

05. Design Proposals: Landscape



CG Artist Impression: Allotments with planted bund and Sports Pavilion in the background

05. Design Proposals: Landscape

Landscape Overview and Design Ambition

High ambition for quality

The design approach has the highest ambition for the quality of the external spaces around and adjacent to the proposed Horton Heath Primary School. Our design ambition is founded on the intent for the scheme to serve the needs of the pupils at school to the best possible degree, and for it to be regarded with pride and ownership by the community.

Within the school grounds we want to create great spaces that are accessible and inclusive. We want the pupils to like the school, to feel safe in the grounds, and to have a sense of belonging to it, making it their school. Outdoor classrooms will extend from the building. The whole scheme will create safe, interesting, functional outdoor spaces that foster caring and respectful social interaction, mental wellbeing and physical resilience. Nature will be let into the scheme and planting will be climate change resilient.

Living framework of trees and hedges

The new school will be set within a living framework of mature trees and a pattern of historic hedgerows. The grounds are extensive. There is space to set the school away from the new Foxwood Road, with a smart public square or plaza laid out with a modern grid made by paving patterns, lines of trees with benches between. Entrances are served by clear, flat and wide paths, all away from vehicles. Around the building, classrooms have external spaces: outdoor classrooms and gardens. There is easy access for all, with no steps or ramps from the building. Within the grounds an all-weather Multi-Use Games Area (MUGA) is proposed. A large amenity sports area lawn provides additional sports space which is flexible, close to the building, and capable of accommodating a range of uses.



Horton Heath Primary School

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Landscape Overview and Design Ambition

Connection with nature: the outdoors is often a better place to learn than indoors

A Forest School, rich in flora and fauna is proposed to encourage pupils to enjoy and understand nature. It is set within a 1.8m high gated and fenced area and it includes a pond, a raised deck, and wildlife biodiverse, seasonally changing native plants. Within the Forest School grounds is a central Base Camp. Surrounding this hub are three woodland glades, offering open lawns and dedicated spaces for outdoor learning, each with a distinct character: the Nature Exploration Glade, Crafting Glade and Exploration Glade.

Learning through Landscapes underline the importance of inspirational school landscapes, and they state in their blog post:

"Too many children are still growing up in dull and uninspiring outdoor environments and missing out on life-enhancing experiences."

They stress the importance of school grounds where:

creating an environment that meets childrens developmental needs to explore, create, collaborate, socialise and simply to be all which we know are important for their emotional health.

In addition, children spend a great deal of time in their school grounds: around 1,500 hours of their life. This presents an unparalleled opportunity to create something that genuinely has the power to improve their day-to-day experience of life.

The outdoors is often a better place to learn than indoors, bringing learning to life and

opening up opportunities that are simply unavailable in the classroom. And when children are closely involved in developing and looking after their outdoor environment, it helps to develop their sense of belonging, participation, respect and pride."

The pages in this section of the DAS explain how the design for the school grounds meets these exemplar standards.

Sports Ground and Allotments

The scheme also includes the public sports grounds. This large area adjacent to the schools southern boundary, comprises: a 3G artificial turf pitch (ATP) and associated Pavilion with its own terrace; an 88 space car park with shared use with the primary school; a small public park; and an area of allotments with parking and communal facilities.

Together these facilities offer a substantial community resource: all set in a largely established green framework of existing trees and hedges. The proposed landscape reinforces the importance of nature in the delivery of the valuable asset that the school will become to the wider development and future community at One Horton Heath.



Sports Ground & Allotments

05. Design Proposals: Landscape

Landscape Design Principles: Landscape Spaces Zoning

The Landscape Spaces Zoning diagram shows the distribution of proposed uses across the spaces that serve the primary school. It also shows how the public facilities on the sports ground: the 3G ATP, Pavilion, car park, park and allotments also sit logically and efficiently in concert with the school.

The car park within the school grounds is exclusively for staff. A deliveries drop-off and turning is provided.

The School Square is a public plaza that contributes to the announcement of the school. It is in the public domain, as is the rain garden on the north side of the square.

- Landscape Zones Key
- Plaza
- Rain Garden
- Assembly Area
- Games & Seating Area
- Pre-school / Reception Classroom Gardens
- Play Area (KS1)
- KS 1 & 2 Outdoor Classrooms
- Play Area (KS2)
- SEND Garden
- Grass Sports Fields / Grass Running Track
- Spectator Area
- Biodiversity Area
- MUGA
- 3G Pitch
- SuDs Basin & Forest School
- Allotments
- Park
- Pavillion
- Car Parking
- Cycle & Scooter Storage



05. Design Proposals: Landscape

Landscape Design Principles: The School, its grounds and its public setting

These two pages set out some of the design evolution. The scheme has evolved from the early stages becoming richer in content and detail as more information, data and evidence have been established through survey and consultation. The early principles have been retained. The school sits at an angle to Foxwood Road which makes it unmissable. That is the clear intent. It is a building with a civic role, and it must be seen.

The creation of a largely vehicle-free environment at the front of the building has also been retained. The staff car park (access is control by locked barriers: one for staff cars and one governing height: moveable for large, permitted vehicles), sits to the south west and is away from the entrance. Entry points are clear and are all no-step/no-ramp accessible paths.

Consultation has made clear the importance of a number of elements within the school grounds. The proposals now include:

- „ an outdoor assembly area with line marking for each classroom;
- „ a large external area to sit at tables close to the building and shaded by trees;
- „ Outdoor Classrooms with features to facilitate teaching;
- „ The MUGA accessed without steps or a ramp; and some capacity to accommodate excavated material from the build.

In addition, the constraints have largely been turned to features and assets. The water main that crosses the school grounds is the one constraint that has little advantage. It is holding down ground levels and is limiting level changes.

The gentle tilt to the north west in the landform of the site will be modulated. Interest will be added, subtly, with a low and naturalistic bund along the eastern boundary. This will be planted with locally native hedgerow woody shrubs. It has a noise attenuation role associated with the all-weather MUGA. The planting will ensure that it appears as a thickening of existing hedges. The school-side will be planted as a wild flower meadow, a species rich area beyond the amenity sports area.

Existing trees have been retained and will be strengthened with supplementary appropriate planting in character with the native species.



Concept Masterplan: the school, its grounds and its public setting

05. Design Proposals: Landscape

Landscape Design Principles: Neighbouring Uses: Sports, Park and Allotments

During the design process that started with the focus exclusively on the school, the area south of the southern boundary hedge was brought into the area of study: ultimately to be captured within the Reserved matters submission for consideration with the school. This public sports ground, which will also be used by the school, is broadly defined at Outline and tested within the parameters that form the judgements in the Environmental Statement. The principle of land uses is established. Their distribution and form were not.

The detail in the proposals on this page show the result of iteration and testing of the three key elements: 3G ATP, the allotments, and the public car park. This is promoted as the best arrangement for the following reasons:

General arrangement

In placing the 3G ATP parallel and adjacent to the retained hedge forming the boundary with the school a number of advantages are realised:

The efficient and no-waste of land: the pitch does not trap land, making sub-optimal spaces, rather it creates clear and legible boundaries to the adjacent land uses: the park; the car park; the allotments; and the cross-site pedestrian and cycle routes.

Linkage: the routes across the land are not squashed. There is a generous setting for the paths. This, in combination with their efficient alignments should make them popular. Popularity and good use make for safety and pride in the place.

A buffer between homes and sport: the 3G ATP will be flood-lit and will have a 3m AGL ball-stop fence. On its west/east alignment it is as far from the homes as is possible within the site. The resulting space allows room for a public park, planted with substantial numbers of trees that will filter lines of sight.

Planting strategy: the eastern boundary hedges are to be retained. The hedge within the school will be retained in part and re-planted, in part, when the functionality of the strategic routes permit. The 3G ATP will have a native hedgerow mix planted on the attenuation bund to the east and south. The car park and new park will have substantial numbers of new trees planted to create a highly attractive new amenity for the public.

Car park number: a total of 88 spaces is proposed, and access is controlled by a lockable height barrier, moveable for large, permitted vehicles.

3G ATP 11 a-side pitch orientation

The broadly west/east orientation allows for the optimal use of the site. This is not the Sport England recommended orientation, but this is a flood-lit 3G ATP where the relationship to the sun-path is less important than the functionality of the whole site. Much of the after school and afterwork use will be at the time of day when the lights are on. If and when the 11 a-side pitch is divided into a two-pitch event, those pitches will align with the north/south guidance.



Concept Masterplan: neighbouring uses: sports, park, and allotments

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Key Space: The School Square and The Rain Garden

The School Plaza

This is the most important public space in the design. It forms the apron that allows the school to be recognised as an important civic building. It is a welcoming space that has a smart and intelligent aesthetic. The public realm design for the Plaza is rich in content to connect and draw people into it.

It is a walkable space with near flat gradients, well related to both Foxwood Road and the school. Paths to the entrances are clearly arranged. It will be lit and the lighting scheme compliments the public realm design.

The planting is restrained, benefitting from such abundant tree cover in the adjacent hedgerows and woodland. Trees are proposed to bring summer shade, to display seasonal change and to contribute to setting the building into the host landscape. The trees will be planted as semi-matures to ensure durability.

The Rain Garden

A rain garden is a shallow, planted depression designed to capture, slow down, and filter rainwater run-off from large, paved areas. The drainage design allows it to naturally soak into the ground. It is to be a highly attractive and distinctive public garden.

The arrangement provides natural filtration, and it is an important component in the water treatment train, providing a degree of natural cleaning of surface water run-off.

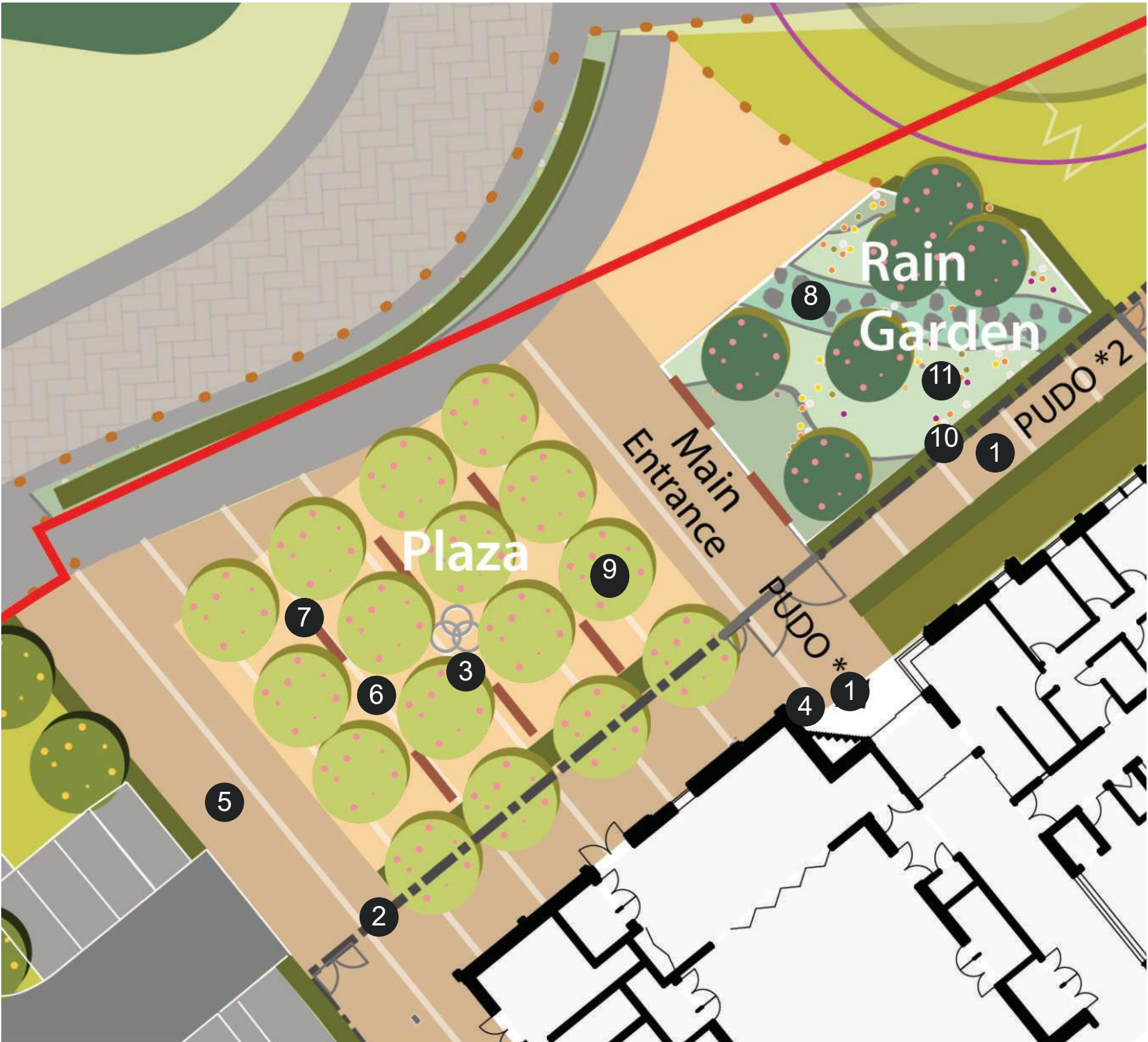
The planting will support wildlife. It will be richly biodiverse and will have a strong drought resilience. Most of all this will be a stimulating garden that stimulates imagination: it will be a fun and popular area

Hard Landscape

- 1 PUDO
- 2 1.8m School Safety Fence
- 3 Potential public art
- 4 Cycle stands
- 5 Block Paving
- 6 Public Plaza Paving
- 7 Seating
- 8 Boulders

Soft Landscape

- 9 Focal Trees in Hardscape
- 10 Hedge Planting
- 11 Rain Garden Planting



05. Design Proposals: Landscape

Key Space: Assembly, Games and Seating Area

Positioned at the centre of the school grounds, this space acts as the main hub where pupils gather after breaks and during outdoor assemblies. The Assembly Area includes painted ground markings of 22 colourful lines, providing clear organisation for lining up and adding vibrancy to the space.

Adjacent to this is the Games + Picnic Plaza, designed as a flexible activity zone with multiple ground markings for playful and educational games such as hopscotch, number grids, and team activities. Colourful picnic tables are distributed throughout, creating informal seating and social spaces for pupils to relax and interact.

Together, these areas form a lively, multi-functional zone that supports play, learning, social interaction, and school-wide gatherings.



Hard Landscape

- 1 Assembly Lines
- 2 Wetpour Safety Surface
- 3 Seating
- 4 Play Feature

Soft Landscape

- 5 Focal Trees within Hardscape



05. Design Proposals: Landscape

Key Space: Outdoor Classrooms

Reception and Pre-school Gardens

Two secure outdoor classrooms are proposed for Reception with flexibility to adapt for KS1. There is the potential to provide pre-school provision in the initial years, as the school grows, until it reaches 3FE capacity. Each enclosed space supports play, learning, and wellbeing through sensory, ecological, and educational features.

The gardens include covered colonnades with coloured tarmac for circulation, wet-pour rubber surfacing with playful graphics, and artificial turf areas for group activities and outdoor learning. Integrated planter-seating elements provide shade, sensory planting, and informal seating, alongside picnic tables, storage sheds, and flexible play zones for movable equipment.

KS1 Outdoor Classroom

The KS1 outdoor classroom is a secure, semi-enclosed space with direct building access and clear circulation routes defined by coloured tarmac beneath the colonnade. Wet-pour surfacing with graphics supports active play and early maths learning, while amenity grass areas provide spaces for reading and group work.



Raised planting beds, sensory gardens, bug hotels, and water play features encourage hands-on learning about ecology, biodiversity, and natural processes. Supporting elements include accessible pathways, planter seating, storage sheds, and sustainability measures such as rainwater harvesting, composting, and wildlife habitats.

KS2 Outdoor Classroom

The KS2 outdoor classroom provides a more advanced learning environment focused on STEM activities, independent investigation, and collaborative problem-solving. Features include mini greenhouses, biodiversity zones, fruit trees, STEM challenge areas, geometry markings, and a small weather station for environmental observation.

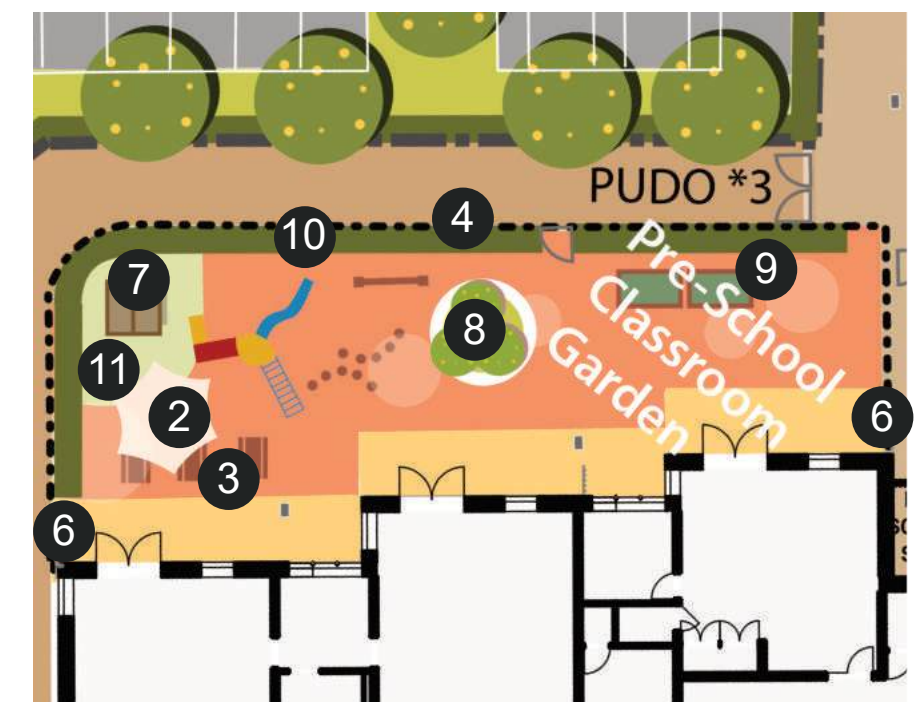
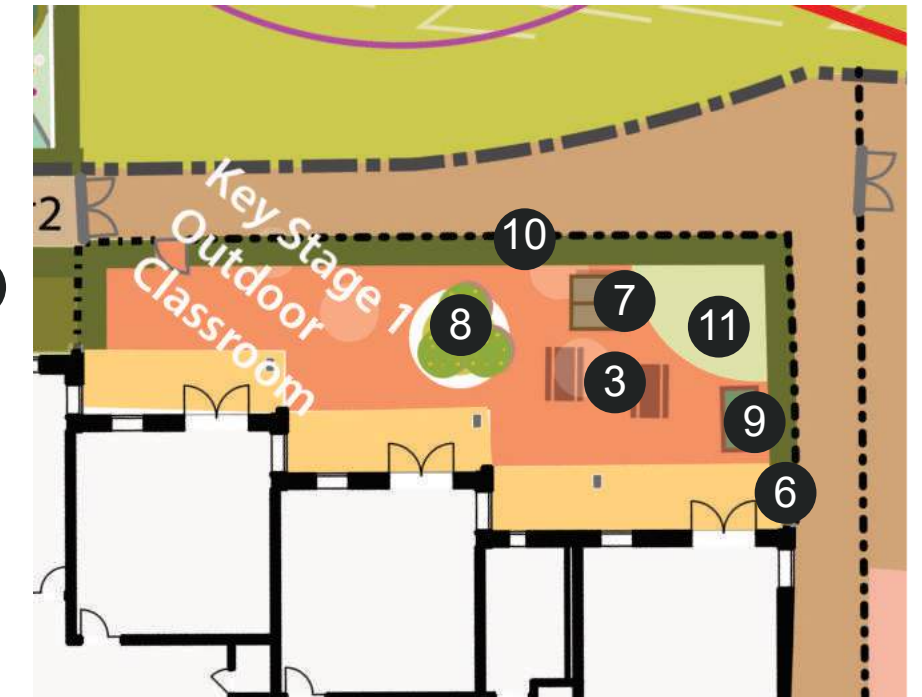
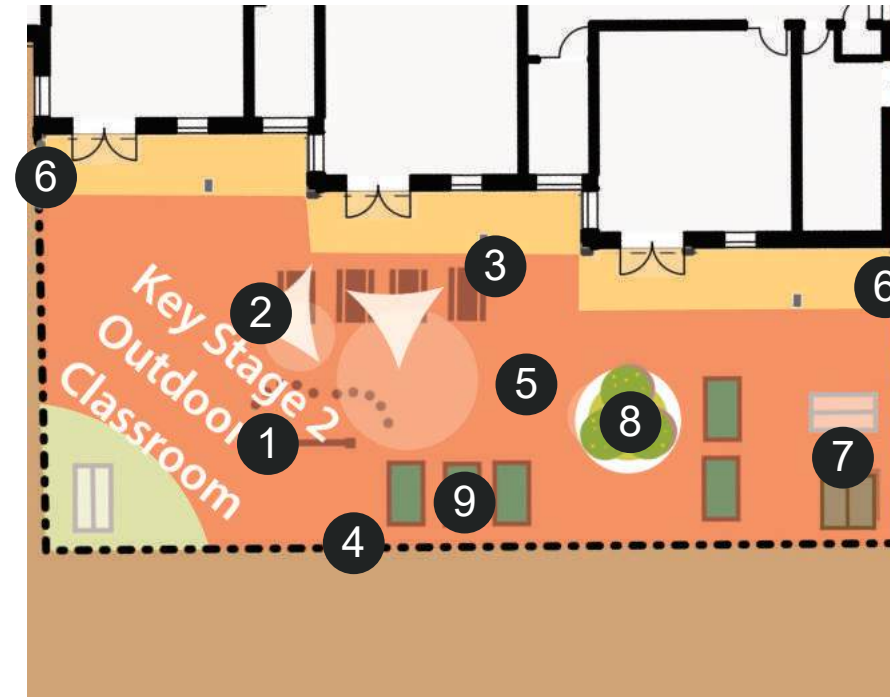
Wet-pour surfacing, planter-benches and accessible pathways ensure safety and inclusivity, while sustainability is reinforced through rainwater harvesting, composting areas, wildlife habitats, efficient drainage systems, and solar-powered lighting.

Hard Landscape

- 1 Play equipment
- 2 Shade feature
- 3 Seating
- 4 School Fencing
- 5 Wetspour Safety Surface
- 6 Gates
- 7 Storage Shed

Soft Landscape

- 8 Multi-Stem Trees
- 9 Grow Boxes
- 10 Hedge Planting
- 11 Amenity Grass



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Key Space: Pond and Play Area

Pond and Play Area

The wetland basin introduces pupils to aquatic ecosystems and climate literacy through habitat creation, wetland planting, and marginal vegetation. This zone includes water and mud play opportunities for sensory learning and environmental exploration. An elevated timber deck extends into the wetland, allowing safe, close interaction with water for science observations and outdoor lessons.

The wider area that includes the pond, is additionally secured by a 1.2m high timber picket fence.

As a secondary precautionary measure, a 0.45m high timber knee rail is proposed around the pond and across the timber deck. This is to ensure safety while maintaining accessibility.

An independent safety audit of these proposals, by RoSPA or a similarly qualified organisation, will be required before construction.

Learning opportunities include studying water cycles, biodiversity, and sustainability through hands-on activities such as measuring water levels, identifying plant species, and observing wildlife. Seasonal changes in the wetland provide a living classroom for KS2 pupils to explore ecology and environmental science.



Hard Landscape

- 1 Play equipment
- 2 Timber Deck
- 3 1.2m Picket Fencing
- 4 1.8m School Saftey Fencing
- 5 Seating
- 6 Wetspour Saftey Surface
- 7 Cycle Storage lockers

Soft Landscape

- 8 Woodland Tree Planting
- 9 Feature Trees in Softscape
- 10 Focal Tree in Hardscape
- 11 Wildflower Planting



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Key Space: MUGA and School Fields

MUGA and School Fields

The sports zone combines structured play, athletics, and natural landscape features to create a multifunctional outdoor environment. At its core is a Multi-Use Games Area (MUGA), fully fenced for safety and sized for a 5-a-side football pitch, with artificial turf and markings for multiple sports. Adjacent to the MUGA is a natural grass pitch, also sized for 5-a-side football, which doubles as a running track with a 60m multi-lane sprint area close to the school building for athletics practice and sports day events. The positioning of these facilities responds to site constraints, with the mown grassland sloping toward the water main easement, requiring careful grading to maintain level play surfaces.

A spectator amphitheatre is integrated along the edge of the grass pitch, offering a natural seating arrangement for watching sports activities and overlooking the school grounds. This amphitheatre is set within a large meadow area, creating a relaxed, scenic setting for pupils and visitors to sit under the sun. At the eastern edge of the school, a biodiversity woodland zone is proposed to enhance habitat creation and support Biodiversity Net Gain (BNG) objectives. This woodland edge includes



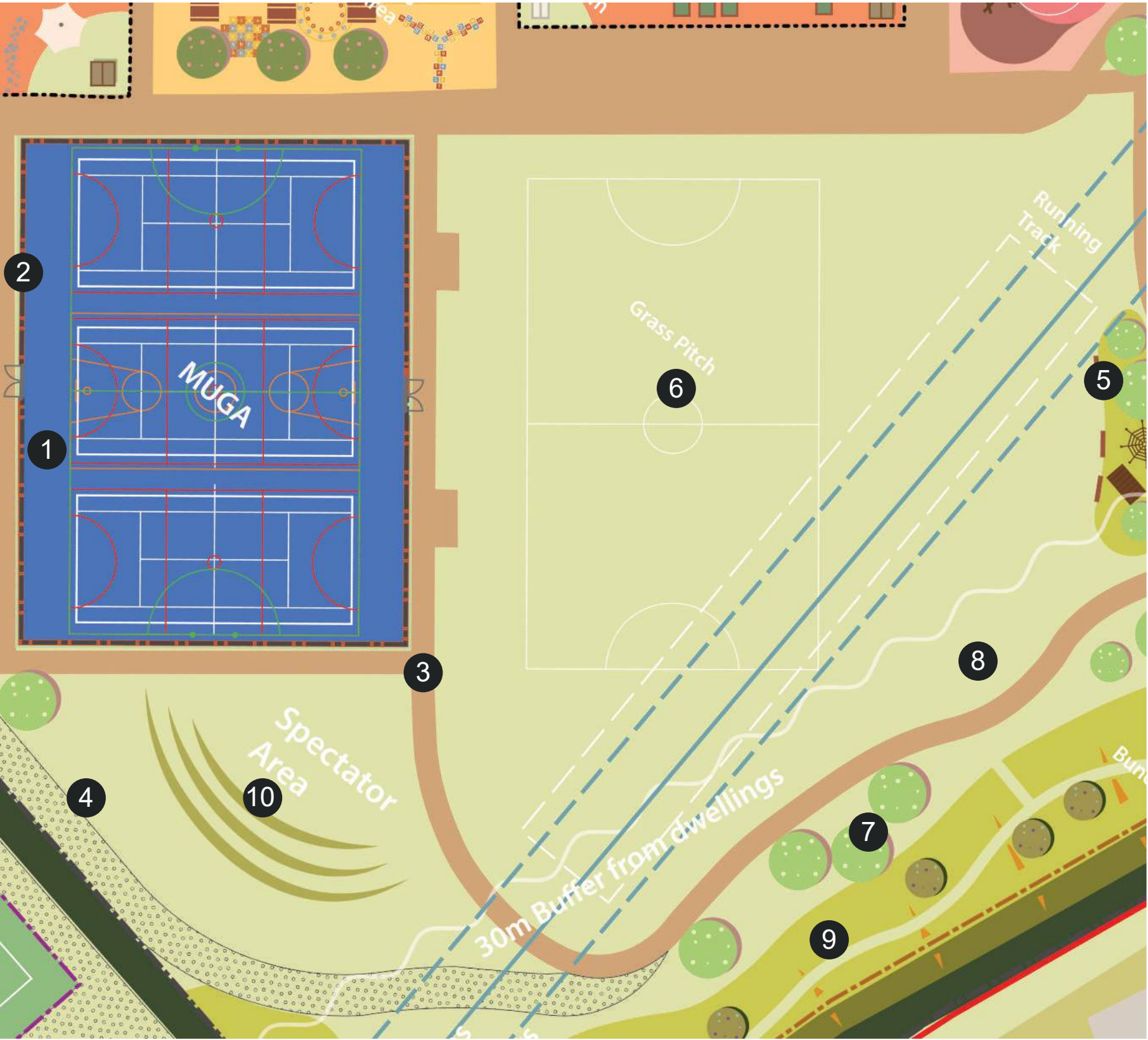
native tree planting and meadow understorey, forming a rich ecological buffer and outdoor learning resource. Connectivity is ensured through coloured tarmac paths that link the MUGA, grass pitch, amphitheatre, and woodland edge, creating a cohesive and accessible sports and recreation landscape.

Hard Landscape

- 1 MUGA Surface
- 2 MUGA Fencing
- 3 Pathways
- 4 Grasscrete
- 5 Seating
- 6 Pitch Markings

Soft Landscape

- 7 Feature Trees in Softscape
- 8 Amenity Grassland
- 9 Wildflower Planting
- 10 Amphitheatre



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Key Space: Forest School

Forest School

The woodland zone is structured around a central Base Camp, featuring a covered shelter and an outdoor classroom seating area for group activities, storytelling, and science demonstrations. Surrounding this hub are three woodland glades, each designed for unique learning and play experiences:

Nature Exploration Glade: A large eastern zone with a woodchip trail winding through mature trees and meadow planting, encouraging pupils to observe habitats, collect data, and engage in ecology studies. A lawn area includes natural play features such as a large fallen tree log, offering climbing and imaginative play opportunities.

Crafting Glade: Dedicated to practical skills and creativity, this area includes a tool shed, crafting tables, and material storage, supporting activities like woodworking, den building, and natural art projects.

Adventure Glade: Featuring low rope course trails, balance beams, and timber climbing frames, this space promotes teamwork, resilience, and physical development in a natural setting.

Proposed mature trees will structure these activity zones, creating shade, seasonal interest, and a sense of enclosure, while reinforcing the woodland character.



Hard Landscape: Play and Learning

- 1 Play equipment
- 2 Outdoor Classroom
- 3 1.2m Picket Fencing
- 4 1.8m School Safety Fencing
- 5 Acoustic Barrier
- 6 Seating
- 7 Pathways
- 8 Play Bark

Soft Landscape

- 9 Woodland Tree Planting
- 10 Feature Trees in Softscape
- 11 Shrub and Perrenial Planting
- 12 Wildflower Planting

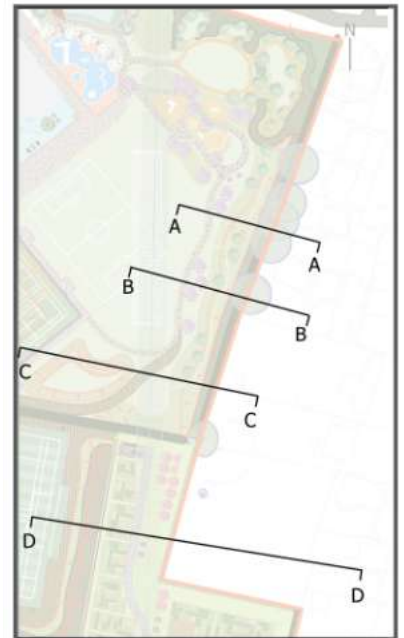


05. Design Proposals: Landscape

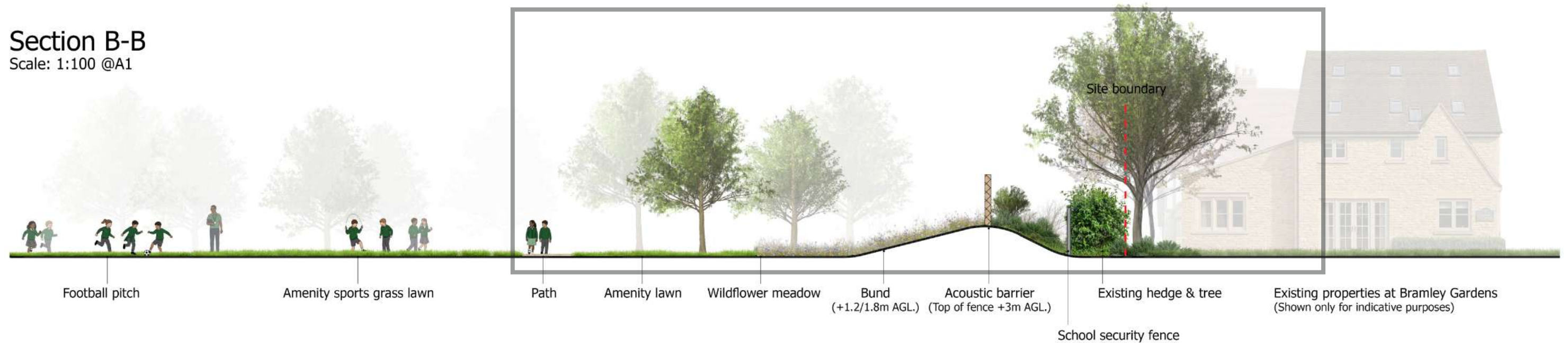
Landscape Proposals: Sections



KEYPLAN



Section B-B
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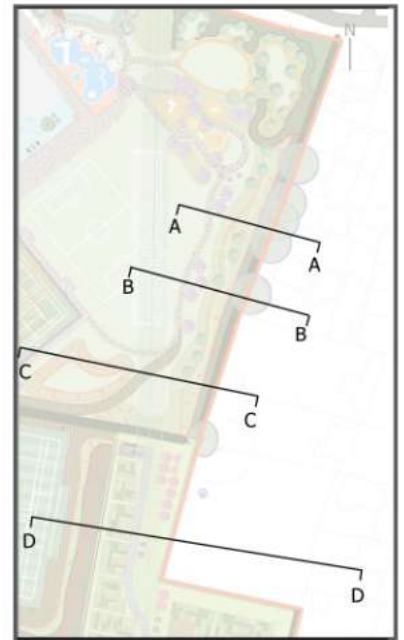


05. Design Proposals: Landscape

Landscape Proposals: Sections

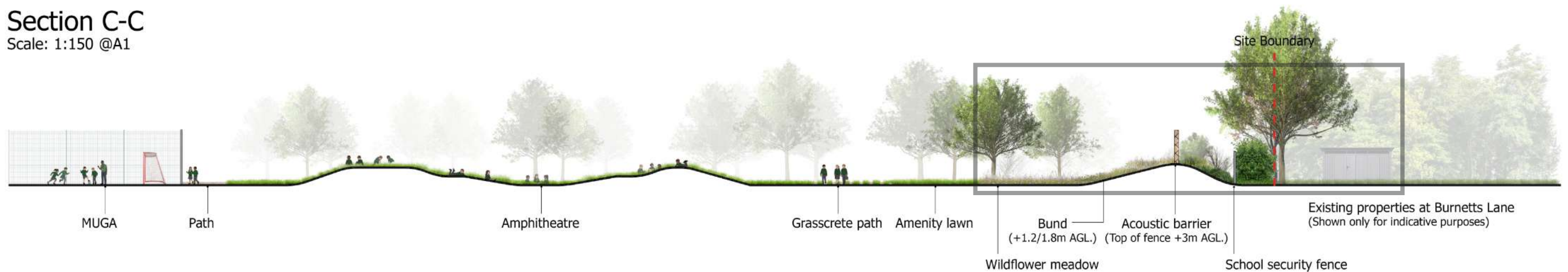


KEYPLAN



Section C-C

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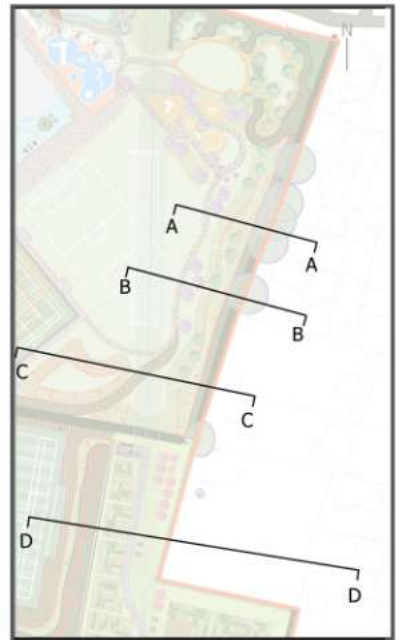


05. Design Proposals: Landscape

Landscape Proposals: Sections



KEYPLAN



Section D-D

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05. Design Proposals: Landscape

Circulation and Access

Circulation and Access Strategy Diagram 1

This diagram illustrates the proposed circulation and access strategy across the site, identifying key pedestrian desire lines, movement corridors, and arrival points.

Routes are organised to create clear connections between the main entrance, school buildings, and surrounding landscape zones.

Primary pedestrian pathways are highlighted to ensure safe, intuitive movement through the site, with secondary links providing access to outdoor learning and play areas.

Key entrance points are reinforced to support legibility and supervision. The diagram also indicates areas of existing vegetation to be removed to improve visibility, safety, and connectivity within the overall landscape framework.



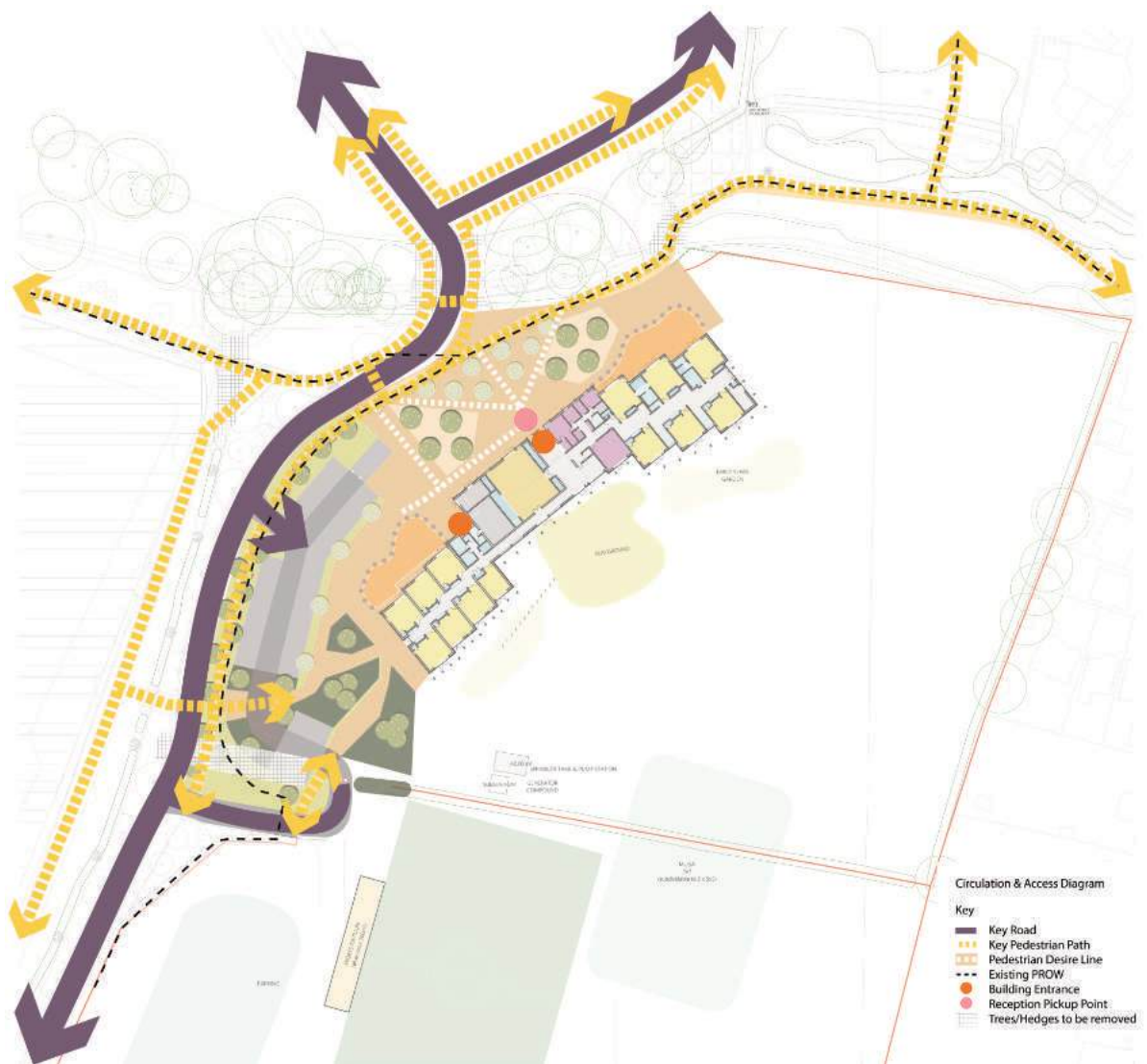
Circulation and Access Strategy Diagram 2

This diagram sets out additional layers to the circulation and access strategy across the site and its surrounding context.

A primary circulation spine is defined, linking key arrival points, school entrances, and external connections. Secondary routes branch from this main corridor to distribute movement efficiently across the campus.

Pedestrian and cycle connections are clearly separated where possible to improve safety and legibility. Directional arrows illustrate key flows of movement, guiding users between drop-off areas, car parking, and the school core.

The strategy strengthens permeability, improves access to facilities, and ensures clear, intuitive navigation throughout the site.



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BB103 Space Provision Areas

Horton Heath Primary School has been developed in line with BB103: Area guidelines for mainstream schools, in respect of outdoor provision, ensuring that external spaces are appropriately sized and meet the needs of primary school pupils. The School delivers more than the required quantum of outdoor space, including areas for soft outdoor PE area, hard outdoor PE area, and soft informal and social areas, hard informal and social areas for a 630-pupil, 3FE school. Careful consideration has been given to accessibility, supervision, and usability, with well-defined zones that promote both active and quiet use. Overall, the outdoor areas are compliant, functional, and contribute positively to the health, wellbeing, and development of students.

Soft outdoor PE area

A grassed football pitch is proposed within the school grounds, serving the needs for school team games and other PE curriculum needs. Another 3G pitch, although outside of the School grounds, will be accessible by the School for all-weather use.

Hard Outdoor PE area

A multi-use games area (MUGA) is proposed to the back of the school building. The MUGA sits side by side with the grassed football pitch, along the main route from the classrooms to the wider landscaped area of the School. The positioning of such sports ground forms an active hub in the centre of the school that makes supervision easier.

Soft Informal and Social Areas

The School consists of a variety of landscaped areas, including native woodland and shrub planting, meadowland, and individual trees. The grassed areas, courtyards and playgrounds are evenly distributed, as a continuous belt of green space that link to the wider habitat area. The planting and meadows provide physical and

visual stimulation, acting as flexible activity space for gatherings and curriculum needs. There will be opportunities for quiet break-out zones in the woodland walk separated from the main active zone of the hard outdoor PE area.

Hard Informal and Social Areas

A number of outdoor classrooms proposed immediately along the edge of the classrooms at ground level. Further to the south is a hard surfaced playground for outdoor play and curriculum activities.

Habitat

The School provides a large amount of native woodland and woodland edge planting along the eastern and northeastern edges, creating a sense of separation from the wider residential area, and opportunities for wildlife education.

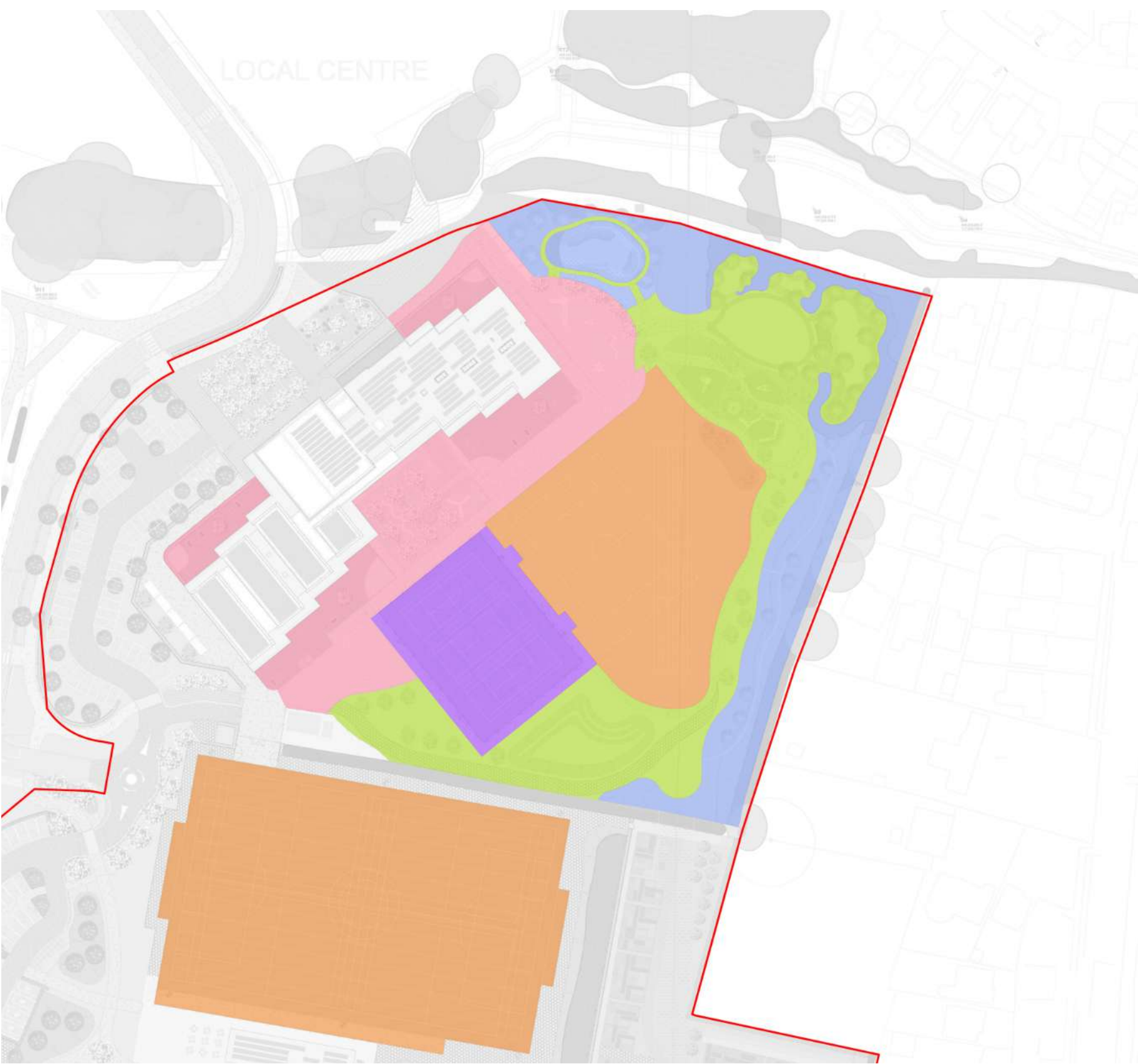
The below Standards for School Premises have been considered:

- „ ISS Regulation 23G
- „ SPRs Regulation 10

LEGEND

- Site Boundary
- Soft informal and social areas
(Area: Approx. 4,499m²)
- Hard informal and social areas
(Area: Approx. 3,874m²)
- Habitat areas
(Area: Approx. 2,977m²)
- Hard Outdoor PE (subject to future phases)
(Area: Approx. 1,749m²)
- Soft Outdoor PE (subject to future phases)
(Area: Approx. 9,857m²)

NOTES:
Areas types as set out in BB103 Part B section 1 to 5



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Boundary Treatments Strategy

The boundary strategy has been developed to create a safe, secure, and clearly defined environment for the school while maintaining an open and welcoming character where appropriate. A hierarchy of boundary treatments responds to the differing operational and safeguarding needs of the school grounds, sports facilities and allotments.

A 1.8m high security fence forms the primary perimeter around the school site, providing secure enclosure to key educational and recreational areas. Along the main frontage, a lighter and more visually permeable boundary treatment creates an attractive public edge while maintaining security and controlled access.

Within the school grounds, 1.2m high fencing defines secure play and outdoor learning areas for younger pupils, allowing visibility and supervision while creating a softer landscape character.

The sports pitches are enclosed by 4.5m high sports fencing to provide ball containment and protect surrounding routes and planting areas. The allotments are secured with a dedicated 1.8m high fence to define ownership and protect growing spaces.

Gateway locations are positioned to support safe access, servicing, and movement throughout the site. Soft landscape buffers, tree planting, and ecological corridors further soften boundary lines and integrate the development into the wider landscape setting.

Boundary Treatments Key

- School fence 1 (1.8m security fence)
- School front fence (TBC)
- School fence 2 (1.2m fence)
- Allotment Fence (1.8m fence)
- Sports Fence (4.5m fence)
- Gateways
- Acoustic fence on top of bund (combined height 3m)

Note: All fencing as required to Eastleigh Borough Council guidelines.



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Lighting Strategy

The landscape lighting strategy is designed to create a safe, welcoming, and visually cohesive environment across the school grounds while minimising light spill and protecting ecological areas. The scheme combines functional lighting with placemaking, wayfinding, and feature illumination to support year-round use of the campus.

At the main entrance plaza, decorative column lighting and integrated runway lighting establish a clear sense of arrival and provide safe pedestrian movement. Feature up lighting to trees, benches, and public art enhances the identity of the space while improving visibility and passive surveillance.

Pedestrian routes throughout the site are illuminated using low energy column lighting, ensuring safe movement between the school building, drop-off areas, sports facilities, and outdoor learning spaces. Covered colonnades and entrances are evenly lit to reinforce circulation and accessibility.

Car park lighting provides safe vehicular and pedestrian circulation while minimising glare and spill into surrounding residential and ecological areas. Specialist directional lighting is proposed for the 3G pitch and MUGA courts to support recreational use while reducing impact on neighbouring habitats.

Little to no lighting within allotments and ecological zones maintains darker areas for biodiversity while allowing limited evening use. Energy efficient fittings, programmable controls, and durable low maintenance equipment are incorporated throughout the scheme to promote sustainability and long term operational efficiency.

Lighting Strategy Key

Lighting Legend

Plaza and entrance

Column lighting

Runway lighting

Up-lighting to trees

Art lighting

Up-lighting to benches

School

School lighting within and around building by RHB

Column lighting to Pick Up and Drop Off areas

Lighting to Cycle/Scooter Store by RHB

Foxwood Pavilion

Pavilion lighting by ReFormat and RHB

Sports Pitches

3G Pitch by RHB

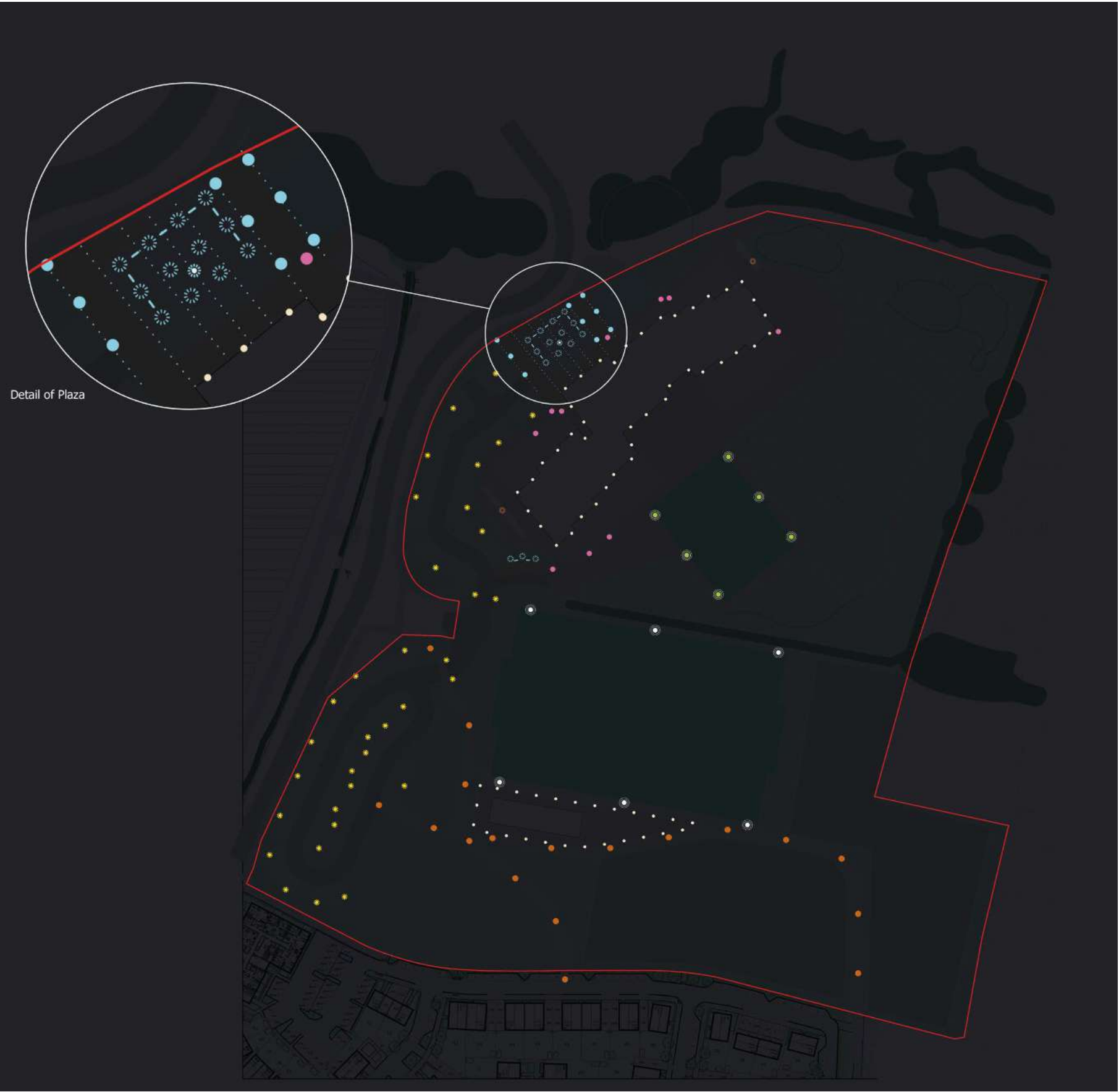
MUGA lighting by RHB

Car Parks

Column lighting

Cycle Routes

Column lighting to Cycle Path, staggered at 15-30m centres



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Landscape Maintenance and Management

The proposed landscaping will be maintained to ensure a safe, attractive, and sustainable environment for the school.

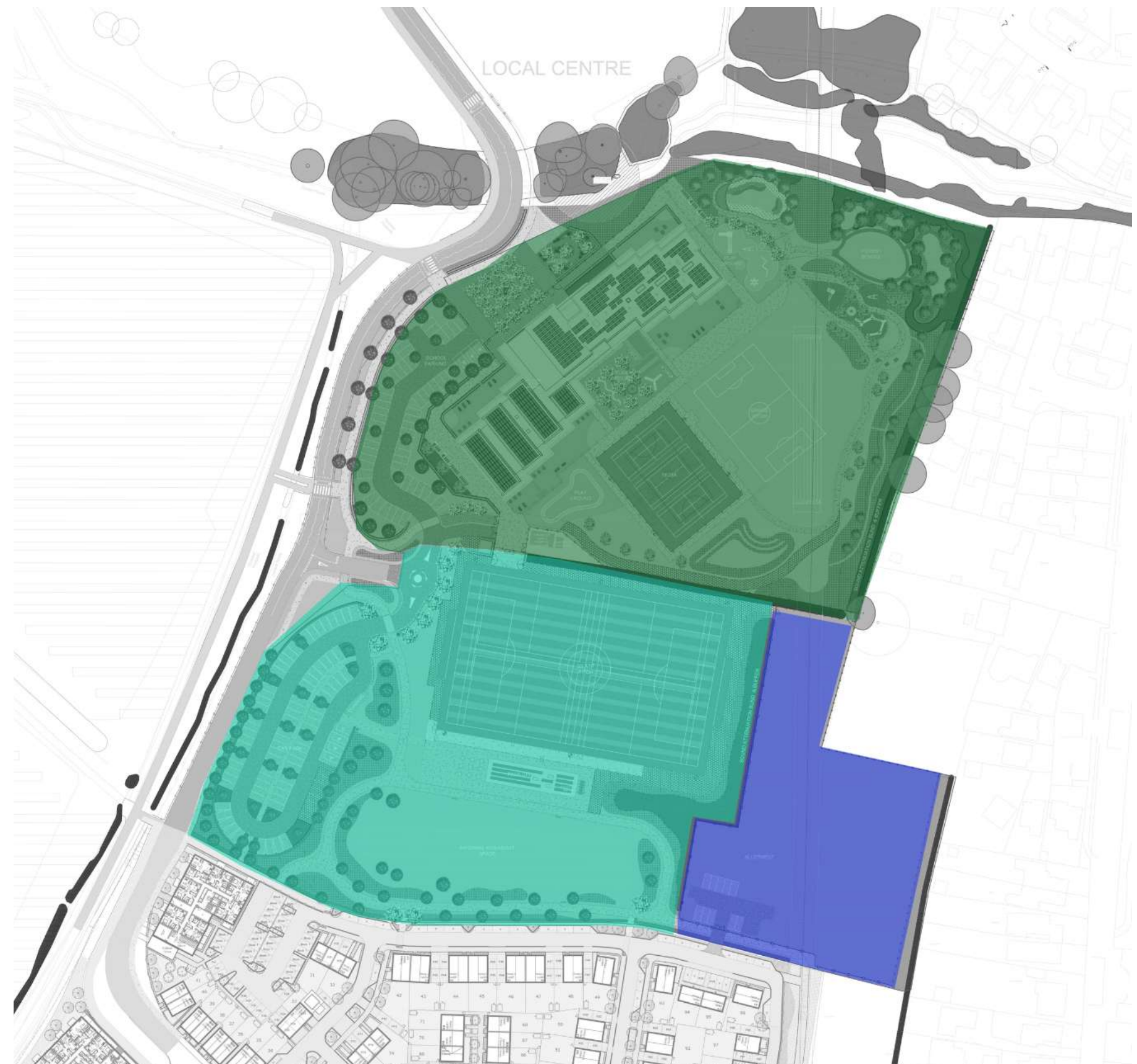
Maintenance will include regular grass cutting, pruning, watering, weed control, litter removal, and replacement of failed planting as necessary.

The landscape design incorporates durable materials and climate-resilient planting species suited to local conditions, helping to minimise long term maintenance requirements and support environmental sustainability.

Areas of meadow planting will also provide seasonal interest throughout the year while enhancing biodiversity by supporting pollinators, birds, and other local wildlife.

Maintenance Responsibility Key

-  Horton Heath Primary School
-  Horton Heath Management Company
-  Allotment (Parish Council)



05. Design Proposals: Landscape

Summary and Conclusion: Proposed Landscape and Public Realm

A coherent and legible framework

Horton Heath Primary School establishes a high quality, inclusive, and nature led environment that places children's wellbeing, learning, and development at its core. The design delivers a coherent and legible framework of outdoor spaces that extend learning beyond the classroom, ensuring that every child benefits from safe, stimulating, and engaging external environments throughout the school day.

Green Infrastructure

The proposed landscape works in harmony with the existing green infrastructure, strengthening the established network of mature trees and hedgerows to create a strong sense of place. This living framework not only grounds the school within its wider setting but also enhances biodiversity, seasonal change, and long term environmental resilience. Outdoor classrooms, play spaces, sports areas, and the Forest School are carefully integrated to support a wide range of learning styles, from structured teaching to open ended exploration.

Best practice in educational landscape design

The scheme reflects best practice in educational landscape design, recognising the importance of outdoor environments in supporting social interaction, physical activity, creativity, and emotional wellbeing. By creating spaces where pupils can explore, collaborate, and develop a sense of ownership, the design helps foster pride, respect, and belonging within the school community.

A Civic Anchor

The wider sports and community facilities further extend the value of the site, providing shared resources for both school and public use. Set within a strong green framework, these facilities reinforce Horton Heath Primary School as a key community asset and a model for landscape led educational development at Horton Heath..

