

4.6 Landscape

Surfacing

The school entrance will be concrete paving – forming a continuous link connecting the school of the entrance to the Peace Park.

Within the school site the playground will comprise permeable soft play surfacing (rubber mulch and wetpour) and porous tarmac surfacing (coloured or with playground markings) for general access and runabout areas. The dedicated nursery and reception play and learning spaces will be entirely surfaced with permeable soft rubber wetpour material. Within the nature garden, areas of permeable resin bonded gravel will be provided as well as a small educational area of wildflower meadow turf.

The secondary access from Maygrove Road will also be surfaced in permeable resin bonded gravel. A surfacing palette is included herewith for information.

Concrete slabs



Porous tarmac with line markings



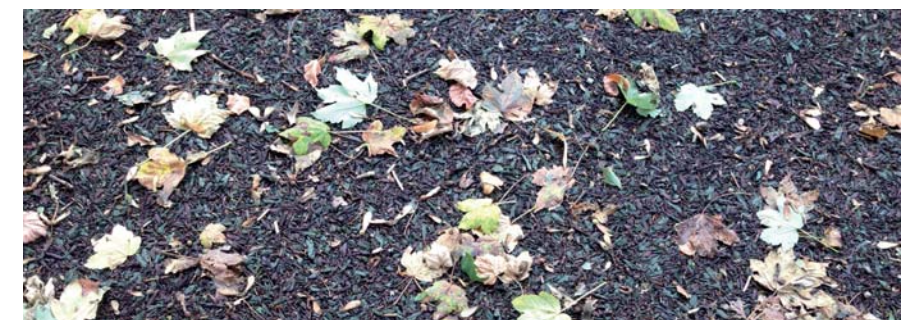
Permeable resin bonded gravel



Porous wetpour soft play surface



Bonded rubber mulch play surface



4.6 Landscape

Railwayana

The presence of the railway is made an asset in the school playground with a proposed palette of features including platforms (as stages), signals, station clocks, buffers and tracks, and periscopes enabling the trains to be viewed over the railway boundary wall.

Lighting

External lighting will be limited to avoid light pollution, keeping tree canopies dark for nesting birds and bats.

External lighting for circulation will be soffit luminaires within the covered colonnade.

Low-level lighting will illuminate the route between the secondary access gate and the school building, with a palette including bollard lights and illuminated playful features (eg on the buffers to the school 'railway' and strings of fairy lighting in the entrance area).

Please refer to the Masterplan 3.6.4 section of this report for the lighting plan.



4.6 Landscape

Play strategy

The ambition is to ensure that the outdoor spaces at Kingsgate Primary School provide the whole school with a resource that will enhance the teaching, learning and play opportunities for all members of the school community.

Elements of the external play strategy make use of existing site assets, whilst other elements form part of the landscape masterplan. The masterplan will be a phased development to suit final funding arrangements.

The proposal seeks to create a diverse outdoor environment that will be able to accommodate an expanded school for these younger children, by facilitating three core types of play:

- **Active Play:** the placement of age-suitable play equipment within the hard and soft landscape to promote exercise by challenging children's agility, dynamics and mobility such as the ballgames area and climbing platform around the trees.
- **Dynamic Play:** the creation of different characters of play area such as sand and water play, ballgames play, a 'jungle trail' through bamboos, and a 'railway circuit' featuring trike/running trails around the playground, accompanied by railwayana such as signals, platforms and buffers.
- **Quiet Play:** the placement of seating elements within secluded areas of the landscape for social interaction and reflection amid planted areas of the playground. The school nature garden will be unfenced and provide an inspiring environment and quiet area throughout the school day.

Active play



Dynamic play



Quiet Play



4.6 Landscape

Area-by-Area Analysis: Area A, Main School Entrance

The gated entrance will be open at key drop off and pick up times. It has vistas through to the school playground and outwards to the public square and park beyond.

A paved inner area will be provided for visitors, parents/carers waiting to pick up their children, and at times wider community use – this area is partly covered and partly open, planted with fruit trees as a school orchard and provided with seating. Children arriving by bike or scooter are provided with a dedicated bike canopy planted with scented climbing plants. This area will have a sliding screen that can secure the rest of the school site when the hall is in use by the community or the orchard being tended by a local gardening club or similar.

A secondary entrance (described in E) at the eastern end of the school is provided for fire escape, operational and service access, and will be used for school drop off/pick up during the transitional phase when the school is open but the rest of the development works on site are still underway. Visitors will use the main entrance.

Bin collection will be from a dedicated access point located to the north of the school hall and flanking the railway boundary. Scented climbing plants will screen this area.



Colonnade climbers



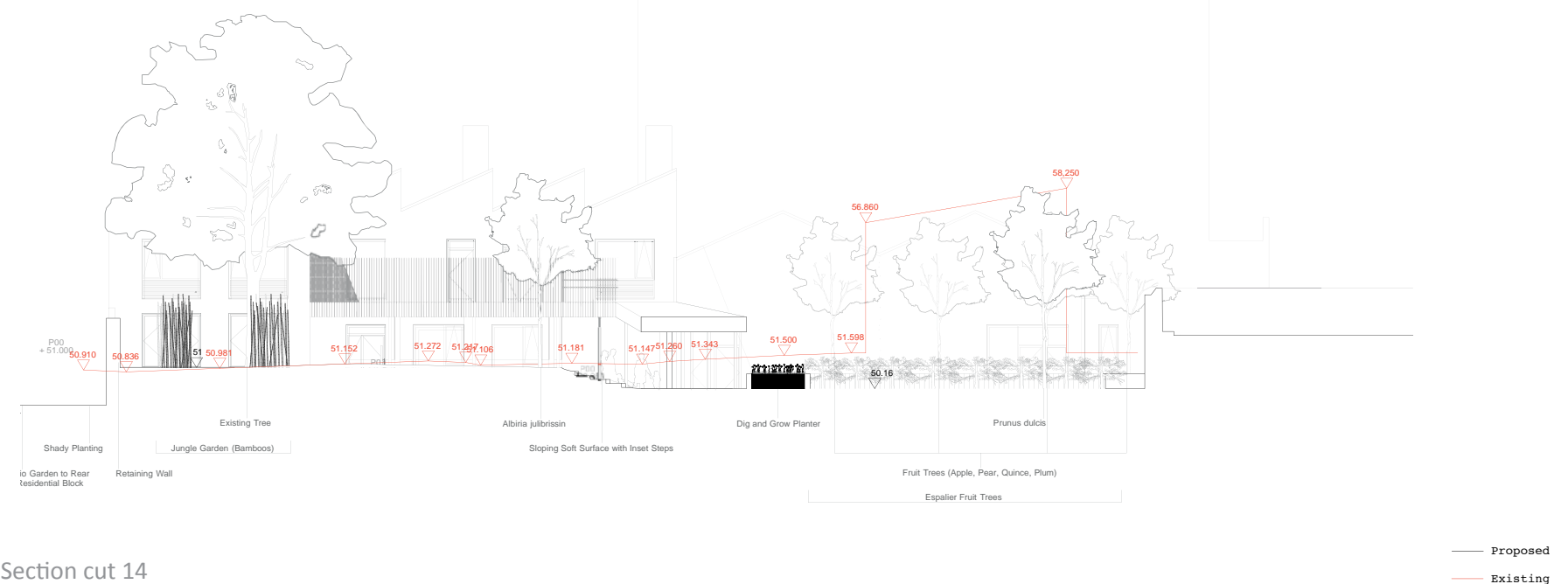
Seating and fruit trees



Espalier fruit



Structure with climbers



4.6 Landscape

Area-by-Area Analysis: Area B, Outdoor Nursery Play and Learning Space

The 52 nursery children will be provided with an outdoor space of 260sqm as recommended under BB103, as a single space for all the nursery children to share.

The nursery outdoor play and learning space to some extent needs to be a microcosm of the main playground, including space for running around, for sitting portable play and learning equipment and for planted areas. The area sits adjacent to the entrance orchard and will be provided with a blossoming tree and visually appealing and tactile plants to take advantage of this sunny area of the site, together with playful mirrored panels on the railway boundary wall to create the illusion of extended space. A water play/cycle feature will bring roof runoff to ground water in an entertaining and interactive route. A planter is provided for the children to dig and grow – this will also feature climbing plants trailing up the columns of the covered colonnade. The nursery playground will be surfaced with rubber wetpour soft play material.



Sandpit



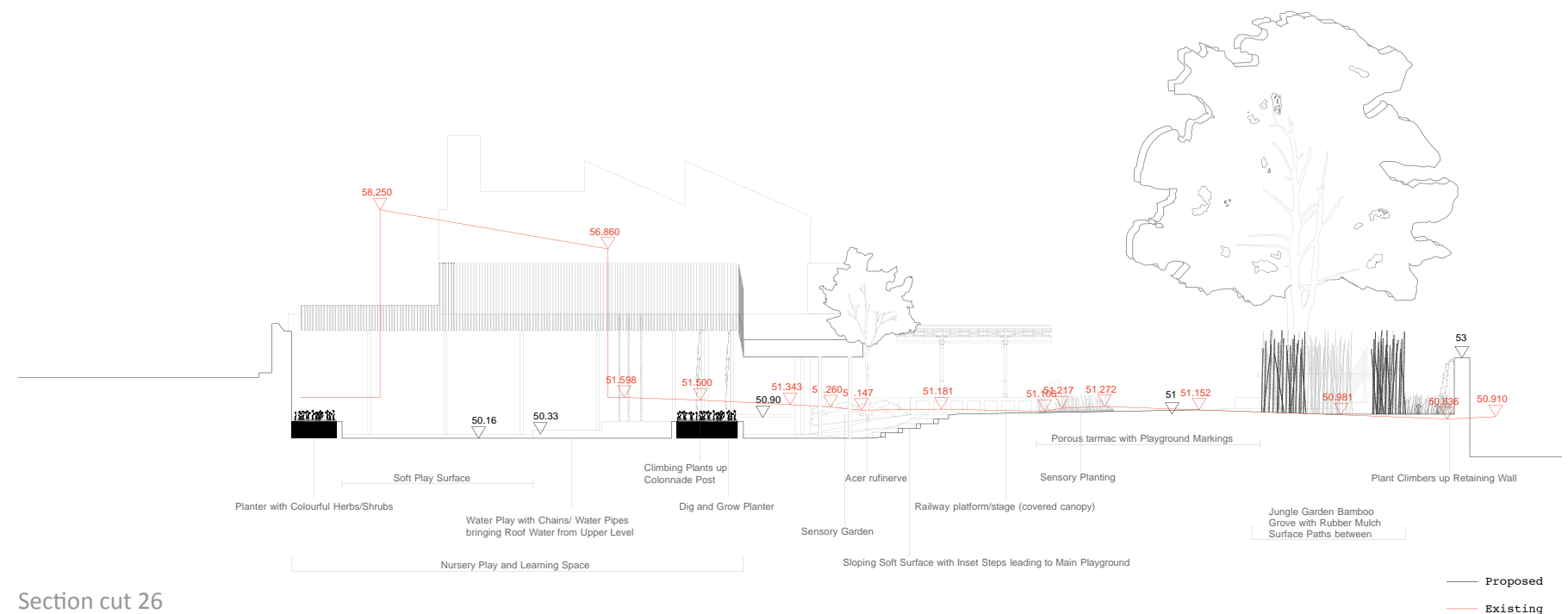
Mirrors



Water play



Music



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4.6 Landscape

Area-by-Area Analysis: Area C, Outdoor Reception Play and Learning Space

The approach developed with the school for the 120 children in the expanded 4FE reception is to create a pair of 2FE outdoor spaces each for 60 children. To maximise the use of the space the larger elements such as sand and water play and climbing elements will be located centrally so that they can be shared between all 120 children.

The 120 children will be provided with an outdoor space of 460m², divided into two spaces of roughly equal size. 1200m² is recommended under BB103. However the reception children will also have (gated) access to the main playground for tricycling, ballgames and to take advantage of other facilities such as the tree platform, ballgames area and nature garden. The area includes the covered buffer zone colonnade between classroom and playground for use in wet weather.

The reception outdoor play and learning space to some extent needs to be a microcosm of the main playground, including space for running around, for siting portable play and learning equipment, and for planted areas. Sensory planting (for scent and tactile experience) will be provided. Each of the two reception playgrounds will include access to water play and a sandpit. An interactive fence is proposed, comprising activity panels including musical chimes, blackboards games and an abacus. The reception outdoor play and learning space will be surfaced with rubber wetpour soft play material.



Sandpit



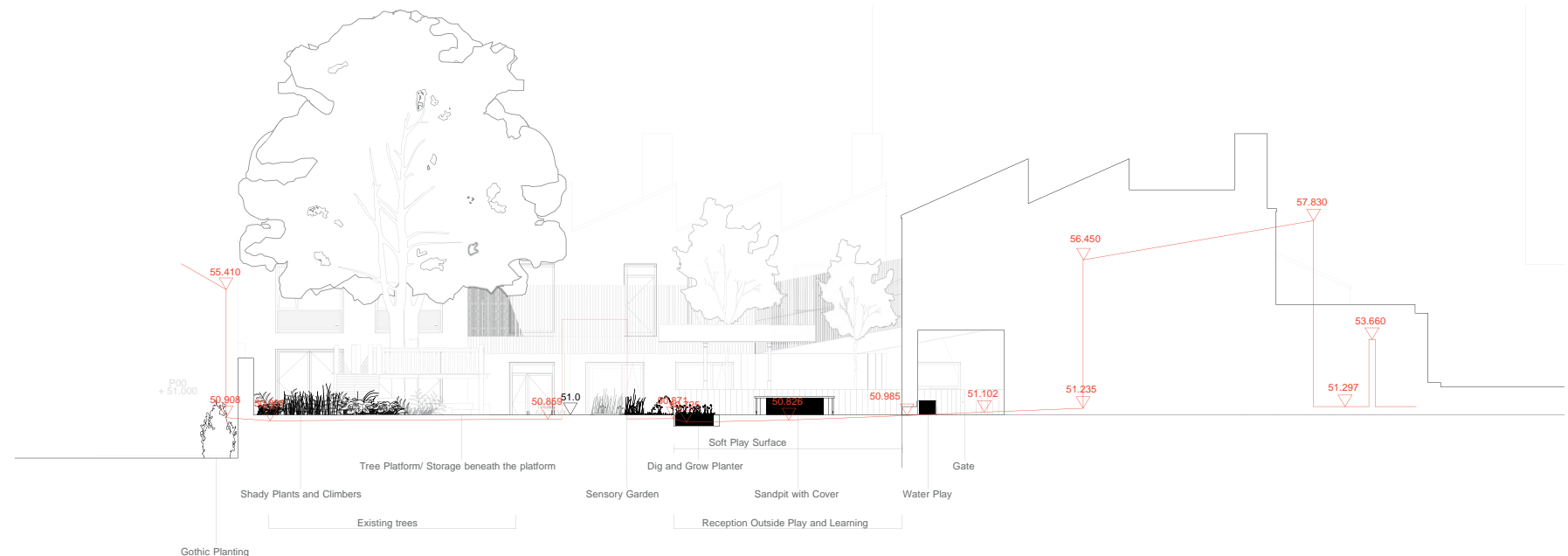
Interactive Fencing



Water play



Sensory Planting



Section cut 17

— Proposed
— Existing