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Scotland's  
Commissioner  
for Children and  
Young People



**BUILDING  
SCHOOLS  
\*Better\*  
OUTCOMES**

**○ GUIDANCE FOR LOCAL AUTHORITIES  
AND OTHERS INTERESTED IN BUILDING  
BETTER SCHOOLS IN, AND WITH  
THE COMMUNITY.**

**○ The Schools in the Community Group,  
convened by:  
Scotland's Commissioner for Children  
and Young People**



# BUILDING SCHOOLS - BETTER OUTCOMES

*Guidance for local authorities and others interested in building better schools in, and with the community*



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### ***The aim***

This guidance provides practical support to local authorities building new schools. It has been prepared following careful consideration of the Scottish Government's National Outcomes and is designed to assist with the delivery of those outcomes and the associated Single Outcome Agreements that have been drawn up by local authorities in association with the Scottish Government. It will help local authorities, community representatives and other public agencies think through their involvement in school building projects, with children and young people included appropriately in the process, so that the school facilities will provide an accessible, added resource for the whole community. It does this through the provision of new procurement guidelines that will help local authorities, communities and those responsible for policies relating to children and young people, to think through their priorities and avoid common pitfalls.

### ***The authors***

This guidance was developed by the Schools in the Community Group convened by Scotland's Commissioner for Children and Young People. Group members are professionals closely involved with the current school building programme (e.g., consultants, designers, architects), and others with a professional interest in open space, environmental issues. The group's mission statement and membership are set out in Appendix 1.

The authors of this guidance have extensive practical experience of the new school building programme and related issues and are committed to helping achieve this common aim.



### ***The policy context***

This guidance is published at a time when the Scottish Government and the Convention of Scottish Local Authorities (COSLA) have entered into a Concordat in terms of which "The Scottish Government and local government, through COSLA, will work together to develop policy in areas where local government has a key interest."<sup>1</sup> The aim is to reduce bureaucracy and liberate local government to achieve a set of National Outcomes in the way most appropriate for local implementation. This is to be achieved through Single Outcome Agreements agreed between local authorities and the Scottish Government.

This guidance will help the Scottish Government and local authorities to meet the specific commitment to improve the learning experience for children and young people by improving the fabric of schools and nurseries, taking account of changing demographic trends, and the different circumstances across authorities, including accommodation pressures.<sup>2</sup> It will help deliver some of the critical National Outcomes listed in the Concordat, in particular the commitment to "longer, healthier lives."<sup>3</sup> Appendix 2 shows how this guidance can help achieve National Outcomes listed in the Concordat and how it can support local authorities in the development and implementation of their Single Outcome Agreements based on local priorities. Appendix 3 lists some possible local stakeholders.



<sup>1</sup> Scottish Government and COSLA Concordat, 14 November 2007. (See section on "Policy development".)



### ***How to use this guidance***

This introductory text sets the context for the procurement guidelines that follow. The guidelines divide the process into stages, and list the actions for each stage as well as the considerations to be taken into account. Some of the considerations refer to planning and other requirements; some refer to examples of different approaches; and some are practical considerations, building on the experience of the authors. The stages are interposed with milestones.

In summary, the stages and milestones are:

MILESTONE	STAGE
1. Need for project has been identified	Project planning
2. Strategic framework and responsible officers identified	Strategic and stakeholder framework
3. Needs of stakeholders now embedded in the project	Project vision
4. Confirmation of project vision	Funding model
5. Preferred sources of funding identified	Provision/sanity check
6. Alignment of scope and vision	Options appraisal
7. Build type decided in context with procurement route	Pre-planning for individual sites
8. Draft Intention To Negotiate [ITN] prepared and signed off by all the stakeholders.	Approval to proceed Award contract/issue ITN to Integrated Project Team/ Integrated Supply Team

Reading the guidelines should allow a quick grasp of the scope of the enterprise, while the considerations should stimulate questions. It will be possible for local authorities to add in further considerations in response to emerging policies or possible sources of funding.

<sup>2</sup> Adapted from the Scottish Government and COSLA Concordat, 14 November 2007. (See section on "Specified set of commitments".)

<sup>3</sup> Concordat (*supra*) Annex A: National Outcomes.



## The guidance focuses primarily on activities that will take place outside the classroom.



### **Why we wrote this guidance**

The Commissioner's interest is based on the office priority of "things to do", the result of a consultation involving over 16,000 children and young people<sup>4</sup>. They wanted facilities that were accessible and affordable. The very significant investment in new schools provides a unique opportunity to make that aspiration a reality. In particular, the Commissioner has a statutory duty to encourage others to respect article 3 of the UN Convention on the Rights of the Child (UNCRC), which requires decision makers in ALL matters concerning children to regard their best interests as at least a primary consideration, and article 12, which requires decision makers to take account of the views of children and young people and give them due weight.

The professionals' interest lies in their concern to ensure that children and communities get the best deal out of the current significant expenditure. It is widely acknowledged that the more recent stages of the school building programme, often involving public/private partnership financing, have taken on board lessons learned from the first round of such projects. The Group wanted to consolidate that learning and add their own unique perspective, based upon both their positive and negative experiences of the process. When local authorities embark on a new school build, those involved will have varying levels of experience and expertise. For some, this will be their first exposure to this kind of activity. The Group has prepared this guidance to build on local authority expertise and knowledge in considering these significant projects and the detailed consideration that they require.

The guidance focuses primarily on activities that will take place outside the classroom, on the understanding that issues about classroom education are already well covered elsewhere.

<sup>4</sup>The "things to do" issue formed the basis of SCCYP's 'Safe, Active, Happy' policy priorities May 2006-April 2009).



## Think about the bigger picture.

### **Things to aim for**

The aim of the guidance is to help local authorities decide what they want and what they can afford, taking account of all relevant interests, including the commitment to community use, especially by children and young people. It provides a step-by-step process, each supported by a series of prompts to help them think about the bigger picture. The major difference from earlier models is that it locates the issue of the ITN (Intention To Negotiate) document after site investigation and pre-planning for individual sites. When the ITN is issued before that stage it means that potential bidders each have to contact a variety of local authority and stakeholder interests in order to inform their bid. If the local authority itself undertakes this stage of the process, it gets a higher quality input from local officials, hard pressed for time, than is possible if they have to discuss it with a number of bidders. The local authority is then better informed about any complexities or peculiarities of the sites, thus allowing it to make realistic choices at an early stage. It is not constrained by the understandable eagerness of bidders to keep costs low to win a contract.

Quality comes at a cost and, although local authorities may start out with good intentions about meeting sportsScotland sustainability and other standards, they may find that they have to make difficult choices in terms of the funds available. The guidance aims to ensure that decisions are well informed and transparent. If decisions are well recorded, this will help identify the barriers to turning aspirations into reality and to implementing national policy at local level.

The guidance also prompts local authorities to consider the potential impact of the choices they make. For example, decisions about facilities management can have a huge impact on community accessibility and actual use.

The guidance stimulates reflection to ensure that:

- The school design is informed by consultation with end-users (pupils, staff and community) early enough to make a difference.
- Consultation continues throughout the process, especially when difficult choices have to be made.
- Decisions about selecting a contractor are informed by an understanding of the relative significance of initial and ongoing costs.



## SOME PITFALLS ARE COMMON; OTHER RARE, BUT VERY SIGNIFICANT.

- It is clear what is included in the bid; for example with regard to furniture, fittings and equipment.
- The local authority and consultees are stimulated to think more widely than the formal education focus.
- There are appropriate arrangements for managing use of facilities out of school hours. This could include the provision of separate changing accommodation for sports facilities use on site or the location of a community sports club within the school which could manage its own use of the facilities in the evenings/weekends.
- The design is flexible enough to cater for changes in approaches to education.
- It takes account of climate change
- Decisions are transparent. There might be legitimate reasons for deciding for or against something but they should be recorded.

### *Things to be aware of*

Here are some possible pitfalls to be aware of. Some of these are common; others are rare, but very significant when they happen:

- The site investigation and pre-planning is not done until after the tender has been placed. It shows mine shafts, ground conditions, or issues about roads or utilities that will complicate the project or make it impossible.
- The local authority finds it needs to “sell” the project to bidders.
- The design brief is based on top-down priorities and specifications (e.g. classroom size, sports provision, swimming pools) and does not take account of existing community provision or needs.
- Staff and pupils are consulted too late to make any real impact on the design, except at considerable cost.
- Staff and pupils are consulted at the beginning of the project and their expectations are raised. The things they suggest are later taken out of the plan to cut costs. They feel let down and the building does not meet their needs.





**it is important that consultees continue to be involved when difficult decisions are made.**

- 30 year contracts that do not allow for changes in educational approaches or rising or falling rolls, except at a very high cost.
- Sports facilities that fall short of sportsotland or competition standards and are planned without detailed consideration of other provision in the area or strategic need.
- There is no flexibility for pupils and staff to add their own touches to personalise the school and give a feeling of ownership (which can also help avoid vandalism).
- Facilities that are not available out of hours at times and at a cost that encourages communities to use them.
- Facilities that are not used out of hours because their management is cumbersome and remote.
- The way in which child safety considerations have been taken into account in the design inhibit community use during the day.
- Three years down the line, the ICT needs updated but, with the design chosen, this can only be done at considerable cost.

### ***Managing expectations***

A new school provides an opportunity to do things differently. Staff and pupils may start off with an expectation that the new school will be a more up-to-date, wind and watertight version of the old one. Prompting them to think through new possibilities can help raise the bar and make the most of the opportunity for helpful change. At the same time, raising expectations too high risks disappointment and discontent if there are insufficient resources to provide all that is requested. When difficult choices have to be made to keep the project within budget, consultees may have to be asked, not “what do you want?”, but “what can you do without?”. What is important is that they continue to be involved when difficult decisions have to be made so that they are aware of the options and are party to those decisions.

### ***Architectural issues***

Some of the architectural issues relevant to these considerations are listed in Appendix 4.



### ***Pupil experiences***

Those embarking upon new school building or refurbishment may find it helpful to read, *Improving the Scottish Schools Estate Research: Pupil Focus Groups Report. (2007)* It sets out what pupils in 20 new build or refurbished schools think about their quality and what they like and dislike about them.<sup>5</sup>

### ***Pupil consultation***

The idea of consulting pupils will be new to some who will naturally wish some guidance on how this might be done.

The Scottish Government commissioned The Lighthouse to work on a participatory approach to consultation in school design involving pupils and other stakeholders. The resulting publication, *Senses of Place: Building Excellence (2008)* is both a description of the processes and outcomes of the project and a practical toolkit for others to draw inspiration from. It is available to download at:

<http://www.thelighthouse.co.uk/content/sensesofplacebuildingexcellence/116/>

<sup>5</sup> Biggar, J., (George Street Research Ltd.), *Improving the Scottish Schools Estate Research: Pupil Focus Groups Report*. Edinburgh: George Street Research, July 2007. The conclusions of the research were reflected in the Audit Scotland report, *Improving the Schools Estate*, March 2008, available at: [http://www.audit-scotland.gov.uk/docs/central/2007/nr\\_080320\\_school\\_estate.pdf](http://www.audit-scotland.gov.uk/docs/central/2007/nr_080320_school_estate.pdf)



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**PROCUREMENT  
GUIDELINES**

# School design and procurement considerations

## MILESTONE 1 – NEED FOR PROJECT HAS BEEN IDENTIFIED

It is the pre-project planning stage where the key Local Authority Officers come together to build new schools and are required to investigate the possible need and financial basis through which it can be delivered. To be truly successful and integrated within the local authorities' wider remit it is important to consider the project in the "whole" and ensure that all contributing Council Departments are represented and buy-in to the project with both funds and personnel for the duration of the whole project. All types of funding model should be fully explored and considered within its local context and recognising national agendas. Above all, the facility should be future-proofed by ensuring flexibility of use and providing sufficient funds to allow this to happen.

STAGE	GENERAL CONSIDERATIONS	DETAILED CONSIDERATIONS	ACTIONS FOR THIS STAGE
<b>PROJECT PLANNING</b>	Procurement Route	Traditional procurement	Identify fit with School Estate management plan Decide on funding model Ensure fit with Corporate Asset Management Approach. Identify stakeholders. Identify methods of future proofing. Appoint: Senior Responsible Officer Project Sponsor Independent Client Advisor
		Public Private Partnership e.g North Lanarkshire	
		Non Profit Distributing e.g Aberdeen	
		Hybrid e.g Western Isles	
		Scotland Futures Trust - In Development	
		Framework e.g South Lanarkshire Schools	
		Section 75 Developer Contributions	
		PPP + e.g Inverclyde with Carbon Trust	
	Corporate Asset Management Approach	School Estate Management Plan	
		Tie in with Property Services	
		Can funding come from other Council Departments?	
		Which Council Department will lead the project?	
		Who are the partners, both internal and external?	
		Balance between community use and educational focus	
	Flexibility - Future Proofing	Classroom sizes	
		Educational Pedagogy	
		Curriculum for Excellence - Child Centred Learning	
		Ability to respond to changing demographic balances	
Ability/room to extend the building in the future			
Ratios of space types			

## MILESTONE 2 – STRATEGIC FRAMEWORK AND RESPONSIBLE OFFICERS IDENTIFIED

Having chosen to build schools it is imperative that the people who live and work in the communities in which they are to be built are involved in an active way by a community engagement process. This needs to be planned, delivered and maintained in a transparent manner from conception to completion in order to ensure that the final outcome is truly sustainable by accurately reflecting to current and future needs of the community it serves. By undertaking this extensive consultation the outcome will be a fully informed and therefore robust brief. It must be remembered that Local Authority Officers and their local partners will be in the best possible position to understand local needs and be able to transmit these to the Design Team and tendering contractors. Where this work is left to tendering contractors it is unlikely to be as fair or as equal a process than if completed before by the Council.

Engaging with stakeholders on a continual basis throughout the whole process will enable the Council to manage community expectations. If only carried out at the start of the process expectations may not match the final outcome which will inevitably be affected by cost constraints and the community will feel let down. The briefing documents need to be put in to the context of all local Regional and National Strategic policies which impact on ALL aspects of the school development. A simple start to this is for the local authority to prepare a Planning Statement, in accordance with PAN 68, for each site in order to ensure a correct fit within the fabric of the community. Once the final space requirements have been identified it must be checked against the physical constraints of the project. It is important to remember that sloping sites give up much of their area to changes in level, particularly when you are dealing with large footprint buildings and sports pitches.

STAGE	GENERAL CONSIDERATIONS	DETAILED CONSIDERATIONS	ACTIONS FOR THIS STAGE
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**STRATEGIC AND STAKEHOLDER FRAMEWORK**

Community & Cultural Use	Health
	Welfare/Social Work
	Youth & Community Work
	Police
	Provision for sports development
	Club sport and leisure
	Group sport and leisure
	Individual sport & leisure
	Drama
	Community/Adult Education
	Library
	Meeting Space
	School as Civic Building
Landscape Setting	Urban
	Industrial
	Sub-urban
	Semi-rural
	Rural
Corporate Asset Management Approach	Education - Children and Families
	Sport and Leisure
	Community Services
	Housing and Parks
	Social Work
	Health
	Youth Work
	Sustainable Development
Facilities Management	

**STRATEGIC AND STAKEHOLDER FRAMEWORK – Continued**

STAGE	GENERAL CONSIDERATIONS	DETAILED CONSIDERATIONS	ACTIONS FOR THIS STAGE
		<ul style="list-style-type: none"> <li>Planning</li> <li>Roads</li> <li>Safe Routes to school</li> </ul>	
	National external stakeholders	<ul style="list-style-type: none"> <li>Sportscotland</li> <li>The Lighthouse</li> <li>A&amp;DS</li> <li>Carbon Trust (Sustainable Energy Foundation)</li> <li>Grounds for Learning</li> <li>Voice of community and Local Asset Managers</li> <li>Green Space Scotland</li> </ul>	<p>Find out what your stakeholders need.</p> <p>Establish what the project outcomes need to be for each stakeholder.</p> <p>Identify how project fits with Council Community Planning Framework and associated funding opportunities.</p>
	Local External Stakeholders	<ul style="list-style-type: none"> <li>National links "up" from council departments</li> <li>Community Council</li> <li>Children and Young People (Planning advice notes - UNCRC)</li> <li>Local sports organisations</li> <li>Local equality group</li> <li>Local healthcare partnerships</li> <li>Local links "down" from Council Departments</li> </ul>	
	Intensity of Use - Dual use	<ul style="list-style-type: none"> <li>Establish the needs for use by external groups</li> <li>Establish needs for use by other Council Departments</li> <li>Establish the needs for use by internal school groups out of hours</li> <li>Bank of community hours</li> <li>Block allocation of time and space for local clubs</li> <li>Third party income generation &amp; profit share policies</li> <li>Variable pricing for adult/youth groups</li> <li>Utilisation of space</li> <li>Engagement with stakeholders</li> </ul>	
	National Local and Regional Strategies	<p><b>NATIONAL STRATEGIES</b></p> <ul style="list-style-type: none"> <li>Curriculum for Excellence - Child Centred Learning</li> <li>School Estate Strategy</li> <li>National Physical Activity Strategy</li> </ul>	<p>Find out what your stakeholders need.</p> <p>Establish what the project outcomes need to be for each stakeholder.</p> <p>Identify how project fits with Council Community Planning Framework and associated funding opportunities.</p>

**STRATEGIC AND STAKEHOLDER FRAMEWORK – Continued**

STAGE	GENERAL CONSIDERATIONS	DETAILED CONSIDERATIONS	ACTIONS FOR THIS STAGE
	National Local and Regional Strategies continued	Youth Work Strategies National Sports Strategy NPPG 5 - Archaeology NPPG 6 - Renewable Resources SPP 11 - Open Space and Physical Activity NPPG 14 - Natural Heritage NPPG 17 - Transport and Planning NPPG 18 - Historic Environment Health Promoting Schools ECO Schools <b>REGIONAL STRATEGIES</b> Regional Plan Agenda 21 - Sustainability Strategy Waste strategies Secure by Design <b>LOCAL STRATEGIES</b> Local Plan School Estate Management Plans Regeneration Strategy Community Planning Partnership Sports and Open Space Strategies Scope of Planning Statement SEPA requirements Play Strategy Green Space Strategy Transport Strategy Biodiversity Action Plan <b>LEGISLATION</b> School Premises Act Planning Scotland Act Disability Discrimination Act	

### MILESTONE 3 – NEEDS OF USERS NOW EMBEDDED IN THE PROJECT

Having embedded the needs of the community in to the Project the local authority should have a clear vision for its new school which needs to prioritise the needs and expectations of all stakeholders as well as be integrated in to the Corporate Vision so that all council departments have buy-in and involvement in the project. Having brought all the stakeholders together to create a project vision which encapsulates all wishes it is important to ensure that any reduction from that original vision is taken as a collective decision, and all parties understand why the decisions have been made.

**PROJECT VISION**

STAGE	GENERAL CONSIDERATIONS	DETAILED CONSIDERATIONS	ACTIONS FOR THIS STAGE
<b>PROJECT VISION</b>	Prioritisation of needs and expectations	Community/civic use	Decide whether you are prepared to spend more now to save money later (Value Management). Prioritise your needs across the Community.
		Ante pre-school	
		Pre-school	
		Primary	
		Secondary	
		Adult Education	
		Over 50's	
		Equality groups - local cultural & ethnic considerations	
		Additional Support Needs	
		Sport and leisure	
Corporate Vision	How will the whole campus reflect the vision?	Decide on your Corporate Vision for the Project. Evaluate the scope of the project (Are you asking for too much?) Is it fit for purpose?	
	Campus management - which stakeholders will be involved? - impact on accessibility		
	How will the identity of the school and its community be reflected in the project?		
	How can the project bring variety to the community?		







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### Milestone 4: CONFIRMATION OF PROJECT VISION

Having confirmed your project vision within the stakeholders it now needs to be checked to see how realistic it is against the funding model you have chosen. If the funding model cannot realise the vision go back to milestone 3 and re-assess, with your stakeholders, where elements can be reduced and/or funding be enhanced. In order for the process to retain its integrity it is important that the original stakeholders are party to any changes to the vision.

STAGE	GENERAL CONSIDERATIONS	DETAILED CONSIDERATIONS	ACTIONS FOR THIS STAGE
<b>FUNDING MODEL</b>	Funding Options	Scottish Futures Trust	Decide whether to proceed
		Prudential framework	Establish funding options to meet business/educational community needs.
		General Capital Fund (Local Government Settlement)	Carry out high level Value Management exercise.
		Authorities Capital Fund	Carry out high level Risk Management exercise.
		Developer contributions - Section 75	Decide on how it will be funded.
		Money from external partners	Capital Expenditure vs. Operating Expenditure.
	Funding Options Appraisal	Capital receipts	

## Milestone 5: PREFERRED SOURCES OF FUNDING IDENTIFIED

Having identified your sources of funding the vision needs to be tested against reality both in terms of site layout against facility provision within the set budget. Check back to ensure that the main drivers of the project in terms of education and community/sporting provision have not been adversely affected by the process and that the core elements of education and community have been retained.

### PROVISION/SANITY CHECK

STAGE	GENERAL CONSIDERATIONS	DETAILED CONSIDERATIONS	ACTIONS FOR THIS STAGE
PROVISION/SANITY CHECK	Educational Provision	Classroom sizes	Decide whether to proceed. Appoint PM. Where do Value Management Principles apply? How will you deliver "Curriculum for Excellence?" Carry out risk management. Obtain input from pre-existing Integrated Supply Team (IST) or Independent Client Advisor (ICA). Estimate Whole Life Cost of each Option. Generate an Assessment Tool to include added value to community. Decide on final scope for the project in context with the vision.
		Class sizes and pupil numbers	
		Health Promoting Schools	
		Two hours of physical education for all each week	
		Teaching and learning styles	
		Identify present and likely future teaching pedagogies	
	Community Provision	Sports	
		Drama/Music/Expressive Arts	
		Library	
		Adult Education	
		Emergency Services	
		Health	
	sportscotland	Post Office/local shop	
		Level of sports provision	
Hours of use - community/school			
Pan 65			
Quality Indicators for School Design	Agenda 21		
	SPP 11		
Design Quality Indicators	Establish strategy for design quality assessment and control		
Sustainability	European Performance of Building Directive		
Sustainability	BREEAM aspirations		
Energy costs	Who is responsible?		
Security	Secure By Design requirements		
Community Use	Crosscheck revised scope against initial stakeholder needs		
Design Options Appraisal	Establish decision making criteria - value, sustainability, design quality - assessment tool		

## Milestone 6: ALIGNMENT OF SCOPE AND VISION

Once the scope and vision match some form of options appraisal is required to ascertain the best method of achieving the vision within the scope of the project. This may require consideration of alternative methods of build, the effect of disruption on the school during the process and how the school will be maintained in the future. The final outcome of this is to prepare an initial business case. This cannot be a final business case until the vision has been tested, on the site proposed as, it is site/planning constraints which can significantly increase the costs from the theoretical model. Prepare a 'Day in the Life Model' in order to ensure that this is a seven days a week community accessed building and management, maintenance and security issues can be identified and addressed before the ITN is prepared.

STAGE	GENERAL CONSIDERATIONS	DETAILED CONSIDERATIONS	ACTIONS FOR THIS STAGE
<b>OPTIONS APPRAISAL</b>	Build Type	New build	Carry out Risk Management. Establish the final budget. Establish areas of flexibility within the budget (Value Engineering). Input from Integrated Supply Team and Independent Client Advisor. Prepare output based specification. Carry out project evaluation and decide on build type in context with procurement route.
		Refurbishment - Can the existing structure be guaranteed for the whole life of the project?	
		Refurbish and extend	
	Disruption Management	De-cant	
		Tandem	
	Facilities Management Model	Estate Catering Plan	
		Landscape Maintenance	
		Building Maintenance	
	Initial Outline Business Case	Number of sites	
		Combined schools	
		Site prioritisation	
		Site availability	

## Milestone 7: BUILD TYPE DECIDED IN CONTEXT WITH PROCUREMENT ROUTE

Once the theoretical model business case has been prepared; and in order to reduce the level of risk to the local authority or that which is paid for the LA, it is important to test the theory on the actual site by preparing a Planning Statement for the site in order to fully understand the constraints and the planning requirements which may have an adverse effect on the vision and scope previously prepared.

STAGE	GENERAL CONSIDERATIONS	DETAILED CONSIDERATIONS	ACTIONS FOR THIS STAGE
<b>PRE-PLANNING FOR INDIVIDUAL SITES</b>	Site Description	Location of the site	Decide whether to proceed. Prepare Planning Statement for each site. Prepare Transport Assessment for each site. Sign off from Education, Leisure, Planning and Transport Departments. Confirm area availability in Accordance with School Premises Act Scotland 1967, as amended, and Building Bulletins 98 and 99. Whole Life Cost Estimates for each Option. Preparation of contract Consider partnering. Determine selection and award criteria. Confirm Arrangements with existing IST or invite new expressions of interest. Finalise ITN documentation. Produce Full Business Case. Carry out a final project evaluation.
		General description of the surroundings, e.g. urban, residential and industrial	
		Is the site in or near a conservation area?	
		Planning history	
		Ownership of the site	
		Adjacent land uses, and relevant planning proposals	
		Heritage conservation - listed buildings	
		Focal points	
		Landmarks	
		Vistas	
		Views to/from/over site	
		Topography - contours on the site	
		Microclimate - wind, sun orientation, exposure, shelter	
Services	Public utilities, e.g. underground services, drainage systems, overhead power lines		
Surrounding Buildings	Public services available locally, e.g. schools, public transport		
	Entrances - styles and sizes		
	Windows - styles and sizes		
	Active frontages		
	Scale - height and massing		
Use of Space	Appearance - details and materials		
	Use of spaces between buildings - public/private		
Use of Space	Use of grounds during and outside school time		
	Day, night, seasonal variation of use		
	Prohibited activities, security arrangements		
Ground Conditions	Peat		
	Mining		

**PRE-PLANNING  
FOR INDIVIDUAL SITES – Continued**

STAGE	GENERAL CONSIDERATIONS	DETAILED CONSIDERATIONS	ACTIONS FOR THIS STAGE
		Porosity - Sustainable Urban Drainage Systems - SUDS	
		Contamination	
	Gradients	Existing site gradients	
		Area of pitches and run off	
		Parking requirements	
		School Area	
	Infrastructure	Pedestrian Routes - Desire Lines - Where are people coming from, going to?	Decide whether to proceed.
		Disabled access	Prepare Planning Statement for each site.
		Are people restricted from access due to any current aspects of design?	Prepare Transport Assessment for each Site.
		Cycle Routes	Sign off from Education, Leisure, Planning and Transport Departments.
		Surrounding road and street layout	Confirm area availability in Accordance with The School Premises (General Requirements and Standards) (Scotland) Regulations 1967 as amended, and Building Bulletins 98 and 99.
		Access, parking and circulation	Whole Life Cost Estimates for each Option.
		Bus and tram stops and routes, taxi stops, cycle routes	Preparation of contract.
		Areas of vehicular/pedestrian conflict	Consider partnering.
		Use of traffic measures, e.g. speed humps, surfaces, crossing points, bollards	Determine Selection and award criteria.
		Servicing arrangements	
		Bus Services	
		Services	
		Drainage	
	Landscape and Visual Assessment	Receptors	Confirm Arrangements with existing IST or invite new expressions of interest.
		Key views	
		Visual barriers	
		Scale	
	Soft Landscaping	Landscape character	Finalise ITN documentation.
		Outdoor learning spaces linked to Curriculum for Excellence	Produce Full Business Case.
		Quality of landscaping	
		Need for ground modelling	Carry out a final project evaluation.
		Nature conservation area	

**STAGE**

**GENERAL CONSIDERATIONS**

**DETAILED CONSIDERATIONS**

**ACTIONS FOR THIS STAGE**

**PRE-PLANNING FOR INDIVIDUAL SITES – Continued**

		Wildlife habitats	
		Tree Preservation Orders	
		Play space/recreational space	
	Hard Landscaping	Location of street furniture	
		Condition and maintenance	
		Lighting requirements for grounds, front and back of school	
		How people use it	
		Public art/sculpture trail	
	Ecology	Impacts on local wildlife, particularly protected species	
		Badgers	
		Newts	
		Bats	
		Birds	
		Effects on local vegetation	
	Crime Profiles	Site specific security requirements	
		Prioritise fence height requirements.	
		Insurance vs. Secure by Design vs. Planning	
	Optimising Internal Environments	Air circulation	
		Orientation	
	Identify Design Principles		
	Identify additional funding alternatives		
	Identify what can be left out without compromising the vision		
	Benchmark public sector examples		

**Milestone 8: Draft ITN prepared, and signed off by all the stakeholders and the Business Case confirmed by Funding Body**

Approval to Proceed Award Contract/Issue ITN to Integrated Project Team/Integrated Supply Team





★ APPENDICES ★



## APPENDIX 1: The Schools in the Community Group

### **Mission Statement**

To optimise benefits for children and young people from the process of school development, in a way that safeguards and promotes their rights and contributes to safe, active, happy and sustainable communities and their environment and to learn from the experience of PPP (Public Private Partnership) and other models elsewhere with a view to promoting:

- Built-in flexibility in process and design to permit response to future developments in education and the wider world;
- Responsiveness to changes in legislation; and
- Appropriate accessibility and community use; and to share this information for the common good.

### **Members**

Stuart Graham	Aedas
Eilidh Johnston	GreenSpace Scotland
Bennie Lawrie	Learning and Teaching Scotland (LTS)
Penny Lochhead	PMR Leisure
Maire McCormack	Head Policy.
Lori McElroy	The Lighthouse
Kevin McGuckin	SportScotland
Kathleen Marshall	Scotland's Commissioner for Children and Young People (Ms Marshall's term ended in April 2009)
Penny Martin	Environmental Education Consultant
Alan Miller	PMR Leisure
Kirsten Robb	Renfrewshire Environmental Trust
Alastair Seaman	Grounds for Learning
Guy Walters	Aedas
Kim Wimbor	The Educational Institute of Scotland (EIS)

## APPENDIX 2: LINKS WITH NATIONAL OUTCOMES

This Appendix sets out the contribution this guidance can make to achieving the National Outcomes that form the basis of the Concordat between the Scottish Government and COSLA.

### NATIONAL OUTCOME

### How this guidance will help

Our young people are successful learners, confident individuals, effective contributors and responsible citizens.

Children and young people will be involved appropriately and effectively in shaping a stimulating school environment with attractive and accessible out-of-school-hours facilities

Our children have the best start in life and are ready to succeed.

The education environment will be enriched by effective consultation with children and young people. Success in getting their ideas incorporated will encourage them towards higher aspirations and greater success.

We live longer, healthier lives.

Available and accessible out-of-school-hours facilities will be used by children and young people and help them be active and healthy.

We have tackled the significant inequalities in Scottish society.

School facilities will be better integrated with existing local provision to avoid duplication and fill significant gaps in provision.

We have improved the life chances for children, young people and families at risk.

The school campus will be an attractive place for children and young people to attend out of school hours, to engage in healthy and stimulating activities, with access to safe and supportive adults.

We live our lives safe from crime, disorder and danger.

Research has shown that crime and vandalism drop if children and young people can engage in stimulating activities that keep them off the streets.<sup>6</sup>

We live in well-designed, sustainable places where we are able to access the amenities and services we need.

The guidance places great emphasis on sustainability – helping local authorities to give appropriate weight to future costs and savings when they are making “best value” decisions. It aims to avoid unilateral post-consultation cost cutting that results in loss of the facilities prioritised by consultees.

We have strong, resilient and supportive communities where people take responsibility for their own actions and how they affect others.

The guidance encourages and facilitates appropriate and effective community involvement.

We value and enjoy our built and natural environment and protect it and enhance it for future generations.

The quality of school buildings is critical for the well-being of the children, young people and staff who spend a large part of their lives within them. They can also enhance the community. This level of investment is not likely to recur for another generation so it is essential that we get it right.

Our public services are high quality, continually improving, efficient and responsive to local people's needs.

New school buildings can contribute significantly to this agenda if the procurement process allows.

More specifically, the guidance will help achieve the following national indicators and targets:

- Increase the percentage of adults who rate their neighbourhood as a good place to live; and
- Reduce the rate of increase in the proportion of children with their Body Mass Index outwith a healthy range by 2018.

<sup>6</sup> See, for example, Positive activities for young people: national evaluation final report. CRG Research Limited. London: Department for Education and Skills, 2006, pages 19 - 25. [http://www.everychildmatters.gov.uk/\\_files/45A91544E129A0E604B25E2AC4EDD78A.pdf](http://www.everychildmatters.gov.uk/_files/45A91544E129A0E604B25E2AC4EDD78A.pdf)

## APPENDIX 3: POSSIBLE LOCAL STAKEHOLDERS

*This list is meant as a starting point to help local authorities consider who might be relevant local stakeholders.*

- School pupils
- Other children and young people in the area
- School staff
- Social work
- Health agencies
- Community Councils
- Local youth work providers
- Out of school care providers
- Sports, culture and leisure associations
- Community planning partnerships
- Community safety partnerships
- Local Council for Voluntary Services
- Local churches and community groups
- Police
- Roads and transport agencies

## APPENDIX 4: ARCHITECTURAL ISSUES<sup>7</sup>

This list covers a series of architectural issues that often arise during the design process due to a lack of clarity in the brief, particularly in terms of focussing on the community use of the buildings. It does not claim to be comprehensive, but is designed as a starting point for reflection.

### **Entrance/Reception**

- How many access points does the school have?
  - Do staff, visitors and pupils enter at the same point?
  - Is community access segregated and if so, how is this managed?
  - Does it need its own reception/waiting area? spaces like this need to be briefed and not expected to be accommodated within circulation allowance
- How do entrances relate to car parks?
  - Is it important to have the car park as close as possible?
  - Does it matter if there is a 'sea of car parking' in front of the building?
  - How can spaces designated for visitors and the community stop being used by staff?
  - Are the entrances obvious, visible and welcoming? Is it clear where to go if the community access is different to the main school entrance
- Has enough area been briefed to both allow sufficient space for visitors to queue and wait and also to portray the appropriate image of the school and its ethos?

<sup>7</sup>This list was provided by Stuart Graham of Aedas.

## Exams

- Where are exams to be held?
  - Will this prevent community use? For how long?
  - Does this mean that desirable adjacencies (eg dining next to assembly hall as breakout space for performances) have to be reconsidered?
- If Physical Education accommodation is to be used does this have storage implications for carpets, seats etc?
- Can exams be held in other spaces? Can smaller groups be accommodated in flexible classrooms or larger teaching spaces?
  - If so does this impact on how circulation is managed to ensure quiet?
  - Does the acoustic performance of spaces have to be increased?

## Teaching spaces

- To what degree can teaching spaces be used by the community?
  - Is access available during school hours?
  - Are rooms designated for wider use or is the entire school available?
- What is the nature of the teaching accommodation?
  - Are they classrooms traditional enclosed spaces?
  - Are flexible partitions provided to allow classes to be used together as larger spaces?
  - Are there flexible learning or resources spaces that might provide informal meeting and IT use for the community as well as independent learning?
  - How do specialised and highly services spaces like HE and science relate to community accessible areas? These are often used by clubs or for lifelong learning.

- Is there a vocational aspect to the curriculum?
  - Are there links to be made between HE and the main school kitchen for example?
  - Do other agencies contribute to the curriculum (universities, colleges etc)?
  - Are there opportunities for internal teaching spaces to work with external spaces?

## Physical Education and Sports:

- How should accommodation relate to the entrance?
- How autonomously does this accommodation operate, particularly for out-of-hours/community use?
- Are spectator areas to be allowed for with views of sports halls/gymnasias etc? Should these be briefed area rather than left to chance as part of circulation?
- Can breakout/café spaces be provided adjacent to sports accommodation?
- Where are lockers to be provided?
- What is the attitude towards privacy? Attitudes of adult users towards external windows may be different to those of children and young people. Consider cultural issues in relation to visibility of swimming pool areas for example.
- Consider adjacency of changing accommodation to playing fields. Is a route provided?
- What standard for changing accommodation is to be adopted? Can teams be accommodated? What about officials?

### **Halls and assembly spaces:**

- What is the range of activities to take place in these spaces?
  - Can the requirements of all these activities be accommodated and to what level?
  - What level of acoustic performance is needed? Requirements for speech and music may differ.
  - If theatre functionality is to be provided to what level? What sort of technical equipment needs to be provided? Is space needed for lighting/sound desks? Have backstage areas and the need for wings been considered? Where is scenery stored and how is it brought into the building?
  - Is a stage needed? Does it need to be fixed? What level of flexibility is required?
  - Is a control or projection room needed?

### **Toilets**

- Location
- Dispersed or centralised?
- Privacy vs supervision
- Format suitable for use by community?
  - Eg are WCs high enough in primary schools?
- Are locations suitable for community use? Do they fit in with lockdown strategy?



