



The Mosslands School — New Campus

Oobe Landscape

Designed for People & Planet

Science Fair & Community Engagement Event — 14th March 2026



Spaces for Students

The new Mosslands campus creates over **16,000 m²** of brand-new outdoor space for students to play, learn and grow — that's roughly the size of **two full-size football pitches**.

World-Class Sports Facilities

- **Six brand new grass pitches** — two 11-a-side pitch (106 × 70m), two 9-a-side pitch (79 × 52m), and two 5-a-side pitch (43 × 33m) built to Sport England standards with sand-slit drainage for year-round use
- **New multi-use games area (MUGA)** covering 2,908 m² with porous asphalt surfacing
- for tennis, basketball and football
- **New 3G synthetic turf pitch** (1,362 m²) for all-weather training and matches
- **300m running track** surrounding the main sports pitch area
- **Cricket Oval** sharing grassed area with pitches
- **480 cycle parking spaces** — double-stacked, secure storage encouraging active travel to school every day



Outdoor Learning & Wellbeing

- **Habitat Trail and Woodland Trail** — outdoor learning routes winding through the site, connecting classrooms to nature
 - **Allotment growing area** — dedicated space for students to grow their own food and learn about horticulture
 - **Covered outdoor dining and teaching spaces** — fresh air learning and socialising all year round, rain or shine
 - **SEN sensory garden** — a calm, accessible outdoor space designed specifically for students with special educational needs
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Designed for Nature

The new Mosslands School has been designed from the ground up to leave the environment **better off** than before. Every element of the landscape has been carefully planned to support wildlife, clean the air and water, and create resilient green spaces that will thrive for decades to come.

Trees & Green Infrastructure

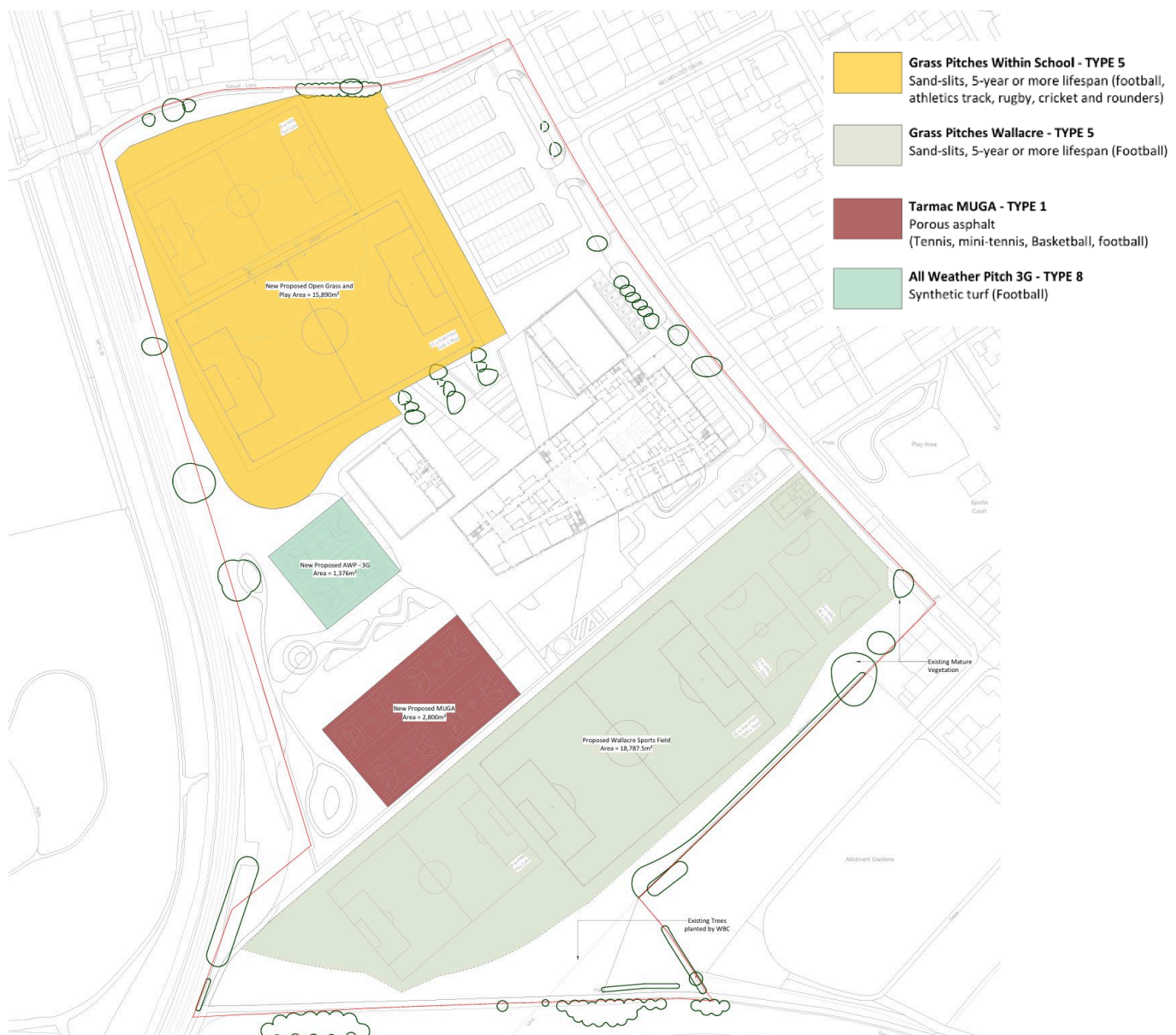
- **225 new standard trees** (*290 in total*) planted across the campus in generous connected tree pits designed to support healthy long-term growth, providing shade, cooling and carbon capture for future generations
- **Urban Greening Factor of 0.38** — a technical measure of how green and nature-rich a site is. Mosslands scores well above a typical school, reflecting the design team's commitment to prioritising soft landscaping and living systems
- **Over 5,000 m² of semi-natural habitat** — new woodland-style planting, scrub and species-rich grassland areas created specifically to support birds, mammals, invertebrates and fungi

Biodiversity & Pollinators

- **Biodiversity Net Gain** — the school is legally required under the Environment Act 2021 to leave biodiversity measurably better than it was before development. The landscape design has been shaped around this requirement from day one
- **1,113 m² of flower-rich perennial planting** — carefully chosen native and near-native species that provide nectar and pollen through as much of the year as possible, supporting bees, butterflies, hoverflies and other vital pollinators
- **Wildlife corridors and habitat networks** — green routes have been designed to connect different habitat areas across the site, allowing animals to move freely and safely between feeding, breeding and shelter zones
- **426m of new native hedgerows** — dense, mixed-species hedges providing shelter, nesting sites and food for birds and small mammals

Smart Water Management

- **Rain gardens and vegetated SuDS**— around 58 m² of dedicated planted drainage features plus wider swales and basins slow, store and naturally filter rainwater before it enters the drainage system, reducing flood risk downstream
- **Integrated sustainable drainage** — rather than piping water away as quickly as possible, the landscape works like a sponge, holding water where it falls and releasing it slowly, mimicking natural hydrological processes and supporting climate resilience
- **Permeable paving** — over 5,600 m² of porous surfacing allows rain to soak through rather than running straight into drains, recharging groundwater and reducing surface water flooding



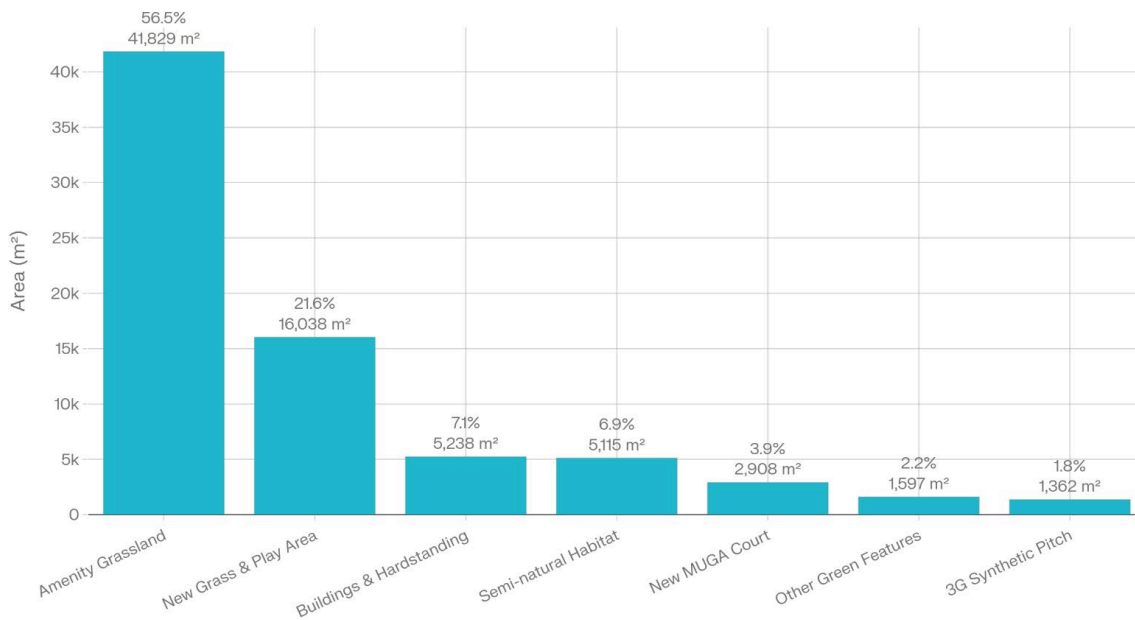
The Numbers at a Glance

Feature	Quantity / Area
New standard trees planted	225 trees
Semi-natural woodland & grassland habitat	5,115 m ²
Flower-rich perennial planting	1,113 m ²
Amenity grassland (playing fields & open space)	41,829 m ²
Rain gardens & SuDS planting	58 m ²
Native hedgerows	426m length
Total site area (within red line boundary)	74,087.5 m ²
New open grass & play area	16,038 m ²
New MUGA sports court	2,908 m ²
New 3G synthetic turf pitch	1,362 m ²
Cycle parking spaces	480 spaces
Running track	300m

Table 1: Key landscape and sports provision statistics for The Mosslands School

Mosslands School – Site Land Use by Area

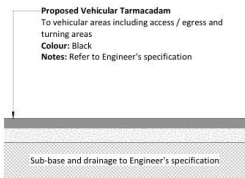
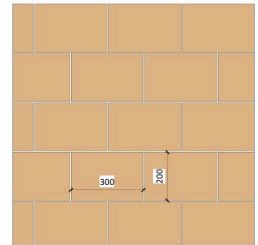
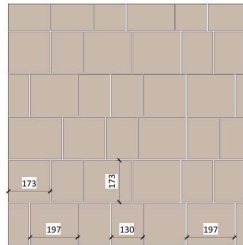
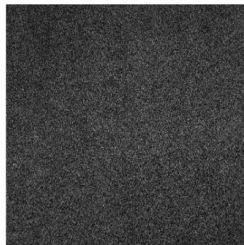
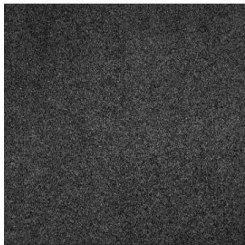
Total site: 74,087 m² | Source: oobe landscape drawings



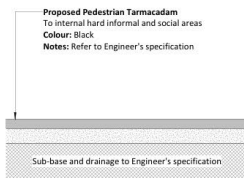
Designed to Last

The planting palette and sports surfacing specifications have been tailored specifically to the demands of an intensively used school environment. Robust native and near-native species, clear maintenance regimes and long-term thinking underpin every choice, ensuring the landscape will continue to deliver benefits for students, wildlife and the wider community for many years to come.

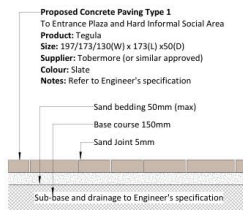
The design complies with British Standards for tree planting (BS 8545), landscape works (BS 4428), and tree protection during construction (BS 5837), as well as national planning policy requirements for biodiversity net gain, sustainable drainage and high-quality design set out in the National Planning Policy Framework and National Design Guide.



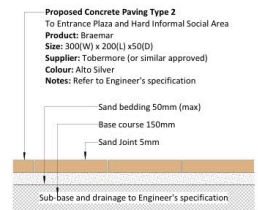
Proposed Tarmacadum Vehicular Surface
1:10



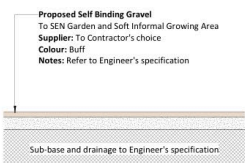
Proposed Tarmacadum Pedestrian Surface
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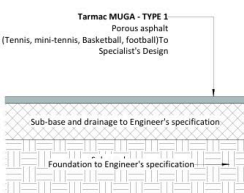
Proposed Paving Type 1
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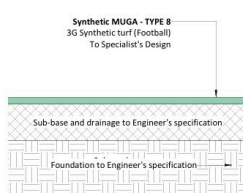
Proposed Paving Type 2
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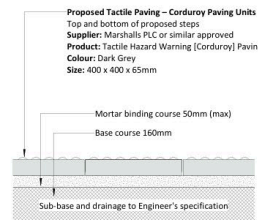
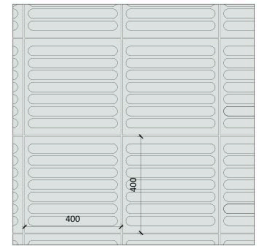
Self Binding Gravel Surface
1:10



Proposed MUGA Surface
1:10



Proposed Artificial Grass
1:10



Tactile Paving - Corduroy Paving Units
1:10

Project Team: oobe (Landscape Architecture) | EWA (Architecture) | TACE (MEP Engineering) | ADAS (Ecology) | Roscoe (Structural & Civil Engineering) | Dodds (MEP Engineering)

Client: Department for Education (DfE) | Mosslands School

Stage: Stage 5 — Issued for Construction (February 2026)



elliswilliams



Ellis Williams Architects – Key Design Features and Elements for Mosslands Schools

Design Approach

- Super block – the overall design of the school looked to maximise the floor area in a reduced amount of façade. Allows the possibility for one way circulation due to figure of eight internal corridor layout.
- This principle reduces the amount of floor area exposed to external conditions, improving thermal efficiencies and helping reduce the amount of energy used.
- The condensed footprint allowed the main building to be located further away from flood zone 3 and almost outside of floor zone 2. This reduced the height of the proposed ground floor level and amount of imported material required to build up levels.
- The condensed footprint also allowed improved interface distances to the residential neighbours allowing for generous landscaped areas along Mosslands Drive and new footpath.
- Detaching one of the sports halls from the main building block allowed for improved daylighting to first floor classrooms, improved massing hierarchy along Mosslands Drive, allowing a set back from the main building and creating a strong approach from the north. This also allows greater flexibility of operation, security and potential for community use.

Atria

- The layout of the building is centred around a central atrium at the heart of the school, providing a break from traditional corridors. A second atrium has been located to highlight the importance of Technology, Maths, and English.
- The atria provide natural light and ventilation to the corridors and surrounding classrooms and spaces.
- Help wayfinding and orientation for pupils, staff and visitors.

Daylighting

- All classrooms will be able to be naturally lit. Large rooflights have been included in the atriums to provide borrowed light to the library and staff spaces on the first floor and increase the sense of well being for pupils and staff. All occupied rooms on the second floor will have a rooflight.

Natural Ventilation

- The school will be naturally ventilated using natural stack effect ventilation via 2 chimneys situated along corridors and 2 large atriums with windcatchers.

STEAM school

- Special attention was given to the location of the key curriculum components of the school. Science and art classrooms are located on the Mosslands Drive elevation and above the main school visitor entrance.
- Technology, maths and English are located around a secondary atria which highlights the importance of these subject areas. Key technology classrooms have direct access to the external spaces to enhance learning activities and promote a strong link to covered external teaching areas.
- The school will include 12 **S**cience labs, 8 **T**echnology classrooms, 9 **E**nglish classrooms, 5 **A**rt classrooms, and 8 **M**aths classrooms.

Materials

- The materials have been carefully selected to sit within the context of the site and to help create a massing strategy that seeks to reduce the dominance and mass of the buildings to be sympathetic to the surrounding residential neighbours. A simple palette of materials has been selected which helps to provide a more mature aesthetic to the facade, contributing to place making and creating a building that the pupils, staff and local residents can be proud of.
- Brickwork will be used across the whole building. This provides a lasting, robust finish that will age with grace. Generally, a dark brick which includes blue tones will be used to create a strong plinth to the whole building. The upper floors will be formed using a lighter, buff coloured brick and a feature soldier course band of light brickwork will signify the change from dark brick to light brick at the head of the ground floor windows. The combination of these bricks will help reduce the overall visual mass of the building with the lighter brick on the upper floors offering visual relief and help the building feel less dominant on Mosslands Drive.
- The building will include feature brickwork detailing that will be used to highlight entrances and ensure a pleasing aesthetic is achieved to all elevations. Feature brickwork will be used to accentuate entrances including the main entrance, pupil entrance, sixth form entrance, SEMH entrance and dining.
- The combination of elements will be adapted to each entrance to provide different identities but maintaining a coherent, democratic and equal approach to all.



Biodiversity Net Gain

What is Biodiversity Net Gain?

- **The Environment Act** came into effect in 2021, meaning that, by law, new building projects must increase the amount of nature on a site, not reduce it.
- Developers must prove that wildlife and habitats will be at least 10% better (in terms of measurable biodiversity units) after construction than before.

How do we measure Biodiversity?

- Ecologists map the habitats on the site (e.g. grassland, woodland, ponds, hedges).
- Each habitat is given a value of **biodiversity units** based on:
 - **Size** (how big it is)
 - **Quality** (how healthy it is)
 - **Location** (how important it is for local wildlife)
- Developers must replace or improve enough habitat to reach **10% more units** than they started with.

How can developers achieve a 10% gain?

- **Create new habitats on-site**
 - Planting native trees
 - Adding wildflower meadows or scrub
 - Creating ponds or wetlands
 - Improving soil and planting native species
- **Enhance existing habitats**
 - Improving damaged areas
 - Increasing species diversity
 - Managing land to support more wildlife
- **Create or improve habitats off-site**
 - If the development area is too small, developers can fund habitat creation elsewhere.
- **Buy biodiversity credits (last resort)**
 - Government-backed credits used only when on-site and off-site improvements aren't enough

Why does BNG matter?

- Helps protect vital wildlife habitats from being lost due to development
- Encourages greener developments with more native species and greater species diversity
- Supports long-term nature recovery across the country.

How has this been considered for the new school?

- A baseline habitat survey was carried out to establish the types and quality of habitats on site.
- From this information, the site's baseline biodiversity units were calculated using an Excel spreadsheet called the **Statutory Biodiversity Metric Calculation Tool**.
- Construction plans were assessed to determine which habitats would be reduced or lost, and which habitats would be retained.
- A plan was made identifying where valuable habitats could be created on site, including scrub, native hedgerow, and areas of native trees.
- Where possible, trees and hedgerows were identified to be protected during development and retained for the future site.
- Over a period of 30 years, the newly created habitats will be managed carefully to achieve a previously planned condition.

