



CG Artist Impression: Discovery Pond with Forest School and Playground in the background

05. Design Proposals: School

Proposed Plans

Layout

Reception, KS1, and KS2 clusters are distributed across the ground and first floors.

Reception and Year 1 classrooms are positioned in the west wing, each with direct access to outdoor play gardens and covered play areas. Year 2 and Year 3 classrooms are located on the ground floor of the east wing, while Years 4, 5, and 6 are accommodated on the first floor.

A shared Learning Resource Centre (LRC) and learning spine, including group rooms, will enable collaborative teaching between classrooms. This area will be flexible and multi-functional, incorporating teaching resources, quiet zones, and spaces for small group work and breakout activities.

All year groups benefit from access to shared teaching cores and small-group rooms to support a range of learning activities.

Admin spaces are centrally located on the ground floor, overlooking the School Square. This position ensures efficient access from classrooms and supports passive supervision of the square.

Staff room is located on the first floor facilitating staff presence on the first floor and overlooking the school assembly and play outdoor areas, while being well connected to remaining administrative spaces on the ground via central staircore with lift.

The central hall and adjoining studio also face the School Square. The studio is designed to accommodate wrap-around care, with direct access from the square. Both halls are intended to be lettable for community use outside school hours.

Kitchen and plant areas are positioned adjacent to the main hall to support dining functions. These spaces are easily accessible from the staff car park and allow convenient delivery and servicing access.

- Key**
- Teaching spaces
 - Storage
 - Shared teaching and LRC
 - Group rooms
 - Administrative spaces
 - Main Halls
 - Main halls storage
 - Circulation
 - Ancillary, back-of-house spaces: Plant and Kitchen



Proposed First Floor Plan



Proposed Ground Floor Plan

05. Design Proposals: School

Proposed Plans

Phased Growth

The Section 106 Agreement sets out specific triggers requiring the delivery of the school. It mandates completion of the school to a 2FE (two-form entry) capacity prior to occupation of the 400th dwelling, and its subsequent expansion to 3FE (three-form entry) prior to occupation of more than 1,800 dwellings. The agreement also secures the transfer of the completed school facilities to Hampshire County Council, or its nominated body.

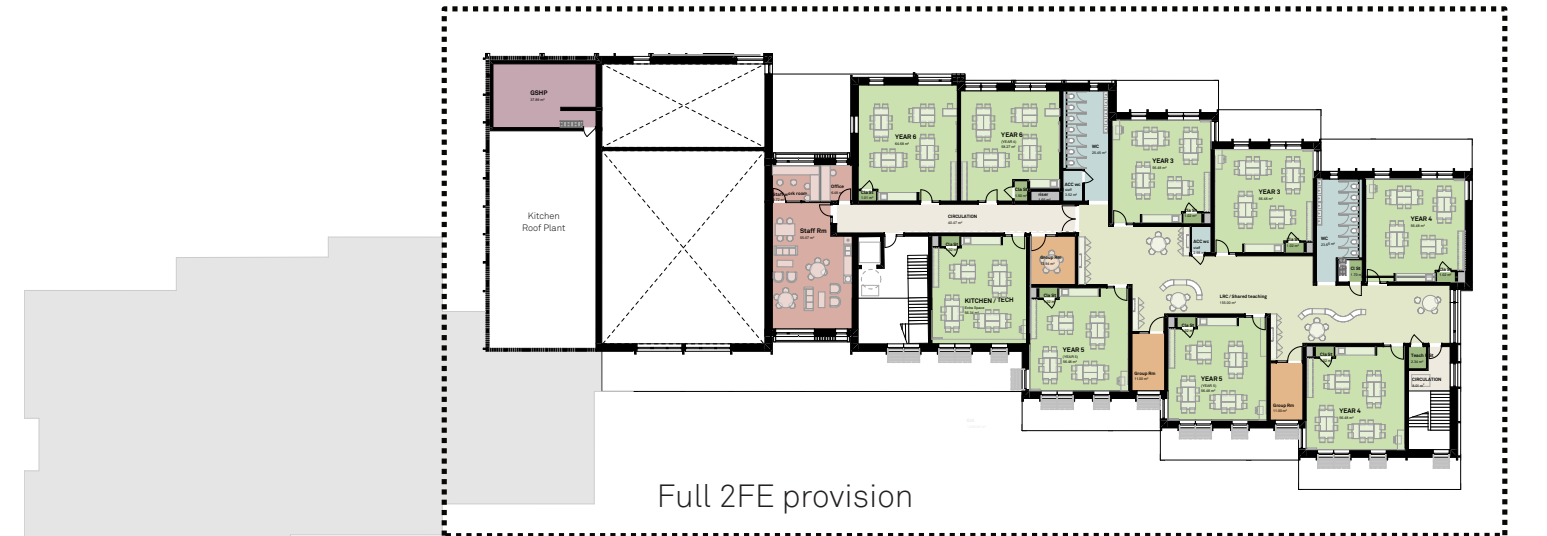
The current proposal is to construct the school as a single-phase development, delivering a fully operational 3FE facility from the outset. The layout has been carefully designed to allow flexibility, enabling the school to operate efficiently at 2FE capacity during its early years and expand seamlessly to 3FE as pupil numbers increase.

The Key Stage 1 (KS1) classrooms within the western cluster have been designed with adaptability in mind and may be used initially as pre-school accommodation alongside the Reception classrooms. This approach allows the school to respond to early demand while maintaining compliance with space standards. All of these classrooms are designed to meet Reception requirements, each benefiting from generous cloakroom storage, access to supervised toilets, and direct access to secure external play areas.

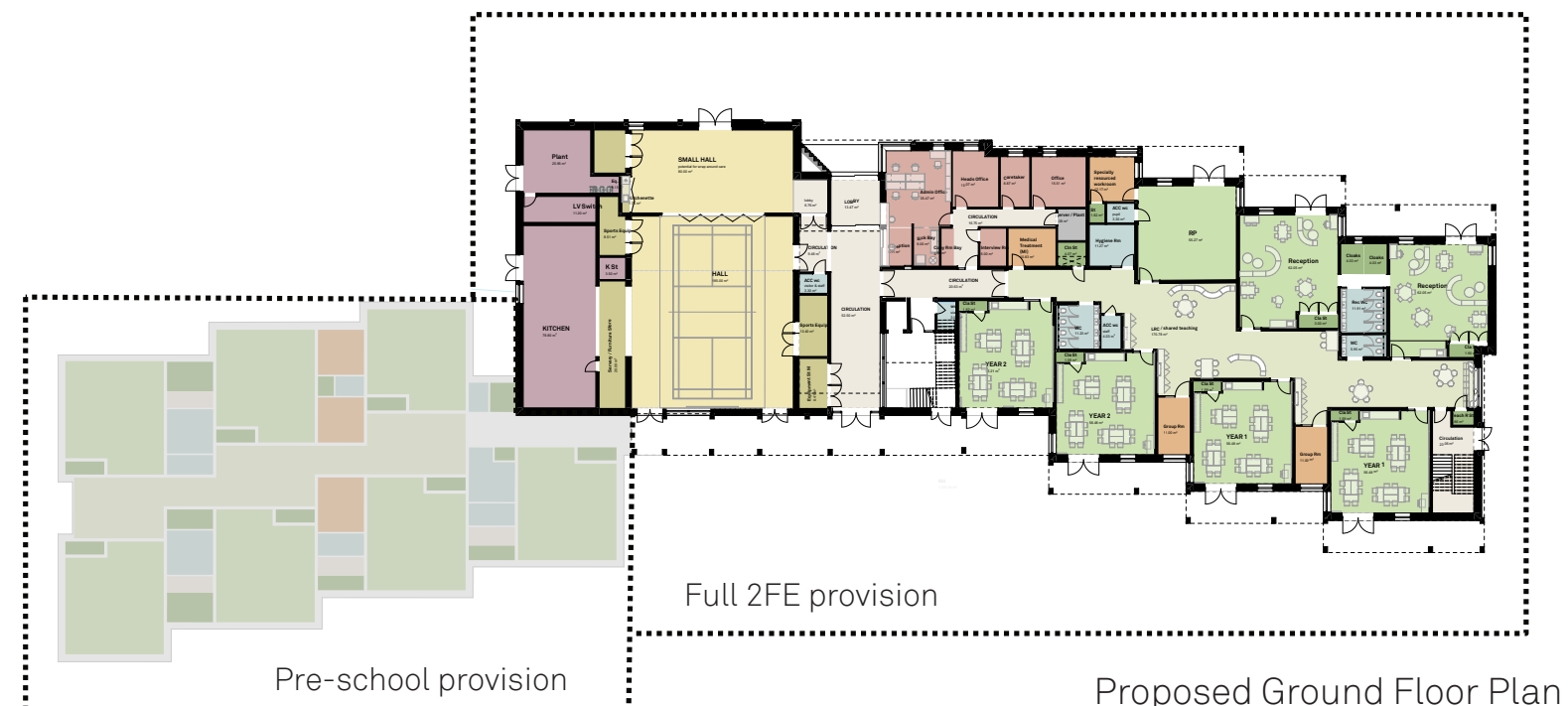
The diagram to the side illustrates alternative approach where the main halls, administrative spaces, and the two-storey eastern teaching wing operate as a 2FE school, allowing the single story element operating as pre-school as part of the wider school or on a stand-alone basis. Further details have been outlined in the planning statement.

Key

- Teaching spaces
- Storage
- Shared teaching and LRC
- Group rooms
- Administrative spaces
- Main Halls
- Main halls storage
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Proposed First Floor Plan



Proposed Ground Floor Plan

05. Design Proposals: School

Proposed Plans

Zoning Strategy

The simplified diagram illustrates the proposed zoning strategy, with teaching wings and their associated outdoor play areas arranged on either side of the Main Assembly Hall and administrative suite, both anchored by the centrally located entrance foyer.

The school square, positioned at the front of the building, is conceived as a civic focal point within the wider masterplan and serves as a congregational space for parents prior to pick-up times.

All pupil-focused areas sit within the secure line. Parents may enter these safeguarded zones for controlled drop-off and pick-up periods directly outside classroom doors.

Administrative areas and the studio, which front onto the school square, are protected by an additional secure layer consisting of planting and mid-height fencing with gated access.

The studio is designed to accommodate wrap-around care and benefits from controlled access from the school square for use outside standard school hours.

The halls, entrance foyer, and associated ancillary spaces are designed to allow public access and servicing via controlled gates and managed entry points.

Kitchen and plant areas are located adjacent to the main hall to support dining functions efficiently, with their positioning enabling straightforward servicing and deliveries from the staff car park.

- Key
- Teaching spaces
 - Shared teaching and LRC
 - Group rooms
 - Administrative spaces
 - Main Hall
 - Entrance Foyer / Exhibition Space
 - Ancillary, back-of-house spaces: Plant and Kitchen
 - Secure Line
 - Secondary secure line with controlled access by parents and public
 - Spaces for community use
 - Parent access for drop-off and pick-up
 - Public access out-of-ours or servicing access
 - Internal access within secure lines



Zoning Diagram

05. Design Proposals: School

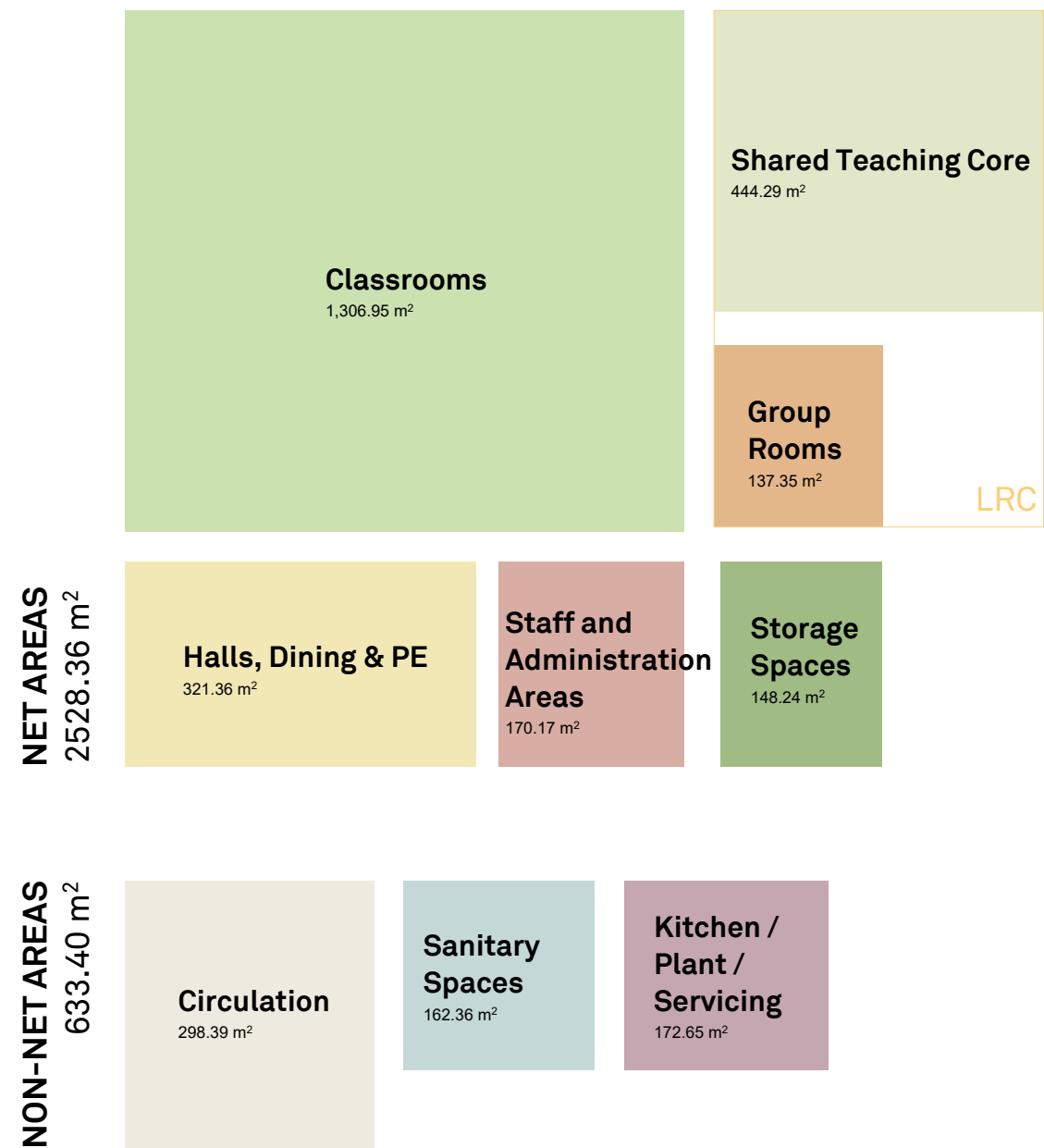
Proposed Accommodation

Efficient Use of BB103 Areas

The design makes creative use of BB103 allowances to optimise the potential of the available building spaces.

By removing traditional linear corridors and integrating the Learning Resource Centre (LRC) and library into oversized, multi-functional cores between teaching clusters, the layout maximises the Gross Internal Area (GIA) for teaching purposes, delivering excellent value for construction costs.

As shown in the accompanying diagram, the proposed plans allocate 72% of GIA to the net areas associated with teaching and administration, significantly exceeding the BB103 minimum requirement of 64% for a 3FE school.



05. Design Proposals: School

Design intent for internal spaces: Shared Teaching Cores

Shared teaching cores with associated group rooms

- Support a more inclusive, adaptable, and flexible teaching approach.
- Enable shared use of learning spaces between year groups, encouraging interaction and enriching the curriculum.
- Allow teaching in smaller groups or across multiple year groups when appropriate.
- Group rooms supporting SEND provision and more individual teaching as and when needed
- Provide a contemporary library and Learning Resource Centre (LRC) integrated within the teaching clusters.
- Offer opportunities to zone the space for a variety of uses—quiet study areas, reading nooks, IT hubs, relaxation spaces, and rooms for emotional support or targeted intervention
- Break-out space encouraging learning

Precedent images illustrate the design aspirations for the shared teaching, demonstrating its intended character, functionality, and day-to-day operation.





CG Artist Impression: Shared Teaching Core

05. Design Proposals: School

Design intent for internal spaces: Classrooms

KS2 Classrooms

- Creation of calm, bright teaching spaces that support focused learning.
- Dual-aspect classrooms provided wherever feasible.
- Use of natural, robust materials to enhance durability and environmental quality.
- Use of natural materials in the interior design
- Classrooms ventilated via NVHR system (Natural Ventilation with Heat Recovery), supplemented in warmer months by cross-ventilation through windows and high-level vents connected to ventilation shafts at the back of the classrooms.
- Coats and children's belongings to be stored within classrooms for improved supervision.
- Each classroom includes storage provision sized to at least the BB103 minimum requirements.
- Ground-floor classrooms benefit from covered external play areas, which also act as shading devices for south-facing spaces.
- First-floor south-facing classrooms to be equipped with brise-soleil for solar control.

Artist Impressions illustrate the design aspirations for the KS2 teaching, demonstrating its intended character, functionality, and day-to-day operation.

KS2 classroom cluster



05. Design Proposals: School

Design intent for internal spaces: Classrooms

KS1 Classrooms

- Creation of calm, bright teaching spaces that support focused learning but of slightly different character and less formal due to nature of the teaching of younger years
- Double-aspect classrooms
- Use of natural, robust materials to enhance durability and environmental quality.
- Classrooms ventilated via NVHR, supplemented by cross-ventilation through openable high level windows
- Coats and children's belongings to be stored within adjacent designated cloak rooms
- Supervisable early years toilets provided adjacent to each classroom
- Each classroom includes storage provision sized to at least the BB103 minimum requirements.
- Classrooms benefit from covered external play areas, which also act as shading devices for south-facing spaces.

Precedent images illustrate the design aspirations for the early years classrooms, demonstrating its intended character, functionality, and day-to-day operation.

KS1 classroom cluster





CG Artist Impression: KS1 Classroom Garden

05. Design Proposals: Material Palette

CG Artist Impression: View from the play ground towards school



05. Design Proposals: Material Palette

Precedent images

Material Strategy

Following the pre-application review, Material Option 3 has been identified as the preferred approach.

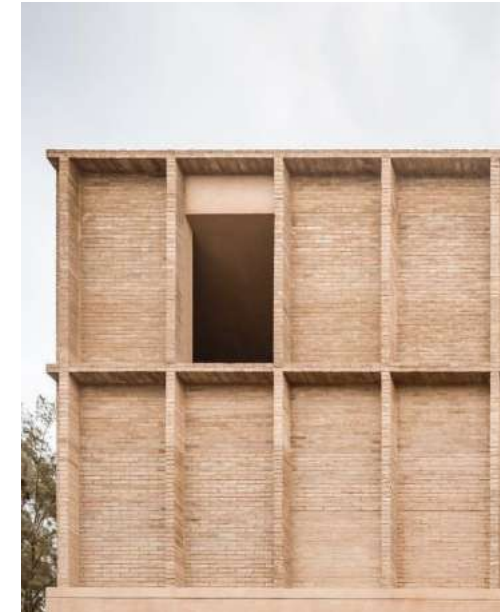
The preferred material palette utilises buff brickwork with varied brick bonds and textured detailing. The school building also features PPC aluminium cladding in an accent colour, matching the fenestration and metalwork, to emphasise the primary school function and giving the building a little more playful character.

This approach was considered to provide the most balanced response in terms of:

- Civic character;
- Longevity;
- Robustness;
- Contextual sensitivity;
- Maintenance;
- Material quality; and
- Architectural identity.

The design intentionally avoids reliance on overly expressive or specialist cladding systems while still delivering a distinctive civic presence.

It is proposed to use a restricted and uniform material palette and similar architectural language for the proposed school and sports pavilion.



05. Design Proposals: School

Proposed Elevations



Proposed Front Elevation - North Facing



Proposed Rear Elevation - South Facing



Proposed Side Elevation - East Facing



Proposed Side Elevation - West Facing

05. Design Proposals: School

Scale & Appearance Summary

Scale

The building massing responds carefully to its context and civic role.

The proposal steps in scale from the Pavilion and Early Years teaching wing, single-storey accommodation, to two-storey accommodation toward taller civic elements facing the Local Centre.

The hall volume forms the principal landmark element and helps establish visual identity and wayfinding.

The building massing has been carefully arranged to:

- Respect surrounding residential areas;
- Respond to future development parcels;
- Minimise overlooking;
- Protect safeguarding requirements;
- Reinforce civic presence; and

Integrate with the wider Local Centre character.

Single-storey accommodation is concentrated toward the south-western portion of the site where future surrounding residential development may occur.

Two-storey elements are focused toward the Local Centre and woodland edge where greater civic presence is appropriate.

Appearance

The architecture seeks to establish a calm, robust and contemporary civic identity.

The building draws upon precedents associated with durable public architecture while introducing warmth, texture and playfulness appropriate to a primary school environment.

The composition is characterised by:

- Clear civic frontages;
- Strong material coherence;
- Carefully composed openings;
- Deep reveals;
- Textured brick detailing;
- Varied brick bonds; and
- Carefully articulated massing.



CG Artist Impression: View towards the school square from PROW path to the north of solar farm

05. Design Proposals: Sports Facilities and Allotments



CG Artist Impression: View at the open green space towards the Sport Pavilion

05. Design Proposals: Sport Facilities and Allotments

Site Organisation



05. Design Proposals: Sport Facilities and Allotments

Sport Facilities

The proposed 3G Football Turf Pitch (11v11) will form the principal formal sports provision within the parcel and is designed to meet the relevant FA, Football Foundation and Sport England requirements for community football use. The pitch is proposed as a 97m x 61m playing surface, allowing for a 91m x 55m pitch with 3m run-offs, together with goal recesses behind each goal mouth for the safe storage of portable goals.

The playing surface will be constructed to the FIFA Quality Programme for Football Turf, achieving FIFA Quality standard or equivalent International Match Standards as a minimum, and will be tested to BS EN 15330-1:2013. The surface build-up will include a compliant 3G carpet, shock pad and infill system, with the final infill specification reviewed in line with current Football Foundation guidance and future-proofing considerations. The facility is intended to be capable of registration on the FA 3G Pitch Register, enabling affiliated league football to be played subject to certification and ongoing maintenance.

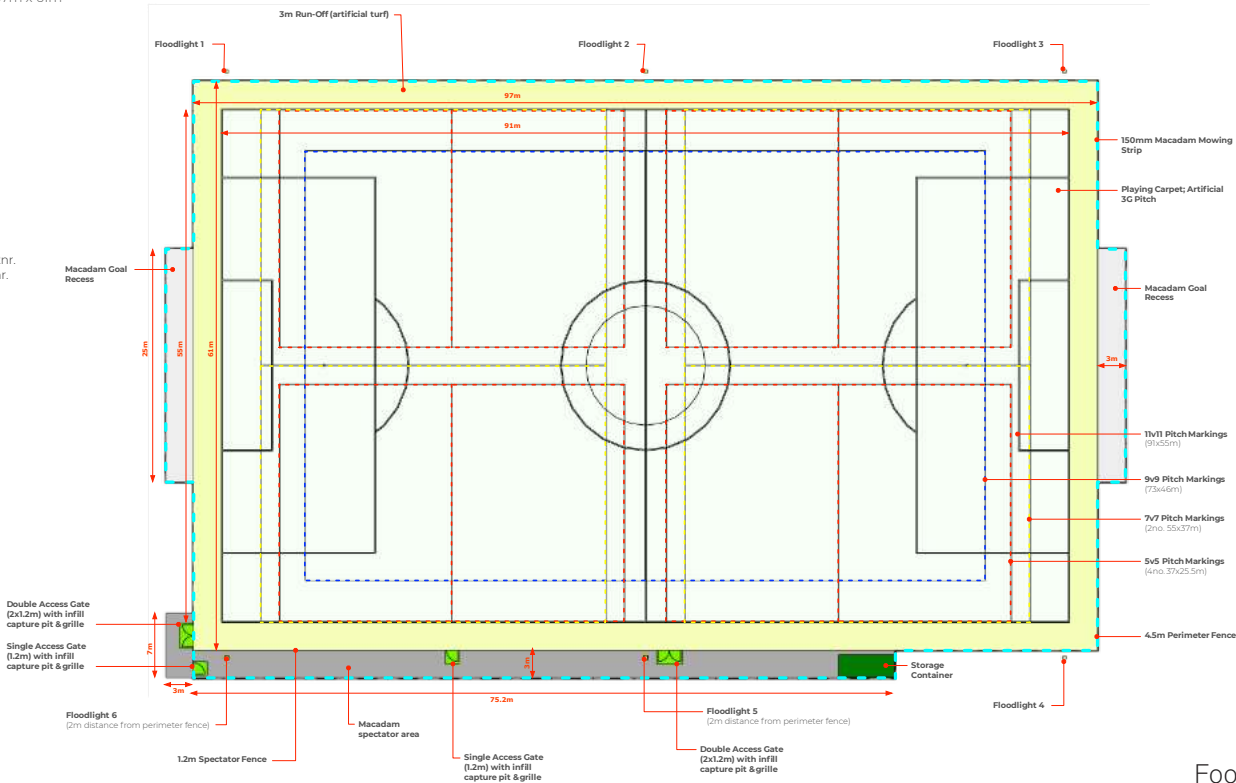
The pitch will include full-size markings, with additional markings for 9v9, 7v7 and 5v5 formats, supporting a wide range of age groups and community use. LED floodlighting will be designed to achieve FIFA Class II as a minimum, with sectional controls to avoid unnecessary lighting. The pitch will also include perimeter fencing, spectator hardstanding, access gates, boot-cleaning facilities, signage, maintenance equipment, CCTV and access control, providing a robust and manageable facility.

FOOTBALL FOUNDATION;

Community LED Floodlit 3G FTP (11v11 - 91m x 55m)
Pitch Size Including Run-Off Area - 97m x 61m

NOTES & ITEMS:

- Field Size 97m x 61m – 5,917m2
- 11v11 – 91m x 55m – 1nr.
- 9v9 – 73m x 46m – 1nr.
- 7v7 – 55m x 37m – 2nr.
- 5v5 – 25.5m x 37m – 4nr.
- LED Floodlights
- 4.5m High Perimeter Fence
- 1.2m High Spectator Fence
- Single Gates (1.2m) - 2nr.
- Double Gates (2no. x 1.2m) - 2nr.
- Infill Capture Pit & Grille (1.5 x 1.5m) – 2nr.
- Infill Capture Pit & Grille (1.5 x 3m) – 2nr.
- Heavy Duty Boot Wiper/Scraper – 4nr.
- 11v11 Goals - one set
- 9v9 Goals - one set
- 5v5 Goals - four sets
- Pitch Dividing Net – 1nr.
- Storage Container – 1nr.
- Pitch Maintenance Equipment
- Waste Bins – 2nr.
- 150mm Mowing Strip



Football Federation pitch requirements



Typical 3G pitch

05. Design Proposals: Sport Facilities and Allotments

Sports Pavilion

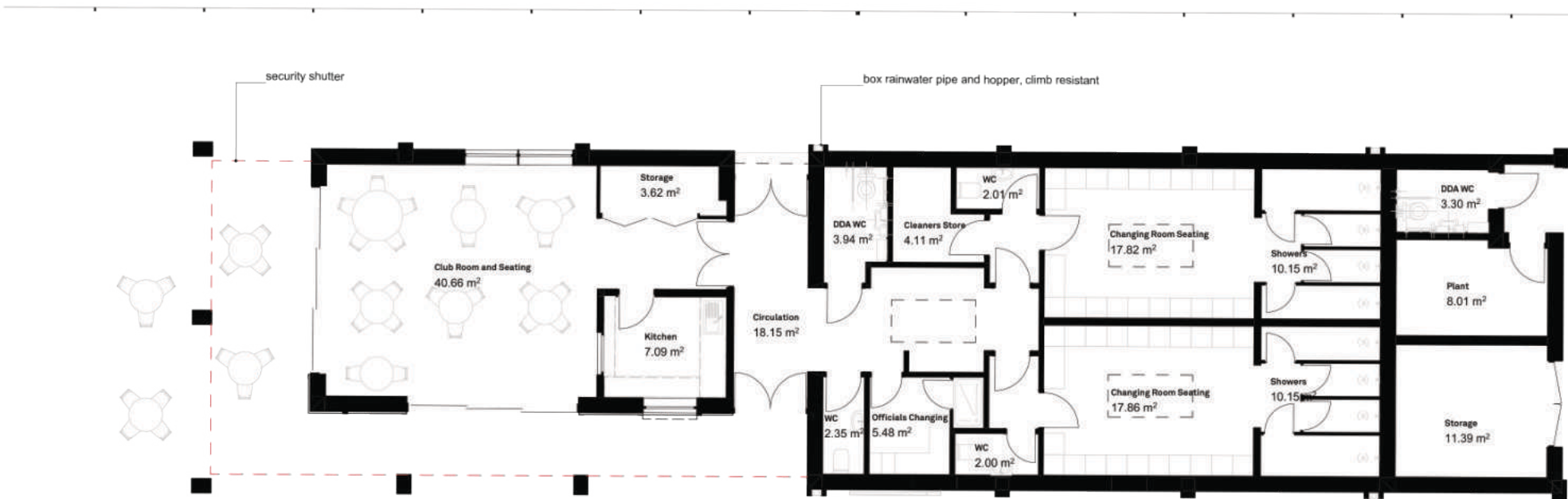
The proposed sports pavilion will be located at the heart of the sports parcel, positioned adjacent to the 3G pitch and the informal public open space. Its location and dual aspect arrangement allow it to support both formal sports activity and wider recreational use, creating a visible and welcoming focal point within the recreation grounds.

The pavilion has been developed with reference to Sport England clubhouse design principles and the Football Foundation / FA requirements for community football facilities. It will provide the core accommodation required to support pitch use, including two team changing rooms, each approximately 18m², with shower and WC provision, together with a dedicated officials' changing room with shower facilities. The building will also include a clubhouse/social space, kitchenette, public toilets, accessible WC accommodation, cleaners' store, plant space and associated storage.

The clubhouse will be orientated to provide direct views towards the pitch, supporting supervision, match-day operation and a strong relationship between the building and the playing area. It will also open towards the public open space, where an external seating area will help the pavilion function as a broader community asset rather than a facility used only on match days.

The kitchenette will include a double sink, undercounter fridge, mains-fed hot water dispenser, storage cabinets, waste provision and internal and external serving hatches. The external hatch will allow refreshments to be served to spectators

and park users, helping to animate the open space and reinforce the pavilion as a community hub.



Proposed Floor Plan



Proposed Front Elevation - South Facing

05. Design Proposals: Sport Facilities and Allotments

Sport Pavilion: Appearance, Form and Materiality

The sports pavilion will adopt a restrained and robust material palette, closely related to the architectural language of the proposed school building, while responding to its more open landscape setting within the recreation grounds. The building is conceived as a simple, low-profile pavilion set within the public open space, with a calm horizontal form, generous areas of glazing and a sheltered colonnaded frontage providing a welcoming civic presence.

Buff brickwork is proposed as the primary external material, selected for its durability, longevity and contextual warmth. The brickwork will incorporate subtle variation through recessed panels, expressed piers, varied bonding and textured detailing, giving depth and rhythm to the elevations while maintaining an overall simplicity appropriate to a community sports building. This approach avoids reliance on overly expressive cladding systems, instead giving the pavilion a permanent and well-crafted character.

PPC aluminium elements will be finished in a bronze tone, providing a refined contrast to the buff brickwork. This bronze finish will be used for the window and door frames, recessed anti-climb guttering and parapet copings, helping to unify the architectural detailing and give the building a consistent contemporary identity. The use of bronze-toned metalwork will also provide a warmer and softer appearance than standard dark grey or black finishes, complementing the surrounding landscape.

The open colonnaded area will provide shelter and a strong visual connection between the pavilion, pitch and public open space. Out of hours, this area will be secured with steel roller shutters in a similar bronze tone, allowing the frontage to remain visually coordinated while providing the robustness required for long-term management. The roller shutters will be integrated into the facade to ensure they are not visually intrusive when not in use.

Overall, the material strategy balances civic quality, durability, low maintenance and architectural identity, creating a pavilion that feels both practical and welcoming as a shared community asset.



Precedent images



CGI artist impression