

BETTER BUILDINGS BETTER DESIGN  
**BETTER EDUCATION**

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A report on capital investment in education

department for  
**education and skills**

Creating Opportunity  
Releasing Potential  
Achieving Excellence

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# Message from the Prime Minister



**A good education depends on many things: teachers, parents, standards, discipline and motivation. But good facilities where young people can learn and grow are a vital foundation.**

This survey of all 150 English local authorities reveals the results of a truly historic programme of capital investment over the last 10 years.

Before 1997, schools and colleges suffered decades of under-investment. Buildings were decaying. Thousands of young people endured shabby facilities, temporary classrooms, leaking roofs or outside toilets. New buildings were desperately needed, but the funding simply wasn't there.

The only solution was a step change in investment. The education capital budget today is six times what it was in 1997, in real terms. And this report shows that we have built 1,100 new schools, created 1,260 children's centres and improved 27,000 classrooms.

The programme of renewal is truly historic. It compares to the legacy of the Victorians and the post-war generation. Generations of young people will benefit. Twenty years of under-investment is being steadily reversed.

And crucially, this is only the first decade. The stream of investment will not dry up, but continue to grow. We have funds earmarked to sustain this process, year on year, until every child has the modern facilities they deserve by 2020.

Better buildings are only one part of the jigsaw – but an essential part. Coupled with thousands more teachers and classroom assistants, new freedoms for schools and academies, they are contributing to rising standards and the best ever school results.

“Education, education, education” was how I described my priorities at the outset of this government. A decade on, this report shows we meant it.

**Tony Blair**  
Prime Minister

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# Foreword by Alan Johnson

Secretary of State for Education and Skills



**A high standard of education is vital to create a prosperous and cohesive society. In order to achieve this we need good leadership and good teaching and learning that is personalised to the needs, interests and aptitudes of individual pupils. The way we design and build nurseries, schools and colleges supports our ambition to create a world-class education system.**

Over the last ten years we have increased investment, year by year, and are seeing the fruits in the transformation of school and college buildings across the country. They are now providing a range of services from childcare and after-school clubs to family support and training. And children's centres bring that same integrated approach to services for children under five providing all families with young children with access to high quality early years provision and other health and family support services.

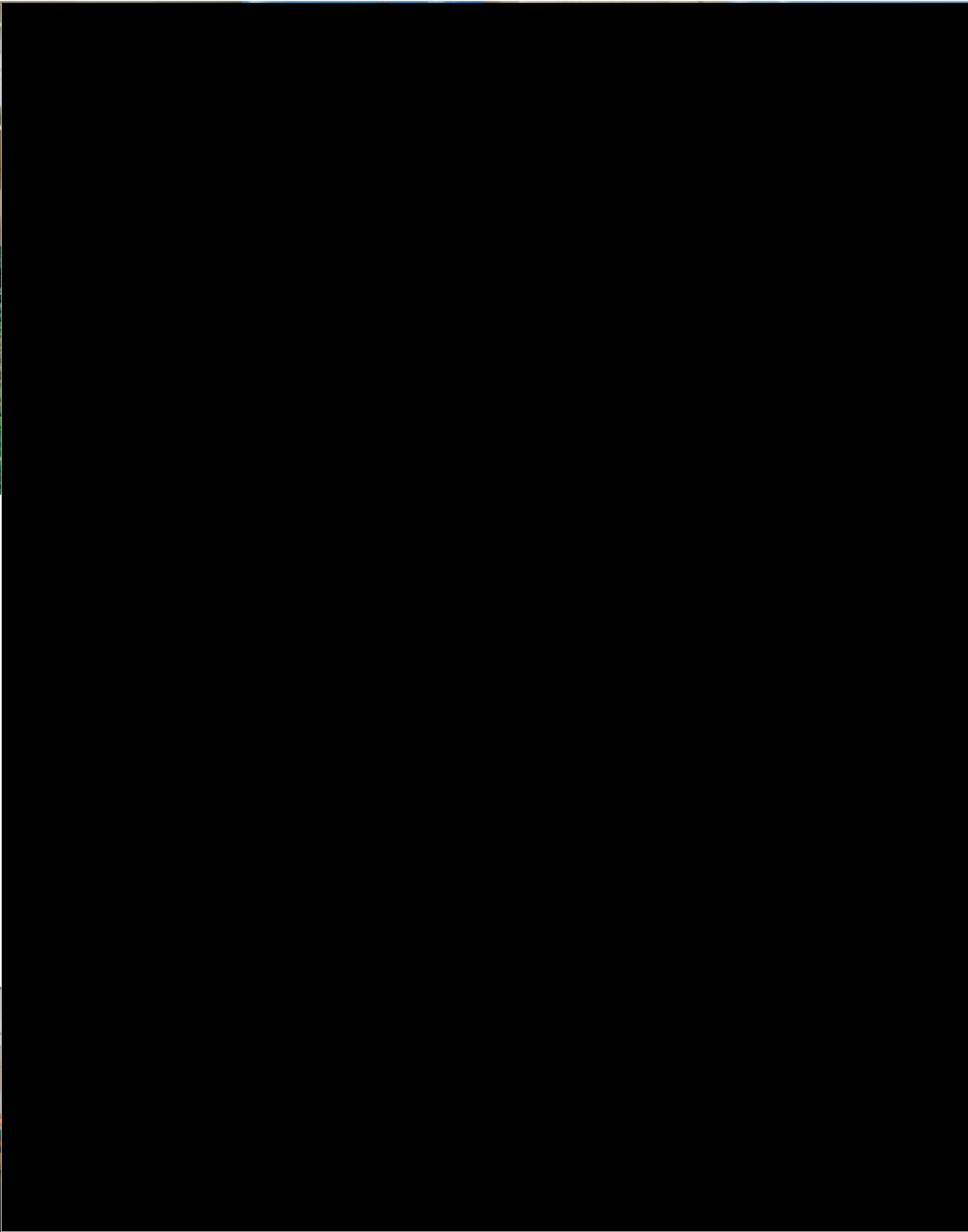
And this is just the start. Over the next 15 years we aim to rebuild or refurbish all secondary schools and at least half of all primary schools through Building Schools for the Future and the Primary Capital Programme. Capital investment in further education will also continue to rise. This investment is a once-in-a-lifetime chance to create buildings that inspire learning and are a source of pride for local communities. We will update the data contained in this booklet on an annual basis in order to track progress. This booklet shows that we are off to a great start, and it demonstrates that excellent design can support our broader aims – from school sport and healthy eating to personalised learning and provision for pupils with special needs and disabilities.

**Alan Johnson**  
Secretary of State for Education and Skills

# Early years

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# More than **£34 billion** has been invested in education buildings since 1997

- ◆ More than **£31 billion** has been invested in school buildings
- ◆ Capital spending on schools has risen from under £700 million in 1996-97 to **£6.4 billion** in 2007-08
- ◆ More than **£2 billion** has been invested in FE since 1999
- ◆ Capital Spending on FE has risen from £40 million in 1999-00 to **£498 million** in 2007-08
- ◆ Around **£1 billion** has been invested in Sure Start since 1997
- ◆ Step-change in investment in educational buildings
- ◆ Year on Year increases in investment
- ◆ As much school building in the last five years as the previous 25



# Thousands of schools rebuilt or improved since 1997

- ◆ **1,106** new schools
  - ◆ **743** primary
  - ◆ **162** secondary
  - ◆ **26** academies
  - ◆ **96** special schools
  - ◆ **42** Pupil Referral Units
  - ◆ **37** new nurseries

In addition

- ◆ **27,000** new or improved classrooms
- ◆ **6,600** new or improved laboratories
- ◆ **430** new or improved sixth-form blocks
- ◆ **1,200** dining or assembly halls
- ◆ **2,300** new or improved kitchens
- ◆ **2,450** schools with better sports facilities
- ◆ **11,300** poor quality temporary classrooms removed
- ◆ **390** new special-needs units in mainstream schools
- ◆ The last **450** schools provided with inside toilets
- ◆ **4,500** schools providing extended services
- ◆ **1,260** new children's centres reaching over one million children under five
- ◆ **632** projects at colleges of Further Education

The data on school building over the last ten years comes from a survey of local authorities, to which over 95 per cent responded. The Department has undertaken an initial but not a full check and therefore there may be a margin of error. Most of the figures above are rounded down. Greater detail is provided on pages 16-17.

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# What's next

**Schools capital investment will rise from £6.4 billion in 2007-08 to £8 billion in 2010-11.**

The extra investment means the Government can press ahead with its long-term programmes to:

- ◆ Improve at least half of all primary schools
- ◆ Rebuild or refurbish all secondary schools through BSF
- ◆ Open 400 academies
- ◆ Improve kitchens to cook healthy meals
- ◆ Invest in technology
- ◆ Ensure all new schools are carbon neutral
- ◆ Have all schools provide access to extended services
- ◆ Support all schools and colleges at the heart of their communities

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**743** new primary schools

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# Strategy for investment in school buildings

**Our approach to investing in school buildings was developed following extensive consultation in 1999 and subsequently. This led to a move away from centrally directed bureaucratic bidding processes in favour of greater freedom for schools and local authorities to determine their own priorities. There are three parts of this balanced programme of investment.**

- ◆ Money for every school to spend at their discretion, and money for every local authority and diocese to spend on local priorities.
- ◆ Money invested for greatest impact through strategic programmes such as Building Schools for the Future (including academies) and the primary capital programme.
- ◆ Money targeted for key projects with national priority.

## Devolved Formula Capital – money direct to schools

This grant was introduced in April 2000 for all schools and allowed heads and governors to invest in their buildings and ICT equipment. By next year a typical secondary school will have received over £575,000 and a typical primary over £175,000. In research recently published by the DfES, a headteacher is quoted as saying the grant is 'One of the best and most effective sources of funding we have received in 30 years of teaching'.

### What the total investment has bought

**Brand new buildings:** In the last ten years, 1,106 schools have been given brand new buildings, of which 244 have been completely new (additional) schools. There are plans to open a further 400 in the next three years.

**Major improvements:** In addition in the last 10 years 454 schools have had almost all (up to 80 per cent) of their buildings renewed and another 1,398 have had at least half of their buildings renewed.

**Improving classrooms:** In addition to the above, in the last ten years schools have had 27,749 classrooms and other teaching spaces newly built or completely remodelled.

**Science labs:** There have been 6,644 new or refurbished science labs.

**Sixth-form blocks:** have been installed or upgraded in 433 schools.

**ICT:** Ninety nine per cent of schools are connected to the internet at broadband speed.

**Kitchens and halls:** 1,231 dining and/or assembly halls have been added and 2,311 school kitchens have been improved.

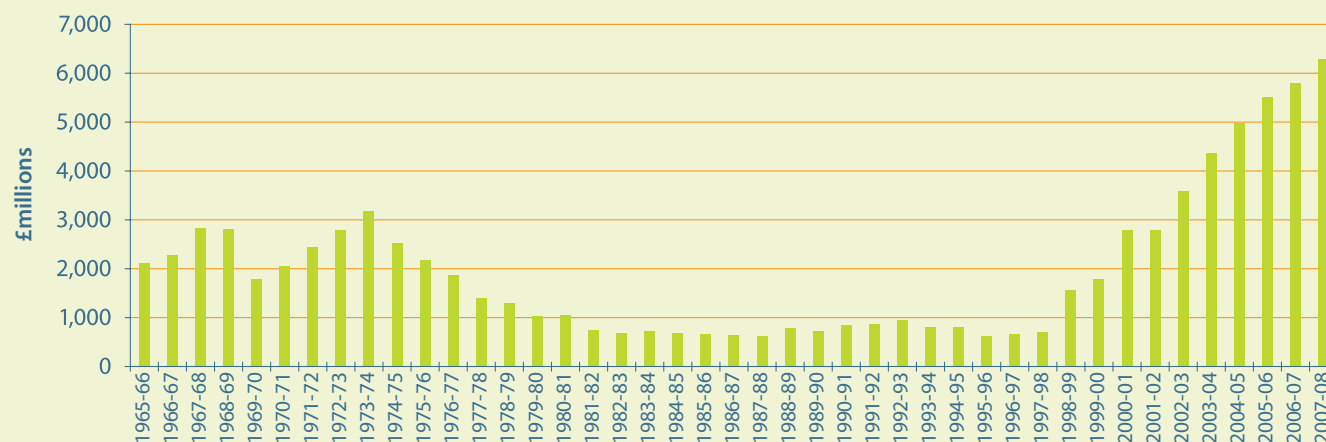
**Sport:** 2,456 schools have had improvements to sports provision with new sports halls, all weather pitches, gyms or changing rooms.

**Removing poor temporary accommodation:** 11,307 temporary classrooms have been removed and 458 schools have given all their children access to inside toilets. These means that no children are reliant on outside toilets.

**Special educational needs:** There are 393 new SEN Units in mainstream schools and in a further 455 schools SEN provision has been improved. There are 96 new special schools.



## Capital Investment in Britain's schools, 1965-2008



**Children's Centres:** 1,260 children's centres have been created. Many in brand new buildings with some on school sites integrating services for children and families. There are plans to develop a further 2,250 children's centres by 2010.

### Historical perspective

Twenty per cent of school buildings were constructed before the second world war. Half were built between 1945 and 1976, and the remainder since then. These percentages refer to school floor areas rather than schools. Many schools have their floor areas split between some modern blocks and other older blocks. Of the thirty per cent of school building since 1976 over half was built since 2001. In other words, there has been as much new school building since 2001 as there was in the preceding 25 years.

### It's not just about buildings ... it's about education

The pupils, teachers, workforce and local community deserve to work, learn and play in pleasant conditions. Well-designed buildings support the Government's wider agenda to improve teaching and learning and to place educational institutions at the heart of their communities.

Good light and fresh air help pupils concentrate in lessons; good kitchens and dining facilities can help promote healthy eating; wider corridors help movement around the school and stop the dark corners that act as a haven for bullies.

To support good design at the heart of our schools and colleges, DfES has produced a wide range of design guidance for architects and designers, local authorities, schools and colleges. This booklet gives examples of how well-designed buildings support broader educational aims and also lists publications at the back for further reading.

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# Healthy eating

**In partnership with schools, local authorities and parents, the Government is engaged in an ambitious six-year programme to transform the quality and provision of school food. Inspirational dining spaces and kitchens will help the programme's success, enabling efficient, successful delivery of the food offer and encouraging sociable mealtimes and positive behaviour. So, the School Food Programme is placing greater priority on building and refurbishing school kitchens and dining areas.**

With professional guidance, schools around the country are rising to the challenge, consulting with users and engaging pupils in the design. Most schools now offer breakfast and staggered lunchtimes; and more food is prepared on site. The trend is to provide a combination of cafeterias and kiosks around the school. With greater emphasis on sustainability, some schools are incorporating food preparation, eating and waste-processing into lessons; others have designed their grounds around growing, harvesting and selling food, so children can develop practical and social skills.

## **Involving pupils and training staff**

St Aidan's Church of England High School has a policy of consulting pupils regularly on the menus offered. They have also introduced customer service training for all their catering staff, which has transformed the atmosphere of the serving areas, reducing confrontation by giving staff the skills to communicate more successfully with the pupils.

## **Creating 'The Hub'**

The dining facilities at Acland Burghley were drab and the flow of diners through the space was hampered by the queuing system, contributing to poor behaviour.

The re-design was supported by the Sorrell Foundation as part of its [Joinedupdesignforschools](#) project and developed in a highly successful collaboration between a design team and a group of eight students. The result is a distinctive set of linked dining areas, with a clear identity – 'The Hub' – and a contemporary, exciting feel. The space has been divided into zones, including soft seating for quieter areas, 'posing tables', external pods, and an internet area. The design draws on features of local places where pupils choose to eat, and is a popular dining solution.

### Designing the ideal solution

At Jo Richardson Community School, a PFI school, the dining area is in the central circulation spine of the school. The space is lofty and grand, part of the vital and attractive heart of the school. It has none of the negative associations that school dining spaces sometimes carry, and is popular with staff and pupils. This solution was only possible as a result of the close, involved and sustained consultation process between the design team and the school. The school also offers an outdoor barbecue option in the summer – a great success.

*"I was able to be involved in every important decision taken in the design of this school. I lived and breathed this project for three years."*

Headteacher, Jo Richardson Community School

Acia  
© Pho

"We have proved that if you give children a nice environment and fantastic food, they can only react in one way, and that's positively. The children are all better behaved at lunchtimes and calmer in the afternoon."

Deputy Headteacher, St Aidan's

# Extended schools

**There are now 4,500 schools that provide access to extended services. The Government's vision is for all schools to offer a core set of extended services by 2010 including:**

- ◆ primary schools that provide access to high quality year-round childcare
- ◆ secondary schools that provide a range of activities such as homework clubs and study support, sports, music tuition, dance and drama, arts and crafts
- ◆ parenting support, including family learning
- ◆ swift and easy referral to specialist support services such as speech and language therapy and intensive behaviour support – possibly delivered at school
- ◆ wider community access to ICT, sports and arts facilities, including adult learning

Some schools are already going beyond this, hosting multi-disciplinary teams from health, social care and the youth service, for example, and making the most of school grounds not just for wildlife, landscape, recreational and play value, but also recycling facilities, youth club or local produce areas.

Whether new-build or refurbishment, additional Government funding is offering exciting opportunities to create school buildings that inspire learning and are a source of pride for pupils, staff and wider communities.

*“Parents form an early relationship with the school when children come to nursery, so they are comfortable coming here for a whole range of different activities.”*

*Chris Tomlinson, Headteacher, Chafford Hundred*

## Embracing the community

Ashburton Learning Village is a ‘school at the heart of the community’, replacing inadequate buildings and bringing together Ashburton Community School, Ashburton Library, the Continuing Education and Training Service and Croydon Music Services. Designed along an impressive three-storey central concourse, it forms one side of a new civic plaza. The spacious accommodation offers superb facilities, with interactive whiteboards and IT access in each teaching area, large sports hall, gym, theatre, music facilities and all-weather sports pitch. The design embodies the Borough's commitment to sustainability, and the ‘green’ elements are stimuli in the classroom.

*“The students were stunned by the modern, spacious design compared to their old school. This has improved their self-esteem and they seem proud to be part of our community.”*

**Mr R. Warne, Headteacher**



### **Creating a welcoming environment for visitors**

Chafford Hundred Campus provides all-age education, from nursery through to secondary, for a newly built housing estate. The light and spacious building, with a central 'street', offers a welcoming place for local residents to learn and socialise. Purpose-built, the campus has a community library, acting as a focal point for local users and a shared resource for pupils. The cyber café hosts a breakfast club and there is healthy after-school provision, including sports. The school can cater for weddings and local events.

### **Designed by the community**

Woodlands Primary School involved the local community in designing a multi-purpose music, dance and drama space, transforming part of a recently closed secondary school. A steering group of local people with a particular interest in the arts and music helped develop the brief, providing a recording studio, dance space and portable rehearsal studio. The school also offers a range of sports facilities and makes its hall available for community use. Even classrooms are multi-functional, turning into music practice rooms in the evenings.

# PE and sport

**The Government is committed to improving PE and sport in school and has invested over £1.5 billion in it between 2003 and 2008.**

**Over the last ten years 2,450 schools have been provided with better sports facilities. Key to achieving the Government's aim is the PE, School Sport and Club Links (PESSCL) strategy.**

Building Schools for the Future offers a wonderful opportunity to provide imaginative PE and sport facilities. Attractive playgrounds, PE and sports facilities help tackle inactivity, boredom and poor behaviour, boosting wellbeing and achievement. They inspire creative teaching and learning and attract everyone, no matter how 'unsparty' they consider themselves. The aim is that previously resistant pupils will engage in new and different activities, including dance, trampoline, fitness studios, climbing walls and short tennis.

## Exercise and dance

Waverley School's facilities are transforming participation in PE and school sport. Their dance studio is exemplary. A complete wall of mirrors helps teaching and learning and the floor is designed especially for dancers. The double-aspect space has full-height windows and a connecting catering area, particularly handy for community use. The school's fitness facility is imaginatively located on a mezzanine level of the sports hall, with equipment aligned to a window looking across the playing fields and park. Half-height translucent glazing ensures privacy. The studio feels upbeat and light and is helping to attract pupils to exercise.

## Multi-use games at a primary school

Jubilee Primary School is in an urban area with limited space. The position of buildings across the site has been carefully planned to increase the potential for sport and recreation. This includes using terracing to produce two multi-use games platforms and a series of pocket gardens and courtyards that bring air, light and planting into sections of the building. The multi-use games areas have a strong graphic treatment to encourage participation in games, both formal and informal, and give a decorative and uplifting feel to the large areas of artificial surface.

### Specialist gymnasium and dance

Marriotts School's specialist gymnasium allows all standards of gymnastic teaching and learning, including elite performance. Specific requirements such as the tumbling track are accommodated and pits in the floor create landings for bar and other work. The space has been designed to increase access and inclusion, with details such as door-handle heights and door-spring tension designed for wheelchair users. The light, spacious dance hall allows plenty of room for informal spectating and performance, with room for whole-class teaching.

*"You can learn any kind of dance at our school now. I really like break dancing, and take part in demonstrations and performances."*

Pupil, Marriotts School

*"My worst nightmare is cross-country running. Now I can set my own target and run on the running machine, indoors. I really prefer this to cross-country running."*

*Pupil, Waverley*

### Sports hall at City Academy

At the City Academy, Bristol, the sports hall is set back from the street behind a tree-lined frontage, an exciting design and a powerful draw for pupils and the community alike. A series of long, narrow bands of glazing provides the opportunity to see activities through a 'public' window. A transparent roof rises from behind the cladding, allowing sports activities to take place in natural daylight.

# Science

**World-class scientists and engineers are important for a vibrant economy and help us compete in a global market. The Government's *Science and Innovation Investment Framework 2004-2014: Next Steps* contains measures to improve the uptake of education and training opportunities. The focus is on increasing the numbers of young people taking A levels in physics, chemistry and mathematics; improving the number of pupils getting at least level 6 at the end of Key Stage 3; and improving the number of pupils achieving A\*-B and A\*-C grades in two science GCSEs. Good laboratory design supports these ambitions.**

The Government is committed to transforming secondary education to ensure that it provides a stronger base of knowledge and skills; new specialised Diplomas will help to reinforce this. Improving the content of the science curriculum and providing support to schools to ensure high-quality teaching and resources is an important part of our strategy.

As part of their new build or refurbishment, schools around the country are incorporating 21st-century science facilities to provide stimulating classrooms that will help to attract young people into science and technology. Some schools are choosing science as a specialism; others are becoming Centres of Vocational Excellence to offer top-quality, work-related education.

## Reconfiguring labs for excellent science

South Camden Community School is an urban school that shares its site with a city learning centre, a community facility open to all local schools through a booking system. Inadequate facilities prompted a remodelling of the school to reconfigure the structurally sound buildings into suitable space for 21st-century demands. Existing science laboratories had fixed, dated furniture and offered little scope for change. Nine laboratories were designed to produce a compact science department, a suite of rooms with a consistent identity. The space is brighter, more flexible and well-suited to learning needs. All laboratories are networked and equipped with electronic whiteboards and data projectors.

school

### **Creative use of space to transform science provision**

Greig City Academy, which has a technology specialism, was transformed from an under-achieving, former voluntary-aided school into an inspiring new academy. Central to its design is a new science block, which runs parallel to the high street and shows a new and impressive face to the community, in strong contrast to the previous featureless wall of the sports hall. This new two-storey block wraps ingeniously around the existing sports hall, offering the public an enticing glimpse of the activity in the new academy. A lift gives full access, with a link to the other teaching blocks. The science building is naturally ventilated by passive ventilation stacks to the roof.

### **Inspirational design enthuses teachers and learners**

In Kensington, St Francis of Assisi Catholic Primary School's accommodation is exciting and innovative in form and function, with a large remote-control telescope that sits on the roof under a dome. The building itself helps teaching, leading pupils through scientific investigations. Its building management system transmits data, such as CO<sub>2</sub> levels and energy consumption rates, enabling pupils to monitor the health and efficiency of their classrooms. The telescope and a mini-biosphere within the building feed information to the pupils, nurturing their research and data collection skills. The building's science focus means pupils can exceed national curriculum expectations in science; the flexible technology tools dramatically increase opportunities for scientific experimentation, with pupils learning through experience, action and conversation.

# Sustainability

**Sustainable design of school buildings and grounds can translate into improved staff morale and better pupil behaviour as well as opportunities for food growing and nature conservation. It offers a rich resource for teaching, through the observation of sustainable design principles, careful choice of appropriate technologies and interior furnishings, and environmental management.**

Capital investment in school buildings is helping to create a generation of advanced, eco-efficient primary, secondary and special school designs, with significant savings on running costs as well as a smaller impact on the environment. By 2020 we would like all schools to be models of energy efficiency and renewable energy, with low carbon footprints and showcasing wind, solar and bio-fuel sources in their communities, with low water use and high levels of rainwater use and wastewater recovery. Already, more than 4,500 schools are registered with the Eco-Schools certification scheme.

We are setting ever higher standards for schools in BSF to reduce their carbon emissions. Our aim in time, is to build schools which are carbon neutral.

## Reducing energy bills

Cassop Primary School in County Durham has reduced its energy bills by a third thanks to the wind turbine installed in the school grounds in partnership with Durham County Council and Northern Electric. Low-energy light bulbs are in use throughout the school and elected pupils, known as Energy Monitors, analyse the school's energy and water use to identify opportunities for reduction.

## Harnessing natural light and ventilation

Venerable Bede Secondary School, Sunderland, was built at the top of a hill on a former quarry site. The layout makes the most of daylight. A bright, airy entrance foyer with full-height glazing on one side leads into the light main corridor. Most of the school has simple, natural 'earth-coupled' ventilation and underfloor heating. Twelve wind-assisted ventilation chimneys on the roof handle ventilation extraction. Corridor lighting has passive infrared movement sensors; lights default to off, and come on only when someone walks through. A landscaped lagoon encourages wildlife and is an invaluable teaching tool; it also discharges storm water.

### Exemplary design for sustainability

Kingsmead Primary School is attractive inside and out, using materials of low-embodied energy within a timber frame from a sustainable source. North-facing classrooms help provide consistent light without overheating; there are rooflights fitted with motorised solar blinds, which allow solar gain when it is needed in winter. The roof is inverted to gather rainwater, which is stored and used for flushing toilets – a transparent downpipe

runs through the school and is a popular teaching tool. An electronic display shows pupils rainwater amounts collected and is another useful curriculum resource. Each classroom has direct access to its own unheated winter garden, which acts as a thermal buffer. Electric lights are linked to daylight sensors, so lights can dim when there is sufficient daylight. Solar energy is used to the full, including water heaters and photovoltaics.

# ICT

Schools are recognising the power of ICT to promote high quality teaching and enrich the learning experience of pupils. ICT encourages pupils to collaborate with one another and take responsibility for their own learning; it helps nurture individual talent, independence and a strong sense of self-worth and confidence; it inspires pupils to use their imagination and sparks creativity; and it develops enquiry and communication skills, creating appropriate contexts for critical thinking, decision making and problem solving activities.

The latest ICT is included as standard in new build and refurbished schools as a crucial element in the drive to achieve ever higher standards and deliver personalised learning to every child. For example, new suites of specialist classrooms can embrace drama spaces, digital technology and paper-based learning, adding variety and sparking the imagination. New sports facilities can incorporate video and audio links to transmit performance – teachers and pupils can analyse individual accomplishment and together build tailor-made programmes for further development.

Interactive whiteboards in every classroom enable teachers to plan innovative and exciting lessons on their laptop and upload them directly to the whiteboard. Some schools have chosen individual hi-tech 'i-desks', which incorporate a flat screen computer, keyboard, mouse and headset, so pupils can learn at their own pace, with a range of stimuli. Desks can be arranged so that the teacher can see all pupils' screens in a class – and view them all simultaneously on their laptop – enabling teachers to keep track of every pupil's progress and offer help whenever it's needed. Digital projectors introduce further potential.

## PE, sport and ICT

ICT is thoroughly integrated into the learning and teaching of PE and sport at Droitwich Spa High School. Pupils can review real-time activities taking place in two sports halls. Video and audio links are relayed back to the review suite, where pupils can comment on what they are seeing and communicate with the teacher conducting the class in the hall. Video cameras are used to record, for example, trampolining exercises, and analytical software allows pupils to review their own and others' technique. This facility enables rapid improvement and is proving a valuable learning and teaching tool.

*"I like the fact that you can judge for yourself whether you are playing the right badminton shot. It really makes a big difference."*

Pupil, Droitwich Spa High School



### Exemplary IT facilities in Merseyside

St Jerome's Roman Catholic Primary School was completely rebuilt after fire destroyed the previous building. An IT suite houses 21 computers in clear-topped desks. The seven networked classrooms each have TV, video, four computers, a ceiling-mounted projector with electric screens, used interactively with Interwrite pads, linked via Bluetooth technology to the teacher's laptop. A Visualiser relays (and magnifies) live images to the screen. Adjoining insulated 'conservatories' offer additional flexible space. Teachers can view all pupils' screens from their own, monitoring individual progress and providing one-to-one support whenever it is needed.

### Enriching the curriculum

At St Francis Xavier School in Richmond, North Yorkshire, the potential of ICT is maximised, bringing multiple opportunities to engage and enthuse pupils. In the English suite, for example, there are multi-media facilities in every room; one group might be watching a clip from a production of Shakespeare using a digital projector, another might be acting a scene in the dance/drama studio, while another studies from the printed page. Technology blends with the other approaches to teaching and learning as each group rotates.

# 14-19 reform

**The Government is committed to ensuring the FE sector can offer world-class training in modern buildings with leading edge equipment. At least one National Skills Academy is planned for each sector of the economy. The Learning and Skills Council will continue to develop its centres of Vocational Excellence programme alongside this, building a coherent, responsive skills supply system that meets the needs of learners and employers.**

In the 14 to 19 White Paper, the Government sets out plans to transform opportunities for young people through changes to curriculum, qualifications, and the organisation of education and training, so that every young person will be able to pursue a course of study that prepares them for success in life.

Central to this is the creation of a new national curriculum and qualifications entitlement. Young people from 14 will be able to choose between general qualifications and new, employer-designed specialised Diplomas.

Many young people are already opting for a more practical route of learning, through vocational GCSEs, apprenticeships, and other vocational qualifications. With the new Diplomas, by 2013 we expect around 40 per cent of 14-to 16-year-olds to be doing one or more vocational qualification.

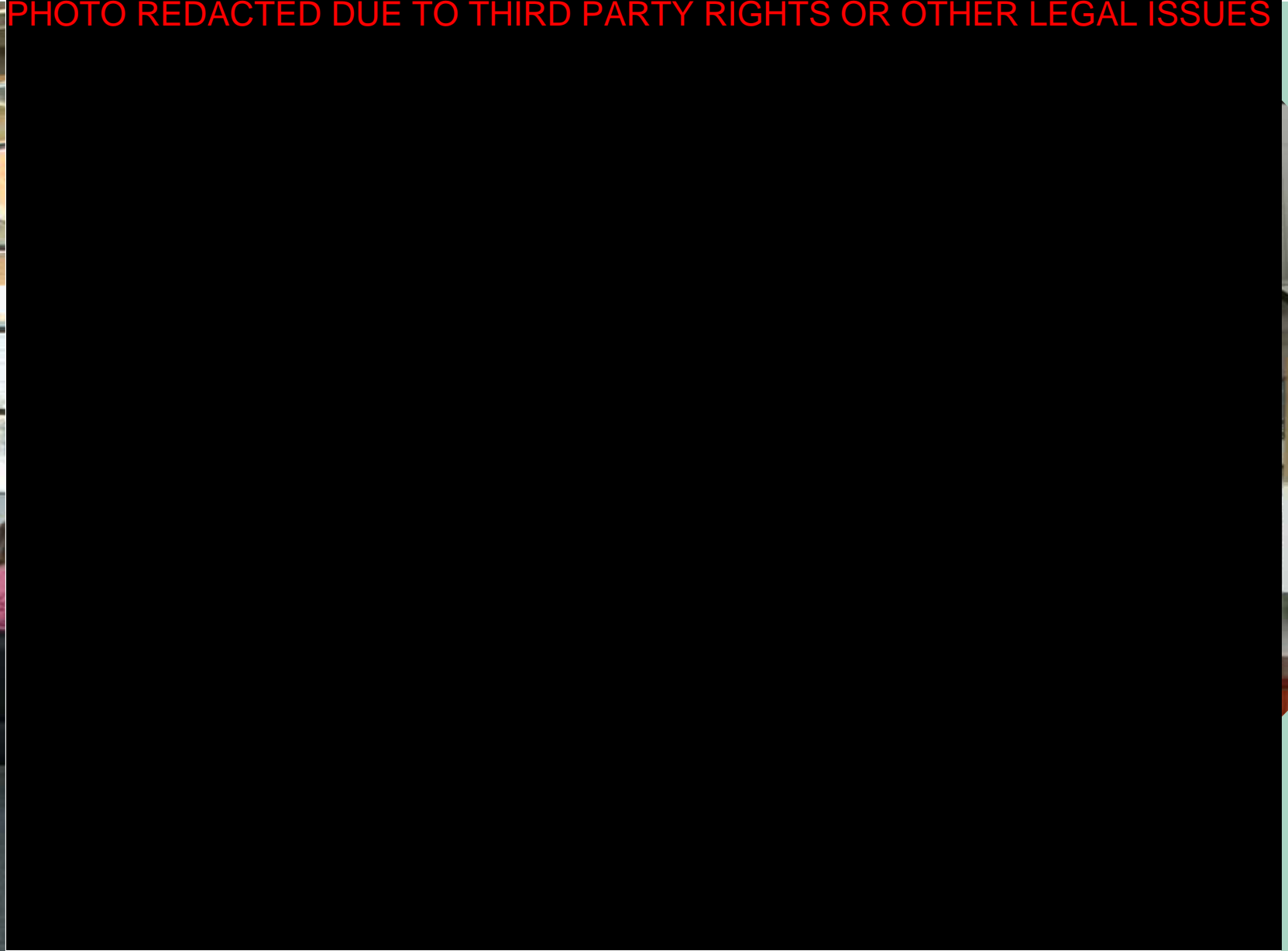
Well-designed new and refurbished school environments are helping to engage young people in learning and encouraging them to stay in education beyond the statutory school-leaving age.

**“I think the new dance studio is brilliant – it looks really professional.”**

*Dance student, City and Islington*

## **Iconic design attracts learners**

The iconic design of North Manchester Sixth Form College, part of Manchester College of Arts and Technology, has doubled 16- to 19-year-old student enrolments from one of the most disadvantaged areas of the country. The award-winning building uses solar panels and photovoltaic cells to generate its own energy, exploiting natural light through a dramatic atrium. The building includes a learning resource centre and library, along with ICT facilities. The college has succeeded in raising recruitment and retention rates greatly in the area and there is a universal sense of pride in the building.



City and Is  
Arts and Tech

### A stylish space in Camden

City and Islington College's Centre for Business, Arts and Technology is an innovative exemplar in the regeneration of 1960s education buildings. The 80-metre-long glass 'skin', a metre in front of the existing façade, improves the environmental performance of the building, acting as an intelligent buffer zone to modify the internal environment. The glazed façade also unifies the building visually, providing a memorable 'shop window' in Camden's streetscape. A new boulevard of trees has been planted, dramatically lit at night. Simple, flexible interior spaces accommodate art and design, dance studios, a theatre, electronic labs, ICT suites and workshops.

### Learning clusters

An innovative model of vocational learning, Stephenson College, Coalville, is a striking building, used predominantly by 16- to 19-year-olds. Six 'learning clusters' are situated around a 'street', which provides a shared social space and dining area for staff and students. Each cluster houses a different subject area. The street also leads off to library and ICT facilities. The ICT infrastructure allows staff and students to work to a certain extent in a paperless environment.

# Special educational needs and disability

**The Government's vision is to transform the lives and life chances of children with special educational needs and disabilities (SEND), bringing specialist services together, working in multi-disciplinary teams, centred on the needs of the child. We want all pupils to have regular opportunities to learn, play and develop alongside each other, within their local community of schools, with shared responsibility and a partnership approach to their support.**

We are firmly committed to building an inclusive school system. With new funding, many schools have been able to redesign areas of their buildings to become dedicated spaces for children with special needs. These resource bases can be a haven of calm, acting as a buffer to the bustle of a busy school campus. Many new-build school campuses incorporate special schools, which provide education for children with the most severe and complex needs, alongside primary and secondary schools. Such campuses unite disparate pupils and welcome all as integrated and valued members of the community.

## Inspirational facilities

Gainsborough Primary School in Newham badly needed to improve facilities for pupils in the foundation stage. Two extensions, housing a hall built to Sports England requirements (also a dining room), a kitchen and new foundation stage facilities, were built onto the old building and a playground added. An older classroom was made into a state-of-the-art soft-play room for children with autism. Interactive whiteboards, new toilets, a lift, extensive storage facilities and a stage help transform facilities indoors. Reception and nursery classes now have their own playground attached to their classrooms.

## Designing for improved behaviour

Gorse Lane in Grantham, a secondary special school for pupils with behaviour, emotional and social difficulties, has between 6-8 pupils per class. The school is on a split-level, greenfield site, the upper level a grass pitch. There is a hard-court play area and a small sports hall. The landscaped approach leads to a secure entrance, opening into a large, welcoming multi-use foyer. The design is well-conceived: the cruciform plan enables good sightlines and supports supervision; corridors widen at certain points to ease congestion and reduce opportunities for bad behaviour. Staff and pupils dine together to improve behaviour and develop social skills. The library is used as a resource base for key stage 3 pupils referred from mainstream school for support.



“The impact on the staff and pupils, especially autistic children and those with emotional difficulties, has been particularly heart-warming. And parents are thrilled with the school.”

*Wendy Arnot, Headteacher, Gainsborough*

### Meeting individual need

Fulford Secondary School, York, has capacity for 1,277 pupils, 60 of them with special educational needs. The school has two suites of adapted classrooms for behaviour management and learning difficulties; a new resource centre accommodates 10 pupils with autism. These pupils spend most of their time in mainstream classes, using the resource centre for PSHE, individual and small-group support and at lunchtimes. The centre comprises comfortable and flexible social and learning facilities, with a light, airy, welcoming atmosphere. Its teaching area has tables for group work, wall storage for resources to reduce distraction, low-glare lighting, interactive whiteboards, and individual desktop computer workstations to help pupils focus on work. Outside there is space for breaks, relaxation and recreation.

*“The Enhanced Resource Centre is a haven that helps pupils relax and cope better in the mainstream.”*

**Sian Rees, Deputy Headteacher**

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# Case studies

# John Perry Children's Centre

Number on roll: **540**

Date project completed: **2006**

Client: **Barking and Dagenham LA**

Project description: **New children's centre**

Architect: **Architect Design**

## John Perry Children's Centre reaches around 540 under-5 children and their families living in an isolated corner of East Dagenham.

Designated in February 2006, the centre is on the John Perry Primary School site and was developed from the school nursery and neighbourhood nursery. The facilities include office space; reception and foyer; lobby; buggy store; a large multi-purpose room for training, meetings, or as a venue for childminders or crèche facilities for up to 15 children; and two small multi-purpose rooms for a range of child and family support services.

The centre is an exemplar of collaborative working. A 'studio for children' forms the fourth wall of an existing courtyard within the nursery, creating an outdoor teaching area to complement indoor classroom spaces of the existing infant classrooms and the nursery. Glazing and clear plastic were used throughout to fit with the school's wishes to connect their children fully to nature and daylight. The courtyard which is at the heart of the children's centres radiates light throughout the building and provides a visual buffer between the public functions of the building and the private, protected world for the children.

The community can use the centre as a one-stop shop. All local women now access ante-natal care there; parent and toddler groups and family support services are on site; and nursery and daycare facilities are also available. Professional expertise can be brought in. For example, pre-school language skills were diagnosed as below average in the area; now a speech therapist and play and communication workers are working to improve standards, running baby, toddler and pre-school language groups several times a week at the centre. Social services and health visitors also operate from the building, The family support team runs a parent and toddler group and a 'managing children's behaviour' course, both popular with local parents.

"It's a great resource for the community."

*Jeannie Terry, Head of Centre*





# The Hadley Learning Community

Number on roll: **1,470 places for 0-16 year olds**

Date project completed: **2007**

Client: **Telford and Wrekin Council,  
PFI Provider Interserve**

Project description: **New build primary, secondary  
and special facilities**

Architect: **Aedas**

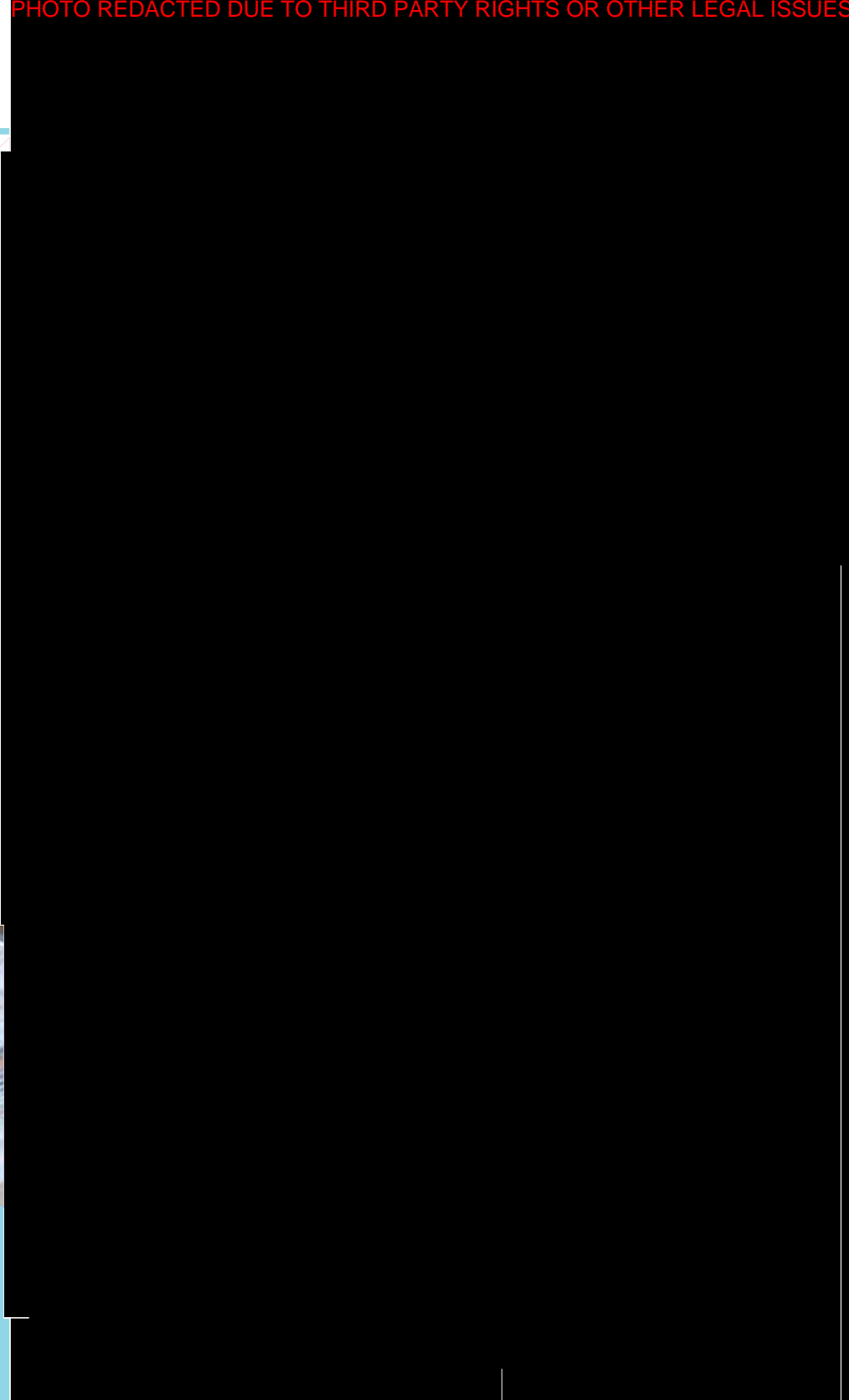
**The Hadley Learning Community is a flagship for the Borough of Telford & Wrekin, delivered through an innovative PFI (Private Finance Initiative) project. Based on a modern, flexible and sustainable design, it incorporates seamless provision from childcare to nursery, primary and secondary schools, the latter a specialist engineering college, with links to local industry.**

A children's centre houses a nursery, crèche, and accommodation for the children's disability team, family and adult learning and the police. The Bridge Special School serves children with severe and profound disabilities, with a hydrotherapy pool, sensory rooms and integration facilities, and links its children with the mainstream schools. Impressive community facilities include an indoor swimming pool, a theatre, dance/drama studio, health and fitness suite, gymnasium, sports hall built to Sport England standards, learning resource centre and public library. Family and adult education runs daytime, evenings, weekends and holidays.

The entire community operates under one roof in a state-of-the-art building, with around 2,000 people working and learning there each day. The ground-breaking environmental structure incorporates

automated ventilation, under-floor heating, a night cooling system, photovoltaic panels and a sedum roof on the primary school. Leading-edge ICT is used for the curriculum and for management systems, including plasma walls and an electronic/biometric security system, which helps keep users safe. An online curriculum, accessible through a managed learning environment, promotes independent learning and is accessible from home or anywhere in the school. There are ICT suites and desktop computers in all teaching bases; and community artwork is integrated into the building in seven community languages, further reinforcing the ethos of inclusion and personal worth.

The marked improvement in the quality of the new building and its facilities in comparison with the previous accommodation has had a dramatic effect on pupils, staff and the wider community. Pupils show greater respect for their environment and each other, and take a more positive, engaged approach to learning.



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“The facilities are so much better here than my last school. The whole community can benefit and the pupils have respect for what they’ve got now.”

*Year 11 Pupil*



# Redbrook Hayes Community Primary School

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Number on roll: **210**

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Date project completed: **2006**

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Client: **Staffordshire County Council**

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Project description: **New primary exemplar design**

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Architect: **Walter & Cohen**

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**Redbrook Hayes Primary School in Rugeley, Staffordshire, is a one-form entry, single-storey primary school with nursery facilities and a branch library for the local community.**

The design was developed after extensive local consultation. There are three main elements: the community zone; an administration block; and the main teaching wing – the heart of the school, which also houses a nursery and reception class. The large multi-functional teaching space is designed around this ‘heart’, a dynamic, creative, flexible space that is ideal for stimulating children’s learning and could be tailored for almost any activity, including performances and film viewings. It is deliberately flexible to allow for different classroom layouts and long-term developments such as changing ICT requirements. The heart is accessible from every classroom and there are no corridors. Children of all ages can work and play together in this communal focal point and there is a strong family feeling.

The hall and heart of the school are linked, so that the whole school can gather in one place – also invaluable for community use. The reception and nursery spaces are also connected, and both areas

have sunny, protected gardens.

Additional features include shared toilet blocks for each pair of classrooms.

All classrooms, and the heart of the school, open to the outside, with dedicated outdoor teaching spaces for each classroom. The headteacher foresees ‘the curriculum spilling out and the outside in, to produce a free flow, a constant hive of activity’.

The new branch library at the front of the building can be entered from the large forecourt, which welcomes and reinforces Redbrook Hayes as a community building. The school and library can operate together or independently, with different opening hours – both the school hall and library can be used by the community while the rest of the school is closed.

When the school opened in January 2007, the children and staff processed through the streets. Parents joined the procession and there were gasps of awe as everyone entered the stunning new building. Staff, pupils, parents and the community are ‘inspired by the building and filled with hope’.

“There’s lots of technology, with interactive whiteboards in every classroom. Learning is really fun.”

*Year 6 pupil*

# Castle Rock High School

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Number on roll: **504**

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Date project completed: **2006**

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Client: **Leicestershire County Council**

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Project description: **Replacement high school**

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Architect: **Leicestershire CC, Property Services**

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**Castle Rock High School is a secondary school for 504 pupils aged 11 to 14, serving an extensive area around the former mining town of Coalville in Leicestershire.**

The school lies on the edge of Charnwood Forest, with impressive views over its extensive playing fields. It shares a picturesque campus with King Edward VII Community College, where pupils transfer at age 14, and Warren Hills Primary, one of four main feeder schools.

The school was built on the campus of the old 1950s school. The old building was then demolished, to be replaced by the local special school, currently at planning stage. The new school is sympathetic to its environment and provides exciting areas for learning and teaching. Teaching now takes place in four separate wings housing purpose-built classrooms, three science laboratories, workshops, and a sports hall. There are also three new ICT suites, new changing room facilities, a study support centre, two technology suites, dining and assembly halls. A double-height library at the junction of these wings is the striking focus of the building, internally and externally. A glazed conical roof means daylight permeates the heart of the

school, while glazed screens allow views through the building and from upper to lower levels.

The huge central atrium is a popular space for socialising, complemented by numerous social spaces outdoors. Corridors are double width, reducing the 'push and shove' that can lead to arguments and bullying, and adding to the feeling of spaciousness.

Castle Rock has a fine tradition of innovative and creative learning and teaching and the new build has helped foster this. The development of the new building was used as a teaching tool, with pupils shadowing teams through design and build, presenting findings to parents and governors and offering their suggestions. Consequently, features such as drinking water points for pupils to refill bottles, and individual lockers, have all been incorporated. A commitment to sustainability is reinforced through photovoltaic cells, a wind turbine, rainwater harvesting, maximum use of controlled natural ventilation and occupancy sensors for lighting control. Impressive sporting facilities are enjoyed by the community after school.

“We are lucky to have this school, it’s amazing. The atmosphere is exciting. The technology in maths and ICT is spectacular. I love this school because of the good learning here and the brilliant structure and layout.”

*Year 9 pupil*

# South East Essex College of Arts and Technology

Number on roll: **13,000**

Date project completed: **2004**

Client: **South East Essex College**

Project description: **New build**

Architect: **KSS Design Group**

**Southend is in an area of traditionally low participation in education, yet since the new South East Essex College building opened, student applications have risen dramatically. Just half-way through its third year, the college has had more than 7,500 people through its open evenings this year.**

The college had been operating from a range of outdated sites. In 2004 it moved to a single new architecturally striking building in the centre of town – a 21st-century landmark whose fresh, inspiring design has acted as a catalyst for physical and economic change in Southend.

The building, inspired by the human body, rises from four storeys at one end to eight storeys next to the street, with the striking 'Pod' performance space representing the heart of the building, and the learning spaces and stairways represent the human spine. Work and leisure spaces are clearly delineated visually by a blue wall that slices through the length of the building.

A lofty freeform atrium, a huge central space, provides a combination of informal teaching, dining, recreation and exhibition spaces, enjoyed by students, local business and the community. The spectacular Pod contains a raked auditorium with seating for 250 and is used for lectures, music, and theatre performances, many welcoming the public. Six informal dining decks on two levels encourage social interaction.

Many learning spaces are designed to simulate a professional working environment, such as the restaurant, where students can mix with the public in a social context.

Flexible learning spaces are stacked, open plan, so that each teaching module can be linked or subdivided to suit specific curriculum need. Partitions and rooms are glazed, acting as a deterrent to bad behaviour. The absence of vandalism and graffiti shows the tangible pride students and the community take in the building.



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“The building has sparked huge interest and allowed us to engage much more with other organisations, businesses and local residents.”

*Jan Hodges, Principal*

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# The Academy of St Francis of Assisi

Number on roll: **900**

Date project completed: **2005**

Client: **Roman Catholic Archdiocese and the Anglican Diocese of Liverpool**

Project description: **New academy**

Architect: **Capita Percy Thomas**

**The Academy of St Francis of Assisi in Liverpool is located in one of the most economically deprived areas of the UK. Developed jointly by the Roman Catholic Archdiocese and the Anglican Diocese of Liverpool, the brand-new academy was built as part of the Government's Academies programme and opened in September 2005.**

The academy is sited on the edge of historic Newsham Park and specialises in the environment. Many environmental features are incorporated and maximised for curriculum use. For example, photovoltaic panels and rainwater harvesting mechanisms are connected to electronic display panels in the school's central café, so students can see daily outputs. The dramatic solar atrium's large inclined wall encourages passive control of solar heat gain in summer. Sedum roofs provide a habitat for birds and can be seen clearly from the playground. Pupils run eco-councils in every year and a school eco-council, which together tackle environmental issues with pupils, such as recycling mobile phones and paper.

There are seven new science labs, ICT throughout the school (with interactive whiteboards in every classroom), new dining and sports halls and a dance/drama studio. Their impact is already reflected in improved behaviour and achievement.

The school attracts both pupils and the community out of hours. Pupils start arriving before 7am to use the ICT facilities, for instance. The community use the sports and dance/drama facilities and collaborate in an annual celebratory festival in the park. Adult numeracy and literacy classes are soon to be on offer to help tackle poor skills locally.

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“Coming to a brand new building has given staff and pupils a huge sense of pride and increased confidence and self-esteem enormously.”

*Jim Burke, Headteacher*

# Hollywater Special School

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Number on roll: **120**

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Date project completed: **2006**

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Client: **Hampshire**

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Project description: **New build: amalgamation of two schools**

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Architect: **Hampshire CC**

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**Hollywater School in East Hampshire is a day, community and special school for pupils aged 2-19 with complex learning difficulties. The new build opened in September 2006, replacing two local special schools with woefully inadequate buildings. Pupils range from those with profound and multiple learning difficulties who can't move, walk, talk or feed themselves, to those who are ambulant and likely ultimately to find employment.**

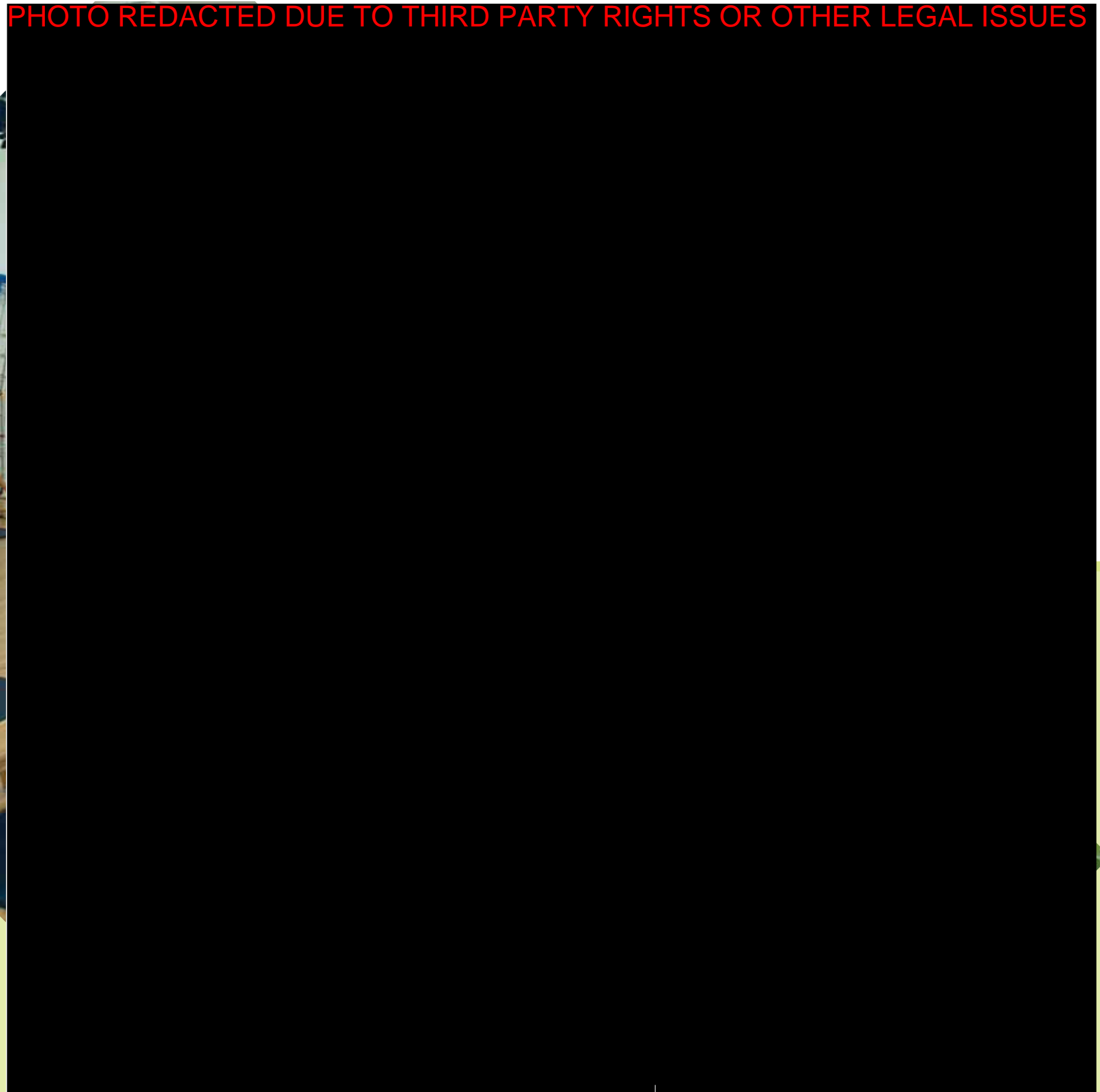
The school is an uplifting environment for children and parents alike. It is totally accessible, on one floor, which has brought greater independence to pupils than they could otherwise have hoped for. Automatic sliding doors open into a welcoming reception and nearby shared community facilities. There are open, well-proportioned circulation spaces and a simple layout emphasises the progression from early years to post-16 bases.

The building is carefully planned and well equipped, with interactive whiteboards and internet access in every classroom, a soft play room, therapy and medical rooms, hoists in all changing rooms and a hydrotherapy pool, used after school hours by outside health professionals and a local care home

for adults with learning difficulties.

The multi-sensory room is a calm space with lights, bubble tubes and soothing music. There are also dedicated specialist rooms for music, art, design and technology, science and ICT.

Natural light and ventilation are used to best effect in the building, with a high level of energy efficiency, and there is attractive landscaping. Security cameras and fencing help make the school grounds a safe place for pupils. There are attractive interactive and sensory areas within the grounds, accessible to all pupils. A system of flexible yet contained outdoor play spaces around the building accommodates the various age groups. A central open space complements the new playgrounds and the adjacent playing field. Astro-turf in the central area of the gardens enables all-weather activities. A bespoke play equipment manufacturer relocated and adapted play equipment to the new school from the old playgrounds and provided the finishing touch to a wonderfully interactive rural school environment.



“The change is so vast it’s almost incomprehensible. The facilities and space the children have now are so much better.”

*Barbara Livings, Headteacher*

**162** new secondary schools

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# Looking ahead

**Building Schools for the Future is a strategic capital investment programme delivered by local authorities with Partnerships for Schools' help, which in conjunction with the Academies programme, will transform education through the comprehensive rebuilding and modernisation of all secondary school buildings across England.**

Funding is allocated to local authorities to allow an area-wide rationalisation and upgrade of their entire school estate, including special, voluntary-aided, faith, trust and community schools.

Key aspects of BSF are the integration of innovative ICT in school design; the provision of a diverse range of types of school (delivering educational choice to parents and pupils); and high-quality, sustainable school design.

BSF will also deliver considerable cost and time savings through the use of a new procurement model, the local education partnership. This enables local authorities to do one, large, all-encompassing procurement for a long-term private sector partner who will rebuild and renew the estate and then maintain it through BSF – rather than individual procurements for each of the 3,500 schools to be improved.

Local authorities are allocated to one of 15 waves (phases), which enter the programme in succession.

## BSF progress

So far, 49 local authorities are currently engaged in BSF, in waves one to four. A further 9 new local authorities and ten 'repeats' will enter the programme in wave 5 in September 2007. And a further 14 new local authorities, with 2 'repeats' will enter the programme in wave 6 in 2008. Together with Academies, nearly 1,000 secondary schools are in planning for modernisation in waves 1-6 – almost a third of the total estate of secondary schools in England. All other local authorities will be in later waves of BSF.

## The primary capital programme

The primary capital programme aims to rebuild or refurbish at least half of all primary schools over the next 15 years. £150 million extra is available in 2008-09, focused on 23 pilot projects. This rises to £500 million in 2009-10, when all local authorities join the programme. It is expected that investment will remain at this level for around 15 years, subject to future public spending decisions – some £7 billion extra in total. The expectation is that this extra investment will be added to other capital for primary schools to create a much larger sum for investment.



## Carbon neutral schools

Additional funding will be provided to local authorities to invest in measures that directly reduce carbon emissions from new school buildings (i.e. energy efficiency and small-scale renewable energy systems on school sites).

We are developing guidance on the range of energy efficiency and renewable energy methods that can be adopted to meet a target reduction.

In most cases, some degree of carbon offset will be required if schools are to become carbon neutral.

We would like this to be the norm, so we are exploring the potential for investing in measures to offset carbon emissions through regulated schemes. We see potential for developing an offset scheme that also provides opportunities for teaching and learning.

The funding of £110 million over the three years to 2010-11 will be focused on new schools within BSF and the Academies programme.

## Research

We are undertaking a range of research and development projects. These include Project Faraday which is part of the DfES's response to the Government's commitments in 'Science and Innovation Framework 2004-2014 – Next Steps'. Three teams have been appointed to develop exemplar designs that enable innovative and interactive methods of teaching science, making full use of new technologies. Each team – whose members include specialists in design, science education and interactive technologies – will work alongside two 'partner' schools to create science demonstration projects as part of their major rebuilding programmes.

# Congratulations to these design-award-winning schools

The Government thanks everyone involved in the building programme. Special credit goes to these award winners.

Name of school	Name of award	Architect
Beaumont Community Primary School, Suffolk	The National Energy Efficiency Awards	Suffolk County Council
Bedminster Down Secondary School, Bristol	CABE Festive Five Award (individual award to head)	NVB Architects
The Bridge Academy, Hackney	BE Award Building Information Modelling Award for Multiple Disciplines	BDP
Brune Park Community College, Hampshire (new drama studios)	Civic Trust Award	Hampshire County Council Architecture and Design
The Business Academy, Bexley	RIBA Stirling Prize (Finalist) RIBA Award	Foster and Partners
Cassop Primary School, Durham	Ashden Award for Sustainable Energy	n/a (award for good energyhousekeeping)
The Charter School, Southwark	RIBA Award	Penoyre & Prasad
The City Learning Centre, Bristol	Prime Minister's Better Public Building Award	Alec French Partnership
City of London Academy, Southwark	Prime Minister's Better Public Building Award CABE Festive Five Award	Studio E
Eastchurch Church of England Primary School, Kent	The Ashden Award for Sustainable Energy	n/a (award for good energyhousekeeping)
Fawood Children's Centre, Brent	RIBA Award RIBA Stirling Prize (Finalist)	Alsop Design Ltd
Great Binfields Primary School, Hampshire	Civic Trust Award Green Apple Award – National Bronze Winner	Hampshire County Council Architecture and Design
Hallfield Junior School, Westminster (new classrooms)	RIBA Award	Caruso St John Architects
Hampden Gurney Church of England Primary School, Westminster	RIBA Stirling Prize (Finalist) Civic Trust Award	Building Design Partnership
Heavers Farm Primary School, Croydon	Civic Trust Award	BAS Consultancy
Hoyle Early Years Centre, Bury	The Prime Minister's Better Public Building Award British Construction Industry Awards: Small Building Project Award RIBA Award Civic Trust Award (Commendation)	DSDHA
John Perry Children's Centre and Nursery, Barking and Dagenham	British Construction Industry Awards: Local Authority Award American Institute of Architects Award for Excellence RIBA Award	DSDHA
Jubilee Primary School, Lambeth	The Prime Minister's Better Public Building Award (Finalist) RIBA Award	Allford Hall Monaghan Morris
Keswick School, Cumbria	Civic Trust Award (Commendation)	ADK Architects
Knightwood Primary School, Hampshire	Civic Trust Award Green Apple Award for Environmental Good Practice – National Bronze Winner	Hampshire County Council Architecture and Design

Name of school	Name of award	Architect
Kingsmead Primary School, Cheshire	British Construction Industry Awards: Small Building Project Award British Construction Industry Awards: Best practice award	White Design
Lanlivery Community Primary, Cornwall	RICS Sustainability category winner	ARCO2/Christopher Smith School, Architects
Longley Park Sixth Form College, Sheffield	RIBA Award	Ellis Williams Architects
Mosley Primary School, Staffordshire	Brick Development Association – Sustainability Award	Staffordshire Property Services, Staffordshire County Council
Mossbourne Community Academy, Hackney	Civic Trust Award RIBA Award	Richard Rogers Partnership
Mossbrook School, Norton, Sheffield (Classroom of the Future)	RIBA Award RIBA White Rose Awards: Best Education/Medical Building and Best Client	Sarah Wigglesworth Architects
Nightingale Nursery, Hackney	RICS Special Award	Mark Muir
Northampton Academy, Northamptonshire	RIBA Award Civic Trust Special Award/ Education Award	Feilden Clegg Bradley Architects
Notley Green Primary School, Essex	RIBA Award Civic Trust Award Building Services (CIBSE) Innovation Award	Allford Hall Monaghan Morris
Osborne School, Hampshire	RIBA Award City of Winchester Trust Design Award Civic Trust Award (Commendation)	Hampshire County Council Architecture and Design
Parliament Hill School, Camden	RIBA Award Civic Trust Award (Commendation)	Haverstocks Associates
Paradise Park Children’s Centre, Islington	Sure Start Building of the Year	DSDHA
Pen Green Centre, Northamptonshire	RIBA Award	Greenhill Jenner Architects
Plashet School, Newham (footbridge)	RIBA Award Structural Steel Design Award 2001 British Construction Industry Award (Daily Telegraph) Prime Minister’s Better Public Building Award Finalist	Birds Portchmouth Russum
Pokesdown Primary School, Bournemouth	RIBA Award	Format Milton Architects
Prior Weston School, Islington (temporary accommodation)	RIBA Award Civic Trust Award (Commendation)	Penoyre & Prasad LLP
St Alban’s Nursery, Essex	Civic Trust Award	Cottrell & Vermeulen Architecture
St Augustine’s Catholic Primary School, Kent	RIBA Award	Cheney Thorpe & Morrison
St Francis of Assisi Academy, Liverpool	CABE Festive Five Award to the architects, Capita Percy Thomas	Capita Percy Thomas
Thornden School, Hampshire (Thornden Hall)	Brick Development Association Award: Best Structural Use of Brick Civic Trust Award (Commendation)	Hampshire County Council Architecture and Design
Weobley Primary School, Herefordshire	RICS Building Efficiency Award	Hereford and Worcester County Council
The Westborough Primary and Nursery School, Southend-on-Sea (The Cardboard Building)	RIBA Award Stephen Lawrence Prize RIBA Journal Sustainability Award	Cottrell + Vermeulen Architecture
The Westgate School, Hampshire	Civic Trust Award (Commendation)	Hampshire County Council
Whiteley Primary School, Hampshire	RIBA Award Brick Development Association Award for Sustainability Civic Trust Award	Hampshire County Council Architecture and Design

# Useful publications and websites

## DfES Schools for the Future series

*Classrooms of the Future*

Published 2003

Available DfES Publications (tel. 0845 60 222 60)

Cost: FREE

Ref. number 0162/2003

[www.teachernet.gov.uk/management/resources/financeandbuilding/schoolbuildings/sbschoolsforthefuture/futureclassrooms/](http://www.teachernet.gov.uk/management/resources/financeandbuilding/schoolbuildings/sbschoolsforthefuture/futureclassrooms/)

*Designing schools for extended services*

Published 2006

Available DfES Publications (tel. 0845 60 222 60)

Cost: FREE

ISBN 1-84478-739-7

[www.teachernet.gov.uk/docbank/index.cfm?id=9853](http://www.teachernet.gov.uk/docbank/index.cfm?id=9853)

*Exemplar Designs: concepts and ideas*

Published 2004

Available DfES Publications (tel. 0845 60 222 60)

Cost: Free

Ref. number 0250/2004

[www.teachernet.gov.uk/management/resources/financeandbuilding/schoolbuildings/exemplars/](http://www.teachernet.gov.uk/management/resources/financeandbuilding/schoolbuildings/exemplars/)

*Inspirational Design for PE and Sport Sciences*

Published 2005

Available DfES Publications (tel. 0845 60 222 60)

Cost: FREE

ISBN 1-84478-637-4

<http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DFES-2064-2005&>

*Designing school grounds*

Published 2006

Available to purchase from TSO

(tel. 0870 600 5522)

Cost: £21

ISBN 0-11-271182-0

[www.teachernet.gov.uk/docbank/index.cfm?id=10554](http://www.teachernet.gov.uk/docbank/index.cfm?id=10554)

[www.tso.co.uk](http://www.tso.co.uk)

*Design of sustainable schools – case studies*

Published 2006

Available to purchase from TSO

(tel. 0870 600 5522)

Cost: £20

ISBN 0-11-271190-1

[www.tso.co.uk](http://www.tso.co.uk)

## Other DfES Publications

*Primary Ideas*

Published 2005

Available to purchase from TSO

(tel. 0870 600 5522)

Cost: £18

ISBN 0-11-271183-9

[www.tso.co.uk](http://www.tso.co.uk)

*Guide 7 – Furniture and Equipment in Schools:  
A Purchasing Guide*

Published 2000

Available to purchase from TSO

(tel. 0870 600 5522)

Cost: £13.95

ISBN 0-11-271092-1

[www.teachernet.gov.uk/fande](http://www.teachernet.gov.uk/fande)

[www.tso.co.uk](http://www.tso.co.uk)

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## Other Publications

*21st Century Learning Environments*

Published 2006

Available from OECD publishing

Cost: Only available on subscription

[www.sourceoecd.org/education/9264006486](http://www.sourceoecd.org/education/9264006486)

*Building for Sure Start*

[www.surestart.gov.uk/publications/?Document=839](http://www.surestart.gov.uk/publications/?Document=839)

[www.surestart.gov.uk/resources/general/capitalbuildingsfacilities/publicationsresources/](http://www.surestart.gov.uk/resources/general/capitalbuildingsfacilities/publicationsresources/)

*Designs for learning*

Available for purchase at [www.oecdbookshop.org](http://www.oecdbookshop.org) or on subscription at <http://caliban.sourceoecd.org/vl=2567386/cl=11/nw=1/rpsv/~6670/v2001n16/s1/p11>

*Compendium of Exemplary Educational Facilities*

Visit [www.oecd.org/edu/facilities/compendium](http://www.oecd.org/edu/facilities/compendium)

Full text available for purchase at

[www.oecdbookshop.org](http://www.oecdbookshop.org) or on subscription at <http://titania.sourceoecd.org/vl=2050653/cl=13/nw=1/rpsv/~6670/v2006n10/s1/p11>

or email: [jill.gaston@oecd.org](mailto:jill.gaston@oecd.org)

## Open House

*Learning by Design – London and Learning by Design – England*

Published 2006/7 by Open House

[www.openhouse.org.uk](http://www.openhouse.org.uk)

## Websites

DfES Schools Capital Design Team website:

[www.teachernet.gov.uk/management/resources/financeandbuilding/schoolbuildings](http://www.teachernet.gov.uk/management/resources/financeandbuilding/schoolbuildings)

Open House (publications and open days)

[www.openhouse.org.uk/learning/home.html](http://www.openhouse.org.uk/learning/home.html)

cabe (publications, case studies, design reviews)

[www.cabe.org.uk](http://www.cabe.org.uk)

British Council for School Environments

(publications, research)

[www.bcse.uk.net/menu.asp](http://www.bcse.uk.net/menu.asp)

School Works (guidance on participation strategies, case studies etc.)

[www.school-works.org/](http://www.school-works.org/)

## Department for Education and Skills (DfES)

[www.dfes.gov.uk](http://www.dfes.gov.uk)

The government department responsible for BSF, which is an important part of its overall schools capital strategy. The DfES has responsibility for strategy, overall funding and policy within BSF.

## Teachernet

[www.teachernet.gov.uk/management/resources/financeandbuilding/funding](http://www.teachernet.gov.uk/management/resources/financeandbuilding/funding)

DfES' website for schools, which has information regarding schools PFI projects and BSF developments.

## Becta

[www.becta.org.uk](http://www.becta.org.uk)

Becta provides a range of information to support teachers and governors in understanding the potential of using ICT in schools.

## NCSL: National College of School Leadership

[www.ncsl.org.uk](http://www.ncsl.org.uk)

NCSL is contracted by DfES to provide training for groups of school leaders involved in BSF projects, with an emphasis on development of a transformational approach.

## Commission for Architecture and the Built Environment

[www.cabe.org.uk](http://www.cabe.org.uk)

Supporting the BSF programme with design enablers to work with authorities and schools.

## Learning Through Landscapes

[www.ltl.org.uk](http://www.ltl.org.uk)

Charitable trust promoting better use of school grounds.

## Partnerships for Schools

[www.partnershipsforschools.org.uk](http://www.partnershipsforschools.org.uk)

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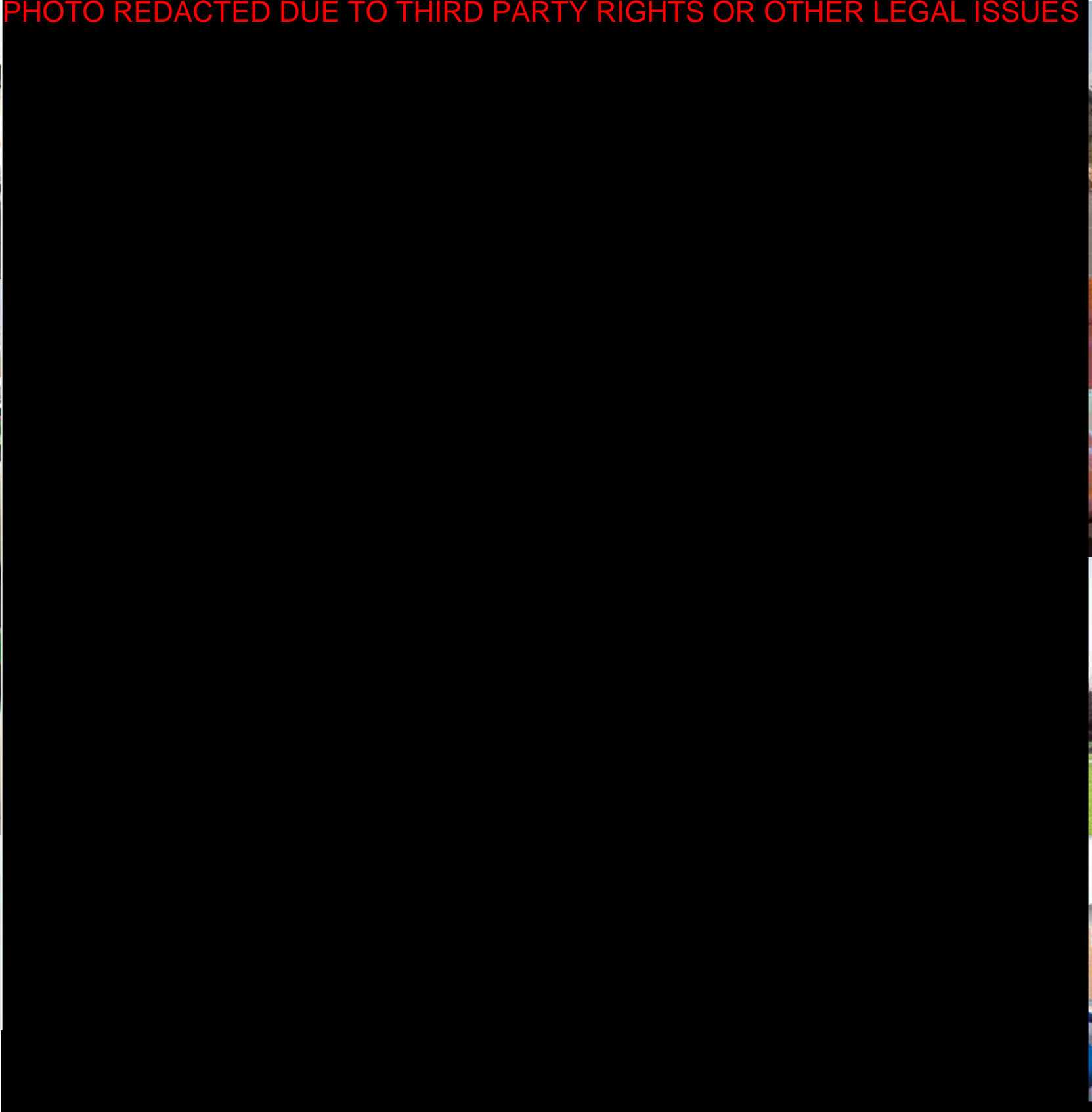
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