

THE SUITABILITY CORE FACT

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SCOTLAND'S SCHOOL ESTATE



**smarter
scotland**
SCOTTISH GOVERNMENT

THE SUITABILITY CORE FACT

SCOTLAND'S SCHOOL ESTATE



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1 INTRODUCTION

This guidance has been produced as the result of a collaborative venture between the Scottish Government and local authorities. It seeks to improve the consistency and robustness of the reporting of the Suitability Core Fact and therefore increase confidence in the comparability of the ratings within and among local authorities across Scotland.

WHAT IS IT?

The Suitability Core Fact seeks to provide a measure of the extent to which a school building and its grounds are appropriate in providing an environment which supports quality learning and teaching and those other services provided to individual children and to the school community, in terms of practicality, accessibility and convenience.

WHY ASSESS IT?

Over recent years there has been an ever increasing interest in and understanding of the contribution that place and space make to a successful learning environment and the focus on this has grown more important as the Curriculum for Excellence¹ has developed. School buildings have a part to play in helping the delivery of the curriculum and therefore the overall quality of the building needs to be considered. While the condition of the school is an important factor, issues of design and suitability will be, in many circumstances, just as important.

Learners and teachers alike are thriving and education is being delivered in school buildings of an increasingly high standard. As we strive for continuous improvement it is essential that we retain and update, and indeed continue to improve, our Core Facts data in order that the progress which has been made can be measured, and also that there might be a clear evidence based picture of what remains to be done.

Assessing the suitability of school buildings and grounds can help establish a measure for benchmarking and also act as a tool for identifying and prioritising need, related to an appropriate extent to user expectations and aspirations.

WHO IS THIS FOR?

Essentially it is for the benefit of all school users. The design and layout of a building, and the way it works as a whole in combination with its grounds, should be suitable to meet the needs of all users, promoting well-being and making a positive contribution to the activities in which they engage. A school should act as a learning and teaching resource, enhancing opportunities for learners rather than hindering their growth and development.

¹ www.ltscotland.org.uk/curriculumforexcellence

2 SCOPE OF SUITABILITY CORE FACT REPORTING

WHAT ARE WE ASSESSING?

The assessment is of the school as a whole, its buildings and its grounds and of the impact these have on learning and teaching, leisure and social activities and the health and well-being of all users. Within this we need to consider the different types of spaces within the school and the different activities for which they are used.

Particular account should be taken of the dynamic nature of the education service, of important national and local policies and initiatives, and of each school's ability to accommodate and promote these within the school.

WHAT ARE WE ASSESSING AGAINST?

There is no one right design for a school. School designs, like those of other buildings reflect aspects of what was fashionable at the time of construction, and will vary according to the available site, space, expected pupil roll and sector (primary, secondary or special). It is therefore not about assessing a school against the perfect school, nor ranking it against neighbouring schools, but rather considering it in the context of the paragraphs above and then reflecting how well it serves its purpose in terms of the agreed criteria below.

- A: Good – Performing well and operating efficiently (the school buildings and grounds support the delivery of services to children and communities)
- B: Satisfactory – Performing well but with minor problems (the school buildings and grounds generally support the delivery of services to children and communities)
- C: Poor – Showing major problems and/or not operating optimally (the school buildings and grounds impede the delivery of activities that are needed for children and communities in the school)
- D: Bad – Does not support the delivery of services to children and communities (the school buildings seriously impede the delivery of activities that are needed for children and communities in the school)

SCHOOL TYPES

The suitability of schools in all three sectors (primary, secondary and special) should be assessed. Suitability assessments should include school facilities that are temporary or permanent and regardless of the procurement method, ownership or facilities management status.

Early education provision should be assessed only where it is integral to a primary, secondary or special school, in which case it should simply be treated as part of the school and not assessed separately.

SHARED FACILITIES

When assessing suitability, all parts of the school used for the delivery of education should be considered, whether or not they are used for other purposes, such as community use or shared with another school.

Where school facilities are used for other purposes by local authorities, these other uses should not be taken into account in the assessment of suitability for the school, except in circumstances in which the dual use places restrictions on time-tabling for school use during the school day. For example, school sports and leisure facilities to which the school has unrestricted access during the school day but which are available to the community outwith school hours should be assessed in exactly the same way as if they were solely for school use.

Should an authority wish, for internal purposes, to assess the suitability of their schools for community use, they might find it helpful to do that as part of the initial assessment process, but any related data should not be taken forward into the overall suitability rating.

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STAFF HOUSES

Staff houses and residential accommodation for pupils should be excluded from the suitability rating.

SUITABILITY VERSUS CONDITION

A clear distinction between the definitions of suitability and condition has already been drawn within the earlier guidance document, *The Condition Core Fact*, and is quoted here for ease of reference:

13. One potential source of confusion when assessing the condition rating for a school is the distinction between Condition and Suitability. In reporting the Condition and Suitability Core Facts, the following distinction in scope should be drawn between the two:
 - Compliance with the design intent should be addressed under Condition. Hence, Condition deals with the state of repair of features or facilities that exist as part of the school fabric (and as part of its current design).
 - Where the current design or design intent has been rendered inadequate or inappropriate by new requirements that apply retrospectively, then this should be dealt with under Condition. These requirements could arise from legislation or regulations, or from regulatory or central government guidance. This aspect of Condition should include the general health and safety requirement to reduce the risk to staff and the general public – including pupils – to a level which is as low as reasonably practicable.
 - Disability discrimination requirements should be dealt with under Suitability.
 - Where it is considered that the design or design intent was already inadequate or inappropriate when viewed against legislation, regulations or regulatory or central government guidance extant and applicable at the time of installation, then this should be dealt with under Condition.
 - Matters of security of the school fabric, contents and occupants should be addressed under Condition.
14. Aside from the above considerations, the adequacy of design or design intent, including the absence of any particular feature or facility, should be addressed under Suitability. It should be noted that the way in which the buildings and facilities are used or operated (or indeed mis-used or mis-operated) is not part of Condition. If a design regarded as unsuitable necessitates the use of the school facilities in a way that is outwith the design intent, then this is a matter for consideration under Suitability.

(Extract from p 8-9: *The Condition Core Fact. Building our Future: Scotland's School Estate*. Scottish Government. March 2007.)

In particular, please note that Disability Discrimination Act requirements should be dealt with under 'suitability'.

In order that a school's suitability rating does not include any issues which should be considered under condition, the school facilities should be assessed as though they were in good condition. For example a leaking roof, however inconvenient, should not affect the suitability rating of the school but should instead be a matter to be considered in the context of the condition rating.

TEMPORARY/PERMANENT ALTERATIONS

The suitability assessment should consider the particular feature of the school in the use for which it was designed, either at the initial building stage or by approved alteration thereafter. For example a general classroom which has been re-designed and altered to serve as a computer suite should be assessed as such, i.e. as a computer suite.

Temporary repairs in place at the time of the assessment, for example a damaged window boarded over pending replacement, should not affect the suitability rating. However, permanent repairs or alterations, for example, the installation of window grilles which prevent windows opening properly or exclude a significant amount of natural light, should be taken into account when considering those aspects of the suitability assessment.

SUFFICIENCY (CAPACITY)

Due to demographic change, schools may be operating with a pupil roll that is either above or below their design capacity. However, this is an issue to be addressed as one of sufficiency rather than suitability and therefore school facilities should be assessed as though they were operating at design capacity.

If, for example, a General Purposes room is being used as a classroom because the school was designed for a lower school roll than is currently in place, then the suitability rating should continue to be calculated on the basis that the room is a General Purposes room and not a classroom.

MANAGEMENT

Issues such as the cleanliness of a school, its image, ethos and reputation are dependent on a variety of factors including the way in which the school is managed. In that context, it would not be considered appropriate to consider such matters within the suitability assessment. For example, graffiti in a stairwell does not mean that the stairwell is unsuitable.

Should an authority wish, for internal purposes, to assess the way in which their school buildings and grounds are managed, they may choose to do so as part of the initial assessment process but any data should not then be included in the overall suitability rating.

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3 METHODOLOGY

The methodology for suitability requires to be sufficiently robust to produce consistency in approach to determining ratings in and across authorities. However, it has been designed to be as user friendly as possible with the intention of allowing all involved to benefit from the process and to be encouraged to think about those things about a school and its grounds which make it suitable for education and enhance learning and teaching.

It is generally accepted that those best placed to assess the suitability of a building are the users, and therefore for a school the Head Teacher is best placed to bring that assessment together, taking account as appropriate, of the views of others, principally pupils and staff.

For that reason, for each of the 'areas' to be assessed, illustrative exemplars of ratings 'A' and 'C' have been provided in the style of the HMIE '*How Good is Our School*' self-evaluation model², with which Head Teachers will already be familiar. In each of the illustrative exemplars, five statements are provided, one for each of the 'factors' by which the areas are to be assessed.

AREAS

In order to capture all of the information necessary to arrive at a suitability rating for the school as a whole, six 'areas' have been identified, five of which are common to all schools namely:

Learning and Teaching (General)
Internal Social
Internal Facilities
External Social
External Facilities

and for secondary schools or schools with a secondary department, a sixth area:

Learning and Teaching (Practical)

Many schools in Scotland have spaces which are used for more than one purpose. This could result in the same space being assessed differently, depending on usage. For example, a space might achieve an 'A' rating as a dining hall but a 'C' rating as an assembly hall.

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² www.hmie.gov.uk/Generic/HGIOS

Each of these 'areas' is then rated:

- A: Good – Performing well and operating efficiently (the school buildings and grounds support the delivery of services to children and communities)
- B: Satisfactory – Performing well but with minor problems (the school buildings and grounds generally support the delivery of services to children and communities)
- C: Poor – Showing major problems and/or not operating optimally (the school buildings and grounds impede the delivery of activities that are needed for children and communities in the school)
- D: Bad – Does not support the delivery of services to children and communities (the school buildings and grounds seriously impede the delivery of activities that are needed for children and communities in the school)

FACTORS

To ensure that the ratings are consistent and comparable, they should be assessed against five key 'factors', which have equal weighting. These are:

Functionality
 Accessibility
 Environmental Conditions
 Safety and Security
 Fixed Furniture and Fittings.

For each of the 'factors' a short list of examples is given on each of the worksheets. That list is illustrative rather than exhaustive or exclusive.

WEIGHTINGS

Each of the 'areas' has been allocated a 'weighting' in order that the overall calculation for the school should reflect the relative importance of each of the 'areas'. In all schools the 'weighting' for learning and teaching areas is 50%.

Therefore, in primary schools or primary departments the weightings are:

Learning and Teaching (General)	50%
Internal Social	15%
Internal Facilities	15%
External Social	10%
External Facilities	10%

In secondary schools or secondary departments the weightings are:

Learning and Teaching (General)	25%
Learning and Teaching (Practical)	25%
Internal Social	15%
Internal Facilities	15%
External Social	10%
External Facilities	10%

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RECORDING

The ratings for each 'area' should be recorded using the suitability assessment worksheets, which have been provided to each local authority. There are separate worksheets for assessing primary and secondary schools or departments.

Two versions of each of the worksheets have been developed. One is a text document for printing off for use when carrying out the actual assessments for each 'area' – simplified versions of these are appended to this document for illustration. The second is an Excel spreadsheet for entering and collating the data. This has been devised in such a way that all of the calculations will be carried out automatically upon completion of all the relevant sections. In both versions, a covering page provides some guidance as to how the assessment should be carried out.

Further electronic copies of the worksheets are available from the Scottish Government's school estate website³. Whilst it is not anticipated that the underlying methodology or weightings used in these worksheets will change, it is possible that the accompanying guidance sheet or examples provided could be updated to further improve usability in light of feedback from authorities.

While all the information contained in the worksheets will be of interest to local authorities in terms of school estate management planning, only the overall suitability rating for each school will be reported to the Scottish Government.

COMMENTS BOX

For local authorities' own purposes a Comments Box is provided on each worksheet in order that a Head Teacher can flag up any issue of particular concern.

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³ www.scotland.gov.uk/schoolestate/suitability

4 REPORTING

Local authorities will maintain the Core Fact data principally for their own purposes, and will undertake assessments on these to a timescale which is appropriate to their individual needs. Similarly the Scottish Government requires to maintain data on the school estate and will therefore collect Core Fact information at such times as is necessary for that purpose.

FREQUENCY

At that point at which a local authority has confidence that its suitability ratings are accurate and robust, it is perfectly reasonable that they should be reported unchanged thereafter except in circumstances in which there has been an alteration to the building which has affected its suitability. Therefore, in reporting suitability ratings, authorities will largely be reflecting the improvements which they have been able to make to the school estate year upon year.

Beyond updating their centrally held data to reflect improvements in specific schools, it will be a matter for authorities to determine how often they might gather information across the whole of the school estate and, unlike condition data, it is not necessary to review it on an annual basis.

CONSISTENCY IN REPORTING

While it is recognised that the users' input to suitability assessment is important, it is the responsibility of local authorities to ensure that ratings assigned are accurate and robust prior to reporting them either in the local context or to the Scottish Government.

A 'moderation' exercise is therefore an important part of the process in which authorities would engage in an overall view of the returns, perhaps comparing new ratings with those previously held and reviewing any 'surprising' results.

Of particular interest are likely to be those ratings for new or refurbished schools and any differing ratings for similarly designed and similarly operating schools.

In an attempt to ensure consistency of reporting, a number of authorities have found it helpful to use one appropriately experienced member of staff to check and validate all returns.

STAFF AWARENESS RAISING

While the methodology and worksheets have been designed to be user friendly, local authorities might find it helpful to brief Head Teachers prior to the first round of ratings with the new guidance.

APPENDIX

Assessment Worksheets

The worksheets for each of the six areas are appended for illustration – two are specific to secondary schools, one for primary schools and four are common to all schools. Electronic versions of these are available from the Scottish Government’s school estate website – www.scotland.gov.uk/schoolestate/suitability, or call 0131 244 0877.

SUITABILITY ASSESSMENT – SECONDARY

School:

Area:

General Learning and Teaching Spaces (e.g. non-practical classrooms, areas for group work/private study)

Weighting: 25%

Method:

Assess the fitness for purpose of the area by assigning a rating from A to D to each factor, taking account of the illustrations below. The ratings will be aggregated automatically by the electronic spreadsheet to give an overall suitability assessment for the area.

Illustrations:

Category A:
Spaces are suitable for all functions/activities that are conducted within them.
Spaces are conveniently located within the building for access to other areas and for disabled access.
Spaces are comfortable for users and conditions are conducive to learning and teaching.
Spaces are safe and reasonably risk-free, with secure areas as required.
Spaces are fitted out appropriately for activities conducted within them.
Category C:
Many spaces are unsuitable for some of the functions/activities that are conducted within them on a regular basis.
Spaces are often located at an inconvenient distance from each other and there is not disabled access to all curriculum areas.
Many spaces are uncomfortable for users, with conditions which may inhibit or distract from learning and teaching.
There are significant unsafe aspects to some areas, and security is incomplete.
Many spaces lack some necessary fittings for activities conducted within them.

Factor:

Rating:

Functionality	
e.g. shape, size, flexibility, lighting	
Accessibility	
e.g. ease of access for all, departmental organisation	
Environmental Conditions	
e.g. temperature, acoustics, ventilation, natural light, controllability	
Safety & Security	
e.g. windows, fire doors, heat source	
Fixed Furniture & Fittings	
e.g. ICT infrastructure, storage, display boards, power points	

Comments

Please comment on any issues of particular concern, including any aspect which you have rated as 'D'.

SUITABILITY ASSESSMENT – SECONDARY

School:

Area:

Practical Learning and Teaching Spaces (e.g. Art, drama, home economics, music, science, technical, P.E. (internal and external, including courts, pitches, running tracks))

Weighting: 25%

Method:

Assess the fitness for purpose of the area by assigning a rating from A to D to each factor, taking account of the illustrations below. The ratings will be aggregated automatically by the electronic spreadsheet to give an overall suitability assessment for the area.

Illustrations:

Category A:
Spaces are suitable for all functions/activities that are conducted within them.
Spaces are conveniently located within the building for access to other areas and for disabled access. Location facilitates all normal Learning and Teaching activities.
Spaces are comfortable for users and conditions are conducive to learning and teaching.
Spaces are safe and reasonably risk-free, with secure areas as required.
Spaces are fitted out appropriately for activities conducted within them.
Category C:
Many spaces are unsuitable for some of the functions/activities that are conducted within them on a regular basis. Issues of availability can restrict the curriculum.
Spaces are often located at an inconvenient distance from each other and there is not disabled access to all curriculum areas. Some areas are off-campus.
Some areas are uncomfortable for users, with conditions which may inhibit or distract from learning and teaching.
There are significant unsafe aspects to some areas, and security is incomplete.
Many spaces lack some necessary fittings for activities conducted within them.

Factor:

Rating:

Functionality	
<i>e.g. shape, size, flexibility, changing facilities, lighting</i>	
Accessibility	
<i>e.g. Ease of access for all, disabled changing facilities and equipment, on/off campus, travel time</i>	
Environmental Conditions	
<i>e.g. temperature, acoustics, ventilation, natural light, controllability</i>	
Safety & Security	
<i>e.g. windows, fire doors, surfaces, perimeter security</i>	
Fixed Furniture & Fittings	
<i>e.g. ICT infrastructure, storage, display boards, power points, specialist equipment/fittings, all-weather facilities, playing surfaces</i>	

Comments

Please comment on any issues of particular concern, including any aspect which you have rated as 'D'.

SUITABILITY ASSESSMENT – PRIMARY

School:

Area:

Learning and Teaching Spaces (e.g. classrooms, areas for group work/private study, internal and external P.E./games areas)

Weighting: 50%

Method:

Assess the fitness for purpose of the area by assigning a rating from A to D to each factor, taking account of the illustrations below. The ratings will be aggregated automatically by the electronic spreadsheet to give an overall suitability assessment for the area.

Illustrations:

Category A:
Spaces are suitable for all functions/activities that are conducted within them.
Spaces are conveniently located within the building for access to other areas and for disabled access.
Spaces are comfortable for users and conditions are conducive to learning and teaching.
Spaces are safe and reasonably risk-free, with secure areas as required.
Spaces are fitted out appropriately for activities conducted within them.
Category C:
Many spaces are unsuitable for some of the functions/activities that are conducted within them on a regular basis.
Spaces are often located at an inconvenient distance from each other and there is not disabled access to all curriculum areas.
Many spaces are uncomfortable for users, with conditions which may inhibit or distract from learning and teaching.
There are significant unsafe aspects to some areas, and security is incomplete.
Many spaces lack some necessary fittings for activities conducted within them.

Factor:

Rating:

Functionality	
<i>e.g. shape, size, flexibility, lighting</i>	
Accessibility	
<i>e.g. ease of access for all, departmental organisation</i>	
Environmental Conditions	
<i>e.g. temperature, acoustics, ventilation, natural light, controllability</i>	
Safety & Security	
<i>e.g. windows, fire doors, heat source</i>	
Fixed Furniture & Fittings	
<i>e.g. ICT infrastructure, storage, display boards, power points</i>	

Comments

Please comment on any issues of particular concern, including any aspect which you have rated as 'D'.

SUITABILITY ASSESSMENT – ALL SCHOOLS

School:

Area:

Internal Social Spaces (e.g. pupil social areas, dining/common rooms, staffrooms)

Weighting: 15%

Method:

Assess the fitness for purpose of the area by assigning a rating from A to D to each Factor, taking account of the illustrations below. The ratings will be aggregated automatically by the electronic spreadsheet to give an overall suitability assessment for the area.

Illustrations:

Category A:
There are a good range of internal social spaces allowing all to engage in individual or group activities, in out-of-class time.
Social spaces are available throughout the school and the allocation of these takes account of age, stage and disability issues.
Internal social spaces are maintained at an appropriate temperature, are well ventilated and benefit from natural light.
Social spaces are safe and reasonably risk-free, with secure areas as required.
Fixed furnishings and equipment help facilitate socialising and relaxation.
Category C:
Internal Social Spaces exist but are limited in number and range.
Internal Social Spaces are concentrated in one area of the school and tend to be crowded at break times. Disabled access is possible but difficult.
Internal social spaces would benefit from better temperature control, better ventilation and more natural light.
While generally safe and reasonably risk-free, some social areas are secluded.
The internal social areas have little appropriate fixed furniture and equipment.

Factor:

Rating:

Functionality	
<i>e.g. shape, size and range, lighting</i>	
Accessibility	
<i>e.g. ease of access for all, age/stage appropriate space</i>	
Environmental Conditions	
<i>e.g. temperature, acoustics, ventilation, natural light, controllability</i>	
Safety & Security	
<i>e.g. observed areas, age/stage separation, windows, fire doors, CCTV</i>	
Fixed Furniture & Fittings	
<i>e.g. Fixed equipment/ fittings for leisure activities/ private study, rubbish bins</i>	

Comments

Please comment on any issues of particular concern, including any aspect which you have rated as 'D'.

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SUITABILITY ASSESSMENT – ALL SCHOOLS

School:

Area:

Internal Facilities (e.g. reception, administration, office, meeting, circulation space, resource/staff bases, library, toilets)

Weighting: 15%

Method:

Assess the fitness for purpose of the area by assigning a rating from A to D to each factor, taking account of the illustrations below. The ratings will be aggregated automatically by the electronic spreadsheet to give an overall suitability assessment for the area.

Illustrations:

Category A:
Reception area, administrative and office accommodation are appropriate. Toilets are user friendly, offering dignity and privacy.
The location of these facilities within the building offers easy access to all including those with disabilities.
Internal facilities are maintained at an appropriate temperature and are well ventilated. Noisy equipment, e.g photocopyers are housed separately.
Areas are safe and reasonably risk-free.
Fittings in all areas are of good quality.
Category C:
The number of toilets while adequate is not ideal. The number of offices while adequate is not ideal.
Office/administrative space is often unavailable. Toilets are in blocks and not on each level nor adjacent to each teaching area.
These facilities would benefit from better temperature control, better ventilation. A significant number have no natural light.
The design of the toilet blocks creates some insecurity among the users.
Fixed furniture and fittings are dated and would benefit from upgrading.

Factor:

Rating:

Functionality	
<i>e.g. number, shape, size, range, privacy, lighting</i>	
Accessibility	
<i>e.g. ease of access for all</i>	
Environmental Conditions	
<i>e.g. temperature, acoustics, ventilation, natural light, controllability</i>	
Safety & Security	
<i>e.g. secure access control, observed areas, age/stage separation, CCTV</i>	
Fixed Furniture & Fittings	
<i>e.g. reception window/desk, sanitary ware, fixed office equipment</i>	

Comments

Please comment on any issues of particular concern, including any aspect which you have rated as 'D'

SUITABILITY ASSESSMENT – ALL SCHOOLS

School:

Area:

External Social Spaces (e.g. play, covered, seated areas)

Weighting: 10%

Method:

Assess the fitness for purpose of the area by assigning a rating from A to D to each factor, taking account of the illustrations below. The ratings will be aggregated automatically by the electronic spreadsheet to give an overall suitability assessment for the area.

Illustrations:

Category A:
There are a good range of open and covered external social spaces allowing all to engage in individual or group games/activities, in out-of-class time.
These spaces are adjacent to the school and offer easy access to all. There is adequate room for appropriate age/stage separation.
The location of these facilities is not compromised by particular external environmental factors.
These spaces are secure and easily observed.
Appropriate fixed furniture and equipment is provided. Toilet access is adjacent.
Category C:
External Social Spaces exist but are limited in number and range.
External Social Spaces are concentrated in one area of the school and tend to be crowded at break times. Disabled access is possible but not convenient.
The adjacency of e.g. a main road, railway, flight path affects this area.
While generally safe and reasonably risk-free, the perimeter fencing is not entirely secure. Some areas are not easily observed.
The external social areas have limited fixed furniture or equipment. Toilet access is at a distance.

Factor:

Rating:

Functionality	
<i>e.g. size, shape, number</i>	
Accessibility	
<i>e.g. ease of access for all, space age/stage appropriate</i>	
Environmental Conditions	
<i>e.g. reference to any external factors affecting the area</i>	
Safety & Security	
<i>e.g. surfaces, perimeter fencing, ease of observation, CCTV</i>	
Fixed Furniture & Fittings	
<i>e.g. benches, play equipment, toilets, rubbish bins</i>	

Comments

Please comment on any issues of particular concern, including any aspect which you have rated as 'D'.

SUITABILITY ASSESSMENT – ALL SCHOOLS

School:

Area:

External Facilities (e.g. car parks, bike sheds, drop-off areas, storage facilities)

Weighting: 10%

Method:

Assess the fitness for purpose of the area by assigning a rating from A to D to each factor, taking account of the illustrations below. The ratings will be aggregated automatically by the electronic spreadsheet to give an overall suitability assessment for the area.

Illustrations:

Category A:
Areas are suitable for all functions/activities that are conducted within them.
Areas are easily accessed by all users.
The location of these facilities is not compromised by particular external environmental factors.
Spaces are safe and reasonably risk-free, there is an effective traffic management system and there is appropriate perimeter fencing.
Spaces are fitted out appropriately for activities conducted within them.
Category C:
Some areas are unsuitable for some of the functions/activities that are conducted within them on a regular basis.
Some areas are located at an inconvenient distance from each other. Some facilities are off-campus.
The adjacency of, e.g. a main road, railway, flight path affects this area.
While generally safe and reasonably risk-free, the perimeter fencing is not entirely secure.
Spaces are lacking in equipment.

Factor:

Rating:

Functionality	
<i>e.g. size, layout, lighting</i>	
Accessibility	
<i>e.g. ease of access for all</i>	
Environmental Conditions	
<i>e.g. reference to any external factors affecting the area</i>	
Safety & Security	
<i>e.g. surfaces, perimeter fencing, ease of observation, security lighting, CCTV</i>	
Fixed Furniture & Fittings	
<i>e.g. signage, marked parking bays, bike racks, bin stores</i>	

Comments

Please comment on any issues of particular concern, including any aspect which you have rated as 'D'.

PHOTOGRAPHS USED IN DOCUMENT

Page	School
Front Cover	St Thomas of Aquin High School, City of Edinburgh
2	Achahoish Primary School, Argyll & Bute
4	Dalry Primary School, North Ayrshire
6	Dalkeith High School, Midlothian
9	Gullane Primary School, East Lothian Dalry Primary School, North Ayrshire
10	St Andrew's High School, North Lanarkshire
11	St Bride's Primary School, South Lanarkshire
13	Williamwood High School, East Renfrewshire
14	Williamwood High School, East Renfrewshire
16	Deanburn Primary School, Falkirk
18	Deanburn Primary School, Falkirk

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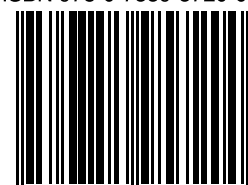
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