

Section 4 – Accommodation Requirements

4.1 HOLLY LODGE SCHOOL

4.1.1 Entrance

The approach must convey a sense of arrival and project the school as an integral part of the local community. Pupil entrance and pedestrian/ visitor entrance is to be substantially separated at key times of the day.

The main school entrance must be self-signalling for functional purposes and must be welcoming, exciting and fully accessible. It should be a 'window to the school' and the design should demonstrate the core values of the school.

In early morning and late evening periods, pupils will enter the Holly Lodge school building from no more than two entrances. At key arrival times and when leaving the school at the end of the day, many appropriate entrances will be used. Visitors including community users should use a single main entrance to the school. Students from other schools arriving at the campus will use the same entrance as visitors during school hours.

Students will bypass the main reception at specific times of the day using six secure entrances (electronic personalised control access) available to accommodate the year zones. Before and after core hours there will be restricted and localised access only.

On arrival students will need access to their year based zones, lockers and toilets (300 students per zone) plus post 16.

Ruskin House will have a separate pupil entrance.

The school will require both an entrance and gated access to allow for regular deliveries, service and emergency vehicles. These should be able to be controlled from within the school appropriately as well as from the main campus security area.

According to the design of the school, there may be the need to allow access to some parts of the building for particular community and extended use, for example changing rooms, sports halls and drama spaces; whilst being able to close off large parts of the remainder. Entrances and access controls should be designed to allow for this.

4.1.2 Reception

The entrance area will be monitored by a staffed reception. There shall be welcoming and comfortable seating in a pleasant environment which is clearly identifiable for visitors.

Visitors to reception should be able to be retained by the building until they are collected by a member of staff.

There should be a toilet available for visitors without accessing the main part of the school.

Some key management offices and meeting rooms will be located at the entrance to reduce unnecessary movement about the school by visitors.

Reception staff should have surveillance of all parts of the entrance, including the whole waiting area, the area immediately outside the main entrance and where possible, toilets and corridors to classrooms. The reception and waiting areas should be open plan to allow the CCTV system to gain full surveillance. The main security point will control deliveries to the campus and provide site facilities.

4.1.3 Circulation within the school

There should be maximum use made of circulation spaces to facilitate learning through open access IT, areas for independent working and quality socialising and informal discussion.

Some of the existing internal circulation spaces can and should be enhanced to provide high quality architectural spaces or opened up to provide visual links with the garden spaces externally.

Generally, within internal circulation areas, there should be good and clear sightlines for ease of supervision, both active and passive. Clear signage, colour schemes, within each zone, should indicate routes around the school. Access control to non-public areas should be installed. There should be consideration given to the siting of doors onto circulation spaces to allow for pupils to wait without undue obstruction, prior to the start of a lesson.

The need for staff and pupils to travel externally should be minimised with travel time being as short as possible. Generous width circulation will reduce the likelihood of confrontation. Well lit corridors will assist with behaviour control.

Circulation will be acoustically designed to BB93 recommendations to reduce noise, attractively decorated and extensively furnished with robust display facilities which demonstrate the curriculum achievements of the pupils.

Circulation should be through interesting animated spaces that are architecturally vibrant reducing likelihood of behavioural problems and used as a learning resource.

Consideration should be given to the zoning of areas and how parts of the building can be effectively secured to provide flexibility, security and control at times when a school building is accessed by the wider community.

4.1.4 Teaching and learning spaces

Within its vision Holly Lodge School will be arranged into a number of learning zones; these zones will also act as a pastoral bases for year groups. As their principal purpose each zone will be dedicated to a particular aspect of the school curriculum with associated open learning and break out areas. There will also need to be flexibility to

group pupils in certain parts of the school to deliver general aspects of the curriculum eg PSHE. The zones will be served by toilets and staff offices and work bases.

Overarching each of the differing learning zones will be a reflection of the integral health specialism and this will provide a link between these spaces. Health in the context of Holly Lodge relates to a theme linking all aspects of the curriculum in its widest sense through nutrition, physical fitness, emotional health and well being. In support of this strategy, at a pupil level, there will be the development of a pupils individual health plan.

In describing specialist teaching spaces it is assumed that all areas of the school will be intensively ICT enabled in accordance with the requirements of the ICT Output specification. Individual learning zones, dependant upon their designation, will provide specialist teaching spaces, support spaces and associated visual linking which will enable the following within each of the learning zones.

All zones will have the capacity for 'lead' lessons to larger groups (typically 90 pupils) at any one time. It is unlikely that these will occur through out the school *in tandem*. Space should be allowed for these and easy connect with adjacent teaching spaces developed to allow smooth movement as part of a teaching period.

Learning Zones.

In order to realise the school will be arranged around six learning zones in total:

- Science and Mathematics – this zone will form a major aspect of the teaching and learning spaces and will support the school's specialism. The school see this space as a quasi 'Double Zone' in design and management terms. Within the science zone a number of laboratories of differing styles will be available. These laboratories will offer maximum flexibility within their arrangement. However, each laboratory should be able to meet the needs of specific curriculum areas and take recognition of the fact that the science curriculum will evolve, reinforcing the need to make laboratories fully flexible and adaptable. The science laboratories will be supported by a number of preparation rooms. The science zone will also be supported by a number of general teaching areas integral with mathematics offering maximum flexibility and utilisation. Mathematics will generally consist of general teaching spaces suitable for groups of 25 to 30. There should be immediate access from this learning zone to an open learning space. There should be some small breakout spaces and enclosed group rooms to serve the learning zone for learning support, SEN teaching and 6th form use.
- Health (Food Technology, Sport, Health and Social Care) – as previously indicated the health theme will run across all areas of the curriculum but will be represented within its own learning zone. Within this zone are most of the major internal sports spaces, and the key dining space. There should be a visual connection between nutrition and sport and movement. There will be food technology rooms accessed in this learning zone, with the possible provision of a small demonstration kitchen area for wider health and student use. A number of teaching spaces will deliver the non practical activities connected with Health. This area will also be linked to an open learning resource area. There will be a need for personal care and changing spaces in this area and these are described elsewhere in this document.

- Languages (English and Modern Foreign Languages) – There should be a variety of teaching and learning spaces in this learning zone with the opportunity to link some classrooms together. There should be good visual connection with any breakout and open access spaces. There should be good adjacency to the Open Learning Centre incorporating a traditional library area with a community access. The sixth form study area should be attached to this learning zone. There should be some small breakout spaces and enclosed group rooms to serve the learning zone for learning support, SEN teaching and 6th form use.
- Enterprise (Art, Design Technology, IT and Business) – this will be a zone requiring a variety of specialist spaces to suit each curriculum component. In particular the art rooms should be able to be linked, offering a clear visual connection and access to smaller group rooms. The Design Technology aspect will consist of one or two larger areas with defined clean rooms for ICT adjacent. It is important that the aesthetic of the DT space should communicate a 21st Century approach to the subject. IT and Business will require an environment that will support the rapidly changing nature of both of these subject areas and should, through their siting and layout communicate their value and relationship to Design and Technology.
- Performing Arts (Music, Dance and Drama) because of the size of the school there is a large and diverse curriculum in performing arts. Spaces need to be provided that recognise the specialist and complex output from these subjects and the cultural traditions and beliefs of the students. There will be some need for example to provide privacy and changing spaces to support dance and drama. There is also a need to represent the health aspects of some of the teaching and learning in these areas. At the core of this zone will be a large multi-functional space with retractable seating and full service support. This will be the multi-purpose theatre. The spaces surrounding this should be arranged to be designed to support a variety of activities in this main space.
- World (History, Geography, RE and Citizenship). The students and immediate area to the school is culturally, historically and ethnically diverse, and this zone – ‘The World’ should represent this richness. There should be a variety of teaching and learning spaces in this learning zone with the opportunity to link some classrooms together. There should be good visual connection with any breakout and open access spaces. There should be good adjacency to the Open Learning Centre incorporating a traditional library area with a community access. There should be some small breakout spaces and enclosed group rooms to serve the learning zone for learning support, SEN teaching and 6th form use.

Each learning zone will have particular requirements in relation to the identified curriculum aspect and each zone should offer flexibility and adaptability to expand and contract to suit an evolving curriculum and timetable. The number of students in each zone will be different and will represent the balance of the National Curriculum.

Sixth form provision within Holly Lodge will not be specifically served by dedicated sixth form teaching accommodation. Their own curriculum will be delivered within the arrangement of the six learning zones, albeit that they will be allocated dedicated social

areas. This will realise the requirements of a flexible sixth form curriculum delivery and timetabling requirements.

4.1.5 Student Support

There is a need to define different aspects of student support and provide appropriate access within an Inclusion Centre.

This will include a Special Educational Needs Base. There will be a support area providing a base for staff and storage for resources. The majority of SEN work will be carried out around the school as a whole. Some students will gain from working in a quieter, separated area with greater staff supervision. This will be provided in a small teaching area attached to the SEN staff work base. There should be an 'Inclusion Room' attached to this area to provide specialist teaching and support for pupils at risk of exclusion who would benefit from working away from the main body of the school. All areas within this smaller zone should have close proximity to an Open Learning Centre and medical room.

The SEN Base will form one part of the wider health and well-being provision where students and their families can be further supported with adjacencies to the Multi Agency teams, the language support base, a learner support base for mentors, coaches and Connexions and a well-being facility and a family support base/parents' room/meeting room. There will also be an Inclusion Office for Attendance Officer(s), Home School Liaison, EWO and behaviour support staff. Proximity to the main entrance to the school will enable easier and secure use of this area.

There will be a focused area for student services or a reception area adjacent but not specifically linked to the main office. This will be supervised for:

First Aid
Smart Cards
Cashless Catering payment and support
Lost passwords
Reprographics.

4.1.6 Internal Large Sports Spaces

These are largely part of the Health Zone. Through a flexible and creative approach to other spaces in the school, the use of internal sports area are required to enable up to 5 to 6 groups able to use indoor spaces for sport. Typically the indoor sporting facilities should accommodate the following:

Badminton
Trampolining
Basketball
Gymnastics
Table Tennis
Martial Arts
Dance
Fitness Suite / fitness studio
Weight training
Volleyball.

There shall be the opportunity within the sport accommodation to facilitate the observation of sport from adjacent areas.

4.1.7 Changing Space

Changing space will be required at appropriate areas around the campus recognising the size of the school, community use and reducing unnecessary movement and cross over of pupils; however these will be concentrated around the main sporting curriculum delivery areas.

Consideration also needs to be given in relation to the positioning of changing rooms and how these areas could be accessed at differing times by the individual schools and the wider community. The changing spaces should offer flexibility to internal and external sport delivery areas. The changing spaces should offer easy supervision, and should be designed and fitted out to suit a variety of needs in relation to cultural needs of the users. Showering facilities should be provided within these areas at the back or side of the changing rooms to maximise space and supervision by staff.

Within or adjacent to the changing spaces, lockers will be provided for the use of staff, pupils and the wider community during access to sporting activities. The lockers should provide security for possessions whilst undertaking sporting activities. However, generally changing rooms are locked to protect belongings during normal teaching hours.

The campus requires accommodation for the purposes of washing and drying team sports kit.

4.1.8 Dining and Social Spaces

It is assumed that all 11-16 age pupils will remain on site, although not all will eat inside the building and it is anticipated that some will bring packed lunches, although suitable space for their consumption should be provided. There may be staggered lunch and dining opportunities for some student groups subject to timetable and age, particularly for sixth form students.

There should be a variety of dining spaces about the school, each of them providing a different food offer, and style of dining. There will be one main kitchen, from which there will be a principal dining area, which will maximise its usability through combination with circulation. The main dining space should be sub-dividable to allow for training and event usage outside key catering periods. Furniture and equipment should allow for this flexible offer and there will be a need for simple beverage provision when the kitchen is not in use. There should be a major element of 'surf and graze' dining in this main facility.

Consideration should be given to appropriate and supervised facilities for before and after school clubs, their requirement for IT support and food needs.

The remaining catering spaces will have small permanent serveries and storage area for equipment but should reflect the fluctuating demand and make maximum use of other spaces for eating and socialising.

There may be a requirement for fixed PCs in the principal dining area to avoid compromising main school zones in out of core school hours.

4.1.9 Lockers and Toilets

Lockers should be grouped in relationship to the pastoral arrangements of the learning zones, and the number of students in each pastoral group.

There should be an option to allow 'bag-less and coatless' movement around the school and access to the lockers would be gained during breaks in the school day. The lockers should be sized to allow for this policy and for the storage of sports equipment and clothing.

The toilets should be grouped appropriately for each pastoral base and learning zone. Their number should represent the curriculum activities of each zone. The toilets should have high levels of passive supervision.

4.1.10 Fixtures, Furniture and Equipment (FF&E)

High quality surroundings lead to better levels of pupil behaviour and lower levels of vandalism. Highest quality furniture, fixtures and equipment will engender respect, pride and a feeling of self worth amongst the pupil and staff body. Furniture and desks should be ergonomically designed, flexible and stackable, to reduce physical wear and tear. Décor should be attractive, welcoming, interesting and it should articulate that staff and pupils are highly valued.

All FF&E will be fit for purpose. The FF&E should offer flexibility to manipulate the learning environment for different uses and as new teaching practises are adopted. There should be similar or equal furniture provided for staff and pupils.

Existing Fixtures, Furniture and Equipment should be assessed for suitability, safety and adaptability for use within the new school.

4.1.11 External School Social Spaces and their organisation

Organisation

The school anticipates that there will be an 'inner ring' of security encompassing the school, its hard and soft social areas and some access to a playing field. This will give some structure to student movement and prevent visitors accessing 'school only' areas of the site. There should be some opportunity for students to undertake informal exercise and sport outside formal school periods.

Hard social areas

A range of external hard social areas are required. These areas will enable pupils to engage in external social activities adjacent to the learning zones and in certain positions these will be sheltered. It is anticipated that pupils will also have access to catering within the external areas.

These external social areas be arranged in a way which offers casual subdivision for a number of informal activities including sports use and relaxation. In addition the areas may be supplemented with a range of fixed site furniture. These areas may also provide areas' fire assembly points. Generally these areas are to offer visual supervision in both a passive and active manner.

Consideration should be given to the general security of these areas within the zones of security within the schools and around the campus site.

Soft social areas

Access to some of the playing fields will be required for pupils during certain times of the school day. Designs should demonstrate how this is achievable within the zones of security. Similar to the Hard play areas access to soft social areas will enable pupils to engage in a range of external social activities.

External Teaching Spaces

There are two key areas of the curriculum that should be supported by good quality 'protected' spaces – Science and Design and Technology.

Habitat

There should be a designated and protected habitat zone for use as a teaching support and learning area. This should also link directly with the Science Specialism and will be used by the Campus generally.

External Horticultural Space

The school will need the use of a horticultural space for groups of 20 students at any one time and this may be maximised if some shelter is provided for winter and spring activities. There should be an appropriate space for the storage of resources, and the area should be adequately secure to protect the work of the students.