

# ONE HORTON HEATH

**Primary School, Sport Facilities and Allotments**

**Design Code Assessment**

OHH-RFT-00-XX-RP-A-0002 rev P01

Aug 2026



# Purpose

---

This document responds directly to the Urban Design Officer request dated 10 July 2026 for an explicit Design Code Compliance Statement or schedule. It assesses the Reserved Matters proposals against the applicable parts of the approved Design Code framework and supports the assessment under Condition 21 of the Outline Approval.

It is intended as a focused assessment of the applicable Design Code requirements and the evidence demonstrating how the school, sports pavilion, public realm, landscape and associated uses accord with them.

# 1 Context and parameters

**DESIGN CODE:** The Local Centre is the community core and movement hub, accommodating the primary school, sports pitch and community facilities. The school and sports building may be up to two storeys. (DC pp.110-115)

## How the proposal responds

- The coded land uses are delivered in their allocated locations: school to the north, sports field and pavilion centrally, and allotments to the south-east.
- The school fronts the Local Centre at Intersection 2, where bus, vehicle, pedestrian and cycle routes converge.
- The school is one and two storeys and the pavilion is single storey, remaining within the two-storey limits in DC 5.2.
- The school forms the urban/civic edge; the pavilion, recreation ground and allotments provide the softer transition towards Upper Acre.
- Existing homes to the east, the retained landscape framework and future Local Centre/Upper Acre parcels have informed massing, orientation and buffers.

Reference: DAS pp.13-20, 24-25 and 33; DC pp.110-115.



*DAS p.33 - masterplan overview and sequence of civic, sport and landscape spaces.*

## 2 Character Areas Framework Plan

**DESIGN CODE:** Integrated Wayfinding: Tall landmark building and large tree, other points of interest, and prominent frontages guide users through the market square and connected corridors, enhancing navigation. (DC pp.110-115)

### How the proposal responds

- The design code indicates the school building as a Key Corner, the proposed massing and Main Halls articulations align with the Design Code
- School Square with a rigid grid of trees reinforce the landmark function of the School frontage as defined in Design Code
- Green Corridors and green infrastructure defined in Design Code are maintained, but also extended and enhanced in the proposed Layout
- The movement network along the landmarks and way finding elements (school, Sports Pavillion) aligns with parameters set out in Design Code

Reference: DAS pp.18-20, 24-25 and 35-37; DC pp.110-115.



*DC Local Centre Character Area diagram p. 110 compared with DAS p.33 - masterplan overview and sequence of civic, sport and landscape spaces.*

### 3 Identity and civic role

**DESIGN CODE:** Create a unique and coherent identity by combining buildings, streets and landscapes; promote community pride and wellbeing; and use the school and sports building as landmarks that aid wayfinding. (DC pp.107, 111 and 115)

#### School as civic anchor

- The school and School Square address the Local Centre and terminate views from the north and south.
- The main hall is expressed as the principal landmark volume; the recessed entrance creates a clear, welcoming threshold.
- Community-facing halls and shared facilities are placed on the public frontage for controlled out-of-hours use.
- The architecture uses a calm civic palette with playful detail appropriate to a primary school.

#### Sports pavilion as community marker

Its central, dual-aspect position addresses both the 3G pitch and informal open space. This gives it visibility, passive animation and a clear role in the sequence of community spaces.

Reference: DAS pp.16-20, 24-25, 35, 41, 55 and 59-60; DC pp.107, 111 and 115.



*DAS p.55 - civic frontage and clearly expressed school entrance.*

## 4 Built form and scale

**DESIGN CODE:** Use coherent building lines, active corners and visible entrances; terminate views at focal buildings; and vary height and roof form in response to primary fronts, open spaces and wayfinding. (DC pp.152-153)

### Massing response

- The school is broken into legible volumes reflecting halls, teaching wings and administration, reducing perceived bulk.
- Two-storey elements are concentrated towards the Local Centre; one-storey accommodation steps down towards the sports landscape and future homes.
- The hall is the principal civic volume. Teaching blocks are staggered to create rhythm, double-aspect classrooms and well-defined external spaces.
- The low pavilion completes the southward transition and sits comfortably within the recreation grounds.

### Frontage and edges

The school entrance, halls and community spaces overlook the School Square. Staff parking and servicing are kept to the side. Secure school boundaries are visually softened by planting, while existing residential edges are buffered and protected from overlooking and sports impacts.

Reference: DAS pp.24-25, 33, 39-45 and 54-55; DC pp.111, 114-116 and 152-153.



DAS p.56 - the building massing sequence steps down from the school to the sports pavilion.

## 5 Movement and connectivity

**DESIGN CODE:** Prioritise walking and cycling, provide safe and direct links to schools and the Local Centre, and manage vehicular routes so that car parking does not dominate public space. (DC pp.29, 111-112) Parking must not dominate the public realm, and parking courts should be landscape-led, pedestrian-friendly and capable of accommodating shared-use opportunities during off-peak periods (DC pp.112 and 98-99)

### Active travel first

- The site is connected to Foxwood Road, the Local Centre, PRoW and north-south/east-west pedestrian and cycle routes.
- The main entrance is visible from the principal approaches and is reached through the School Square.
- Shared-use routes link the school, community parking, pavilion, sports pitch, informal open space and allotments.
- Cycle and scooter parking is provided close to destinations.

### Vehicle management

A single access and mini-roundabout separate staff traffic from the community/sports car park. Routine parent parking is removed from the School Square and operated as Park and Stride. Servicing, refuse and emergency movements have been tested to enter, turn and leave in forward gear.

Reference: DAS pp.14, 18, 20, 33, 36, 57, 76 and 83; DC pp.29, 111-112 and 98-99.



*DAS p.36 - separate access, shared parking and connected pedestrian/cycle routes.*

## 6 Nature, green infrastructure and SuDS

**DESIGN CODE:** Preserve and enhance trees, hedgerows and habitats; connect green spaces; provide community growing; and use raingardens, swales and permeable surfaces to support biodiversity, amenity and water management. (DC pp.35-55)

### Landscape-led framework

- Retained hedgerows and trees structure the school, sports ground and allotments, reinforced with native planting and meadow margins.
- The forest school, green corridors, informal park and allotments create a connected sequence of learning, recreation, habitat and food-growing spaces.
- Acoustic and landscape bunds are planted as extensions of existing hedges, protecting homes while strengthening biodiversity corridors.
- The SuDS train includes rainwater harvesting, permeable paving, rain gardens, tree pits, bioretention, cellular storage and attenuation.
- Lighting is targeted and controlled, with little or no lighting in allotments and ecological zones.

### Site-specific allotment response

The Code envisages open post-and-rail edges with a 1m hedge. The DAS proposes a secure 1.8m fence. This meets the community-growing objective but should be softened with hedging and justified as an operational/security response.

Reference: DAS pp.15, 20, 37, 63-80 and 84; DC pp.35-56 and 72-73.



DAS p.65 - landscape structure, outdoor learning, retained vegetation and connected routes.

## 7 Public space, play and School Square

**DESIGN CODE:** Create a hierarchy of people-focused public spaces supporting gathering, play, activity and wellbeing. Squares should be distinctive, pedestrian/cycle permeable, furnished, planted and protected from parking. (DC pp.59 and 66-67)

### School Square

- Forms the principal civic arrival space and a direct extension of the Local Centre public realm.
- Provides a near-level, legible route to the entrance with seating, focal trees, cycle stands, lighting and potential public art.
- Includes a biodiverse rain garden that makes sustainable water management visible and enjoyable.
- The school entrance and community-facing rooms overlook and animate the square.

### Play and recreation network

Formal school play, forest school, MUGA, grass pitch, 3G pitch and informal community open space provide complementary types of activity. Destination play north of the school is part of the wider Local Centre framework and is outside this application.

Reference: DAS pp.33, 41, 63-73 and 78-79; DC pp.59-83 and 111-115.



*DAS p.67 - School Square, rain garden, entrance, seating, trees and cycle parking.*

## 8 Uses and community integration

**DESIGN CODE:** The school and nursery should form an integral part of the community and contribute positively to the public realm. Community facilities should be accessible and support social cohesion. (DC pp.114, 155-157)

### Integrated civic uses

- A three-form-entry primary school capable of initial two-form-entry operation with pre-school provision is proposed.
- Community-accessible halls and associated facilities with secure independent access outside school hours.
- A shared 11v11 3G pitch supporting school curriculum and community sport.
- A pavilion with two team changing rooms, officials changing, social/clubhouse space, kitchenette, public toilets and accessible WC.
- A dual-aspect clubhouse, external terrace and serving hatch that allow the pavilion to serve park users as well as formal sport.
- Allotments, informal open space and connected routes that support food growing, social interaction and healthy lifestyles.

Reference: DAS pp.4-7, 16-20, 45, 58-60, 63-66 and 86; DC pp.114-115 and 155-157.



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

DAS p.56 - pavilion and recreation grounds as a community destination.

## 9 Buildings, architectural quality and materiality

**DESIGN CODE:** Local Centre buildings should be harmonious with surrounding neighbourhoods but use distinct materials and detailing. Key frontages require careful articulation, materiality and facade rhythm. The school and sports building are considered key landmarks within the development, aiding wayfinding and contributing to legibility of the site by creating strong visual anchors. (DC pp.115-116)

### School

Buff brickwork, varied bonds, textured panels, deep reveals and a controlled PPC aluminium accent palette provide the permanent civic character required by the Design Code. The hall and entrance are clearly articulated on the main public frontage.

### Sports pavilion

The pavilion uses the same buff brick language, with a low horizontal form, expressed piers, recessed panels, composed openings and a colonnade addressing both pitch and park. Roller shutters are intended to be concealed within the facade when open.

Reference: DAS pp.28, 53-55 and 59-60; DC pp.107 and 115-116.



CGI Images



## Detailed compliance schedule - Context, identity and built form

| Design Code requirement                                                          | Proposal response                                                                                                                  | Reference                                   |
|----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|
| Deliver coded land uses and respect Parameter Plans.                             | School, sports pitch/pavilion and allotments occupy the locations established by the outline framework.                            | DC pp.23-25; DAS pp.7, 13, 33               |
| Place school and community facilities at the Local Centre.                       | The school fronts the Local Centre at Intersection 2; sports and allotments extend the community hub southwards.                   | DC pp.110-115; DAS pp.13-20                 |
| School and sports building up to two storeys in height.                          | School is one/two storeys; pavilion is single storey.                                                                              | DC p.114; DAS pp.24-25, 55, 59              |
| School and sports building act as landmarks and wayfinding anchors.              | Hall/entrance terminate key views; pavilion is centrally placed and dual aspect.                                                   | DC p.115; DAS pp.24-25, 33, 55, 59          |
| Create a coherent identity combining buildings, streets and landscape.           | A restrained buff brick/ PPC aluminum accent colour palette, consistent public realm and connected landscape unite the parcel.     | DC p.107; DAS pp.33, 53, 60, 63-67          |
| Local Centre should be architectural and social anchor.                          | School Square, active frontage, community halls, sport and pavilion provide a clear civic focus.                                   | DC p.111; DAS pp.16-20, 35, 41              |
| Use coherent massing and variation to respond to fronts, corners and open space. | Massing rises towards Local Centre and steps down to sports/open landscape; hall is the focal volume.                              | DC pp.152-153; DAS pp.24-25, 55             |
| Provide visible entrances, active corners and natural surveillance.              | Recessed main entrance is visible from approach routes; public rooms/halls overlook the square; pavilion overlooks pitch and park. | DC pp.111, 152-153; DAS pp.25, 41, 59       |
| Protect surrounding residential amenity and create sensitive edges.              | Building orientation, massing, retained hedges, acoustic planted bunds and planting reduce overlooking, noise and visual impact.   | DC pp.111, 152; DAS pp.24-25, 33, 65-66, 88 |

## Detailed compliance schedule - Movement and parking

| Design Code requirement                                                                             | Proposal response                                                                                                                                                                                                                                                                                                | Reference                          |
|-----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|
| Prioritise walking and cycling and provide direct routes to key destinations.                       | Primary routes connect Local Centre, School Square, school, sports, pavilion, allotments and PRoW.                                                                                                                                                                                                               | DC p.29; DAS pp.14, 18, 33, 36, 57 |
| Respond to Intersection 2 as a busy movement hub.                                                   | Entrance and square are legible from principal approaches; route hierarchy is clear and separated.                                                                                                                                                                                                               | DC p.112; DAS pp.14, 33, 41        |
| Minimise vehicle/pedestrian/cycle conflict.                                                         | Single access and mini-roundabout separate staff and community parking; controlled crossings and direct footpaths are provided.                                                                                                                                                                                  | DC p.112; DAS pp.57, 76, 83        |
| Prioritise cycle parking and ensure car parking does not dominate public realm.                     | Cycle/scooter parking is close to destinations; staff and community parking are away from School Square to ensure parking does not dominate public realm.                                                                                                                                                        | DC pp.111-112; DAS pp.33, 67, 83   |
| Dedicated sports parking may offer shared use during off-peak periods.                              | Sports/community car park supports informal Park and Stride for pick up drop off.                                                                                                                                                                                                                                | DC p.112; DAS pp.33, 63, 66, 83    |
| Parking courts should be people-focused, planted, permeable and able to support temporary drop-off. | Looped parking is landscape integrated with direct paths; final detail should show priority crossings, waiting and short-stay controls.                                                                                                                                                                          | DC pp.98-99; DAS pp.57, 66, 83     |
| Service and emergency access should operate safely.                                                 | Swept paths confirm delivery, refuse, coach/minibus and emergency vehicles can enter, turn and leave in forward gear.                                                                                                                                                                                            | DC p.112; DAS p.83                 |
| Discourage informal stopping close to the school entrance.                                          | Routine parent drop-off is directed to Park and Stride from the sports and community parking as well as from the Local Centre. The edge of Foxwood Road with the Scholl Square was carefully design to include planting and low level barrier to discourage stopping and dropping off at the edge of the square. | DC pp.98-99, 112; DAS pp.67, 83    |

## Detailed compliance schedule - Nature and green infrastructure

| Design Code requirement                                                 | Proposal response                                                                                                                                                                                                                                                                  | Reference                                |
|-------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|
| Preserve and enhance trees, hedgerows and ecological habitats.          | Existing landscape boundaries are retained and reinforced with native hedging, woodland and meadow planting.                                                                                                                                                                       | DC pp.35, 42-43; DAS pp.37, 63-66, 78    |
| Create connected green corridors and accessible nature.                 | Continuous green routes connect the Local Centre, school, sport, informal space and allotments. Eastern boundary forms bat commuting corridor.                                                                                                                                     | DC pp.37, 113; DAS pp.15, 18, 20, 33, 37 |
| Provide accessible amenity landscape with trees and biodiversity value. | Informal park, school landscape and route corridors combine amenity grass, tree planting, meadow and pollinator habitat.                                                                                                                                                           | DC pp.46-47; DAS pp.63-73                |
| Community growing should support stewardship and biodiversity.          | Allotments include plots, communal facilities, parking and access within the green infrastructure network.                                                                                                                                                                         | DC pp.44-45, 72-73; DAS pp.15, 63, 66    |
| Allotment edges should remain visible and landscape-led.                | Planted edges and planted bund to east and west of allotments. The east boundary with existing houses forms bat commuting corridor and will remain planted ensuring amenity of adjacent properties. The cycle and pedestrian path abutting allotments Southern edge aligns with DC | DC p.45,73; DAS p.78                     |
| Use raingardens, swales and permeable surfaces for water management.    | The SuDS features include ponds, permeable paving, rain garden, tree pits, bioretention and attenuation.                                                                                                                                                                           | DC pp.48, 54-55; DAS pp.67, 84           |
| Use planting and habitat measures to improve biodiversity.              | Native planting, meadow, forest school, pond and ecological corridors are integrated; confirm detailed habitat features through ecology/BNG plans.                                                                                                                                 | DC pp.43, 45, 47, 55-56; DAS pp.63-80    |
| Minimise lighting effects on ecology.                                   | Directional lighting, controls and little/no lighting in allotments and ecological zones retain dark areas.                                                                                                                                                                        | DC pp.43, 45, 47, 55; DAS p.79           |

## Detailed compliance schedule - Public space, uses and buildings

| Design Code requirement                                                                  | Proposal response                                                                                                                                          | Reference                              |
|------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|
| Create a hierarchy of public spaces supporting community life.                           | School Square, informal park, sports ground, pavilion terrace and allotments create complementary spaces and activities.                                   | DC p.59; DAS pp.33, 63-67              |
| Squares should be distinctive, permeable, furnished, planted and protected from parking. | School Square has seating, focal trees, cycle stands, public art opportunity, lighting and rain garden; routine parent parking is elsewhere.               | DC pp.66-67; DAS p.67                  |
| Provide formal, destination and informal/nature play within the Local Centre network.    | School play, forest school, MUGA, grass/3G pitches and informal open space are provided. Destination play north of the school is outside this application. | DC pp.76-83, 113; DAS pp.15, 33, 63-73 |
| School/nursery should form an integral part of the community.                            | School is proposed at the Local Centre with an active civic frontage and community-facing spaces.                                                          | DC pp.114, 157; DAS pp.4-7, 16-20      |
| Sports building should house community sports facilities.                                | Changing, officials room, social space, kitchenette, public/accessible toilets and storage support pitch and park users.                                   | DC p.114; DAS pp.59-60                 |
| Community facilities should be accessible and support cohesion.                          | Out-of-hours school access, shared 3G pitch, pavilion terrace, serving hatch, informal park and allotments support broad community use.                    | DC p.157; DAS pp.16-20, 59-66          |
| Local Centre buildings should be distinctive but harmonious.                             | School and pavilion share a buff brick/bronze PPC family with varied detail suited to their differing civic roles.                                         | DC p.116; DAS pp.53, 60                |
| Key frontages require articulation, rhythm and high-quality materials.                   | School uses deep reveals, textured panels and varied bonds; submit the technical material/detail package to secure the stated quality.                     | DC p.116; DAS pp.53-55                 |
| Sports building should be a visual anchor.                                               | Central sitting and dual aspect meet the spatial requirement. Elevations/details include piers, recessed panels, entrance and café/clubhouse colonnade.    | DC p.115; DAS pp.59-60                 |
| Buildings should be durable, low-maintenance and sustainable.                            | Robust masonry/metalwork palette, energy strategy and BREEAM Excellent target support long-term performance.                                               | DC pp.105, 159; DAS pp.53, 60, 80, 86  |