy, with the layout designed to accommodate 3FE school, allowing initially for flexible operation as 2FE school with pre-school provision.	Allotments The outline permission establishes the principle of allotment provision as part of the wider mixed-use development. The approved strategy identifies approximately 0.8ha of allotments, exceeding the policy requirement of 0.72ha, with provision anticipated in both southern and northern locations within the allocation area: the allotments were anticipated on the eastern side of the site, south of the local centre and school, with further allotments shown north of Fir Tree Lane. This Design and Access Statement demonstrates the provision of 0.66ha allotments. The Section 106 Agreement secures delivery of both the Southern and Northern Allotments through phased triggers and requires details relating to layout, landscaping, delivery, management and maintenance to be approved prior to commencement of the relevant phase. Transfer of the allotments to the future management body is also secured through occupation triggers.	Sports Pitches and Facilities The outline permission establishes the principle of a comprehensive package of sports and recreation facilities serving both the school and the wider community. The approved framework includes provision of a floodlit 3G football pitch, additional 5-a-side pitches, community green open space, indoor sports space, changing facilities, parking, landscaping, and associated community use arrangements. Delivery of the sports facilities is secured through the Section 106 Agreement, with phased triggers requiring approval of a detailed sports specification, implementation of the facilities prior to occupation thresholds, and transfer to the relevant body thereafter. The Design and Access Statement demonstrates the provision of 3G 11v11 sport pitch serving community and school, additional 5-aside MUGA and 5-aside grass pitch on school site, as well as green open space and landscaping, changing facilities and associated parking for community use. The indoor sports space is designated to be located on a different parcel within the One Horton Heath development.

02. Site Appraisal



EASTLEIGH

FAIR OAK

SOUTHAMPTON
AIRPORT

HORTON HEATH

SITE

M27

TOWARDS
SOUTHAMPTON

02. Site Appraisal

Aerial Photos



Aerial view from south-east



Aerial view from north-east



02. Site Appraisal

Site Constraints Plan

The site is bounded to the north and east by the Secondary Internal Distribution Road, also known as Foxwood Road.

Adjacent to the northern boundary lies a woodland and watercourse buffer, where any works may require ecological licences due to potential presence of protected species.

Established hedgerows forming natural boundaries along the middle of the eastern edges, including a hedge lining the eastern side of Foxwood Road and naturally split the site in the middle defining a boundary between school and sports pitches and allotments.

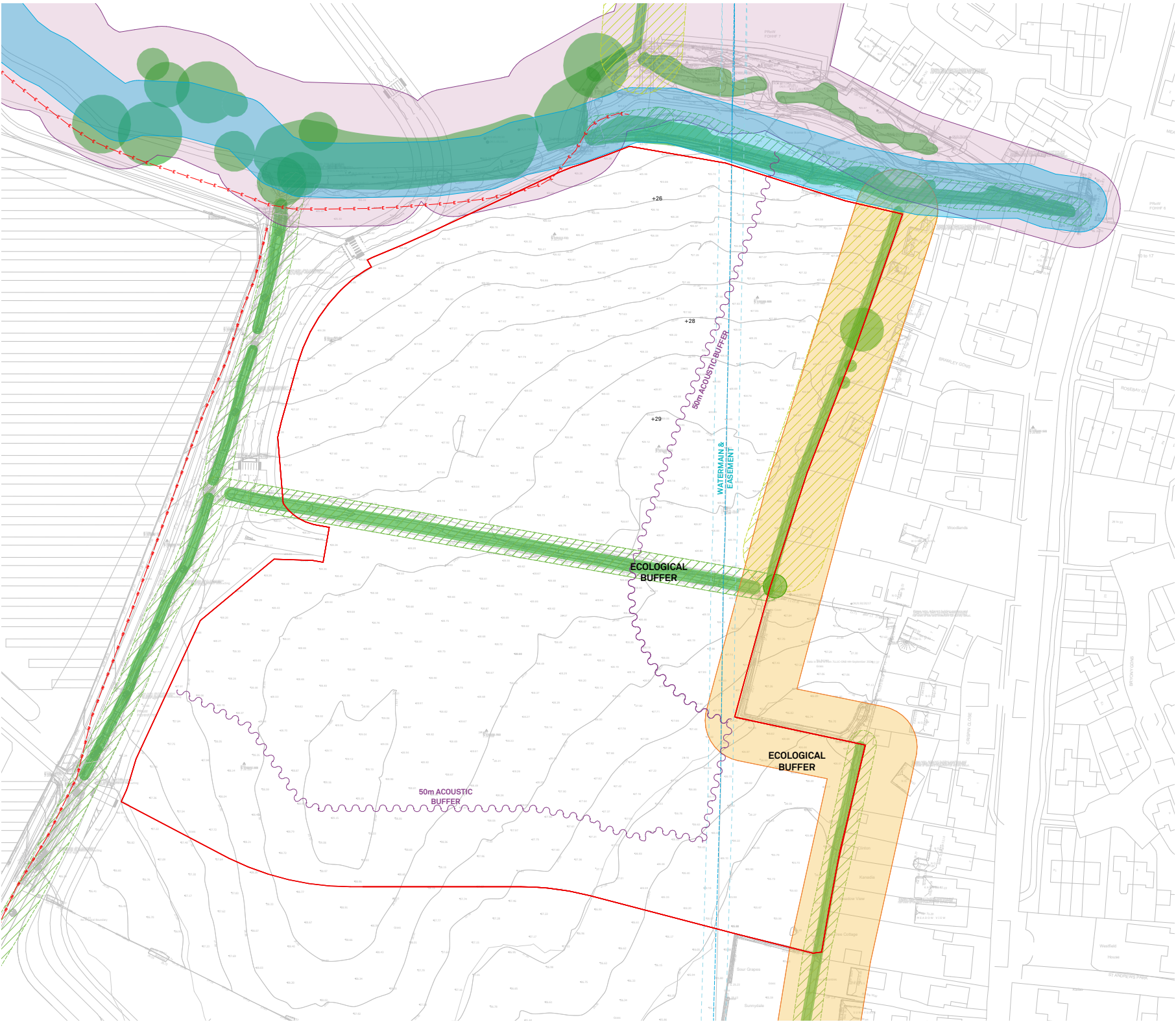
The existing hedges reinforcing these boundaries are protected by a 5 to 15 metre buffer and contribute to ecological and visual screening.

The terrain slopes northwest toward the local centre square.

To protect residential amenity, a 50-metre acoustic buffer is proposed between the sports pitches and nearby homes, helping to shield existing gardens along the eastern boundary as well as future dwellings at the Upper Acre site to the south.

Infrastructure constraints include high voltage power lines near the northern boundary and a water main running north-south across the eastern side of the site, both of which require careful planning to avoid disruption and ensure safety.

- Key
- Mature existing trees and hedgerows
- 15m Woodland buffer
- 15m Hedgerow with trees buffer
- 5m Hedgerow buffer
- 15m Bat commuting area
- 10m Watercourse buffer
- 50m Acoustic buffer to protect amenity of existing dwellings
- Watermain and easement
- High voltage electricity lines



03. Masterplan Context and Vision

03. Masterplan Context

Location and Local Plan Context

Masterplan Context

One Horton Heath development is located directly to the west of Horton Heath village and south of Fair Oak.

The Primary School, sports facilities and allotments are located in the central-eastern part of the wider development, and form part of the the emerging Local Centre and within a key part of the masterplan's movement and green infrastructure network.

The site is bordered by:

- the Local Centre and community centre to the north east;
- Upper Acre to the south;
- the solar farm land to the west; and
- the existing residential area of Horton Heath to the east.

The Design Code identifies the Local Centre as the physical, commercial and community heart of One Horton Heath. It is intended to provide a strong sense of place, with a range of community and commercial uses, active frontages, flexible public spaces, green landscape, cycle parking, visitor parking and opportunities for events and social interaction.

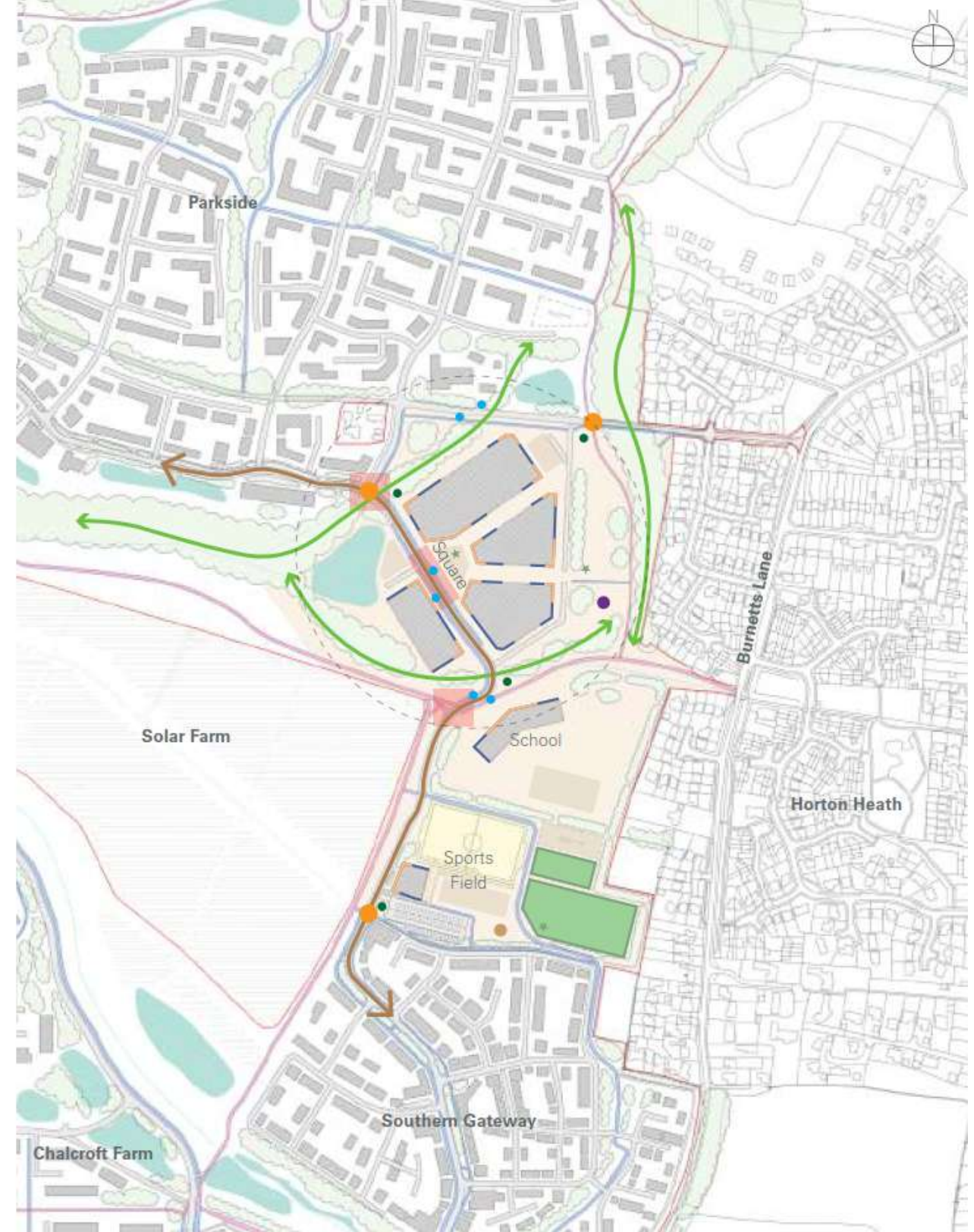
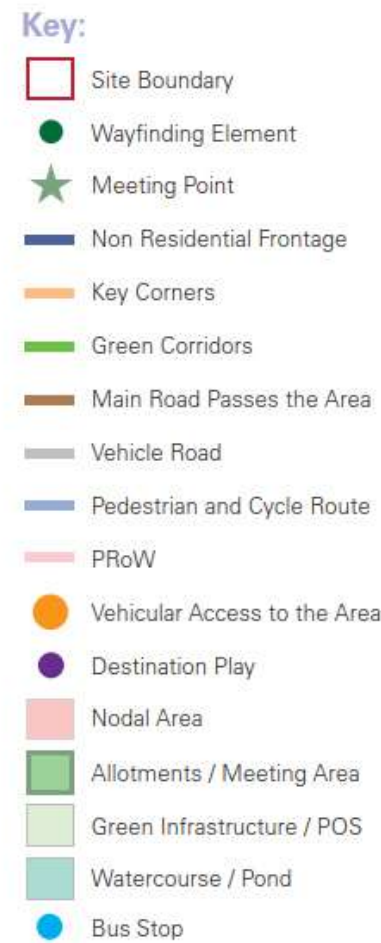
The school site sits immediately adjacent to this Local Centre context. Its location gives the Primary School a civic role beyond its educational function, allowing it to contribute positively to the identity, activity and legibility of the Local Centre.

The school, sports facilities and allotments collectively support the Design Code ambition for an accessible, mixed and integrated community, with everyday facilities located within walking and cycling distance of surrounding homes.

The sports pitches and allotments to the south of the school form part of a wider network of public open space and community infrastructure. These uses extend the role of the school and Local Centre by providing opportunities for sport, informal recreation, outdoor learning, food growing, biodiversity enhancement and social interaction. They also help create a transition between the more urban Local Centre and the softer landscape-led character of adjoining development parcels.

The site's position at a key transport node, combined with its proximity to the Local Centre, provides a high level of accessibility. The proposals respond to the Design Code movement hierarchy by prioritising walking and cycling, supporting public transport access and managing private vehicle movement so that parking and access arrangements do not dominate the public realm.

Large trees, retained landscape features, public realm treatments and distinctive built form will help guide people to and from the Local Centre, School Square, sports facilities and allotments as part of an integrated wayfinding strategy.



03. Masterplan Context

Design Code Context

Movement Framework

The school site is strategically located at a key movement node within the wider One Horton Heath masterplan, in close proximity to the Local Centre where vehicular, bus, pedestrian, and cycle routes converge.

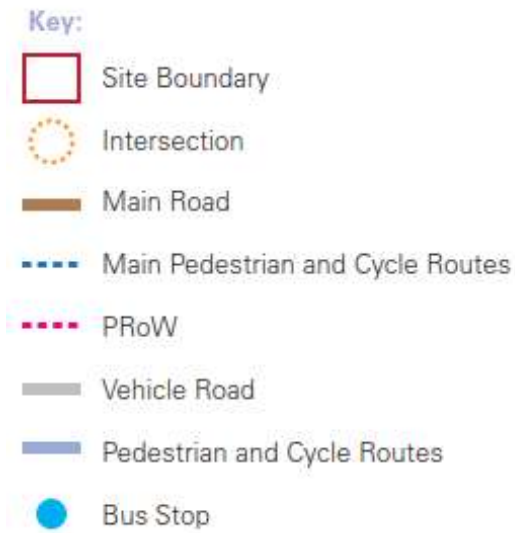
The Design Code identifies this key junction as Intersection 2, positioned at the heart of the development. It serves as a primary convergence point for the main vehicular, public transport, pedestrian, and cycle networks.

Given its central location adjacent to both the school and the Local Centre, Intersection 2 is expected to function as a busy and dynamic hub. As such, careful design interventions will be essential.

Traffic calming measures and/or shared surface strategies may be required to ensure that movement is managed safely and efficiently while prioritising pedestrians and cyclists.

This prominent location reinforces the school's civic presence within the masterplan and actively supports sustainable travel choices.

The Sports Pitches are located north to the Intersection 3, which connects the southern residential areas via Foxwood Road.



03. Masterplan Context

Design Code Context

Green Spaces and Play

The proposed site is embedded within a network of green corridors and public open spaces which are central to the One Horton Heath vision. The Design Code identifies nature, biodiversity, water management and access to green space as key structuring elements of the wider masterplan.

The school site adjoins the Local Centre green infrastructure network, including Green Space A and the Destination Play area to the north. This reinforces the school's role as part of a larger community and recreation node, allowing it to sit within a connected landscape framework rather than as an isolated educational campus.

To the south, the proposed sports pitches, pavilion, informal open space (B) and allotments form a further layer of community infrastructure. These spaces support formal sport, informal recreation, outdoor learning, food growing, biodiversity enhancement and social interaction. They also help create a transition between the more urban Local Centre and the softer landscape-led character of adjoining development parcels.

The allotments are treated as an integral part of the public open space and green infrastructure strategy, rather than as a standalone or residual use. Their edges, access points and relationship with adjacent routes are designed to support inclusive use, visual connectivity, long-term stewardship and biodiversity.

Together, the school, sports facilities and allotments create a sequence of complementary community spaces. This reflects the Design Code ambition to provide places where people can meet, exercise, learn, spend time outdoors and build a shared sense of identity.

Key:

Site Boundary

Green Corridors

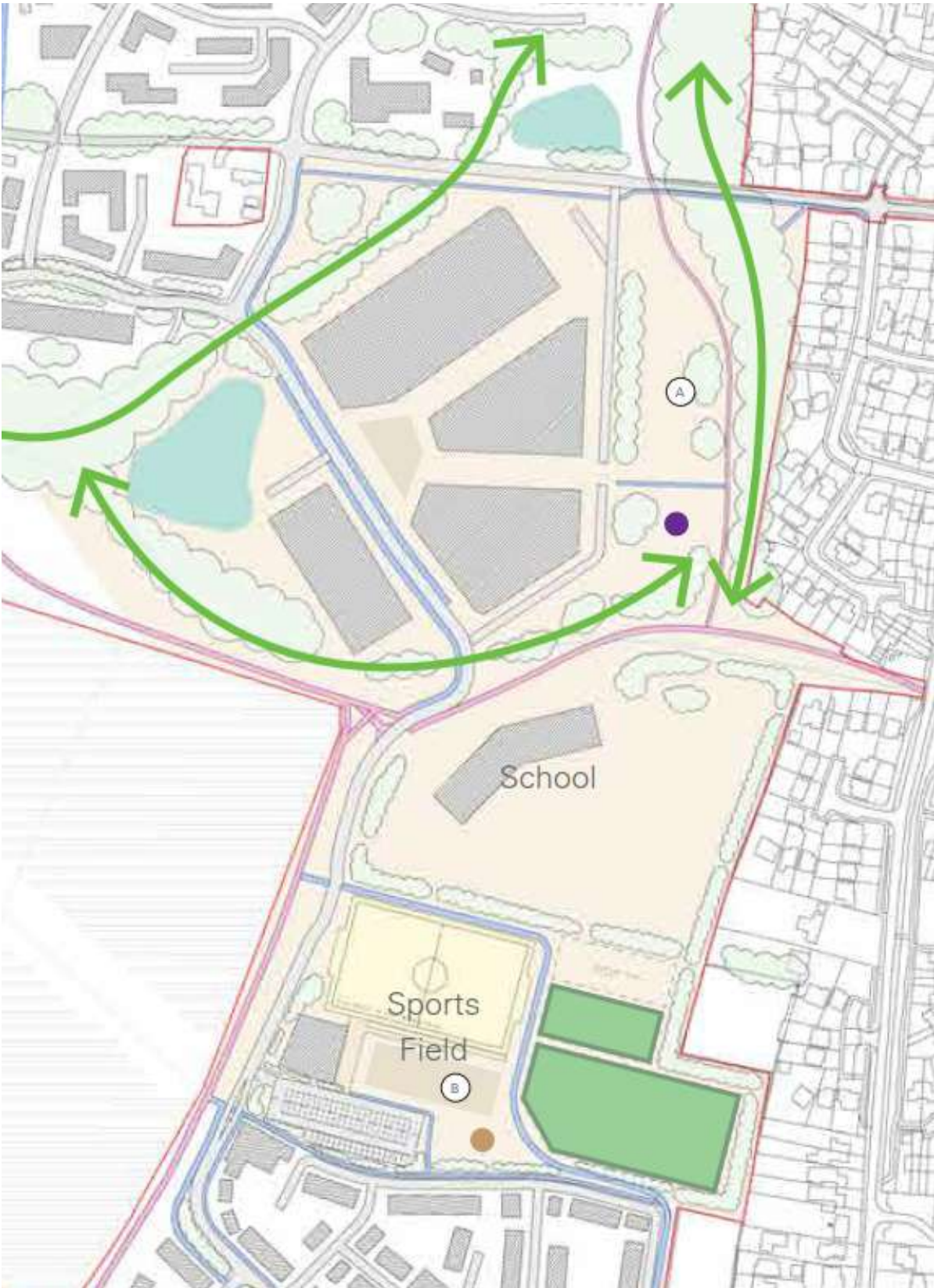
Destination Play

Informal / Natural Play

Green Infrastructure / POS

Allotments / Meeting Area

Watercourse / Pond



03. Vision

This is more than a school.

It's also a Civic Anchor:

a piece of public architecture that feels generous, welcoming and adaptable.

A school that grows with its community

The proposal seeks to establish a civic building that is generous, welcoming, adaptable and deeply integrated into everyday neighbourhood life.

The proposal seeks to establish a school that grows with its community. It has been designed to support initial operation as a 2FE school with pre-school provision, while allowing expansion to a full 3FE primary school as the One Horton Heath community develops.

Rather than adopting a defensive or inward-looking approach, the school has been designed as a publicly engaged building which positively contributes to the Local Centre, School Square and wider public realm. The building addresses key arrival routes and creates a clear civic frontage, helping to reinforce the school's identity and role within the masterplan.

The school, sports pitch, informal open space and allotments provide a connected community offer. These uses extend the role of the Local Centre and link the green infrastructure network to the north and south of the site.

The proposals are guided by the following objectives:

- create a landmark civic building at a key movement node within the wider masterplan;
- establish an inviting school that acts as a civic anchor for the new community;
- support the Local Centre as the heart of One Horton Heath development;
- encourage active travel and reduce reliance on private car journeys;
- provide high-quality learning environments;
- establish a welcoming, inclusive and safe environment;
- deliver long-term adaptability and phased school growth from 2FE to 3FE;
- reduce carbon emissions and energy use;
- safeguard pupils, staff and visitors while maintaining a positive public-facing character;
- provide community open spaces, outdoor sports facilities and allotments with excellent pedestrian and cycle links; and
- ensure sustainable movement and safe travel within the scheme for pedestrians, cyclists and vehicles.



03. Vision

Civic Edge

Typical school set defensively behind fences and dominated by parking to the front



Community and sport facilities surrounded by parking



A generous civic frontage – Re-Format's precedent schemes



03. Vision and Design Principles

Concept

Approved Design Code

Intersection 2 is located at the heart of the development, where key vehicular, bus, pedestrian, and cycle routes converge. Owing to its central position, and its proximity to both the primary school and the Local Centre, it is anticipated to become a busy and dynamic node within the wider movement network.

The proposed primary school site is strategically positioned at this key junction, forming an integral component of the local centre. This location offers strong potential for the school to become a vibrant and active part of the wider community hub. Its high visibility and accessibility will create a dynamic and welcoming frontage, naturally encouraging activity, interaction, and community engagement.

The building has been designed to allow secure separation of lettable spaces, enabling flexible community use for events, meetings and out-of-hours activities. This approach enhances social value while also supporting the long-term financial sustainability of the school.

As a prominent element within the masterplan, the school building and its forecourt will help define key circulation routes and visual corridors. In doing so, it will establish a strong sense of place and act as a landmark anchor within the evolving urban fabric.

Beyond the school, the sports pitches, pavilion, informal open space and allotments provide a coherent green infrastructure link, integrating recreation, community activity and landscape into the wider framework. These spaces create a softer southern transition from the Local Centre towards Upper Acre and the wider open space network.

At the heart of the south part of the site, the clubhouse and informal open space complete a sequence of connected community spaces, centred around a pedestrian and cycle routes. A pathway continues southwards along the eastern edge of the Upper Acre development, reinforcing connectivity.

Vehicular access is carefully arranged from Foxwood Road, with two parking areas softened by planting and landscape structure. Parking is treated as a supporting element rather than the dominant frontage condition. This approach limits conflict between vehicles, pedestrians and cyclists and ensures the recreational and community functions of the site remain primary.

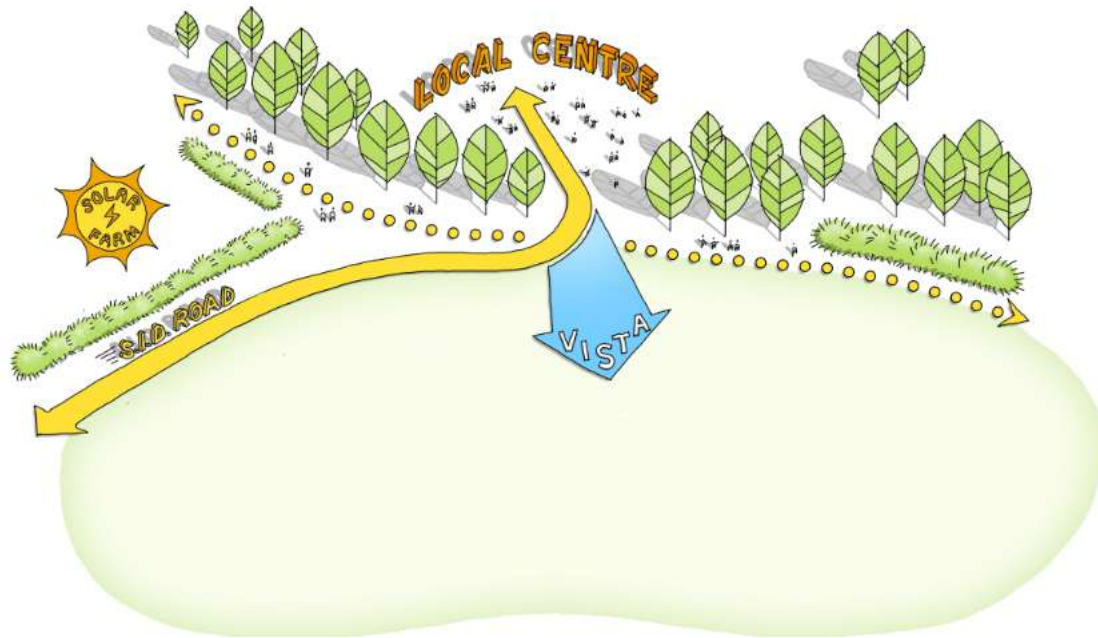
Placemaking

The overall design aims to create a well-connected sequence of community open spaces, each with a strong and legible identity, contributing to a cohesive and distinctive sense of place.



03. Vision and Design Principles

Concept Sketches: School



School site located at the important communication node and clear vista from the Local Centre



School square at the node and key spaces facing the arrival space that could operate and be accessible to community out-of- hours



Early concept development sketch:

Two distinct wings that embrace a central community hub space at the heart of the school. This dual-wing configuration is critical for practicality, as it facilitates the easy phasing of delivery, allowing the facility to successfully launch initially as a 2FE (two-form entry) school with potential provision of preschool, and smoothly expand to a 3FE capacity as needed. The design supports connected, flexible learning: the classrooms feature direct access to outdoor space, while the multi-functional LRC (Learning Resource Centre) is strategically placed within the middle spine connecting the wings, creating a generous break-out area, dedicated group rooms, and a shared teaching core for collaborative instruction.

03. Vision Summary

Key Design Drivers

The design evolution has been guided by several key principles:

Civic Presence

The school occupies a prominent site at the convergence of primary movement routes close to the Local Centre. The proposal embraces the opportunity to establish a strong civic frontage and landmark identity.

The building is arranged to positively address the School Square and key arrival routes, creating active frontages and reinforcing the wider public realm network.

The hall and entrance frontage provide a clear point of orientation and help establish the school as a recognisable community building.

Community Integration

The school has been designed to facilitate controlled community use outside of standard hours, enabling opportunities to generate additional revenue.

The hall and associated community-facing facilities are located adjacent to the School Square, enabling secure and independent access outside school hours. This arrangement encourages wider community activity and supports the long-term social sustainability of the Local Centre.

The shared use of the 11v11 sports pitch maximises the value of the facility, supporting both the school and community activities and contributing to a vibrant and well-used environment throughout the day.

The sports pitches, informal recreation spaces, and sports pavilion are designed to be highly accessible by a range of transport modes, forming a key destination within the wider green infrastructure network.

Phased Growth

The school building has been designed to as 3FE school, with an opportunity to function as a 2FE school with pre-school provision in the initial years as the intake gradually grows.

This approach has been integrated into the plan form from the outset, ensuring that future expansion can occur without compromising public realm quality, landscape structure, safeguarding, operational efficiency or the school's relationship with the Local Centre.

Landscape-Led Design

The proposal responds directly to the ecological and landscape framework established through the outline permission and Design Code.

External spaces are structured around retained green infrastructure, hedgerows, ecological buffers, SuDS features, outdoor learning spaces and woodland edges. The site layout respects existing landscape boundaries and uses them to define character, structure movement and support biodiversity. The school grounds, sports pitches, allotments and informal open spaces are therefore conceived as part of a connected landscape network, not as separate functional parcels.

Sustainable Movement

The school occupies a highly accessible location within the wider movement framework.

Pedestrian and cycle connectivity forms a central component of the design strategy.

The school frontage and the sports pitches prioritises pedestrian activity and minimises vehicular dominance.

The parking for the sports parcel support park and stride strategy to access the school and will be hugely beneficial during drop-off and pick-up times.

04. Concept Design Evolution

04. Concept Design Evolution

The design of the proposed primary school, sports facilities, and allotments has evolved over time, informed by ongoing engagement with a range of project stakeholders and steering groups.

The project team reviewed and developed the early proposals through a series of consultation and engagement sessions with Eastleigh Borough Council (EBC), Hampshire County Council (HCC) Education representatives, the Parish Council, the Education Steering Group, and members of the public. This process was further supported by pre-application discussions with EBC Planning Officers.

Feedback received throughout these stages has been instrumental in shaping the proposals, resulting in a well-considered and responsive design. The following pages set out the evolution of the scheme, illustrating the progression from early concepts to the current proposals, alongside a summary of the key feedback that informed the design development.

04. Concept Design Evolution

Early Concept Diagram - Urban Context

Key Principles:

- Civic Edge: Moving away from defensive fencing towards open, generous frontage
- Community Integration: Community access to halls for Out-of-school-hours for private hire via secure zoning
- 3FE Primary School facility, designed with flexibility in mind to facilitate potential to open as 2FE school with preschool provision until school reaches 3FE capacity
- Connection to Local Centre: The entrance frames a public plaza and strengthens wayfinding to the market square
- Landscape-led Design: Safeguarded play, outdoor learning, woodland edges and MUGA strategy
- Shared use of the sports pitch between school and community
- Continuation of pedestrian and cycle routes and green infrastructure from north to south of the wider development
- Safeguarding amenity of existing housing by creating green landscape buffer along the eastern boundary



04. Concept Design Evolution

Massing

The massing of the proposed school building has been carefully articulated into a series of smaller volumes. This approach helps to clearly express the different functions of the building while creating a legible hierarchy of spaces.

The main halls form the largest and most prominent volume, addressing the School Square and terminating key views from both the Local Centre and the southern approach along Foxwood Road. Centrally located and purposefully oriented towards public spaces, the halls complex is designed to act as a landmark element, aiding wayfinding, reinforcing local identity, and expressing the civic presence of the school.

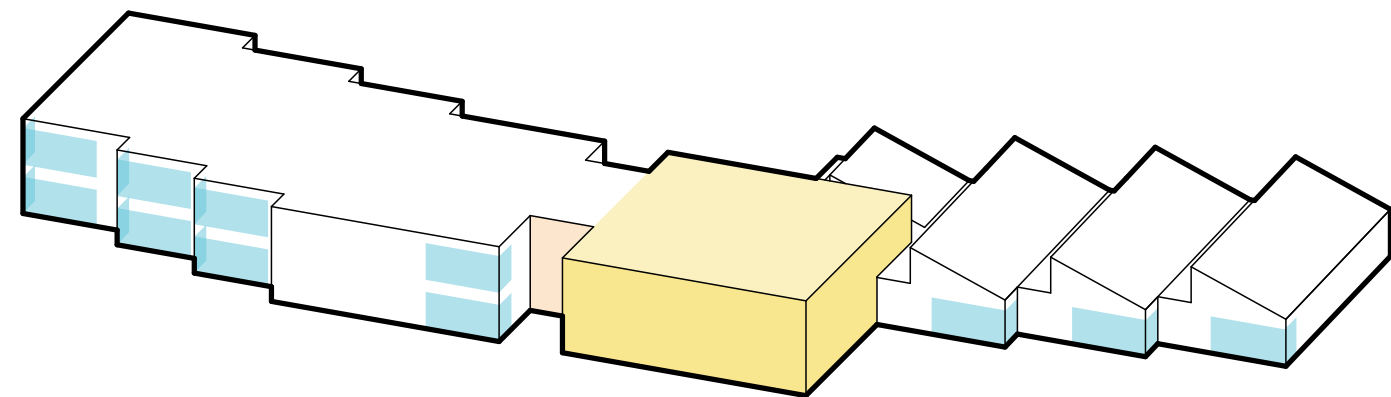
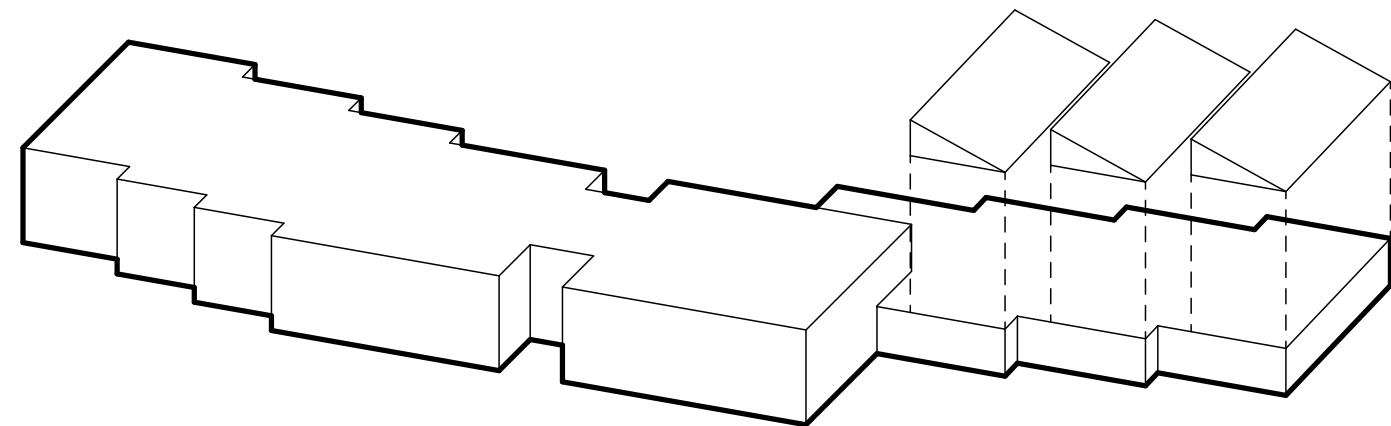
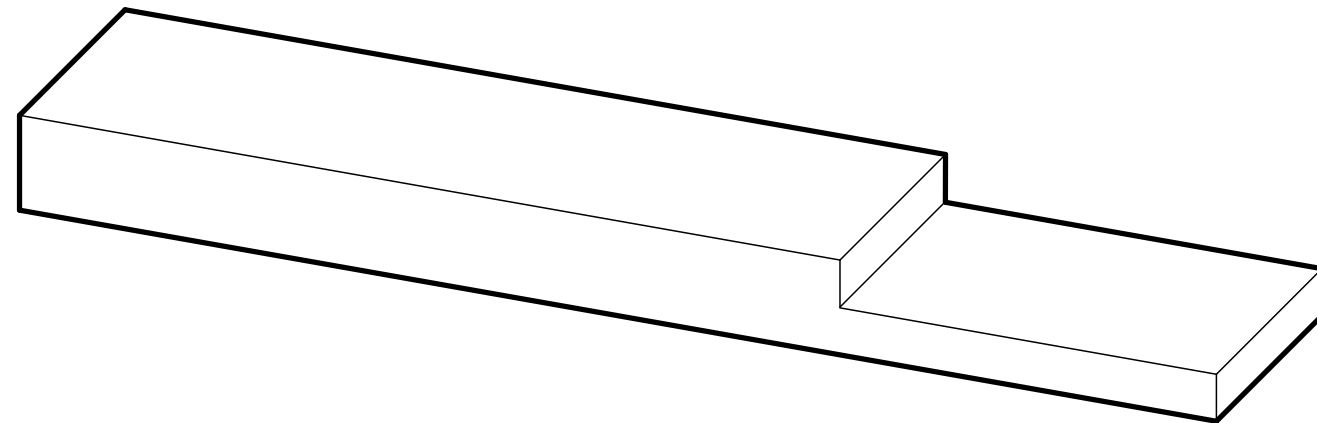
The main entrance is recessed, creating a welcoming threshold that draws visitors into the building while establishing a clear and legible point of access to the school grounds.

Teaching blocks have been arranged as staggered volumes that respond sensitively to the site's topography and boundaries. This configuration not only allows for double-aspect classrooms but also reduces the perceived scale and mass of the overall building.

Two-storey elements are concentrated closer to the Local Centre, with the building stepping down in height towards the south. This transition reflects the shift from the more urban character of the Local Centre to the open recreational landscape, including sports pitches and informal open spaces.

The urban composition culminates in the single-storey pavilion, which relates more closely in scale to the adjoining Upper Acre homes.

Built form has also been carefully positioned to maintain appropriate separation from existing residential properties to the west, minimising visual impact and ensuring a sensitive relationship with neighbouring homes.



04. Concept Design Evolution

Early Massing & Relationship of School to Local Centre

The form of the school building responds sensitively to its context and the anticipated scale of the future local centre, with the massing stepping up gradually from single to two stories towards the local centre

A two-storey block is positioned to the north-east of the site, overlooking the adjacent woodland. The first-floor classrooms are carefully oriented to avoid views to and from existing residential properties to the east, thereby safeguarding pupil privacy and security.

To the south-west, single-storey KS1 teaching spaces are arranged to suit the evolving context. As the neighbouring solar farm may be redeveloped for housing, the reduced height and massing in this area provide a more appropriate interface and prevent future constraints on that parcel arising from safeguarding concerns related to overlooking from upper-floor classrooms.

The main hall and entrance are arranged to face the school square, supporting community use and out-of-hours access. This frontage establishes identity and a strong civic presence, aligning with placemaking principles. The main hall acts as a key visual marker for the school.



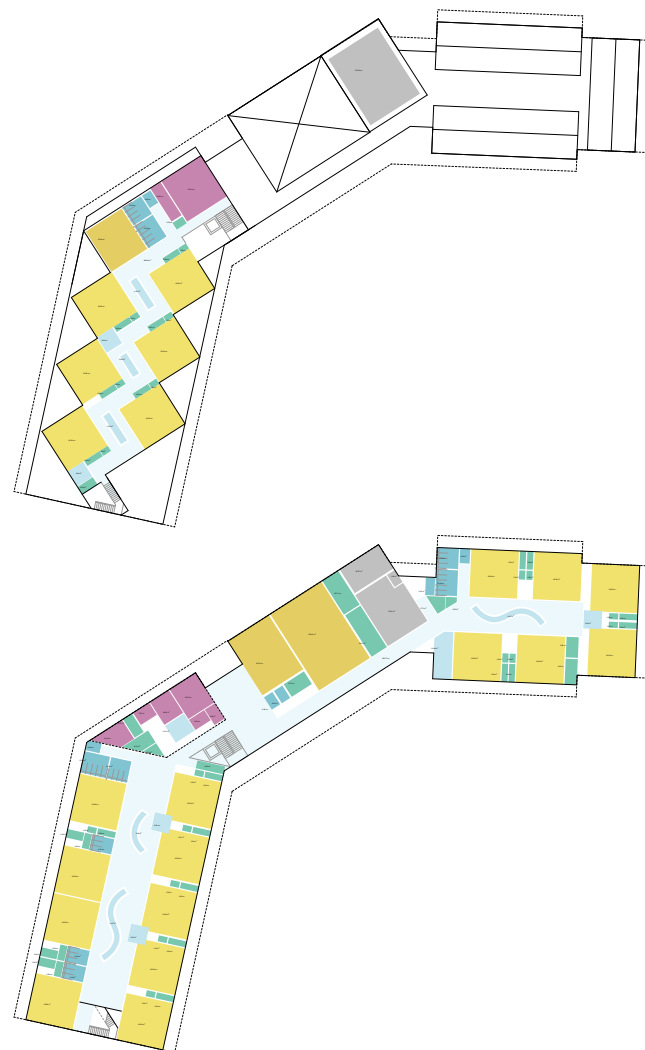
04. Concept Design Evolution

Early Spatial Arrangement Diagrams For School

The design options investigate various ways of arranging classrooms around the central 3FE core and assess how teaching spaces would be allocated for 3FE operational models. The study also examines alternative classroom orientations and staggered layouts, some of which provide dual-aspect classrooms and create an enlarged central spine within the teaching wings suitable for accommodating an LRC and shared learning areas.

OPTION 1

- The staggered arrangement of first-floor classrooms provides dual-aspect rooms at the upper level and generates an enlarged LRC space within the central ground-floor spine.
- Structural complexity increases because of the misalignment between ground- and first-floor layouts.
- Reception and Years 1–2 are located on the ground floor of the west wing, with Years 3–4 in the east wing—each having direct access to outdoor play areas. Years 5–6 are positioned on the first floor with the potential for learning terraces.



OPTION 2

- First-floor classrooms follow the alignment of the ground-floor layout but are spaced apart to form outdoor teaching terraces and enable dual-aspect rooms.
- Reception and Year 1 classrooms are located on the ground floor of the east wing, with Years 2–4 positioned on the ground floor of the west wing—each with direct access to external play areas. Years 5–6 are accommodated on the first floor, benefiting from dedicated learning terraces.



OPTION 3

- A two-storey wing is positioned on the north-east side of the building to take advantage of views toward the woodland.
- The staggered arrangement carried through both levels of the two-storey block creates a series of engaging shared teaching and library spaces between classrooms.
- Reception and Year 1 classrooms are arranged on the ground floor of the west wing, with Years 2–3 also located at ground level and benefiting from direct access to outdoor play areas.
- Years 4–6 are placed on the first floor, which enables the staff room to be relocated to the ground floor and all administrative functions to be consolidated



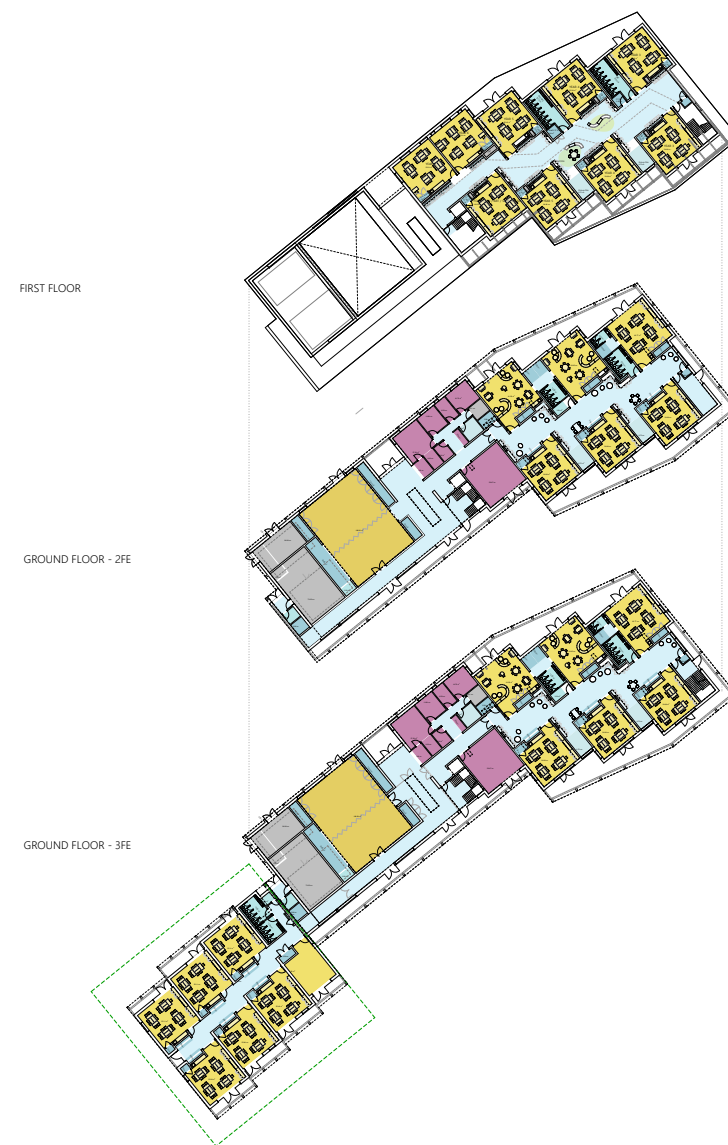
04. Concept Design Evolution

Early Design Options for School

OPTION 3

Option 3 emerged as the preferred layout because it creates a rich sequence of shared teaching and breakout spaces between classrooms, many of which also benefit from dual aspect. The core principles of this option were taken forward and further refined through a series of developed arrangement plans, exploring alternative massing strategies and responding to updates in the brief as well as feedback from EBC and the Steering Group.

Additional options examined alternative configurations and sizes for the main hall, along with the resulting safeguarding implications, in response to engagement with and feedback from HCC.



OPTION 3A



OPTION 3B



OPTION 3C

04. Concept Design Evolution

Material Options Considered

Material Option 1 proposes a red brick façade complemented by reconstituted stone, precast concrete, or glulam colonnade elements to introduce warmth, texture, and architectural definition.

The Main Hall is designed with a perforated screen that conceals the roof plant while acting as a key visual feature. This screen can be illuminated at night to create a distinctive landmark and reinforce a strong, recognisable identity for the school within its wider context.

Material Option 2 introduces a contrasting cladding strategy for the Main Hall to establish a strong visual identity, enhance the school's playful character, and add material richness to its landmark element. The upper hall volume is proposed to be finished in a mosaic-effect cladding—such as zinc shingles, concrete tiles, or tiles manufactured from recycled window frame materials—providing a distinctive texture and contributing to the sustainability narrative of the building.

Material Option 3 adopts a more restrained material palette while introducing rich textural detail to create a distinctive and cohesive architectural character.

The approach façade incorporates varied and expressive brickwork techniques—including contrasting brick bonds, projecting brick piers, and areas of hit-and-miss brickwork—paired with playful fenestration to establish visual interest and identity.

This option delivers a refined yet engaging elevation composition through craftsmanship and texture rather than bold material contrasts.



04. Concept Design Evolution

Local Schools and Academy Trusts Engagement Sessions

The proposed emerging plans have been shared and discussed with Local Schools and Academy Trusts representatives during mulitple sessions.

The workshops and sessions were very informative and several Headteachers were consulted and provided feedback on the practical operation of the building.

Following are the key takeaways from the meetings:

Pick-Up and Drop-Off

- All pick-up/drop-off for Years R–4 to occur directly from classroom doors; older pupils may arrive/leave independently with parental permission.
- Positive feedback received on park-and-stride approach using community parking to the south.
- Consideration of a monitored staff car park drop-off system based on experience at other local schools

External Environment

- Staff offices facing the public plaza to be screened with fencing/planting to mitigate confrontation risks.
- Main entrance to remain access-controlled with intercom to reception.
- Removal of first-floor external balconies agreed due to safeguarding and behaviour concerns.
- Desire for secure external learning gardens outside all ground-floor classrooms, forming a secondary secure boundary.
- Avoid large earth mounds due to supervision issues; if required, integrate them into play/learning design (e.g., seating terraces or forest school).

Reception & WC Provision

- Reception toilets to be accessed directly from classrooms.
- All toilets to be age-appropriate in layout and size.
- Entrance doors to student WC areas to be removed to improve visibility and supervision.
- Internal Learning & Circulation
- Strong support for shared learning zones between clusters and their benefits for SEND and stretch/challenge.
- Concern raised about exposed bookshelves in corridors; robust furniture strategies required.

Lockdown & Security

- Design to comply with Martyn’s Law; lockdown alarm recommended (potentially integrated with fire alarm using a distinct sounder).
- Internal thumb-turn door locks required in classrooms for intruder scenarios.
- All glazing should have blinds for lockdown procedures.
- Access control strategy to include maglocks (e.g., Paxton/Salto), managed entry/exit to clusters, and prevention of ‘running loops’ for dis-regulated pupils (e.g., locking stairs except during fire alarm)

SEND, Resource Provision, and IAP

- Only one (41m²) potential RP/SEND currently space identified; further development needed
- Food tech room deemed non-essential; priority should be supporting pupils with additional needs.

LRC and Shared teaching core

- Collaborative and multi-class teaching within shared learning zones between clusters was received very positively.
- Staggered layouts were praised for preventing pupils from running along long corridor sections and enhancing visibility from classrooms, supporting safeguarding and passive supervision.
- The LRC and multi-functional zones were commended for providing flexible layouts that support small-group interventions, SEND provision, and project-based learning.
- Integration of resources (library, IT, and teaching materials) within shared zones was welcomed; however, careful design consideration is needed for managing dis-regulated pupil behaviour within these areas.
- Shared spaces are intended for breakout, discussion, and independent learning activities.
- Furniture within shared teaching zones should be movable and adaptable to accommodate different teaching styles and group sizes.

Staff Facilities

- Need to maximise individual offices (Head, Assistant Head, SLT, SENCo).
- Staff room to be subdivided to create work space and a separate social area.
- PPA collaboration space for up to six staff required.
- Dedicated parent meeting room requested.
- Increased provision of accessible staff toilets (3–4 recommended).

Storage & Classroom Management

- All children’s belongings to be stored inside classrooms for improved supervision.
- Lockers not preferred for Years R–4; preference for space-efficient seating/peg solutions.

Hall & Studio

- Acoustic separation between hall and studio essential; bi-fold partition to include an independent door.
- Sufficient storage needed for stage modules, dining furniture, sports equipment, and seasonal items.
- Adequate toilets near community-use spaces; possibility of separate alarm zone.

Kitchen & Building Services

- Full preparation and cooking kitchen required for 3FE capacity, including adequate storage.
- Classrooms to have independent heating and lighting controls; preference for radiators over underfloor heating due to controllability issues.
- Adequate openable windows and CO₂ monitors required in all teaching areas.

04. Concept Design Evolution

Pre-Application Feedback

Overview

The outline principles of the proposals have been assessed` though pre-application engagement with Eastleigh Borough Council.

Pre-application discussions have confirmed that the principle of development for the school, sports provision and allotments is well established through the outline planning permission and associated framework. Feedback indicates that the emerging proposals are broadly aligned with these requirements, subject to demonstrating clear compliance with the parameter plans, Design Code, planning conditions and section 106 obligations at reserved matters stage.

The proposed school has been positively received, particularly in terms of its prominent siting within the Local Centre and its role as a civic focus. The design approach—featuring a strong relationship with the School Square, an outward-facing frontage, and a clear internal organisation—has been supported. It has been highlighted, however, that further clarification will be required to demonstrate how the school can successfully expand from 2FE to 3FE without adversely affecting the layout, operation, or quality of the built form.

Feedback has identified that the proposals for sports facilities and allotments have not yet been sufficiently developed within the submission. As these elements are integral to the outline consent, further work is required to define their layout, delivery, and relationship with the school, particularly where shared access, parking, and management arrangements are proposed.

It is also noted that any deviation from the established allotment strategy may require additional justification and potential amendments to the legal agreement.

From an urban design perspective, the scheme is considered to have a strong and positive framework, with appropriate positioning, scale and civic presence. Nonetheless, it is recommended that the relationship between key public spaces across the wider development is further articulated, and that the architectural design is refined to reinforce the school's role as a landmark building.

Landscape proposals are supported in principle, but additional detail will be required through a comprehensive landscape masterplan. This should address the design of external spaces, planting strategies, boundary treatments, and integration with the wider green infrastructure network.

Technical feedback highlights that further work is needed in relation to highways, transport, ecology, and residential amenity. In particular, the transport strategy, parking provision, and management of peak-time movements will need to be clearly justified, alongside appropriate assessment and mitigation of potential impacts on nearby residents.

Overall, the feedback confirmed that the proposals are progressing in a positive direction. However, it is clear that further detailed design development and supporting technical information will be required to ensure a fully coordinated and policy-compliant submission.

04. Concept Design Evolution

Public Consultation

Overview

As part of the preparation of the Reserved Matters application for the Primary School and Sports Parcel, a programme of public consultation was undertaken to engage both the local community and key stakeholders. This included an online consultation alongside a face-to-face exhibition event held on 13 May 2026, both of which were promoted through leaflet distribution to local residents.

The online consultation was hosted on the One Horton Heath website over a three-week period from 13 to 27 May 2026. It was promoted via the project’s social media channels and provided an opportunity for residents to review the emerging proposals, access supporting information, and submit feedback through an interactive response form.

In addition, an in-person exhibition took place at the Fair Oak and Horton Heath Parish Council Offices. This event enabled members of the community to view the proposals in detail, engage directly with the project team, and ask questions.

Further details are provided in the accompanying Statement of Community Involvement.

