

Hollywater School

Case Study No.1 Building Bulletin 102



Location:
Bordon, Hampshire

Client:
Hampshire County Council

Value: £6.3 m excluding fees

Completed: September 2006

Specialist teams:
Architect, Interior Design,
Landscape: HCC Property Services
M&E: HCC Property Services
Structure: HCC Property Services
CDM-C: HCC Property Services

Hollywater School is a community special school, for pupils between the ages of two and nineteen who are experiencing complex learning difficulties. The new buildings were designed to make the greatest use of the existing school site, forming a close relationship between internal teaching spaces and the landscape. The standardised classrooms were placed to the southern edge, with views over farmland, and shaded by mature oak trees.

The main environmental objective was high insulation levels and airtightness of the building to provide pupil comfort, as many pupils are less active due to their disabilities. Balanced and controllable natural light, ventilation and acoustic measures further enhance the learning environment.

Careful specification of doors give the smallest children a sense of independent movement around and throughout the building. Circulation is kept simple, forming a T shape with colours to distinguish different facilities and age groups.

The main entrance block contains the part of the school that is accessible to the community, with a hydrotherapy pool, main hall and well serviced therapy rooms, including soft play and multi-sensory rooms.

Hollywater School is a happy, vibrant school where all pupils have been given the opportunity of learning in a caring, stimulating environment. Matching the ethos of the buildings to that of the teaching staff has ensured that the children have access to the very best facilities for their needs.

Key Benefits

- The open plan layout enables free movement around the school and increases pupils' independence.
- The environmental objectives fitted well with the school's need to provide a comfortable environment for pupils.
- The external landscape has been incorporated into the school's design to ensure that children have visual access to the countryside, if not physical access.
- The school is purpose built to meet the specific needs of 120 pupils with learning difficulties.

“ A sustainable approach was adopted to maximise natural lighting and ventilation, energy efficiency and links to an attractive landscape ”

Department for Children, Schools and Families



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